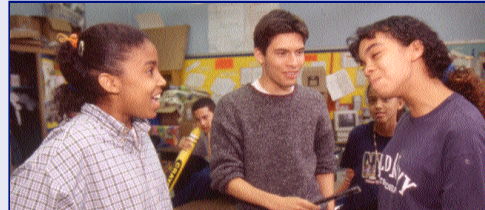


A

GUIDE

to

SERVICE



LEARNING



A PUBLICATION OF NEW VISIONS FOR PUBLIC SCHOOLS

NEW VISIONS FOR PUBLIC SCHOOLS is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and raise the level of student achievement. Visit New Visions on the Web at www.newvisions.org.

Written by Michael B. Webb, Ed.D.
Designed by Daniel Jones
Cover photos by Philip Greenberg

© 2001 NEW VISIONS FOR PUBLIC SCHOOLS
Richard I. Beattie, CHAIRMAN
Robert L. Hughes, PRESIDENT

CONTENTS

INTRODUCTION	2	Acknowledgments
I. WHAT IS SERVICE LEARNING?	3	Service Learning, School-to-Work, Community Service...Which One Is It? Why Service Learning?
II. A VIEW FROM SEVEN SCHOOLS	7	Bread and Roses Integrated Arts High School East Side Community High School El Puente Academy for Peace & Justice Humanities Preparatory Academy Mott Haven Village School Robert F. Kennedy Middle/High School Thurgood Marshall Academy for Learning and Social Change What Can We Learn from These Schools? Recommendations
III. GETTING STARTED	18	Goals of the Program Evaluation Scope of the Program Developing Interest and Participation Scheduling the Program Link to the Curriculum/Learning Content Community Partners Communication and Monitoring Safety Staffing and Professional Development Reflection Recognition and Celebration
IV. SERVICE LEARNING: RESOURCE LIST	27	Bibliography Materials Service Learning On-Line Evaluation Resources
V. APPENDIX	31	Program Management Tools
TABLE	6	I: Essential Elements of Effective Service Learning Practice

INTRODUCTION

THE PURPOSE OF THIS GUIDE is to provide a resource for middle grades and secondary school classroom teachers, community service/service learning coordinators and youth workers to assist them in developing and conducting programs that engage adolescents in experiences that respond to community needs and that build their knowledge and skills. While successful service learning programs have been implemented at all levels, kindergarten through higher education, this guide focuses on the adolescent years.

The guide is organized into five sections: Section 1 provides an overview of service learning, community service and community action. Section 2 profiles seven schools that involve students in various forms of service. Lessons learned from these sites are included. Section 3 includes strategies for developing a service learning program. A listing of local and national resources for service learning is included in Section 4. An appendix includes examples of service learning program management tools.

A Guide to Service Learning will help you find answers to such questions as: “What is Service Learning?” “What is the difference between community service and service learning?” “What are the most important program design elements?” “How do I get started?” “Where can I find resources and help?”

Acknowledgments

Several individuals contributed to the development of this guide. Kavita Singh, formerly Director of the Service Learning Program at New Visions for Public Schools, helped in the conceptualization of the guide. Olugbemisola Amusa-Shonubi, consultant, Maria Hantzopoulos, Humanities Preparatory Academy, and Jody Imbimbo, Senior Program Officer at New Visions for Public Schools, contributed to early drafts. Some of the information included was based on reports developed by Dr. Joel Westheimer and Dr. Lorinda Arella, both consultants to the program.

Since 1993, New Visions has created 40 small public schools that serve as models of innovation, academic rigor, and success. New Visions Schools contributed significantly to the development of the guide. Examples of program man-

agement material, and lessons learned are drawn from the experiences of service learning programs at Bread and Roses Integrated Arts High School, East Side Community High School, El Puente Academy for Peace & Justice, Humanities Preparatory Academy, Mott Haven Village School, Robert F. Kennedy Community Middle/High School, and Thurgood Marshall Academy for Learning and Social Change. The dedication and hard work of the following Service Learning Coordinators were instrumental in the success of the New Visions Service Learning Program and in the development of this guide: Hector Calderon, Barry Geiger, Maria Hantzopoulos, Jasmine Harrinarine, Peter Iancono, Shelley Inness, Daniel Jerome, Elizabeth O'Connor, Paola Rojas, and Shael Suransky.

The guide is produced by New Visions for Public Schools, with the generous support of the Bay Paul Foundation and Surdna Foundation. New Visions for Public Schools is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and raise the level of student achievement.

I. WHAT IS SERVICE LEARNING?

"Service learning is a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility." (Duckenfield & Wright, 1995)

SINCE THE EARLY 1900s, there has been a growing belief among educators and others that learning outside the classroom can help students to gain experiences to become productive citizens as well as to make more sense of what they learn in school. Today's service learning programs follow the examples of programs operating in the late 1960s and early 1970s when service learning emerged in thousands of K-12 classrooms and on numerous college campuses (National Service-Learning Cooperative, April 1999).

The National and Community Service Act of 1990 and the National Community Service Trust Act of 1993 have sparked an expanded interest in service learning over the past decade. A 1999 survey conducted by the National Center for Education Statistics found that 32% of all public schools, including nearly half of all high schools, were engaged in some form of service activities or programs.

In 1998, the National Service Learning Clearinghouse found that more than 12.5 million high school students are involved in community service and service learning; the number of high school students involved in service learning increased by 363% between 1984 and 1997. (For more statistical information, visit the National Service Learning Clearinghouse online to view its report, "The Status of Service Learning in the United States: Some Facts and Figures," <http://www.nicsl.coled.umn.edu/home.htm>).

Service Learning, School-to-Work, Community Service... Which One Is It?

Students participate in a neighborhood clean-up program. A student is placed in an internship at a local community center. Another volunteers in an office and learns how to file documents and enter records using a computer.

Another writes stories and reads them to younger children. When is an activity or project defined as service learning? Community service? School-to-work? All three of these strategies offer the potential for positive learning experiences for youth.

Community service usually involves some sort of volunteer activity that benefits an individual, group, or community. School-to-work strategies may offer the same, as well as opportunities to gain employment experience and develop practical, transferable workplace skills. Service Learning can incorporate all of these and more.

Service learning focuses on three areas: service to the community, link to academic learning (often based on national and/or state standards), and opportunities to develop and practice skills and competencies in a “real world” setting. In addition, service learning includes formal opportunities for students to reflect on what they are learning and doing, for example, through structured discussion groups and journal keeping.

General characteristics of effective service learning programs include:

- **CLEAR GOALS.** There should be clear expectations for what students should learn and do. For example, are the anticipated outcomes for students related to involvement in programs or activities to bring about social change? What academic competencies will students apply through their experiences? There should be explicit expectations for the service learning program including: 1) skills and competencies students will develop and practice in a “real world” setting; and 2) an identified/specific service that students will provide or community needs and issues that students will address.
- **PROGRAM ORGANIZATION, STRUCTURE, AND PROCEDURES.** There should be a well thought out plan for determining how service fits within the school schedule and program. For example, there should be designated times for program planning, student preparation, and student reflection. There should also be a plan for student transportation, risk management, and safety.
- **APPLICATION OF SKILLS, ACADEMIC LEARNING, AND CONTENT.** Site recruitment, planning, and monitoring should result in service placements that enable students to become involved in meaningful activities to address social needs. Sites should provide opportunities for students to use and practice identified skills and competencies.
- **REFLECTION.** Programs should provide regular opportunities for students to think about and evaluate their experiential learning through discussions, and journal and other writing.
- **PROFESSIONAL DEVELOPMENT AND SUPPORT FOR STAFF.** Time should be built in for staff training and for visits to other programs and professional development opportunities including conferences and workshops. Funding should be provided for program materials, transportation, and professional development costs.
- **CELEBRATION AND RECOGNITION.** The school, service sites, students, parents, and other members of the community should recognize and celebrate students' service experiences.

The National Service Learning Cooperative (April 1999) developed a comprehensive framework comprising eleven essential elements of effective service learning practices and elements for organizational support. These are included in Table I.

Why Service Learning?

“Every day that I help someone with their schoolwork and they say 'thanks' or 'thank you very much'....it makes me feel good that I helped someone and they appreciate it. That is one reason I enjoy my site—it is very gratifying”

—Ankita, Robert F. Kennedy Community High School

“I think that....service plays a very large role in creating a better community. This is because...people help those who are in need of assistance. I feel that it connects everyone in our community in one giant circle. Going to different sites to do service helps us to get to know different people. In my opinion...[service] helps both us and the person being served.”

—Allison, Robert F. Kennedy Community High School

Research and program evaluations have shown that students who are engaged in service learning become more motivated and committed to addressing the causes of social challenges. Students also learn to develop alternative solutions to social problems.

More than being a “feel good” technique, service learning can address real community needs as well as contribute to students’ academic development (Brandeis, 1997; Hedin and Conrad, 1990). Through service learning activities, students develop critical thinking and problem solving skills, literacy skills, and a heightened sense of self-esteem. Studies by the University of Wisconsin, the Florida Learn and Serve Corporation, and the Texas Council of Chief State School Officers have provided evidence that service learning can affect positively students’ academic performance while contributing to the development of lifelong skills, including communication, literacy, and critical thinking.

New Visions conducted focus groups with staff of community organizations utilized by seven schools for student placements. The most commonly cited value of service learning was an emphasis on experiential learning and career awareness. Community organization staff reported that the “learning” component of service learning included applying knowledge and skills learned in school (e.g., reading, writing, computer skills) to real problems and challenges in the community and to tasks or projects found in the workplace. They emphasized the importance of students developing an understanding of the workplace itself, including how to conform to the norms and culture of the workplace. In addition, a number of the community organization staff felt that it was important that young people be exposed to those who have made careers in fields related to social action. For them, service learning experiences provided young people with more options to consider when thinking about their future career goals.

