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Planning Your Service-Learning Project: An Introduction

Service-learning can help your students become better learners, classmates, and citizens, and can help them make a valuable contribution to their communities. However, to be successful, your project must be organized so that both student learning and service experiences lead to the best results. The materials in this workbook are intended to help you and your students take the first steps toward creating an effective project. If you are using this workbook, we assume that you already have a background in theory and research on service-learning. The materials here are not intended to duplicate this knowledge, but to be practical tools to help you begin using service-learning in your own classroom.

These materials contain information about the three core components of a service-learning project: planning and preparation, the service activity, and the culminating event. Also included is information about two ongoing activities common to high quality service-learning projects: reflection and assessment. The information is organized into an overview and four chapters focused on: planning and preparation, the service activity, reflection, and the culminating event. Assessment is discussed throughout each chapter. Each chapter includes two types of documents: guides and worksheets. Guides include a brief explanation of the particular component of service-learning being discussed, an example of how a real-world project has worked with this component, questions to guide your thinking, and suggested resources for further exploration. Each guide is also accompanied by a worksheet designed to walk you and your students through the process of planning each component of a service-learning project.

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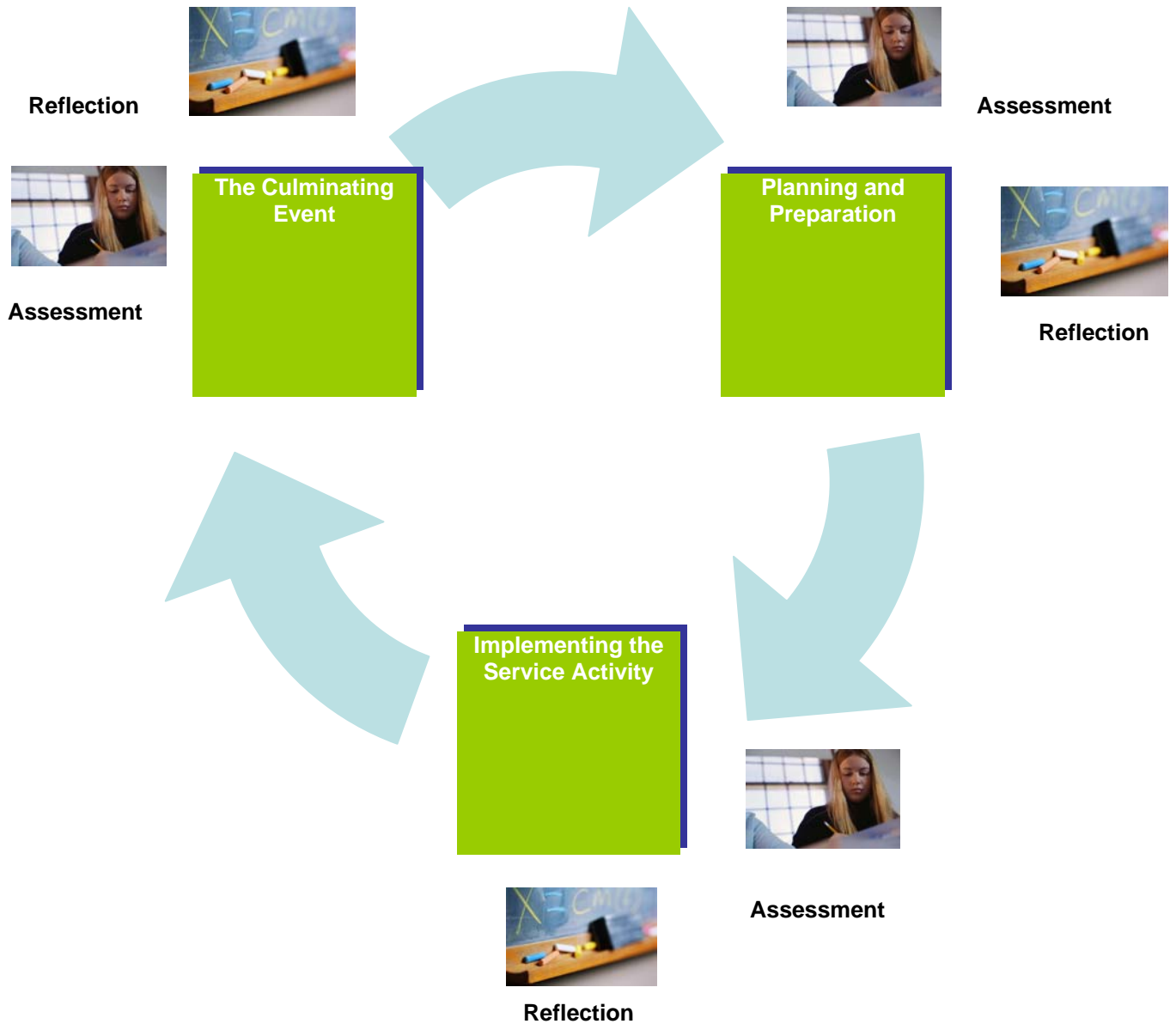
These guides and worksheets will help you and your students to implement a well-organized project, including:

- Choosing a meaningful problem for your service-learning project;
- Linking the project to your state’s curriculum framework and citizenship and social-emotional goals;
- Developing an assessment plan;
- Implementing a high quality service-learning activity;
- Designing reflection activities; and
- Organizing a culminating event.

Before you begin, please turn to the Overview to read a description of the core components and ongoing activities of service-learning projects.

Service-learning: An Overview

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A typical service-learning project includes three components:

1. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
2. **Implementing the Service Activity:** The “heart” of the project; the meaningful service experience that will help your students develop and will benefit the community.

