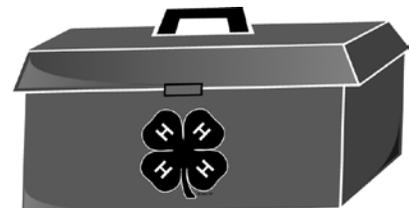


3

"Service-learning" Lesson Plan





Learning Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Intended Audience

This lesson is intended for use with adult 4-H volunteers.



Supplies & Resources Needed

- "Service-learning" lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Service-learning" lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Service-learning" fact sheet for each participant
- Copies of "Ready Set Serve! Service-learning Lesson Plans for 4-H Meetings" resource guide
- Copies of "From Community Service to Service-Learning" resource guide



References

Indiana Middle School Family and Consumer Science Curriculum. July 1996. Heart Healthy Hoopla. Available at www.doe.in.gov/food/training/newlinks-hoopla.html.

Mantooth, L.J. Service-learning: Thinking Beyond Community Service. University of Tennessee Extension. Retrieved December 7, 2009, from <http://www.utextension.utk.edu/4H/citizenship/index.htm>. Used by permission.

Morris, P. V., Redmon, K., and Martin, K. (2004). From Community Service to Service-learning. Purdue University Cooperative Extension Service. West Lafayette, IN. Used by permission.

University of Tennessee Extension. Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings. 4-H Seeds of Service. Available at <http://www.utextension.utk.edu/4H/sos/acrobat/ReadySetServe.pdf>. Used by permission.

Projected Length

20-25 minutes



Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Service-learning" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Service-learning" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants and a copy of the "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings" and "From Community Service to Service-learning"

Methods/Content



Information found on Slides #1-2.

Introduction



Service-learning enriches all 4-H members' lives. It is similar to, but different from, community service. This lesson will help determine these differences. Our objectives for this lesson include:

Objectives

1. Differentiate between service-learning and community service.
2. Follow the steps to implement a positive service-learning project.

Objective 1

Differentiate between service-learning and community service.



Information found on Slide #3.



To understand what service-learning is, it is helpful to understand what it is not.



Service-learning is Different from:

- **Volunteerism** — people who decide to perform service for others without pay
- **Community Service** — community volunteering, perhaps as a result of a court order or probation sentence
- **Youth Service** — an overarching term for all approaches that involve community youth as resources
- **Experiential Education** — a term describing educational approaches that emphasize learn by doing



Information found on Slide #4.



Service-learning has some very specific characteristics.

Service-learning:

- Is a method for individuals to learn and develop through active participation
- Is organized to meet community needs
- Promotes civic responsibility
- Builds the educational component of the program
- Encourages participants to reflect on the service experience
- Helps volunteers learn about their personal strengths and interests



Information found on Slide #5.



There are three distinct types of service-learning – direct, indirect, and advocacy.

Ask volunteers to give an example of each. Possible answers could include:

- Direct service – working at the homeless shelter with the people
- Indirect – collecting food for a local food pantry
- Advocacy – advocating for sidewalk curb cuts for the disabled

Types of Service-learning

- Direct Service: provides assistance directly to members of the community
- Indirect Service: involves a “behind the scenes” approach to provide service
- Advocacy: seeks to resolve an issue facing the community



Objective 2

Follow the steps to implement a positive service-learning project.

 **Information found on Slide #6.**



To plan an effective service-learning opportunity, certain elements should be included. We'll discuss these elements and then review the steps to implement a service-learning project.

To be effective, service-learning should contain the following elements which will enhance the experience and increase the transformational learning. The service should be meaningful, involve problem solving, and provide opportunities to apply skills that are learned. Students will cooperate with many entities in preparation for service-learning and a time for reflection will be included.