TABLE 1: ESSENTIAL ELEMENTS OF EFFECTIVE SERVICE LEARNING PRACTICE

CLUSTER I: LEARNING

Essential Element 1: Effective service learning requires the application of concepts, content, and skills from the academic disciplines and actively involves students in their own learning.

Essential Element 2: Effective service learning engages students in tasks that challenge and stretch them cognitively and developmentally.

Essential Element 3: Effective service learning uses assessment as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards.

CLUSTER II: SERVICE

Essential Element 4: Effective service learning engages students in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others.

Essential Element 5: Effective service learning employs systematic review and evaluation of the service effort and its outcomes through formative and summative methods.

CLUSTER III: CRITICAL COMPONENTS THAT SUPPORT LEARNING & SERVICE

Essential Element 6: Effective service learning seeks to maximize student voice in selecting, designing, implementing, and evaluating the service project.

Essential Element 7: Effective service learning values diversity through its participants, its practice, and its outcomes.

Essential Element 8: Effective service learning promotes communication and interaction with the community and encourages partnerships and collaboration.

Essential Element 9: Effective service learning prepares students for all aspects of their service experience including understanding their role, the skills and information required, safety precautions, and sensitivity to the people with whom they work.

Essential Element 10: Effective service learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Essential Element 11: Effective service learning acknowledges, celebrates, and further validates students' service.

SOURCE: National Service-Learning Cooperative, April 1999

II. A VIEW FROM SEVEN SCHOOLS

"[Students] walk away knowing that they have the skills and the knowledge to organize.... A problem in our communities is that people don't know how to change things....Through this experience, you don't just give the students bread, you teach them how to make it."

—community partner

SINCE 1997, NEW VISIONS FOR PUBLIC SCHOOLS has supported the development of service learning programs in New Visions Schools. Approaches to service learning vary among the schools. For example, some programs emphasize the social action component of service learning while others place a greater emphasis on the importance of experiential learning (i.e., learning by doing). Some programs are coordinated by full-time staff; yet others rely on staff who are also responsible for teaching or providing counseling services.

New Visions compiled profiles of the service learning programs of seven New Visions Schools in order to identify how service learning has been implemented in diverse settings and to identify lessons learned from these sites that can be shared with others. One school includes middle and elementary grades. Three include middle grades and high school. Three schools are high schools only. Each of these schools enrolls 500 or fewer students. The small size of the schools presents both opportunities and challenges.

Due to budget limitations, small schools typically are not afforded the advantage of employing full-time staff strictly devoted to the service learning program. In the New York City Public Schools, the size of a school's budget is directly related to the size of the student enrollment. Thus, smaller schools possess a smaller budget, and are able to hire fewer teachers than larger schools.

In most of the schools described in this section (El Puente being the sole exception), responsibility for the service learning program was assigned to one or two teachers or staff members. These teachers typically had other roles and duties in their schools in addition to coordinating the service learning program. When service learning is the responsibility of one or two persons, it is highly unlikely that they are able to manage the placement of a hundred or more students in community sites, as well as to plan a course of instruction and assess the academic progress of those students effectively.

In the section that follows, a brief overview of each of the seven schools will be presented, as well as lessons that have been learned through the experiences of the schools in developing, implementing, and evaluating their service learning programs.

Bread and Roses Integrated Arts High School (Grades 9-12)

Created by a small group of middle school teachers in 1997, Bread and Roses is located in Manhattan's Harlem community. The curriculum emphasizes the arts and community development. The school collaborates with numerous arts organizations. In addition, Bread and Roses works closely with a community-based organization, the New York Association of Community Organizations for Reform Now (ACORN).

BREAD AND ROSES INTEGRATED ARTS HIGH SCHOOL (GRADES 9-12)



MISSION: critical thinking through an integrated arts and social justice curriculum

ENROLLMENT: 263 students, grades 9-12

TEACHERS/STAFF: 21

DEMOGRAPHICS: 63% Latina/o, 35% African American, 2% Asian and White, 15% Special Education

ORGANIZATION: Six 55-minute periods per day, modified block schedule, daily student advisory, student portfolio assessment

PROGRAM DESCRIPTION

Bread and Roses' service learning goal was for students to identify an issue that affects people in the community, research the topic, and present findings to the community at large. The school collaborated with ACORN to create a project that integrated a community action project into the 10th grade curriculum, including social studies, science, drama, and media.

The 10th grade students decided to explore the cause and effects of asthma, a disease which afflicts an above-average number of people, specifically children, in West Harlem and Washington Heights. The illness directly impacts the school community because asthma, along with the obstacles of receiving asthma treatment, prevents many students from regularly attending school.

A team of 10th grade teachers planned a service learning curriculum that incorporated the main academic disciplines.

In the 10th grade science class, students examined the medical causes and effects of asthma, including pollution and allergies. During the social studies class, students discussed how the disease affects community members. The video and drama class created a public service announcement that informed the community about asthma and how to get help treating the illness. All of the classes presented their research and findings at a community conference.

The decision to integrate service learning as part of the 10th grade curriculum was based on several factors. First, the school lacked an assigned coordinator for service learning. The responsibility for planning and coordinating the school's service learning program was felt to be too great to be assumed by teaching staff in addition to their own teaching duties. Second, the decision was consistent with the school's interdisciplinary approach to curriculum and instruction.

East Side Community High School (Grades 7-12)

Located in Manhattan's diverse East Village, East Side Community High School celebrates the rich immigrant history and population of the community. Nearly 500 students attend the school, which was started in 1993.

The school culture reflects a belief in lifelong learning and partnerships among staff, parents, students, and community. The school places a high value on academic excellence, non-violence, racial, gender, and class equality, and responsibility to one's community.

PROGRAM DESCRIPTION

Service Learning is a school-wide endeavor, with a concentration on school-to-career. Students gain experience working for various community organizations and neighborhood businesses. This past year also saw the launch of a community garden, a school-wide project that is part of the school's community ecology program. Other service projects have included community research to examine neighborhood concerns such as gangs, police brutality, and affordable housing.

East Side Community High School requires all 7th -12th grade students to participate in service learning activities, some of which are part of the school's curriculum. This type of universal programming creates a variety of opportunities and challenges associated with such a large scale and ambitious initiative. Four service learning placements are available: 1) Social Action; 2) Direct Service; 3) School-to-Career/Career Exploration; and 4) Elective Classes.

All 12th grade students participate in Social Action projects. Students are placed in community-based organization that address root causes of community problems. For example, some students worked with college students from Hunter College's Student Liberation Action Movement where they learned community organizing skills, and organized a forum on youth issues one year, and put together a fund-raising concert for Mumia Abu-Jamal's legal defense the next year. For the 12th grade Social Action projects, students use class time to examine community issues. They listen to and interact with guest speakers from various political organizations before deciding upon their project.

Many 9th-11th grade students participate in Direct Service projects which place students in community organizations that provide a direct service to members of the community in need. Students engage in direct service activities such as working in hospitals, nursing homes, and elementary and nursery schools.

School-to-Career/Career Exploration placements provide a majority of 11th grade students with the skills and disciplines they need for future employment, as well as expose students to a variety of jobs in the broader community. Examples of 9th-11th grade placements in this category include volunteer work at Prudential Securities, FOX Broadcasting and The Shooting Gallery Film Agency.

All 7th and 8th grade students participate in Elective Classes that prepare them for future service learning site placements. Preparation includes team building, planning, and interpersonal and communication skills. For example, the 7th grade community ecology class studied plants and vegetables in three different types of environments. Students predicted and compared growth patterns, sold the vegetables, and used the monies to refurbish the garden.

There is a three-hour-per-week requirement for students, grades 9-12, involved in service learning or internships. There are 150 placements where students work, including elementary schools, hospitals, corporations, newspapers/magazines, computer graphic companies, political campaigns, broadcasting stations, and non-profit community-based organizations.

Students meet in advisories three times per week. The advisories comprise a small number of students and an advisor. One hour per week of the advisory time is devoted to the service learning program. This hour is devoted to preparation for service, resume development, interviewing skills, professional behavior in the work place, career education and to completing projects related to students' placements. Projects can include: designing a brochure for one's own placement, creating a resume, writing a cover letter for a potential job, etc. (East Side Community High School Comprehensive Educational Plan, 2000-2001). Advisors are responsible for communicating with individual students and parents on academic or other matters that need attention.

**EAST SIDE COMMUNITY HIGH SCHOOL
(GRADES 7-12)**



MISSION: create lifetime learners who are prepared for college or the world or work and who take responsibility for themselves and their community

ENROLLMENT: 483 students, grades 7-12

TEACHERS/STAFF: 45

DEMOGRAPHICS: 60.4% Latina/o, 29% African American, 10.5% Asian and White, 18% Special Education

ORGANIZATION: block schedule, student advisory, student portfolio assessment

The service learning program is coordinated by two staff members who spend the majority of their time on the program, although both have additional responsibilities. Students receive credit for satisfactorily completing their service. Eighty-five percent of students' assessment is based on performance in their placement. This includes attendance, punctuality, communication, and completion of assigned tasks. The other 15% is based on the students' and school staff's reflection on students' service learning experiences.

El Puente Academy for Peace & Justice (Grades 9-12)

The Williamsburg, Brooklyn community school, founded in 1993, began as a community center and is committed to a holistic nurturing program for students —its four cornerstone principles are holism, collective self-help, safety, and respect. With an extended day program, health and wellness clinic, a comprehensive arts program, travel opportunities, and college/career counseling, El Puente has much to offer its students.