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3. The Culminating Event: The final experience when students, community participants, and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

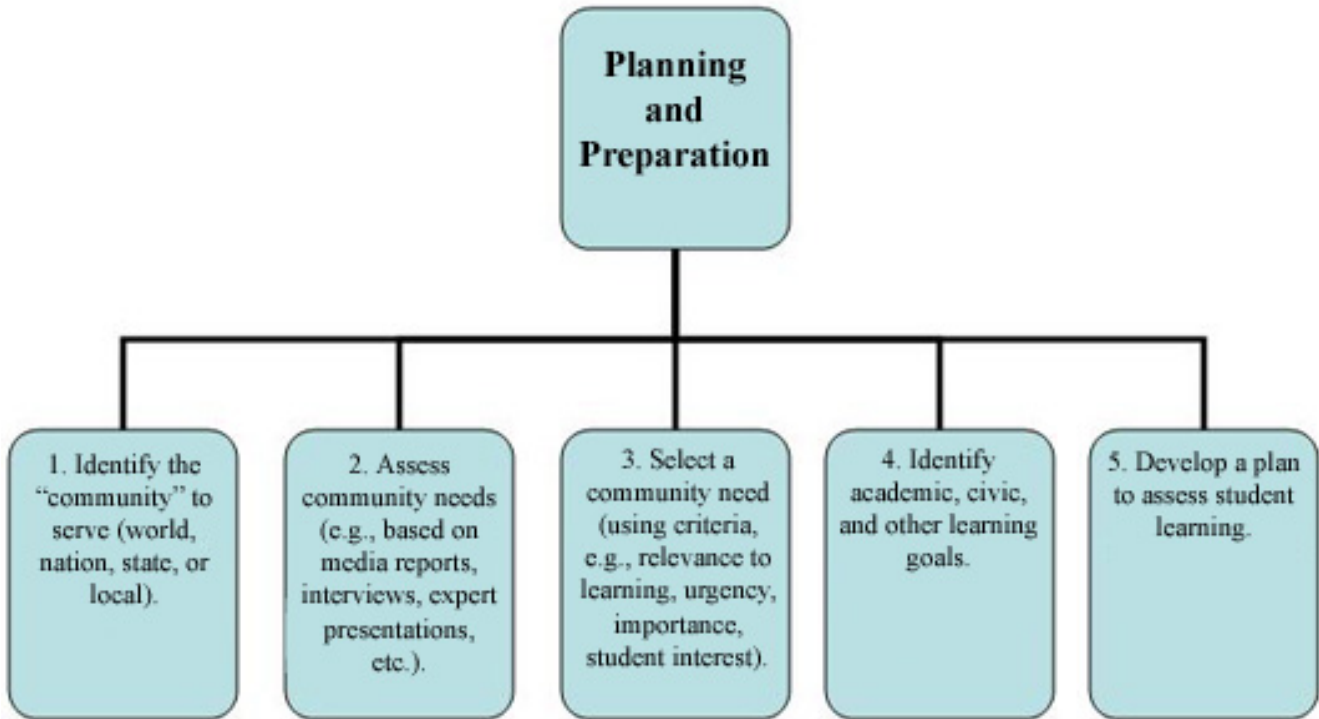
In addition to these components, two on-going activities should occur throughout any high quality service-learning project:

- Reflection: Activities that help students stand outside the service-learning experience to think about its meaning and its connection to them, their society, and what they have learned in school (e.g. discussion); and
- Assessment: Activities that measure the learning and development that occur through service-learning to diagnose student needs, provide feedback, and improve instruction.

These components are the building blocks of any service-learning project. Now that you have reviewed them, turn to Chapter 1 to begin planning your service-learning project.

Chapter One: Planning and Preparation

In the first phase of service-learning, Planning and Preparation, you, your students, and the community members with whom you work will identify the service problem, determine the academic and other goals the project will meet, and develop an assessment plan. The following graphic shows the steps in the Planning and Preparation phase.



Burnt Chimney Elementary School, Wirtz, Virginia

At Burnt Chimney Elementary School, 4th and 5th graders complete a spring service-learning project to benefit their local historical park. Some present a play about the history of their area by a local author, while others serve as tour guides at the park. To prepare students for the project, teachers engaged in several activities, including identifying the Virginia Standards of Learning in literacy, communications, history, and citizenship that the project would meet; forming partnerships with park staff, members of

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the local historical society, and the children’s author; planning lessons to teach students about the story, script writing, and public speaking; and familiarizing themselves with the park. In collaboration with the service-learning coordinator, teachers also complete several logistical tasks, such as obtaining parent permission for park visits, scheduling transportation and chaperones, arranging a class visit from the author of the local history, requesting parent assistance in making costumes, and organizing children’s story boards and writing into a coherent script.

Questions

As you and your students engage in Planning and Preparation, several questions may help with the process:

1. What is the overall purpose of the project? What impacts do you hope it will have on students and the community they serve?
2. How will you facilitate student choice of the “community” they want to serve?
3. What activities and resources will you provide to assist students in assessing community needs?
4. How will you use the criteria of relevance to academic learning, urgency, importance, and interest value to help students select the problem for their project?
5. What content standards and benchmarks will working on this problem allow students to meet?
6. What civic goals will the project address? What types of civic knowledge? Civic skills (e.g., informed decision making, listening, expressing their opinions)? Civic

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dispositions (e.g., tolerance, a sense of responsibility for others, believing that they can make a difference)?

7. What other learning do you hope students will gain from the project (e.g., social skills, career exploration)?

8. How do you plan to diagnose students' readiness for the project? Before beginning the service experience, what do your students need to understand about the social problem, the community and organization(s) with whom they will work, the recipients of service, and themselves? What skills do they need to have (e.g., for research, communicating with others, conducting experiments, etc.)? What attitudes and values should they have? What strategies will you use to ensure that students have the prerequisite knowledge, skills, attitudes, and values?

9. Ideally, formative assessment tasks are built into service-learning projects and include activities that occur naturally as part of your project, such as student research, writing assignments, discussion, interaction with service recipients, and the service activities, themselves. It can be especially valuable to use multiple types of assessment. How do you plan to assess student progress toward specific service-learning project goals while they are working on the project?

10. Service-learning projects also benefit from building in summative assessments. These are comprehensive assignments that allow you to determine students' overall achievement as a result of service-learning. Ideally, the summative assessment task is authentic, involving a real-world performance before an audience, such as a final presentation, portfolio, research report, books, or videos based on the project. Many

teachers link summative assessment to their culminating event (See Guide 3.) What is your plan for summative assessment?