Elements of Effective Service-learning

- Engages youth
- Involves meaningful service
- Develops problem solving skills
- Applies skills learned
- Requires cooperation
- Includes reflection

 **Information found on Slide #7.**



Select a project that is meaningful to the 4-H club and meets a need in the community. Set objectives that the group wishes to accomplish. Prepare for the project by securing supplies, scheduling volunteer workers, and planning logistics. Perform the activity when as many as possible can participate. Have a reflection time (the step that sets service-learning apart from community service). Let the 4-H members discuss and share their experiences during the reflection time. Evaluate the value of the project and identify next steps to take. Celebrate with sharing pictures, refreshments and publicity.

Steps of Service-learning

1. Select a project
2. Set objectives to accomplish
3. Prepare for the project
4. Perform service activity



5. Reflect on the experience
6. Evaluate the project
7. Celebrate the group's accomplishments



Information found on Slides #8-9.



One of the more critical steps of the service-learning opportunity is encouraging the members and other participants to reflect upon the experience. By answering questions like these, members will be able to better understand what they learned from the experience and what may happen as a result of this experience.

Reflecting on Service-learning

- Reflection distinguishes service-learning from other service projects.
- During reflection, ask questions such as:
 - What did the volunteers learn?
 - Why did their project matter?
 - What will they do now?



Reflection can be done a variety of fun ways besides just talking about the project. Perhaps the 4-H members would like to write about their experiences in the form of a story or poem. Maybe they wish to create a rap, some scrapbook pages, or skits. What are some other creative ways that members can reflect upon their experiences?

Time to Share

Share creative reflection ideas that would allow a group to reflect upon their service-learning project.



Information found on Slide #10.



A good service-learning experience benefits everyone involved. It builds self-esteem and gives youth a sense of empowerment and a feeling of civic responsibility. Life skills like critical thinking, leadership development, communication skills and the ability to work as a team are also strengthened.



Benefits of Service-learning

- Self-esteem
- Empowerment
- Critical thinking
- Civic responsibility
- Leadership
- Communication
- Team building

Conclusion and Quiz



Information found on Slides #11-12.



We have reviewed some of the primary differences between service-learning and service projects. We've also looked at some of the essential steps to complete for a successful service-learning activity. Service-learning is different from community service and with the right elements can be a very meaningful experience.

Two additional resources are available that have been included in this lesson plan. They provide excellent additional information regarding the planning and implementation of a service-learning project.

First is the University of Tennessee 4-H Web site, 4-H Seeds of Service, located at <http://www.utextension.utk.edu/4H/citizenship/index.htm>. A resource included with this lesson plan from the Tennessee Web site, "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings," provides suggestions for monthly service-learning projects that clubs can complete. Second is the Purdue University publication, "From Community Service to Service-Learning," which is a useful tool to use when planning a project.

Briefly review the lesson and the references provided on Slide #12. Then, distribute the "Service-learning" quiz questions. Allow participants time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the volunteers or members to keep them as a review of the lesson.

Distribute the "Service-learning" fact sheet for volunteers and members to use for future reference. Also distribute "Ready, Set, Serve! Service-learning Lesson Plans for 4-H Meetings" and "From Community Service to Service-Learning" as additional references. Thank the volunteers and members for their participation.

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“Service-learning” Quiz

1. TRUE or FALSE. Service-learning and community service are the same.
2. TRUE or FALSE. Reflection sets service-learning apart from other types of service.
3. TRUE or FALSE. Application of skills learned is not an important component of service-learning.
4. TRUE or FALSE. Through service-learning students hone life skills.
5. TRUE or FALSE. Service-learning teaches volunteers about themselves, their community and the world around them.



- KEY -

“Service-learning” Quiz

1. **TRUE or FALSE. Service-learning and community service are the same.**

FALSE. Service-learning adds a reflection component to help participants learn from the experience and apply it to their lives.

2. **TRUE or FALSE. Reflection sets service-learning apart from other types of service.**

TRUE.

3. **TRUE or FALSE. Application of skills learned is not an important component of service-learning.**

FALSE. Applying what has been learned from the service-learning experience is an important part of service-learning.

4. **TRUE or FALSE. Through service-learning students hone life skills.**

TRUE.

5. **TRUE or FALSE. Service-learning teaches volunteers about themselves, their community and the world around them.**

TRUE.