The mission of El Puente Academy for Peace & Justice is to inspire and nurture leadership, and build bridges for human rights and community development. The curriculum is structured around four essential questions: 1) Who am I? 2) Who are we? 3) What is the nature of the world around us? and, 4) What can we do to improve that world? The school seeks to prepare a new generation of community activists who are well-equipped to tackle community issues.

PROGRAM DESCRIPTION

At El Puente, the service learning program is an integral part of the curriculum and is focused on community organizing. The service learning program is completely integrated with the school curriculum. Every subject and every discipline is aimed at addressing community needs. Community development, economic and social justice, human rights, peace, and justice are central to the education program, including service learning. Toward this end, students are engaged in developing the attitudes, skills, and knowledge necessary for effective organizing.

Unlike many service learning programs, El Puente's commitment to service is not about "giving back," but rather about having one's life and one's work be inextricably linked to making the world a better place.

The school's curriculum is tied to annual themes, such as the mobilization to oppose recent efforts to place an incinerator in the community. Students are assessed based upon performance tasks for each class. Science classes focus on the effects of air pollution on the immune system; history classes study issues related to the immune system through an analysis of measles vaccination campaigns.

During the 1999-2000 school year, the school formed a committee of students, school staff and staff of the community-based organization, El Puente de Williamsburg, to help plan service learning activities based upon curriculum goals, and to develop rubrics for assessing students on performance and project tasks.

EL PUENTE ACADEMY FOR PEACE & JUSTICE (GRADES 9-12)



MISSION: inspire and nurture leadership for peace and justice and support the holistic development of young people and adults

ENROLLMENT: 150 students, grades 9-12

TEACHERS/STAFF: 15

DEMOGRAPHICS: 87.4% Latina/o, 11.8% African American, .8% Asian and White, 5.7% Special Education

ORGANIZATION: block schedule, team teaching, student portfolio assessment, interdisciplinary curriculum

Each senior in the school must complete a research paper that incorporates service learning and core academic areas. During the 2000 school year, the research paper focused on gentrification of the Williamsburg community and its effects. Each senior was required to engage in a one-year action-based research project to explore the issue through interviews with experts, community members, elected leaders, and others. Students were also required to include in the research paper their ideas regarding policies, actions, and responses to the issues they identified.

The research paper must be interdisciplinary. For example, in order to conduct the research, students are required to use mathematical, social science and reasoning skills (e.g., collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge from oral, written and electronic sources). Students use geography skills to define and describe features of the Williamsburg community, (e.g., population distribution, boundaries, industrial, and commercial concentrations). Students also use economics concepts to research how market forces drive community development and gentrification, economic stimuli including tax credits and incentives, and wealth distribution.

Because of the integration of service learning and other facets of the education program, student reflection on their service learning experiences takes place in the regular classroom, in the context of the regular academic instruction. All students are required to maintain journals, as well as to complete a variety of standard forms of writing. Student assessment is conducted using evidence, including journals, research papers, group/individual investigations, community surveys and mapping, formal presentations to various audiences, ongoing community action initiatives, and other performance-based tasks.

Due to the nature of service learning at El Puente, specific staff are not assigned responsibility for coordination. Rather, each teacher helps to guide, coordinate, and assess students' service learning. Individual teachers are identified to play specific support roles, including organizing and facilitating staff development for service learning, and developing/identifying materials to support the service learning content of the curriculum.

Humanities Preparatory Academy (Grades 9-12)

Humanities Prep, in downtown Manhattan, offers a student-centered learning environment promoting intellectual inquiry using the Socratic method. The school opened in 1993. Humanities Preparatory Academy prepares students for postsecondary education using an interdisciplinary approach. The school's curriculum involves intensive student participation in the development of a democratic and just community.

PROGRAM DESCRIPTION

The Community Action Program at Humanities Preparatory Academy is a course for approximately 20 students. The course is designed to equip students with the tools to initiate change and be active agents in shaping their own communities. The course is offered once per term. Students are taught to be reflective of themselves, their role in society, and their place in their community so that they are empowered to take full and proper advantage of living in a democratic society.

According to the school's Community Service Syllabus, "Community service is an opportunity for students to participate in internships that are both educational and meaningful to the community. All students reflect on their experiences in a written journal and a weekly classroom seminar. The seminar is designed to link their off-site experiences to other issues affecting our communities." In addition, groups of two to three students plan and complete a Community Action Project, including development of a proposal, timeline, and final product. Other requirements

are for students to create a resume and write a reflective essay at midterm based on the placement. Students conduct a presentation at the conclusion of the service and complete a final evaluation of their experiences.

Initially, students meet two to three times during week. Subsequently, the seminars are conducted once per week. The first week of the seminar course begins with an exploration of students' perspective on what is good and bad about their community. Selected writings of Thomas More are examined to investigate the concepts related to the "perfect community." Subsequent seminars focus on interviewing techniques and mock interviews, debriefing journal entries, examining social issues, planning for the group projects, research skills, and self-evaluation and reflection. Guest speakers are also invited to the seminar course.

Students identify their placement of choice based on a review of a handbook that includes a description of organizations and possible internship responsibilities. The organizations included in the handbook are selected by the school. Sites offer students the opportunity to become involved in community and social action activities. Some of the organizations attend a fair at the beginning of the semester during which students may meet and interact with representatives.

Once students have chosen a site, they schedule and complete an interview to make sure that there is a match between the organization's needs and the students' interests. If so, a contract is agreed upon by the student, parent/guardian, community organization staff and service learning coordinator at the school. Students are dismissed from school early two days a week, working five hours a week, Wednesday and Friday afternoons, over the semester. A total of 50 hours is required for obtaining community service credit. Students who complete 85 hours, along with other requirements, are eligible for two credits. Weekly time sheets are submitted to document the hours worked.

During the seminars, there is regular time for reflecting on students' community service experiences. Students review and discuss journal entries describing their experiences as well as address how well they are doing at their site and what they are learning. A series of journal assignments help students to reflect on their growth throughout the semester. Each entry is at least once page.

Examples of journal assignments include:

- "Describe what you feel is the most negative aspect of your own community that troubles you. Why do you think this aspect exists? Are there ways by which you can transform or convert this into something positive? How or how not?"
- "Describe your first visit to your site. What were your duties that day? What will your duties be for the semester? What are your impressions of your supervisor and your fellow workers?"

HUMANITIES PREPARATORY ACADEMY (GRADES 9-12)



MISSION: develop competent, confident, reflective leaders who are critical thinkers and can apply their knowledge and skills to the building of community

ENROLLMENT: 166

TEACHERS/STAFF: 17

DEMOGRAPHICS: 35% African American, 37% Latino/a, 24% White, 4% Asian, 9.7% special education

ORGANIZATION: flexible schedule, peer coaching, student portfolio assessment

All students are required to complete a community action project. Students design and implement the action project, incorporating all of the skills that they have acquired through their internships, class seminars, and other activities.

Students complete a mid-term reflective essay describing their placement organization, its history and background, issues and problems which the organization focuses on, and what students do as part of their placement.

At the end of the semester, students evaluate their experience. They are asked to review journal entries to refresh their memory, to describe what they learned and whether the experience measured up to their expectations. The grades for the course are determined based on the following: journal, 20%; Individual Community Service Site Internships, 35%; Group Community Action Project, 35%; and Classroom Participation (during seminars), 10%.

Mott Haven Village School (Grades K-8)

John Gardner's "Theory of Multiple Intelligences" provides a theoretical foundation for the approach to curriculum and teaching in Mott Haven Village School. In the school's approach to curriculum, it addresses the six types of intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and personal.

In each subject area, the approach is integrated and thematic. Thematic units allow students to learn about many subjects and how they are connected. The school emphasizes two areas for theme-based projects: environmental science and the arts.

PROGRAM OVERVIEW

At Mott Haven, all 6th graders participate in a service learning program that is integrated into the school's curriculum. At the beginning of the year, students select a project from among ten available service learning activities. The projects include tutoring, photography, conflict resolution through drama, science centers, home economics, office assistants, student council/court, desktop publishing, gardening, and school store. Teachers integrate the service learning aspects of the curriculum as part of their instructional roles.

The following are some examples of instructional activities related to service learning:

- A committee of 6th grade students created the School Store which sold snacks and school supplies during the lunch period. Students learned how to manage a budget, order supplies, handle money, and maintain an inventory. All profits supported a class trip.
- The Student Council served as an advisory group to the principal on school-wide issues. Members met with the custodian and nutritionist to improve services to students. The highlight of their work was creating a Student Court which conducted several "reviews" of students who committed infractions in the building.

MOTT HAVEN VILLAGE SCHOOL (GRADES K-8)



MISSION: emphasizes the arts and environmental science in the curriculum, individual responsibility to make the community a better place

ENROLLMENT: 430

TEACHERS/STAFF: 36

DEMOGRAPHICS: 58% Latino/a, 40% African American, 2%

White/Asian

ORGANIZATION: extended day scheduling, flexible scheduling including block periods, instruction based on theme-based projects in the arts and environmental science

- The Gardening Group worked in the school's rock garden and the neighborhood plaza. Students weeded, planted flowers and vegetables, and were responsible for maintaining the facilities.

Robert F. Kennedy Community Middle/High School (Grades 5-12)

The Queens school uses the ethnically diverse Flushing community as its extended campus. The three components of RFK's mission are: all students, parents, and staff can become lifelong learners; a respectfully diverse and collaborative school culture includes all stakeholders; and a safe environment allows all students, parents, and staff to take risks as we explore the world. A recent upgrade in computer hardware placed the school on the cutting edge of computer technology.