Resources

Several useful links for Planning and Preparation are available on the National Service-Learning Clearinghouse website (www.servicelearning.org). Resources that can be especially helpful in the Planning and Preparation phase include:

1. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*

A comprehensive guide to all aspects of planning and implementing service-learning projects, this book provides background information about service-learning, ideas for projects in a variety of areas (e.g., the environment and social justice), and a “bookshelf” of youth literature appropriate for different grade levels and service-learning projects.

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action. Berger Kaye, C. (2004). Minneapolis, MN: Free Spirit Publishing.

2. Florida Learn and Serve

Provides several types of resources to help teachers link service-learning to content standards, including profiles of projects designed by Florida teachers in different subject areas and grade levels, lists of the standards each project meets, and a table with all

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Florida standards and ideas for addressing them at each phase of service-learning.

<http://www.fsu.edu/~flserve/sl/standards.html>

3. The Maryland Department of Education

Includes a definition of service-learning, Service-Learning 101, project ideas from state award winners, and a Seven Best Practices evaluation tool for evaluating the quality of your service-learning project.

http://www.marylandpublicschools.org/MSDE/programs/servicelearning/service_learning.htm

4. The Corporation for National and Community Service

The primary agency responsible for federal initiatives to involve Americans of all ages in service-learning and volunteerism, the Corporation administers Senior Corps, AmeriCorps, and Learn and Serve America for K-12 schools and colleges. Its website includes information for grantseekers and recipients, as well as a Resource Center with tools for designing service-learning and community service programs.

<http://www.nationalservice.org/>

5. C.A.R.T. Compendium of Assessment and Research Tools

A searchable database of tools for measuring service-learning and other youth development programs. The site provides descriptions of numerous instruments that can be used to measure all aspects of service-learning programs, including their design,

implementation, outcomes, and community and school contexts.

http://servicelearning.org/static/link/pages/134.htm?search_term=assessment&m=bool

6. National Service-Learning Partnership

A network of teachers, administrators, students, and policy makers committed to expanding service-learning nationwide, NSLP's website offers resources on planning, reflection, assessment, standards, student voice, funding, and other topics for teachers at varying levels of expertise.

<http://www.service-learningpartnership.org/>

7. *Service-learning and Assessment: A Field Guide for Teachers*

Developed by a national group of service-learning practitioners, this downloadable guide suggests a variety of naturally occurring classroom and service activities, such as KWL, anchor tasks, and reflection that can be used as standards-based assessments.

Service-learning and Assessment: A Field Guide for Teachers. National Service-Learning and Assessment Study Group. (1999). Washington, D.C.: Learn and Serve America.

http://servicelearning.org/resources/online_documents/assessmentevaluation/service-learning_and_assessment_a_field_guide_for_teachers/

8. The Texas Center for Service-Learning, particularly the S.T.A.R.S. model for exemplary service-learning

Offers several resources to help teachers plan service-learning projects, including S.T.A.R.S., a comprehensive rubric for assessing your service-learning project. The five

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points of a quality service-learning project—student leadership, thoughtful service, authentic learning, reflective practice, and substantive partnerships—are explained in detail.

<http://www.txcsl.org/stars.php>

Worksheet One: Planning and Preparation

Part A. Project Overview

<i>Project Title:</i>
<i>Subject Area/Grade Level :</i>
<i>Service Problem:</i>

Part B. Linking service-learning to academic, civic, and other learning goals

<i>Purpose of the Project.</i>		
<i>Academic Goals:</i>		
Subject Area	Model Content Standards (list the standard number.)	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
		3.
	3.	1.
		2.

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		3.
	4.	1.
		2.
		3.
Subject Area	Model Content Standard	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
		3.
	3.	1.
		2.
		3.
	4.	1.
		2.
		3.
Subject Area	Model Content Standard	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
	3.	

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	3.	1.
		2.
		3.
	4.	1.
		2.
		3.

<i>Civic Goals</i>	1. Civic Knowledge	1.
		2.
		3.
	2. Civic Skills	1.
		2.
		3.
	3. Civic Attitudes and Values	1.
		2.

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		3.
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<i>Other Goals (e.g., social skills, career preparation)</i>
1.
2.
3.
4.
5.

Part C. Creating an Assessment Plan

1. *Plan for assessing students' readiness to learn and serve:*


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2. Plan for students' progress during Planning and Preparation and the Service Activity
(Formative assessment)

Learning Goal	Description of the assessment task (e.g., during student research, pre-service discussions or writing assignments, during the service itself, or on reflection during service)

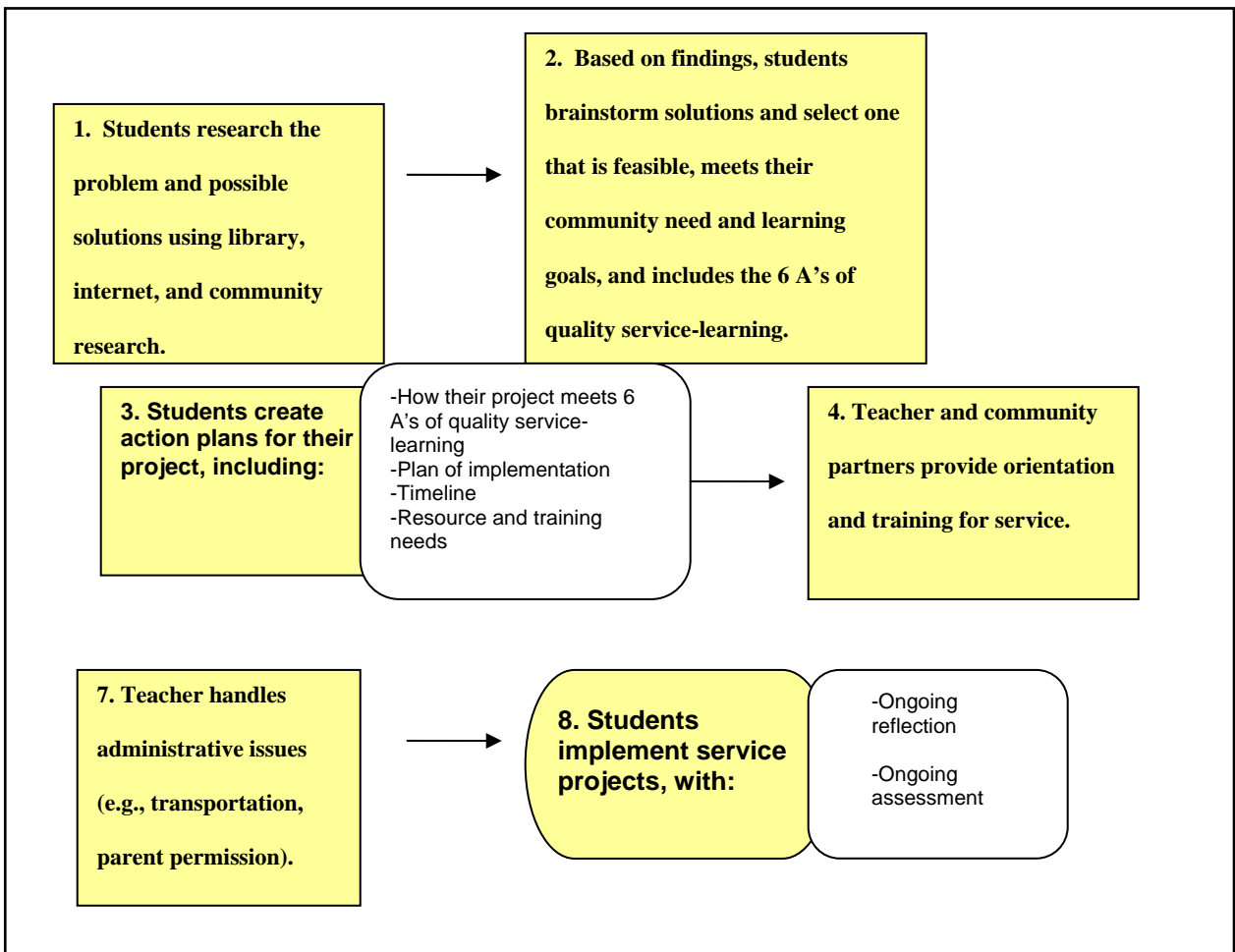
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3. Plan for Assessing Overall Student Achievement (Summative Assessment)

Goals	Summative Assessment Task
	

Chapter Two: Implementing the Service Activity

Once you have completed planning and preparation, the next step in service-learning is to implement the service activity. Because it is the focal point of your project and the most promising source of student learning, it is crucial that you, your students, and community members plan the activity well. Implementing a service activity includes the following steps:



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Implementing a high quality service-learning project also involves working with the 6 A's of service-learning:

- a) **Authentic learning:** The service addresses a real-world issue and is connected to a community
- b) **Active exploration:** The project engages students in inquiry and hands-on application of learning
- c) **Adult connection:** The activity links students to community mentors and experts in one or more content areas
- d) **Applied learning:** Students can transfer what they have learned in the classroom to the service project and vice versa
- e) **Academic rigor:** The activity addresses several content standards in depth
- f) **Advocacy:** The activity promotes student voice and leads to policy change .

Quest High School, Humble Texas

At Quest High School, seniors participate in a comprehensive, year-long project that meets all the criteria for high quality service. After participating in service-learning projects throughout 9th, 10th, and 11th grades, 12th grade students enroll in a Senior Seminar, a capstone service-learning course. During the fall semester, students identify and conduct research on a global social issue about which they feel passionate concern. During the second semester, they work in teams to develop and implement action plans that address the global issue. Action plans must build awareness of the issue, include research, address a community need, and be sustainable after the end of the school year. Specific requirements within the Senior Seminar include:

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- *A formal research paper;*
- *Frequent advisory meetings;*
- *Regular group meetings;*
- *Three oral presentations, including a subtopic speech, social action speech, and a self-portrait;*
- *Reflection assignments including a social action directory, project selection sheet specifying service-learning objectives mastered or practiced, project design sheet, and project evaluation sheet;*
- *A journal with at least one entry per week;*
- *A log of hours spent on designing, planning, implementing, and evaluating the project;*
- *Analysis of group dynamics as they related to workplace tools;*
- *A self-portrait completed in a format of the student's choice including video, poetry, sculpture, painting, or other medium; and*
- *A portfolio including all of the research project components: academic samples from each discipline, the self-portrait, a wellness plan, career shadowing reflection, and social action plan.*

At the end of the year, students must give a formal presentation using multimedia in which they highlight their individual research and the project itself.

Questions

Answering the following questions can help you in the Implementing the Service Activity phase:

1. Once you and your students identify a service problem, what questions about the problem and possible solutions should they try to answer through their library and internet research?
2. What tools could students use for researching the problem in the community (e.g., interviews, surveys, community mapping, etc.)?
3. In direct service, students interact with recipients of service or the physical environment they have targeted for improvement. Given the service problem, what types of direct service activities could students perform?
4. In advocacy, students try to address the underlying causes of a social problem by attempting to influence policy makers or elected officials. Could an advocacy component be added to the project?
5. How can you create a rubric for students to use that ensures the service activity they select demonstrates the 6 A's of high quality service-learning?
6. As discussed in Chapter One, formative assessment tasks include activities that occur naturally as part of your project, such as student research, writing assignments, discussion, interaction with service recipients, and the service activities themselves. It can be especially valuable to use multiple types of assessment. How will you implement your plan for formative assessment during the project?

Resources

The resources recommended for Planning and Preparation also contain helpful suggestions for the Service Activity phase. Additional resources that provide guidance and examples for implementing the service project include:

1. The Chicago Public Schools service-learning website

This site provides a Toolkit for teachers with background information on service-learning, a planning tool, rubrics for assessing the quality of service-learning projects, and reflection resources and aids. It also offers complete curriculum guides on some topics, e.g., Aging, and Hunger and Poverty.