PROGRAM DESCRIPTION

The school's theme is community service, and students devote two years to community service. Students learn about and assess community needs and work with educators, families, and community partners to design and implement service projects at local institutions. The service learning effort is school-wide, and all students are required to submit written documentation of their work. The in-class cooperative learning model addresses the New Standards.

ROBERT F. KENNEDY COMMUNITY MIDDLE/HIGH SCHOOL (GRADES 5-12)



MISSION: provide an active learning environment, with an in-class cooperative learning model and a community-based service learning program

ENROLLMENT: 557

TEACHERS/STAFF: 31

DEMOGRAPHICS: 10% African American, 22% Latino/a, 51% White, 17% Asian

ORGANIZATION: team-based projects, cross-disciplinary collaboration among teachers, student portfolio assessment

The service learning program is designed to help students give back to their community organizations, including nursing homes, churches, temples, Muslim mosques, police precincts, hospitals, and day care centers. All tenth grade students perform their service in school on Monday afternoons. They are creating a garden and greenhouse project. This integrates social studies, math, earth science, art and music across the curriculum.

Students spend an average of between two and ten hours per week at Queens-based sites. The school faces the constant challenge of being located in a section of the outer borough of Queens where transportation and volunteer placement opportunities are more limited. All students complete four semesters in Service Learning for credit. Students are required to submit attendance documentation (60-72 hours per semester) and written products (reflections) on learning at their assigned site.

Two staff members are responsible for coordinating Community Service Learning at Robert F. Kennedy Community High School. Their duties include facilitating student service assignments, developing reflective writing assignments for students, and maintaining contact with CSL sites.

The middle school program has a weekly two hour time block devoted to service learning. Children cooperate in settings which include pre-K, for challenged students, as well as regular education sites. Some of the sites include district public schools, senior centers and special education centers. Academic work is integrated into the program across the curriculum. The middle school coordinates its own program. Its students attend sites during the day by school bus. High school students attend sites using public transportation after the school day.

Thurgood Marshall Academy for Learning and Social Change (Grades 7-12)

The central Harlem school is committed to reflecting the spirit and life of Thurgood Marshall and Martin Luther King, Jr. The school draws on the Harlem community and the abundant resources of its partner, the Abyssinian Baptist Development Corporation.

The community has had a long history of both significant social problems and grass-roots activism. There are numerous political and community-based organizations in which students can learn about issues relevant to their own identities and immediate experiences.

PROGRAM DESCRIPTION

The service learning program at Thurgood Marshall Academy provides students with human rights and social justice internships that support students' understanding of issues in their own neighborhood and in the world beyond Central Harlem.

All 10th grade students are required to take formal service learning classes and attend volunteer placements. Students study an impressive list of topics including self-awareness, vocational issues, volunteerism, government, citizenship, and social action. The school is in the process of creating formal service learning classes for the 11th grade. Both grades are involved in community projects at organizations that support social action, including Human Rights Watch, Legal Aid, and the NAACP Legal Defense Fund. Students are released early on Wednesdays in order to attend volunteer/service placements (two and one-half to three hours minimum per week).

The school also includes a class in "social change" and other academic activities such as reflective journal writing, assessment, research reports, and portfolio development. The class is conducted two periods per week. Classes cover a number of areas, including self-awareness and personal preferences, resume writing, career exploration, volunteerism, government, citizenship, and social action.

The requirements for successful completion of the service learning requirement are: maintenance of a record of visits (including date, time arrived, and supervisor's signature), keeping a journal with recorded entries corresponding to each visit), development of a resume and cover letter, completion of a self-assessment, writing an essay about the service learning experience, writing a research report on a career of interest, and reading and summarizing a book about a social problem currently facing the Harlem community.

While service learning is a priority for the school (for instance, the principal has designated funding for teachers to work on the program during non-school hours), there is only one staff member assigned to coordinate the program. This individual also has additional responsibilities in the school.

THURGOOD MARSHALL ACADEMY FOR LEARNING AND SOCIAL CHANGE (GRADES 7-12)



MISSION: a school that helps students understand the importance of social change, where students become aware of the importance of giving back to the community and see themselves as contributors to the community

ENROLLMENT: 402

TEACHERS/STAFF: 30

DEMOGRAPHICS: 90% African American, 10% Latino/a

ORGANIZATION: literacy-focused curriculum, after-school and summer programs

What Can We Learn from These Schools?

A number of lessons emerged from an evaluation of the New Visions Service Learning Program, including interviews, focus groups, program reviews and site visitations. Recommendations from school coordinators of service learning programs and from community organizations that hosted placements were included. These are summarized below.

- **CURRICULA.** In looking at the type of curricula developed by the different schools, several patterns emerged. One had to do with cases in which the service learning program was not integrated within the school's mission and practice. In these cases, the larger the number of students served by the program, the less the depth of instruction that occurred. Schools where service learning occurred in a specific class (e.g., Bread and Roses, Humanities Prep, El Puente) had more academic requirements (e.g., the completion of a specific project). The site coordinators also reported their expectation that the school would integrate the students' service learning experience into their academic programming. They felt that linking students service to their schoolwork would result in a more meaningful experience for the student.
- **EFFECTS OF SIZE.** Schools in which the service learning program served the entire school or large numbers of students (East Side, Thurgood Marshall, and RFK) had academic requirements that were less well defined and more difficult to monitor and assess. Further, the expectations for what students would learn and be able to do were often unclear. These schools relied more heavily on written student reflections as indications of learning, than on a specific project. When students from these larger programs were interviewed, it was found that they had difficulty articulating what the academic goals and requirements were for their service learning program. This finding is not surprising. If service learning is the responsibility of one or two teachers, it is highly unlikely that these teachers would be able to manage the placement of a hundred or more students in community sites, as well as to plan a course of instruction, and assess the academic progress of those students effectively. These teachers typically have other roles and duties in their schools in addition to coordinating the service learning program. In order to strengthen the curricular components, it appears that schools have to either reduce the numbers of students involved in the program or increase the numbers of teachers who are working with the students.
- **SCHOOL GOALS INFLUENCED SITE SELECTION.** In general, we found that how the schools approached service learning was consistent with how their community placement organizations defined and understood their roles. For example, organizations used by Humanities Prep for student placements were very much social action-oriented, as was the school's service learning program. Thurgood Marshall's program placed more emphasis on community service and workplace experience, and staff from community organizations used by the school discussed these factors in the interviews. East Side's sites varied in their orientation, from organizations that focused on career development to those that focused on social action. Similarly, East Side's service learning program consisted of multiple components.
- **ATTENDANCE ONE OF GREATEST CHALLENGES.** Attendance was cited as a common problem by community organization staff, who felt that it was the schools' responsibility to monitor the students' attendance closely. For example, they felt that schools should call the site to make sure that the students arrived. Some schools did this. Other schools waited for the site to report an attendance problem.

Recommendations

In addition, school service learning coordinators and staff of community organizations where students were placed made a number of specific recommendations resulting from their experiences in conducting and participating in service learning programs:

- **PREPARATION FOR PLACEMENT.** Schools/programs should prepare students for the placement by providing students with an extensive orientation. Topics in the orientation could include a review of skills commonly used in the workplace (e.g., using computers) or site expectations, such as appropriate workplace behavior. Some staff of community organizations suggested that students take an in-school service learning course as a precursor to the placement. Sites also have a responsibility for preparing students for placements with them. Sites should develop a set of guidelines (such as a brochure or handbook) describing the work and expectations. Sites might also provide students with an orientation when they first begin.
- **STUDENT BACKGROUND INFORMATION.** Staff of community organizations said it would be helpful to know something about the students, such as their interests and skills, their strengths and weaknesses, and something about what they currently are doing in school.
- **STUDENT MONITORING.** Students should be monitored regularly throughout the placement. School service learning coordinators did not want to be left with the complete responsibility of monitoring and following-up on student attendance. To ease the burden on schools they suggested using e-mail to contact the sites. They also suggested that schools provide the sites with a student evaluation form to be completed periodically. Students can assist in monitoring and follow-up. For example, in one school students were responsible for keeping in contact with the organizations where students were placed regarding individual student attendance. Another suggestion was to have older students at a site supervise younger students. However, sites acknowledged that they should provide regular feedback on students' work performance. One site suggested developing evaluation forms for this purpose.
- **EXPECTATIONS FOR STUDENTS.** Staff of community organizations where students were placed suggested that each school develop written guidelines for student learning and attendance that would be provided to the sites. In addition, students should have a formal contract or description of what they will be doing at the site. Such a contract would reinforce the students' understanding of their responsibilities and could be shared with the entire site office so that site staff, too, would know what to ask of and expect from the students. Staff of community organizations felt that the students should have input into such a contract, with the school helping students formulate goals for their service learning experience.
- **LINK THE CURRICULUM AND SERVICE EXPERIENCE.** Although some of the schools had academic requirements for their service learning program, staff of community organization sites were often not aware of what they were. Staff of community organizations felt that the service learning placement should be integrated into the school curriculum through a course or the completion of a project. They were interested in knowing what the students' projects were and, in some cases, were interested in helping to develop the project.

III. GETTING STARTED

“Service learning is different than straight volunteering.... there is a learning component in it....They are learning about health care occupations and they also learn the skills of coming to work. They learn about being on time; they learn about dress codes.”

—New Visions Service Learning Program focus group participant

THIS SECTION WILL HELP YOU to plan and develop a service learning program. Service learning programs may vary widely to meet the needs of different settings and different goals. This guide is not an attempt to present a “one size fits all” approach to service learning. Using lessons learned from the experiences of New Visions Schools, this guide offers suggestions, examples, and guidelines for any teacher or individual interested in planning and developing service learning projects and programs.

Goals of the Program

You will need to establish clear expectations for the program including: 1) skills and competencies students will develop and practice in a “real world” setting; and 2) service that students will provide, social change issues to be focused on, or community needs that students will address. In addition, school programs must determine the relationship between service learning and the formal curriculum.

Should service learning focus on social action, on making real-life sense out of academic learning, volunteerism, or career awareness? The answer, of course, is that service learning may include all of these areas. *The goals established by the school or program for student learning, and the interests of students or youth participants will determine the focus of the service learning program or project.*

What is important to young people? To your students? What issue or challenge do you want to address? What social changes do you want to bring about? These are questions you can ask yourself (and others) as you embark upon your service learning endeavor. Remember that most effective service learning programs *meet actual community needs*. Read the newspapers, talk to community service providers, peruse community bulletin boards, and conduct surveys to find out what is going on right now in your community.

Preliminary research might be conducted as a school-wide, class, or youth group project. Students can research and report on community issues, needs, etc., and begin to consider possible strategies to address them. Another approach might be to establish a “service learning task force,” a group of students, community representatives, parents, and others, to help in providing a focus for the program.

A youth forum may also be a good idea. Hold a discussion session at which students can express their concerns, share their ideas, and listen to each other’s perceptions of community problems and challenges and what can be done about them.

Research will help you to identify the issue or issues that service learning should address. This same research will provide valuable information regarding the components, focus, and approach that the service learning program or

project should adopt. For instance, as a result of youth forums you may find that the number one concern identified by young people is preparation for jobs. In this case, service activities and placements might be developed to emphasize the knowledge and skills necessary for career development and preparation for work.

A survey may reveal that the community experiences a high level of environmental degradation caused by pollution. As a response, service learning activities may focus on learning about the causes of pollution, and include community clean-ups or a campaign to engage local government in solving the problem.

In addition, what do you feel strongly about? To what extent should service learning further the mission of your school or organization? You and other individuals will most likely be investing plenty of time and energy in this project or program. You will set an example in terms of attitude as well as actions. If you're half-hearted, it will also be difficult to recruit and support anyone else. What issues are you willing to sacrifice for? Take risks for? How can your priorities and concerns and those of your school or organization be incorporated into whatever plan is developed?

The goals set by a school or organization for service learning programs and projects generally reflect its broader goals and priorities. For example, Bread and Roses Integrated Arts High School and El Puente Academy for Peace & Justice, two schools described in Section 2, both have missions that emphasize the importance of individual action to bring about positive change. The social action focus of each school's service learning program is consistent with their mission.

While service learning programs by definition include experiential learning (i.e., real-life applications of academic or classroom learning, learning by doing), goals vary depending on whether the program's emphasis is on social change/social activism, community service/voluntary work, and/or career awareness/workplace experience. What do you want students to learn and do? Along with establishing program goals, identify what evidence you will need in order to know if the program has achieved its goal(s). This will be described further in the evaluation section below.

Once you have decided on the goals of your program or project, you will be able to develop the service learning components.

Evaluation

It is important to note the overall achievements of the service learning program. Current and future funders, administrators, community members, parents, etc., will want to know how many students and sites participated, how much money was spent, and what goals were met.

Evaluation should also help in understanding what students learned. Other information the program would want to know: What were the challenges experienced by students and staff? What were the greatest successes of the program and what needed to be improved? How can the quality of student work be improved? How does the program need to be adjusted to achieve the program goals?

The central consideration in planning an evaluation of the service learning program is: What do you need to find out to know if the program has achieved its purpose(s)? When funding permits, an external evaluator can help to design and implement a program evaluation plan. However, even when there is no funding to support evaluation, program staff can effectively seek and find answers to this question.

What information will be collected? The goal of the evaluation is to assess whether the program has achieved its goals. Based upon the goal(s) established, it is helpful to brainstorm the kinds of information that would or should result from program activities. This might include:

- duties performed by students
- student projects completed
- number of students who participated
- number and type of community placement sites
- description of meetings and workshops/classes and dates
- student attendance records
- copy of requirements for assignments (journals, projects)
- number of students who completed all assignments
- student self assessments
- site supervisor self assessments
- number and average frequency of contacts per site
- number of students receiving credit

WHAT ARE THE SOURCES OF INFORMATION? Based upon the types of information that will be collected, the program needs to determine the sources of information. For example, interviews, questionnaires, focus groups, survey forms for self-assessment, attendance logs, site contact forms, meeting agendas, copies of grade reports, copies of projects and journals, and student contracts.

WHEN SHOULD THE INFORMATION BE COLLECTED, AND BY WHOM? Some information should be collected on a regular basis, such as attendance information, meeting agendas, journal evidence. Other information should be collected periodically (that is, at mid-term, at the end of the program), such as self assessments, projects, grade reports.

The job of information collection for evaluation will be made easier if there is a schedule to establish when information will be collected. In addition to the schedule, it is useful to identify who will collect the information. Staff at community organizations where students are placed might be responsible for collecting and submitting information on student attendance. The school's service learning coordinator might involve other teachers/staff who might be responsible for submitting grade reports. Students might be made responsible for collecting and submitting journals. Program evaluation might even be made a part of a student's service project!

SUMMARIZING AND REPORTING. Use tables and charts to capture and display information. Use bullets to simplify long, dense narratives. Once the evaluative activities have been completed, copies of the evaluation should be shared with students, parents, staff, and community placement sites. They should be asked "How can this information be used to improve the program?"

Scope of the Program

The program goals will help to determine the scope and range of service learning activities. Will service learning be conducted as a class, as a project conducted by a community organization, as a school-wide program, or for specific school grades/ages? Section 2 provided descriptions of the scope of service learning in seven New Visions Schools.

For example, most of the schools placed the greatest emphasis on experiential learning and career awareness. The “learning” component of service learning included applying knowledge and skills learned in school (e.g., reading, writing, computer skills) to real tasks or projects found in the workplace. It also meant developing an understanding of the workplace itself, including how to conform to the norms and culture of the workplace. Programs also intended that young people be exposed to individuals who have made careers in fields related to social action.

The scope of several school programs emphasized the community service component of the program. The learning aspect involved teaching young people the importance of giving back to others and to their community.

Decisions regarding the scope of service learning will influence every aspect of the program. For example, an evaluation of New Visions’ service learning program found that schools where service learning occurred in a specific class had more academic requirements (e.g., the completion of a specific project, credit toward graduation).

Schools that served the entire school or large numbers of students had academic requirements that were less well defined. These schools relied more heavily on written student reflections as indications of learning, than on a specific project and students had difficulty articulating the academic goals and requirements for their service learning program.

In addition, schools that serve large numbers of students are confronted with the challenge of how to follow up with community site placements, how to monitor attendance, and how to ensure the quality of placements. These challenges need to be considered in defining the scope of activities that will characterize the service learning program.

Based upon the goals, an important initial task is development of an outline or program plan describing the goals and key elements of the program. Key elements would include activities and resources necessary to accomplish the goal(s), types of organizations that can provide the desired experiences for students, materials or curricula that will be required, specific learning outcomes to be achieved and how these will be measured. The plan should address: What are the requirements for space, time and personnel? What is the necessary level of commitment and participation (for example, from other staff, from the school or community organization as a whole)? What will be the costs (materials, student transportation, related events, including celebrations)?

These and other questions about the scope and design of the program need to be answered early on. Refer to Table 1 (Section 1) for a listing of ESSENTIAL ELEMENTS OF EFFECTIVE SERVICE LEARNING PRACTICE.

Developing Interest and Participation

Whether the service learning is offered by a school or organization, it is essential that information is widely disseminated about the program. It is important to communicate the goals and aims of the program to students who will be participants in the program. Students, parents, and staff, will likely not be familiar with service learning or the benefits that it offers to students and the community.

A simple flyer on the bulletin board near the main office may not be enough. There are many things competing for the attention of today's teens. Post flyers everywhere that students are—the cafeteria, even the rest rooms. Set up a table at the school entrance in the morning, or as students leave for the day. Spend an evening doing a phone drive to drum up interest in the program (pizza and/or snacks may help recruit phone volunteers). Make class presentations, and if the budget allows giveaways, which always get attention—pens, pencils, buttons, key chains.

One strategy would be to conduct a short workshop, fair, or rally after school with exhibits or speakers on community problems and how service learning will allow students to make a contribution to the community while also enhancing their own learning. Invite parents, staff, students, and representatives of community organizations and agencies. Information flyers and posters can also be sent to students' homes. Parents should be made aware that college and universities appreciate candidates for admissions who have completed service learning experiences.

Scheduling the Program

How many hours per week will students be engaged in service activities? Programs should identify the amount of time that students will participate in service learning. Typically, a specified time is designated during each week. Total numbers of hours are also identified for a school term or school year. Schools often dismiss students early two days per week so that they will have time for their service activities (although students should be able to modify the schedule, e.g., weekend, afternoons of non-dismissal days, based on an agreement with staff at the placement site).

Time also has to be scheduled for student meetings and workshops. Student meetings are used to prepare them for service learning placements and activities, as well as for discussions and reflections of students' experiences. Many programs invite speakers to discuss issues related to the service focus of the program.

Link to the Curriculum/Learning Content

Most of the schools described in Section 2 have developed service learning programs that help students to practice and demonstrate mastery of expectations for academic learning formulated by the New Standards Project (National Center on Education and the Economy, and University of Pittsburgh, 1997). These K-12 standards have been adopted by the Board of Education of the City of New York for all public schools. The standards include English Language Arts, science, mathematics, English as a Second Language, and applied learning, among others, and provide a framework for identifying what students should be able to do and for assessing student performance in academic areas.