<http://www.servicelearning.cps.k12.il.us/Curriculum.html>

2. Paul Coverdell World Wise Schools Service-Learning Rubric

Linked to the Peace Corps, this site provides a series of service-learning lessons organized around the idea of the “common good.” Students explore the meaning of common good then plan and implement a project based on what they have learned. The site also includes numerous ideas for international lessons and projects linked to Peace Corps activities.

<http://www.peacecorps.gov/wws/educators/lessonplans/>

3. KIDS Consortium

Based in Maine, Kids Consortium is dedicated to facilitating teachers’, administrators’, and students’ efforts to create and carry out meaningful service-learning. Two comprehensive guides for planning are available:

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- KIDS As Planners - A Guide to Strengthening Students, Schools and Communities Through Service- Learning
- Reform, Resiliency and Renewal - KIDS in Action

<http://www.kidsconsortium.org>

4. Learning to Give

With a mission to educate young people about the volunteer sector, Learning to Give offers lessons, units, and resources for teaching about philanthropy and skills for giving back to the community. Lessons are standards-based and searchable by content and grade level.

<http://www.learningtogive.org/index.asp>

5. National Youth Leadership Council

The most well-established organization in K-12 service-learning, NYLC offers several types of training and technical assistance to teachers, including an annual *National Service-Learning Conference*. Its website includes project ideas searchable by academic subject, grade level, project topic, and keyword.

www.nylc.org

Worksheet Two: Implementing the Service Activity

<p><i>Project title:</i> _____</p> <p><i>Time frame for the service activity:</i> _____</p>

Lesson Plans

Based on your answers to the questions in Guide 2, create lesson plans for each step in the Service Activity phase of the project.

Step One: Researching the problem.	Step Two: Selecting a solution.
Dates: _____	Dates: _____
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:

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<p>Step Three: Writing an Action Plan</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>	<p>Step Four: Orientation and Training #1.</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>
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<p>Step Five: Orientation and Training #2 and introducing reflection assignment during service.</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>	<p>Step Six: Students begin their service project.</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>
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Administrative Tasks

Making arrangements for students to carry out service-learning projects involves many administrative issues, such as scheduling (possibly getting permission for students to miss classes), gaining parent permission and involvement, and managing risk. What

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challenges do you anticipate related to each issue? What resources (people, financial, etc.) could help you and your students with these challenges? What are your final strategies for addressing each administrative issue?

Administrative Issue	Challenges	Resources	Strategies
Scheduling the service experience			
Gaining administrator permission and support			
Gaining parent permission and support			
Transportation			
Materials and equipment needs			
Potential risks			

Chapter Three: Reflection

In reflection, students use “creative and critical thinking skills to help prepare for, succeed in, and learn from the service experience, and to examine the larger picture and the context in which the service occurs” (Toole and Toole, 1995, p. 100). Reflecting on the service-learning experience can encourage your students to:

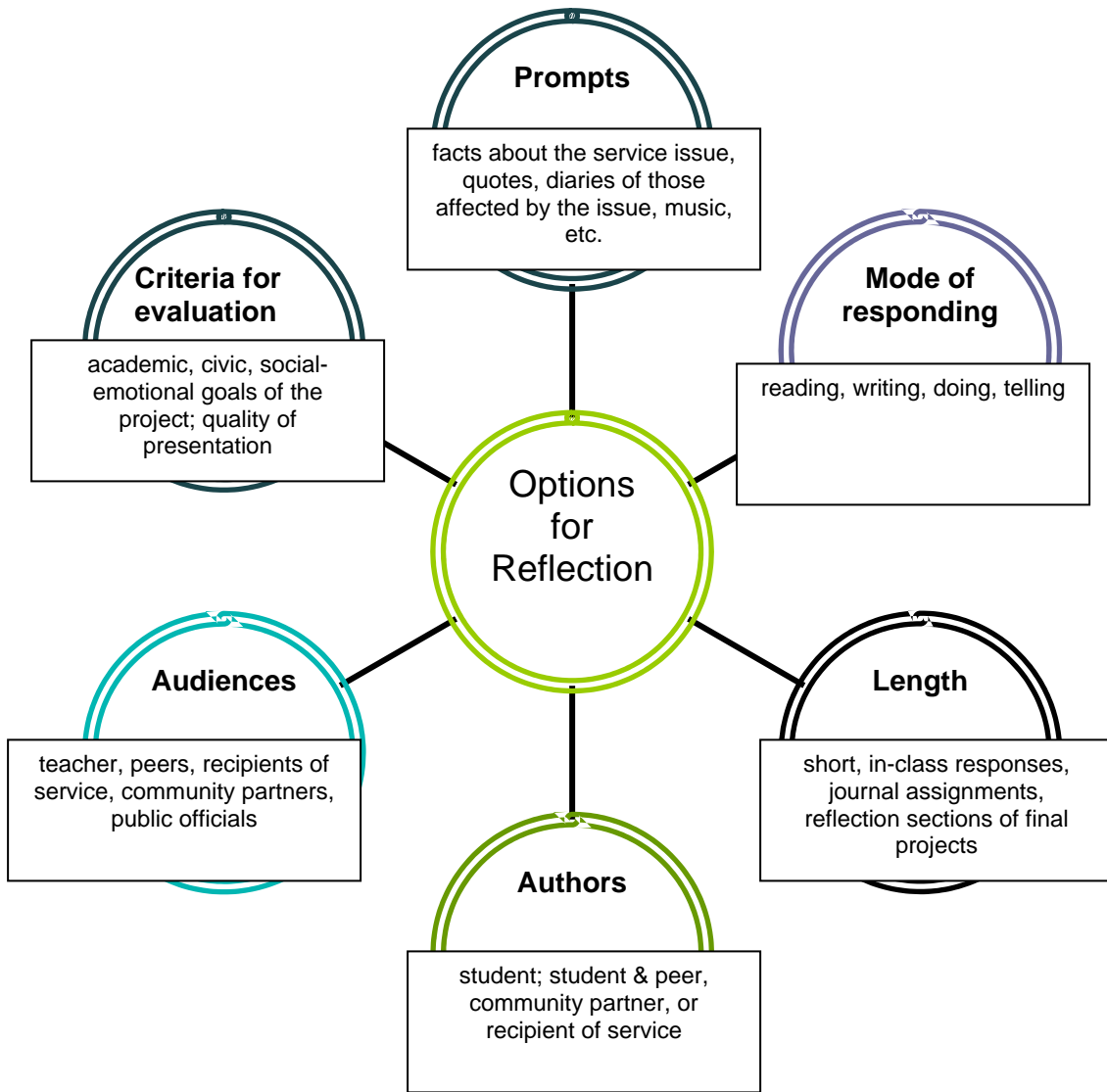
- Connect classroom learning with learning from service, giving both greater meaning;
- Question their assumptions both about the causes and solutions of social problems and about those different from themselves;
- Improve their problem solving skills; and
- Develop a deeper understanding of themselves and their responsibilities as citizens of a democratic society.