The outcomes that students are expected to achieve need to be clearly defined. Whether programs are based on city, state, or national standards, or learning expectations formulated by a school or organization, service learning should extend formal learning into the community and provide practical opportunities for students to apply and practice such skills as listening, speaking, reading, writing, mathematics, social studies, scientific skills, critical thinking, or problem solving.

Students often are awarded credit for the successful completion of service learning. The program should develop a rubric for assessing students' participation in service learning. The rubric can be used for grading and evaluating students' progress and completion of service learning activities. Organizations that conduct service learning programs should contact the guidance counselor or teacher of students in the program to find out if service learning credit can be arranged.

Community Partners

IDENTIFICATION AND SELECTION. It is best to find community partners that are in the vicinity of the school to facilitate easy student access. Sites may be identified because they are close to students' homes. The local library often has catalogs of community organizations. Sites may be identified through Internet, and community newspapers.

The first contact with a potential site should be by telephone. A lot of time may be wasted on a site that does not participate in service learning or community service programs. Find out if the site currently provides placements, and the name, mailing address and telephone number of the person who is responsible. After speaking with the contact person, follow-up with a letter and program description or brochure. Include clear school expectations for supervisory role, responsibilities for site-school communication and evaluation, number of hours possible per placement, the schedule, and whether any costs will be involved.

PREPARATION FOR STUDENT PLACEMENT. Students should have as much say as possible in determining site placements. There are two commonly-used strategies for providing students with information on organizations. The first is a directory of organizations, compiled by the program. The directory may include descriptions or copies of brochures. Students should have access to the directory in order to determine which site(s) interest them.

The second strategy is an organization fair. Representatives of organizations can be invited to the school to speak about the work of the organization and the kinds of responsibilities that can be assumed by students. Students can then ask questions.

Students may be asked to record their choice(s) on a program form. They may be asked to conduct some research on the organization or the issue that the organization addresses. They may also be asked to form a list of questions about the organization.

It is advisable for students to visit the site(s) for an interview. Programs should prepare students for this initial interview. Preparation includes mock interviews (sometimes recorded on video, with playback for analysis and critique), and discussions of appropriate behavior and dress. For example, students are reminded not to chew gum, and to thank the interviewer at the conclusion of the interview. At Humanities Prep, students develop a resume that they present during the interview.

In addition, it is not uncommon for students to identify their own placement, for example, through their affiliation in community organizations, youth groups, or religious institutions. While the placement may not initially satisfy the service learning requirements, with some planning, involving the site, student and service learning coordinator, it is often possible to modify the placement.

Communication and Monitoring

One of the greatest demands on time is the process of maintaining communication between the school and service learning sites. Programs and sites need to establish and maintain a consistent understanding of roles, expectations, and responsibilities. For example, do students, parents, and staff at community organizations used for student placements understand the attendance requirements? Policy for lateness or absence? How site placements are determined?

It is important to set up a regular schedule of telephone and e-mail contact between the school and placement site to monitor the progress of students and to address any problems that might arise. Most community organizations and agencies are accessible through e-mail.

Program expectations should be documented in writing. It is important to develop printed material on the program that can be sent to organizations, parents, and staff in response to inquiries about the service learning program. Having this material on hand will help to minimize the amount of time required to respond to requests for information.

In addition, standardized forms should be developed for recording and communicating key data related to program activities. For example, the program should develop forms to capture site attendance data that can be submitted to the school's service learning coordinator.

Monitoring the progress of students at their sites can be the most difficult aspect of the program. However, there are ways to ensure student consistency and commitment during the period of the internship. A contract, signed by the student, supervisor, parent/guardian, and teacher, detailing the duties and expectations of the intern, creates accountability and gives the student responsibility for scheduling work hours and ultimately helps him or her to manage his or her own affairs.

Site visits are another way of monitoring progress. It is advisable to visit each student's placement site. Bi-weekly contact with the site supervisor will help in identifying early any problems or concerns. The supervisor at the site should also complete a midterm evaluation of the student's progress and a final evaluation of the student at the end of the term in the form of a recommendation letter. This documentation will also be useful to the student when applying to college or seeking employment.

Safety

It is essential to consider carefully issues related to student safety and program/school liability. For example, what happens if a student is injured on the way to a placement site, or while actually performing duties at the service site? The answers to these questions need to be clarified by the site organization or school. Most programs require written parental consent before students can participate in service learning activities that take place away from school. Service learning coordinators at the school and placement supervisors at the site need to know who to call in the case of an emergency involving a student.

Staffing and Professional Development

Staffing for service learning programs is most often the responsibility of one or two individuals who usually also possess additional duties in the school or organization. This makes programs highly vulnerable to staff changes, a very

common occurrence in New York City schools. However, it is clear that as the service learning program becomes part of the entire school's or organization's mission and practice, as, for example, is the case at El Puente Academy, it becomes less vulnerable to staffing changes.

The danger of one or two individuals being responsible for coordinating a program is, of course, exhaustion and burnout. Sometimes it really does seem like the best way to get things done is to do them yourself. But involving others can offer opportunities to draw on additional knowledge and expertise, and can free up valuable time.

While the service learning coordinator remains responsible overall, it is possible, and in fact, often highly desirable to involve others in managing some of the program activities. One service learning coordinator in a New Visions school serving large numbers of students reached out to several other teachers in the school to help develop a year-long social/political action project. At one school (East Side), students are involved in monitoring the attendance of their peers. In schools with student advisory periods, advisors may be asked to facilitate clearly articulated service learning discussions or activities as part of the advisory.

Staff need time (whether single or multiple coordinators) for professional development, to plan, to identify and follow-up with community placement sites, to monitor student placements, to coordinate program activities with other staff in the school or organization, to visit other programs, and to attend service learning conferences and workshops, locally or nationally. In many schools, students are released early once or twice each week to engage in their service placements. Staff use this time for planning, coordination, and professional development.

During an evaluation of New Visions' service learning program, teachers reported that having the time and opportunity to learn about other schools' program structure and day-to-day practices was extremely valuable.

Reflection

Reflection is an important part of service learning. It is likely that everyone who participates in a service learning program will naturally reflect on the experience in some way. Students, staff, and community members may individually ask themselves: How have I been a part of trying to bring about social change? What have I done? What have I learned? What does it mean?

But structured, planned reflection adds another dimension to the service learning experience. "A Practitioner's Guide To Reflection," developed by Vanderbilt University and funded by the Corporation for National Service, points out that formal reflection helps students integrate the service experience with their understanding of society. Through formal reflection, students surveyed found that they:

- became motivated about learning;
- became curious about community issues;
- became willing to consider alternate perspectives;
- developed self-confidence;
- forged connections with others;
- were committed to active citizenship;

- became aware of practical applications of academic subject matter; and
- better understood the complexity of social issues.

It is important to know how the student is relating to the internship experience. A brief check-in at the beginning of each service learning meeting or class can identify student concerns or challenges. This time will also allow students opportunities to share any positive and meaningful experiences with the other students, especially since they often feel that their internships are conducted in isolation.

Students use journals to reflect on their service learning activities, including meetings and workshops, developing individual and group projects, and in their site placements. Often, the journal entries serve as a catalyst for classroom discussion as well. Expectations for keeping journals should be clearly established. These may include:

- credit assigned for journal keeping and percent of grade (if applicable);
- expected length of journal entries;
- how journal entries will be used (who will read the entries); and
- what journal entries should focus on.

Programs should clarify how reflection materials and products will be used in program development, review, and assessment. Will students be assessed based upon their participation in group discussions or keeping a journal? If so, what guidelines should students follow? If grades are awarded for service learning, how much weight will be placed on group discussions and journal writing?

In designing reflection activities, it is important to decide whether or not there will be alternatives provided for those uncomfortable with a particular method. For example, all people do not feel comfortable sharing publicly their feelings and emotions, either through written journals or group discussions. Students who are uncomfortable sharing their feelings can be encouraged to focus on what occurred, rather than how they felt. When students will be required to keep written journals, they should be told how the journal will be used and who will read the journal.

Recognition and Celebration

The completion of the service learning program is an opportunity for celebrating students' accomplishments and the contributions of staff and site supervisors. Recognition and celebration events also acknowledge the importance and value of service and of citizen involvement in the community. Many programs hold annual events, including recognition assemblies, dinners, and receptions. Certificates, plaques, and other awards are given to students and site supervisors. Displays or presentations of student projects provide a real sense of what students learned and did.

The recognition and celebration event might take place at an organization that hosted a student placement(s). Refreshments might be provided by employees of the organization or by parents of students.