According to several experts, high quality reflection activities:

- Are continuous (occurring before, during, and after a project),
- Are connected (linking the service project with academic goals),
- Are guided,
- Allow feedback and assessment, and
- Help to clarify student values.

(Bringle & Hatcher, 1995; Eyer, Giles & Schmiede, 1996)

As the following diagram indicates, teachers have several options for reflection assignments that can meet these criteria for high quality.



Miami-Dade School District

In the Miami-Dade district, the Bureau of Community Services hosts forums each spring for students and community members on issues of importance to the city. Forum topics from recent years have included proposed changes to Social Security law, the Miami Mayoral Election, health care, bullying, and fire safety. In the early part of the school year, students hear presentations by guest speakers from partner organizations associated with the issue, for example, the Gray Panthers. Throughout the year, they carry out an advocacy activity to address the forum topic, such as circulating petitions to preserve the Social Security system. At the forum, a team of students from each school presents their project. These presentations are followed by small group dialogues between students, community partners, and community members attending the forum. Finally, all participants write reflections in which they describe the highlight of the forum, what they learned, what they heard that made them think or surprised them, and what steps they could take next to inform government leaders and policy makers about their issue.

Questions

1. What reflection activities could you use to support the academic, civic, and social-emotional learning goals of the service-learning project before, during, and after completion?
2. If you plan to use discussion and journaling, are there forms of reflection you could use to encourage multiple modes of student response? For example, could your students write poetry or fiction about their projects, create paintings, sculpture, or dramatic pieces?

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3. What reflection prompts (questions) before, during, and at the end of the project would encourage your students to go beyond simply describing or reporting their experiences? For example, what questions might push them to analyze the causes of social problems, to apply their academic learning to their service experience, or to evaluate the effectiveness of social services?
4. How could you broaden the social context for authoring beyond the individual student to make reflection more collaborative? How could you expand the audience beyond you as teacher to make it more authentic?

Resources

The resources listed in Guide 1 on Planning and Preparation contain valuable ideas for reflection. Other helpful resources include:

1. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection.*

The authors explain how and why reflection is important in service-learning, using the words of students themselves, to describe its impacts. They explain different learning styles and give suggestions for matching reflection activities to students' styles. The book also includes numerous ideas for reflection, using the modes of reading, writing, doing, and telling.

Eyler, J., Giles, D., & Schmiede, A. (1996) Nashville, TN: Vanderbilt University.

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2. *Connecting Thinking and Action: Ideas for Service-Learning Reflection.*

This guide provides a variety of reflection activities for different subjects and grade levels. Activities are included for each phase of reflection, including the service activity, pre-service, during, and post-service. RMC Research Corporation. (2003). Denver, CO: RMC Research Corporation.

<http://www.rmcdenver.com>

3. *Reflection: A Guide to Effective Service-Learning.*

Sponsored by the National Dropout Prevention Center, this guide offers tools and ideas for creating learning environments and facilitating reflection during each step of a service-learning project.