IV. SERVICE LEARNING: RESOURCE LIST

Bibliography

- Alliance for Service-Learning in Education Reform (1993). *Standards of Quality for School-Based Service-Learning*. Chester: VT.
- Anderson, C.S. & Witmer, J.T. (1994). Addressing School Board and Administrative Concerns About Service Learning. *Democracy and Education*, 9, 33-37.
- Cairn, R. & Coble, T.L. (1993). *Learning by Giving: K-8 Service-Learning. Curriculum Guide*. Minneapolis, MN: National Youth Leadership Council.
- Cairn, R.W., & Kielsmeier, J. (1991). *Growing hope: A Sourcebook on Integrating Youth Service into the School Curriculum*. National Youth Leadership Council.
- Conrad, D. & Hedin, D. (1987). *Youth Service: A Guide Book for Developing and Operating Effective Programs*. Washington, DC: Independent Sector.
- Conrad, D. & Hedin, D. (1991). School-Based community Service: What We Know from Research and Theory. *Phi Delta Kappan*, 72, 743-749.
- Council of Chief State Officers. (1993). *Service-Learning Planning and Resource Guide*. Washington, DC: Author.
- Croddy, M. & Turner, M.J. (Eds.). (1994). *Active Citizenship Today: Handbook for Middle School Teachers: A Joint Project of Close Up Foundation & Constitutional Rights Foundation*. Alexandria, VA: Close Up Foundation; Los Angeles, CA: Constitutional Foundation.
- Duckenfield, M. & Swanson, L. (1992). *Service-Learning: Meeting the Needs of Youth at Risk*. Clemson, SC: National Dropout Prevention Center.
- Duckenfield, M. & Wright, J. (Eds.) (1995). *Pocket Guide to Service-Learning*. Clemson, SC: National Dropout Prevention Center.
- Dunlap, N.C., Drew, S. F. & Gibson, K. (1994). *Serving to Learn: K-8 Manual*. Columbia SC: South Carolina Department of Education.
- Fertman, C.I., White, G.P., & White, L.J. (1996). *Service-Learning in the Middle School: Building a Culture of Service*. Columbus, OH: National Middle School Association.
- Fertman, C.L. (1994) *Fastback: Service-Learning for All Students*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Gulati-Partee, G. & Finger, W. (Eds.), (1996). *Critical Issues in K-12 Service Learning*. Raleigh, NC: National Society for Experiential Education.
- Hantzopoulos, Maria (1999). *Developing A Community Action Program*. New York: New Visions for Public Schools, Center for School Success.
- Honnet, E.P., & Poulsen, S.J. (1989). *Principles of Good Practice for Combining Service and Learning*. Wingspread Special Report.
- Hoose, P. (1993). *It's our world, too! Stories of Young People who are Making a Difference*. Dubuque IA: Little, Brown.
- Kahne, J. & Westheimer, J. (1996). In the service of what? The politics of service-learning. *Phi Delta Kappan*, 77, 593-599.
- Kendall, J.C., & Associates (1990a). *Combining Service and Learning: A Resource Book for Community and Public Service*. Vol. I. Raleigh, NC: National Society for Internships and Experiential Education.
- Kendall, J.C., & Associates (1990b). *Combining Service and Learning: A Resource Book for Community and Public Service*. Vol. II. Raleigh, NC: National Society for Internships and Experiential Education.

- Kinsley, C. (Ed.), (1991). *Whole Learning Through Service: A Guide for Integrating Service Into the Curriculum K-8*. Springfield, MA: Community Service Learning Center.
- Kinsley, C.W. & McPherson, K. (1995). *Enriching the Curriculum Through Service-Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Knapp, C.E. (1992). *Lasting Lesson: A Teacher's Guide to Reflecting on Experience*. Charleston, WV: Appalachia Educational Laboratory.
- Lewis, B.A. (1991). *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking Into Positive Action*. Minneapolis, MN: Free Spirit Publishing.
- Lewis, B.A. (1995). *The Kid's Guide to Service Projects*. Minneapolis, MN: Free Spirit Publishing.
- Manson, R. (1996). *Where Do I Begin? A Guide for Initiating Service-Learning in the Classroom*. Providence, RI: Little Rhody Press.
- Maryland Student Service Alliance (1991). *The courage to care. The Strength to Serve. Draft Instructional Framework in Service-Learning for Elementary Schools*. Baltimore, MD: Maryland Department of Education.
- Maryland Student Service Alliance (1995). *Maryland's Best Practices: An improvement Guide for School-Based Service-Learning*. Baltimore, MD: Maryland Department of Education.
- Maryland Student Service Alliance (1993). *High School Service-Learning Guide*. Baltimore, MD: Maryland Department of Education.
- Nathan, J. & Kielsmeier, J. (Eds.) (June, 1991). A Special Section on Youth Service. *Phi Delta Kappan*, 72, 738-773.
- National Center on Education and the Economy and the University of Pittsburgh. (1997). *Performance Standards. New Standards*. Washington, D.C. Authors.
- National Service-Learning Cooperative (April 1999). *Essential Elements of Service-Learning*. Rosedale, MN: National Youth Leadership Council.
- National Youth Leadership Council. (1994). *Route to Reform: K-8 Service-Learning Curriculum Ideas*. St. Paul, MN: National Youth Leadership Council.
- Newmann, F. & Rutter, R. (1986). A Profile of High school Community Service Programs. *Educational Leadership*, 43, 65-71.
- Newmann, F. (1989). Reflective Civic Participation. *Social Education*, 53, 357-360.
- Novelli, J. & Chayet, B. (1991). *The Kids Care Book: 50 Class Projects that Help Kids Help Others*. New York: Scholastic Professional Books.
- Parsons, C. (1991). *Service Learning from A to Z*. Chester, VT: Vermont Schoolhouse Press.
- Retish, E., Yoder, D. I. & Wade, R. C. (1996). Service-Learning: Meeting Student and Common Needs. *Teaching Exceptional Children*, 28, 14-18.
- Schine, J. (1997). Service-Learning. *Ninety-Sixth Yearbook of the National Society for the Study of Education*. Chicago, IL: National Society for the Study of Education.
- Schukar, R., Johnson, J. & Singleton, L.R. (1996). *Service-Learning in the Middle School Curriculum: A Resource Book*. Boulder, CO: Social Science Education Consortium.
- Silcox, H. C. (1993). *A How to Guide to Reflection*. Holland, PA: Brighton Press Inc.

Stephens, L.S. (1995). *The Complete Guide to Learning Through Community Service: Grades K-9*. Des Moines, IA: Allyn & Bacon.

Totten, S. & Pedersen, J.E. (Eds.). (1997). *Social Issues and Service at the Middle Level*. Needham Heights, MA: Allyn & Bacon.

Wade, R.C. (1994). *Community Service-learning: Commitment Through Active Citizenship*. *Social Studies and the Young Learner*, 6 1-4.

Witmer, J.T. & Anderson, C.S. (1994). *How to Establish a High School Service-Learning Program*. Alexandria, VA

Materials

Joining Hands: Community Service-Learning Resource Kits: For Kindergarten Through Eighth Grade Service Learning Programs. Association for Supervision and Curriculum Development.
University of Iowa, Service-Learning Dept.
215 Seashore Hall Center
Iowa City, IA 52242-1402.
Tel.: 800-369-IOWA

Quest International
P.O. Box 566
Granville, OH 43023-0566
Tel: 800-446-2700
Fax: 614-522-6580

In partnership with the Lions Clubs, the National Association of Secondary School Principals, and the National Youth Leadership Council produces a service learning curriculum: Lions-Quest. *Skills for Action. Service, Character, Citizenship, Responsibility*, 1995

National Dropout Prevention Center
Clemson University
College of Health, Education and Human Development
205 Martin Street
Clemson, SC 29634-0726
Tel.: 864-656-2599

www.dropoutprevention.org/

Includes information and articles on service learning as a strategy to engage at-risk students. Also available: Wright, J. (1997). *Administrator's guide to service learning*. Clemson, S.C.; National Dropout Prevention Center (1997). *Administrators guide to Service-Learning*. Clemson, SC.

Video: *Route to Reform: Service-Learning and School Improvement*. (1994)
National Youth Leadership Council
1910 West County Road B
St. Paul, MN 55113-1337
Tel: 612-631-3672

Video: *The Courage to Care. The Strength to Serve*. (1994, Revised)
Maryland Student Service Alliance
200 W. Baltimore Street, Room 407
Baltimore, MD 21201
Tel.: 410-767-0356

Service Learning On-Line

Youth In Action Activity Suggestions for Team Building
www.mightymedia.com/ERC/search.cfm

Example of School-Wide/Interdisciplinary Project in Tennessee
www.fiu.edu/~time4chg/Library/How.to.Build.Units

National Service Learning Cooperative Clearinghouse
www.nicsl.col.ed.umn.edu/

Assessing Student Learning: Research and Strategies
www.nicsl.col.ed.umn.edu/res/faqs/stulrn.htm

International Partnership for Service Learning
www.ipsl.org/

Links to K-12 Service Learning Projects
www.uwex.edu/erc/index.html

Educational Data and Statistics (Service Learning Included)
nces.ed.gov/

America's Promise
www.americaspromise.org

Learn and Serve America Exchange
www.lsaexchange.org

National Service-Learning Clearinghouse
www.nicsl.col.ed.umn.edu

National Technical Assistance Center
gucdc.georgetown.edu/cassp.html

National Youth Leadership Council
www.nylc.org

The International Partnership for Service Learning
www.studyabroad.com/psl/

Service Learning Information, hosted by University of Colorado
csf.colorado.edu/sl/index.html

Corporation for National Service
www.cns.gov/

Evaluation Resources

"Service Learning and Assessment: A Field Guide for Teachers" developed by National Service-Learning and Assessment Study Group (October 1999) (available on-line at nicsl.jaws.umn.edu/ from the National Service Learning Clearinghouse) effective assessment.

Standards, both national and local, can help to define what is addressed and what is assessed. For more on using standards, visit www.ed.gov/pubs/IASA/newsletters/assess/pt1.html, "Creating Better Student Assessments " from Improving America's School: A Newsletter on Issues in School Reform (Spring 1996).

The ERIC Clearinghouse on Assessment and Evaluation (<http://ericae.net/ftlib.htm>), has compiled many resources that address educational measurement, assessment, evaluation, and learning theory. Tel.: 800-464-3742 (800 Go4-ERIC), or 301-405-7449.