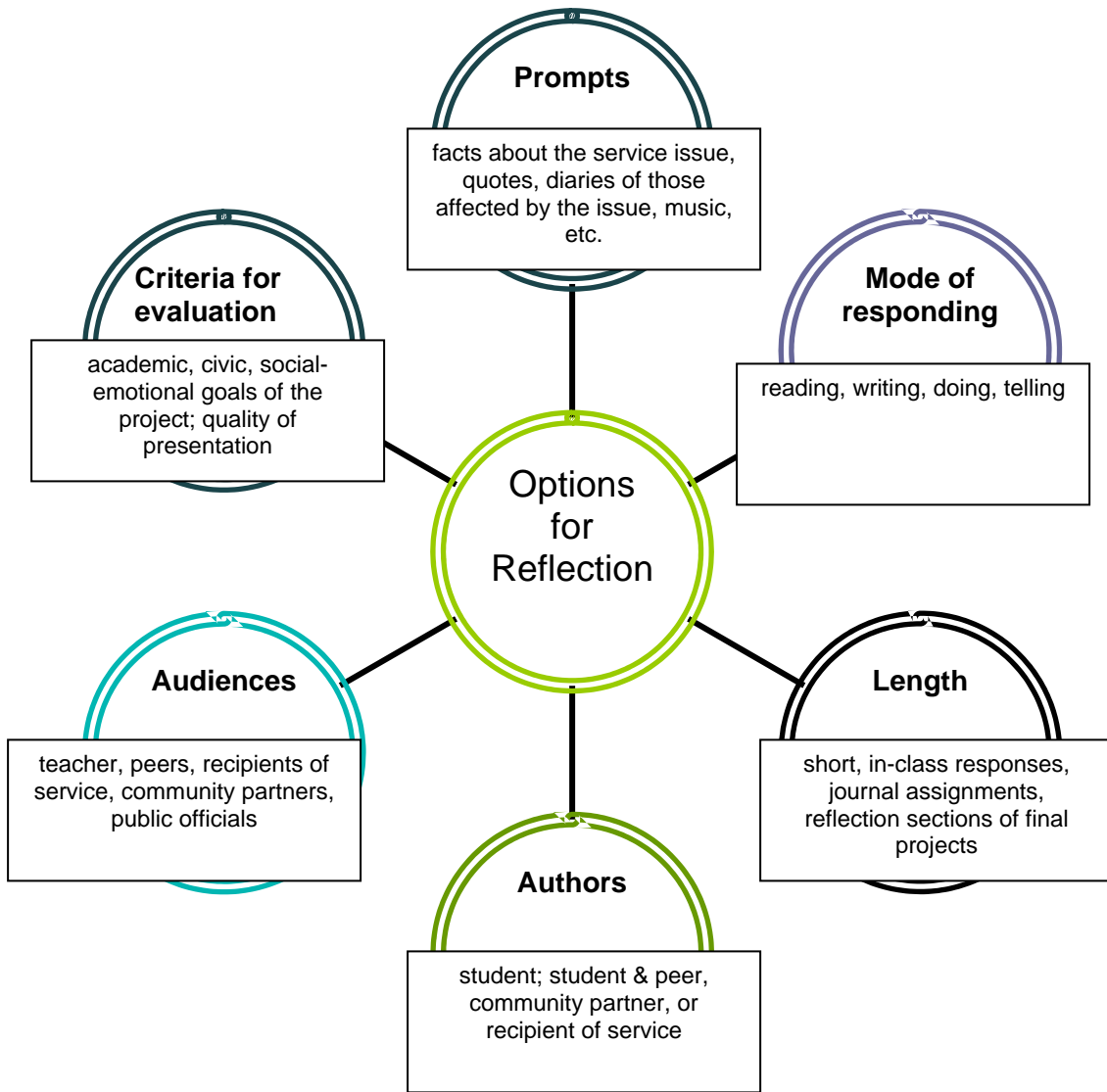
http://www.dropoutprevention.org/publica/servlear_pub/servlear_pub2.htm

4. The Disney Channel website.

A complete guide to service-learning that includes ideas for reflection for each step of a service-learning project.

<http://www.disney.go.com/disneychannel/learningtoserve>

Worksheet Three: Planning for Reflection



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Using the chart of options above, plan the reflection assignments you will use before, during, and at the conclusion of the service activity.

Phase of Service-Learning	Reflection Assignment	Prompts	Mode of Responding	Length	Authors	Audiences
Planning and Preparation						
During the Service Activity						

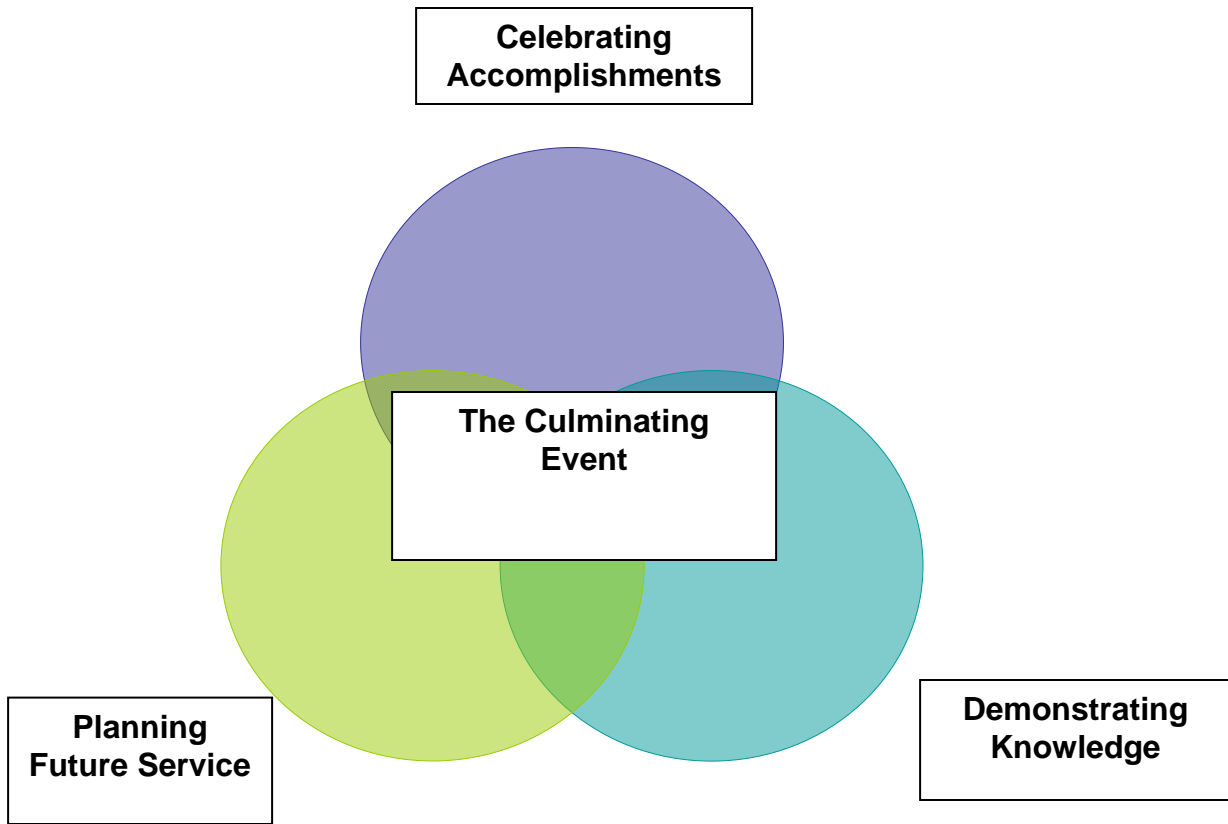
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During the Culminating Event						
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What goals will each reflection activity allow you to meet?

Chapter Four: The Culminating Event

The culminating event is an important part of your service-learning project that can provide you, your students, and your community partners with a meaningful conclusion to the project and an opportunity to think ahead to the future. A high quality culminating event integrates three activities: celebration, knowledge demonstration, and planning for future service. Thus, an effective culminating event recognizes and rewards students' and community partners' accomplishments, thereby strengthening students' sense of efficacy and motivation to serve and reinforcing community members' commitment to your program. It provides a public forum for students to display their knowledge, which encourages them to synthesize what they have learned through service, provides an authentic context for assessment, and builds community members' expertise with respect to the community problem. Finally, a high quality culminating event engages participants in analyzing and developing potential solutions to the new set of social issues signaled by the end of the service-learning project, further enhancing their problem solving skills and dedication to service.



Teachers have several options for each of these components of the culminating event and multiple possibilities for combining them. Examples include:

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Celebrating Accomplishments	Demonstrating Knowledge	Future planning
<ul style="list-style-type: none"> ✚ A reception or party ✚ An awards ceremony ✚ A tour of the service site to observe progress ✚ Letters of recognition from community partners, elected officials, etc. ✚ Service credits on students' transcripts ✚ Creation of a fund to support future service around the issue ✚ Recognition at schoolwide ceremony, e.g. graduation 	<ul style="list-style-type: none"> ✚ Portfolio fair ✚ Poster exhibition ✚ PowerPoint or other presentations ✚ Development and sharing of the project through a website, video, or booklet. 	<ul style="list-style-type: none"> ✚ Evaluation of students' presentations by experts, community partners, and/or recipients of service with suggestions for future service ✚ A Community Strategic Planning activity in which students, partners, and community leaders create a vision, benchmarks for progress, strategies for realizing the vision, and an implementation plan ✚ Identification of future service issues followed by small group dialogues about the issue of interest to specific participants and creation of a shared action plan with roles and responsibilities for small group members.

WM. H. Turner Technical Arts High School

At WM. H. Turner Technical Arts High School, teachers Chris Kirchner and Jose Ugarte, who work with seniors in the school's Academy of Information Technology and Entrepreneurship, assign a service-learning project designed to improve students' writing ability, information technology skills, and civic dispositions and competencies. Early in the year, groups of students select a particular social issue (in 2003-04, for example, issues ranged from AIDS in Africa, to Miami's civil rights movement, to Social Security). Students investigate the issue, and their research provides the basis for an interview that is conducted with local volunteers and/or community activists. At the same time, students gather documents (e.g., newspaper articles, historical images) related to their issue. Research findings, videotapes of the interviews, and excerpts of documents are woven into a documentary, and the documentaries are refined and presented at a culminating event that includes students, teachers, interview subjects, senior citizens, district administrators, and the district's service-learning staff. Students begin their presentations by acknowledging what they learned from the interview subjects and their project. For example, a student who had interviewed a civil rights volunteer commented, "I learned that history is all around us. It's not just something in books, but it's all around us. We just need to unlock it." Documentaries are shown. At the end of the presentations, in keeping with tradition, students from each group "pass their project on" to a younger student to "keep the legacy going" and donate their videos to an archive in the library for community use.

Questions

Answering the following questions can assist you in planning your culminating event.

1. Who should attend the culminating event and what roles and responsibilities will each participant have?
2. Using the chart above, brainstorm a few combinations of options for celebration, knowledge demonstration, and future planning. Which combination would be the most meaningful for your students and community partners and why?
3. What plans for knowledge demonstration would best allow your students to meet the academic goals of the project?
4. Can you use these demonstrations as a summative assessment task? If so, who will evaluate student performance, and what criteria will they use?
5. Which options for planning for the future would contribute most to your students' civic and social-emotional learning? Which options would contribute most to the community?
6. How will you evaluate the success of the culminating event?

Resources

The resources suggested in the previous sections on Planning and Preparation and the Service Activity offer helpful ideas for culminating events. In addition, the following are especially useful:

1. The Disney Channel Service-Learning website

K-12 Service-Learning Project Planning Toolkit

This site includes a brief explanation of celebration in service-learning and examples of possible activities.

<http://www.disney.go.com/disneychannel/learningtoserve/toolkit/index.html>

2. *Service Learning: The classroom companion to Character Education: A resource guide for teachers and facilitators*

This useful guide to all steps in developing a service-learning project contains creative ideas for culminating events, such as the Au Revoir Circle. It also offers celebration ideas for specific types of projects, including civic, environmental, and peer mentoring projects.

Ida, A. & Rose, J. (2003).

3. *Cathy's Corner, National Service-Learning Partnership*

A column by service-learning expert, Cathryn Berger Kaye, provides advice about high quality practice in all phases of service-learning, including culminating event.

http://www.service-learningpartnership.org/site/PageServer?pagename=PUB_cathycorner1

In addition to these resources, materials on other curricular approaches can be good sources of ideas for culminating events that can easily be adapted to service-learning.

4. Project Approach

Children share the results of their in-depth study of a topic during the culminating event phase. Teachers help make the project meaningful and memorable by reviewing materials

with children before the event and suggesting ways in which they can personalize their knowledge through art, stories, etc.

<http://www.project-approach.com>

5. Youth Summit

Youth Summits are a popular approach in law-related education in which adolescents, public officials, and others come together to discuss crucial social problems. Youth Summits give young people an opportunity to present their ideas for solutions to problems to law makers, rather than having solutions imposed upon them.

Leiterman, H. (2000). *Youth Summits: Law-related education for violence prevention*.

Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

ED446027.

Worksheet Four: The Culminating Event

The purpose of this template is to help you plan a final event that honors students' efforts, allows them to share what they have learned, and builds on their service-learning for the future.

1. Title of the event: _____ 2. Date and time: _____

3. Location: _____

4. Participants and their roles:

Participant	Roles and Responsibilities
1.	
2.	
3.	
4.	
5.	
6.	

5. How will you invite participants to the event?

6. Activities: What are your plans for celebration, knowledge demonstration, and planning for the future?

7. Write a brief agenda for the event.

8. How will you evaluate the success of the event?