V. APPENDIX: PROGRAM MANAGEMENT TOOLS

THIS SECTION PROVIDES EXAMPLES of forms that may be used or changed as needed for different aspects of service learning program management. Included are the following sample forms:

1. Service Learning Program Overview: program description for a service learning program.
2. Service Learning Program Organization Information: used to collect information about potential or existing community organization sites where students can participate in service learning.
3. Service Learning Program Interview Preparation: given to students as part of preparation for an interview at a possible service learning organization site.
4. Service Learning Program Time Sheet: used to track student hours at a service learning site.
5. Service Learning Program Parent Consent Form: includes parent and service learning site contact information, times service learning will be conducted and parent consent.
6. Service Learning Placement Planning Form: used to help students and staff of organizations where students are placed to identify specific service learning activities that meet both organization/community and student needs.
7. Service Learning Program Site Supervisor's Evaluation: used by staff of an organization where students conduct service learning to evaluate students' performance.
8. Service Learning Program Student Self-Evaluation: used by students to evaluate their own performance and service learning experience.
9. Service Learning Program Student Guidelines for End-of-Year Presentations: information to assist students in planning and conducting presentations based on their service learning activities.

SERVICE LEARNING PROGRAM

Overview

The Service Learning Program provides opportunities for students to apply their developing leadership skills. Students gain firsthand experience dealing with social issues while simultaneously providing a valuable service to New York City communities. One of the goals of the program is the implementation of a “service project” created by each student in cooperation with his or her internship supervisor at the service site. This project should incorporate the focus of the organization served and benefit its constituency.

Preparation and training for service learning take place in November and December, while actual student placements take place between January and May. This time frame may be extended based upon the agreement of each student and the staff member(s) of the placement organization who will supervise him/her. Students are required to volunteer for a minimum of five hours per week. The program is comprised of three phases.

PLACEMENT SELECTION. Students will be given descriptions of organizations where they can conduct community service. Students will choose the organizations in which they are most interested. In some cases, group interviews will be scheduled with a representative from the organization. In other cases interviews will be scheduled for individual students. During the interviews, the representative will describe the organization’s mission and the services it provides, and give students specific information about the internship, such as the required skills and available work hours. Representatives will also answer any questions students have regarding their placement. Following the interviews, students will be assigned internships based on their preferences and the preferences of the host organization.

PROJECT DEVELOPMENT AND IMPLEMENTATION. Once students have been matched with an organization, their internship supervisor will hold an introductory meeting. At this meeting, students will learn more about the organization, meet the staff, tour the facility, and discuss their duties and work schedule. Following this first meeting, students will begin developing their service projects. Students can commence their projects once they have been approved by their internship supervisor and the service learning coordinator. In designing their projects, students should consider:

- their interests, skills, and experience
- the organization’s focus and clientele
- time, technical, and funding constraints

CLOSING AND EVALUATION. At the conclusion of the internship, students will be evaluated on their performance by their internship supervisor and through self-evaluation on such aspects as:

- attendance and punctuality
- commitment and follow through
- interpersonal skills
- demonstration of leadership
- regular maintenance of a journal

Staff member(s) of the placement organization who provide supervision for students at the site will also evaluate their own participation in the community service program.

SERVICE LEARNING PROGRAM

Organization Information

Organization

Address

Phone

Fax

Contact Person

e-mail

Description of Organization

Special Skills Required

Additional Information

SERVICE LEARNING PROGRAM

Student Interview Preparation

SETTING UP THE INTERVIEW

Call the contact person. Explain who you are and why you are calling. Example: "My name is Jose Melendez. I am a student at Grady High School. My service learning coordinator referred me to your organization. I am calling to set up a time when I can meet with you about a possible community service placement." Get directions.

DRESS

On your first interview wear a shirt and tie. Wear shoes, not sneakers.

QUESTIONS

Ask about the organization. What do they do? Whom do they serve? What have been their accomplishments and challenges? What will you be able to do in the organization? Will there be an orientation at the beginning of the community service? What hours/days can you work? How should you dress? Who will be your supervisor?

FOLLOW-UP

If you are not sure about the placement, ask for a time when you can call the person back. If you are interested, find out when you can start. Make sure you have the name and direct telephone number of your supervisor.

SERVICE LEARNING PROGRAM

Parent Consent Form

(Adapted from the Robert F. Kennedy Community High School Service-Learning Program)

Student's Name _____

Teacher/Advisor _____

Days of Internship _____

Estimated Beginning/End Times _____

Organization Name, Address, Telephone, Supervisor _____

Student will leave from: _____ (school) _____ (home)

Student will return to: _____ (school) _____ (home)

PARENT' S RELEASE

I. As the parent/guardian of the student named above, I hereby give my permission for my son/ daughter to take part in the Service Learning Program

II. I understand that the following conditions will apply:

A. My child is expected to travel to the community service site _____Accompanied _____Unaccompanied

B. My child is expected to return from the community service site _____Accompanied _____Unaccompanied

I agree not to hold the school or any of its employees or the Board of Education or any of its employees responsible for any expenses or injuries that my child may incur while engaged in program activities, including travel to and from community service sites. I understand that my child is responsible for his/her behavior at all times and that my child may be sent home unaccompanied at my expense if s/he misbehaves.

I agree that in the event of an injury the teacher in charge of the program may act on my behalf in obtaining medical treatment for my child. I have indicated at the bottom of this form any permanent or temporary condition which should be known about my child.

In an emergency, I may be reached at:

Phone Number (Day) () _____ (Evening) () _____

Signature of Parent/Guardian _____

Date _____

Comments:

SERVICE LEARNING PROGRAM

Placement Planning Form

(Adapted from the Thurgood Marshall Academy for Social Change Service Learning Program)

Specific Activities (how often performed)	Benefit to Student	Benefit to Site/Community

SERVICE LEARNING PROGRAM
Site Supervisor's Evaluation

Name _____

Student _____

Date _____

INTERN EVALUATION

1. How would you rate your intern's attendance and punctuality?

- Excellent Good Fair Poor

Comments:

2. How would you rate your intern's service project? How well did he/she take into account the needs of the organization and community? Did he/she accomplish what he/she set out to do, etc.?

- Excellent Good Fair Poor

Comments:

3. In what ways did he/she make a positive contribution to your organization?

4. In what ways could he/she improve her/his performance?

5. How well do you feel the school prepared him/her for the internship?

- Very Well Somewhat Well Not at All

Comments:

6. Did the intern provide a valuable service to your organization?

- Yes No

Explain:

7. Overall, how would you rate his/her performance?

- Excellent Good Fair Poor

Comments:

8. Other comments:

SERVICE LEARNING PROGRAM

Student Self-Evaluation

Name _____

Date _____

(Please submit your service learning journal with this form)

1. How would you rate your attendance and punctuality?

- Excellent Good Fair Poor

2. How would you rate your service project? How well did you take into account the needs of the organization and community? How well did you accomplish what you set out to do, etc.?

- Excellent Good Fair Poor

Comments:

3. In what ways did you make a positive contribution to the organization?

4. If you were to do another internship at the same site, what would you do differently?

5. What have you learned about yourself through doing community service that you are: A) proud of, and B) want to improve?

A)

B)

SERVICE LEARNING PROGRAM

Student Guidelines for End-of-Year Presentations

The final activity of this year's service learning program, which will take place in June, will celebrate students' community service accomplishments. Parents, students, site supervisors, and staff will be invited to hear presentations of the service learning projects. Following are guidelines that students should observe in planning their presentations.

WHY PRESENT?

The purposes of the end-of-year presentations are to share with others your community service work. They also offer an opportunity to demonstrate and practice your presentation and public speaking skills. The presentations also demonstrate your understanding of community issues, your viewpoints and ideas. Finally, the presentations bring closure to the year's activities.

WHAT TO PRESENT

Students will present the results of the projects that have been conducted during the school year.

The presentations should be 5-10 minutes in length and should include:

- A description of the organization in which the service was performed
- The goals of the student's service learning project
- How the project was conducted
- Final results of the project (what was achieved)
- What was learned as a result of conducting the project
- Challenges that arose while working on the project and how the challenges were handled

HOW TO PREPARE YOUR PRESENTATION

- Link your presentation to the topics covered in the service learning classes. Review your journal, and notes from the classes to identify themes, information, and ideas that you can connect to the service learning experience. Conduct additional research on your project topic.
- Make it personal by discussing what you learned, what you felt, what challenged and motivated you, what was difficult.
- Discuss how the experience has helped you to grow, how it has helped prepare you for college, how it has influenced your career plans.
- Make sure to discuss how what you did in the service placement organization has deepened your knowledge of

social issues and community development.

- Be creative. Think of different ways to make the presentation. For example, visuals like posters or slides can add audience interest. Also consider using humor and anecdotes.
- Develop a draft of your presentation. Go over the draft to make sure that it meets all the requirements listed above. Revise the presentation. **SUBMIT A WRITTEN VERSION OF YOUR PRESENTATION TO THE SCHOOL'S SERVICE LEARNING COORDINATOR. THE PRESENTATION WILL CONTRIBUTE TO YOUR FINAL GRADE.**
- Practice in front of the mirror or in front of friends and family. The service learning coordinator will also be available to help you to practice your presentation. Give yourself plenty of time to prepare and don't wait until the last minute. Time your presentation to make sure that it is at least 5 minutes and not more than 10 minutes long.

GIVING YOUR PRESENTATION

- Determine your presentation style. Some people use index cards to summarize main points. Others prefer to highlight main ideas in the full written presentation and to refer to the highlighted sections as prompts. Other people choose to read the written presentation. If you read the presentation line for line, be sure to practice so that you memorize a lot of the written material and can focus on using your voice to add interest. You don't want to be boring.
- Nervousness is normal. Take your time and use your nervousness to speak loudly and clearly. Nervousness is like fuel; use it to power yourself through the presentation.
- Make sure you have a beginning and an end. Introduce yourself, your age, grade, where you did your service, who was your supervisor, when you started and ended the community service. End by thanking the audience.



96 MORTON STREET
NEW YORK, NY 10014
WWW.NEWVISIONS.ORG
212-645-5110
FAX: 212-645-7409