

Success Skills Through Service Learning

Standard 1.0

The student will develop knowledge, skills and attitudes to enhance personal growth.

Learning Expectations

The student will:

1. Demonstrate a sense of purpose and direction and make decisions based on positive goals and values (believes self can make a significant difference; everything is not left to chance or luck)
2. Demonstrate positive attitudes toward self and others (self-respect, self-confidence and self-esteem; feels worthwhile, confident, and competent)
3. Develop capacity for resiliency in relationships (tolerate different points of view and accept other opinions, including criticism)
4. Demonstrate self management (assesses self accurately, sets personal goals, monitors progress, and exhibits self control)
5. Choose ethical courses of action (integrity and honesty)
6. Develop openness to new experiences and roles

Performance Indicators: Evidence Standard is Met

The student is able to:

1. Select, research, and organize a project after identifying and exploring a variety of options
2. Demonstrate growth through reflection (i.e. journals, attitudinal surveys, dramatic presentations, art)
3. Use problem solving techniques to interact with others
4. Set a personal goal and create benchmarks to reach that goal
5. Demonstrate appropriate situation-based behaviors consistent with school policy
6. Assume a variety of roles within various, diverse community service opportunities

Sample Performance Task

The student will:

1. Identify a problem within the school or community and implement an action plan to address the problem
2. Create a "This is Your Life" video for a student from a different cultural background
3. Create a reflection portfolio including an end of semester self assessment
4. Write about times when they have experienced conflict and role play to resolve the conflict
5. Set measurable goals which indicate what they must do to earn a specific grade on a project
6. Create an ethical role play to be performed for elementary school students
7. Participate in a service-learning opportunity in a new content area or a new service setting
8. Assume a new role in an on-going service-learning project

Integration/Linkages

Lifetime Wellness Course, Mental Health Strand #3303, Psychology #3433; Family and Consumer Sciences, Adult Living #5600; Family and Consumer Sciences, Interpersonal Communications #5608

Standard 2.0

The student will develop social skills that are necessary for effectively relating to others in society.

Learning Expectations

The student will:

1. Utilize competent communication skills (including effective listening and response skills)
2. Work cooperatively with others and contribute to group with ideas, suggestions and effort (teamwork).
3. Respect others (be aware of and sensitive to diversity; empathetic to a wider range of people, issues and places)
4. Demonstrate understanding, friendliness, adaptability, and politeness in group settings
5. Know negotiation skills (work toward an agreement that may involve exchanging specific resources or resolving divergent interests)

Performance Indicators: Evidence Standard is Met

The student is able to:

1. Communicate instructions to accomplish a task
2. Demonstrate the ability to work cooperatively in developing a team action plan
3. Work and interact with people of diverse cultures, backgrounds, abilities, and opinions in various settings
4. The student will demonstrate appropriate social behaviors in a variety of settings
5. Exhibit basic skills of conflict resolution

Sample Performance Task

The student will:

1. Tutor and model correct communication skills needed in today's society
2. Work together with site teams to write grants which will develop resources for an established need
3. Write a first person essay or another form of expression on working with someone that
4. differs from them in some way
5. Visit nursing home and interact appropriately with residents
6. Serve breakfast to homeless persons
7. Tutor migrant workers
8. Function effectively on student advisory council

Integration/Linkages

Standard 3.0

The student will recognize and understand a variety of characteristics and actions of effective, responsible citizens

Learning Expectations

The student will:

1. Demonstrate awareness of community structure
2. Demonstrate understanding of community needs and relate them to problems on the state or national level
3. Exhibit civic, social and team responsibility (responsibility means being dependable and fulfilling your obligations)
4. Exhibit leadership skills (Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or motivates an individual or group, including responsibly challenging existing procedures and policies)
5. Know negotiation skills (Works toward an agreement that may involve exchanging specific resources or resolving divergent interests)
6. Experience democratic participation

Performance Indicators: Evidence Standard is Met

The student is able to:

1. Define community functions and various community components
2. Identify a need of a specific community and draw a parallel to a larger population (correlate)
3. Follow through on a given task including punctuality at a correct location and complete assignments in class and at the service site
4. Demonstrate the ability to understand or mediate conflicting sides of an issue
5. Defend a position concerning a school/community need and elicit the support and contributions of others in implementing an action plan
6. Exercise his/her democratic right of freedom to choose by making an individual decision(demonstrating ownership and recognition of consequences)

Sample Performance Task

The student will:

1. Attend community agency meetings (town council, county commission, school board) and/or job shadowing and present a written or oral report
2. Devise/create a replicable action plan to address a local, state, or national need
3. Complete a responsibility checklist in cooperation with the student's on-site service supervisor
4. Serve as a peer mediator
5. Resolve a simulated conflict between environmental and business interests through role playing
6. Model various roles in small group activities designed to solve a community or school issue (encouraging, mentoring, motivating, etc.)

7. Select a service-learning site from an approved list

Integration/Linkages

United States Government #3407, Sociology #3432

Standard 4.0

The student will develop cognitive skills necessary to enhance academic learning and acquire higher level thinking skills.

Learning Expectations

The student will:

1. Recognize problems then devise and implement a plan of action (problem solving)
2. Specify goals and constraints, generate alternatives, consider risks, and evaluate and select the best alternative (decision making)
3. Use service-learning techniques to acquire and apply new knowledge and skills
4. Recognize a rule or principle underlying the relationship between two or more objects/issues and apply it when solving a problem (reasoning)
5. Use appropriate skills (reading, writing, mathematics, listening and speaking) in a service-learning experience
6. Connect service experiences to other academic disciplines

Performance Indicators: Evidence Standard is Met

The student is able to:

1. Use problem solving strategies to design a workable plan of action
2. Choose between alternatives based on an examination of pertinent factors
3. Apply skills mastered through service-learning
4. Recognize the relationship between two issues and compare and contrast them, supporting one position
5. Integrate academic and employability competency skills into a service project (SCANS)
6. Demonstrate that all academic areas impact service-learning

Sample Performance Task

The student will:

1. Identify problems associated with service projects and identify potential solutions through group reflection
2. Invite consultants to speak on constraints and risks involved in a proposed service project, then revise and choose a project.
3. Develop a brochure that defines service-learning and service projects
4. Compare/contrast a school or community-based issue
5. Reflect in oral or written form on his/her own competencies including professionalism and use of appropriate skills on site

6. List all academic courses that assisted in the completion and evaluation of a specific service-learning project

Integration/Linkages

Sociology #3432

Standard 5.0

The student will understand skills related to positive work experience and career exploration.

Learning Expectations

The student will:

1. Know reliable work skills (confidentiality, punctuality, consistency, regular attendance)
2. Become aware of his/her interests and relate those interests to potential career choices
3. Observe and identify specific responsibilities of occupations related to their community assignments
4. Know how to follow instructions
5. Develop professionalism (grooming and manners)
6. Work cooperatively with others
7. Demonstrate knowledge of organizational skills
8. Understand how academic knowledge is applied in real work settings

Performance Indicators: Evidence Standard is Met

The student is able to:

1. Follow through on a given task that includes confidentiality, punctuality, consistency, and regular attendance
2. Understand the nature of multiple careers, related requirements, skills, and interests in order to make a more knowledgeable career path choice
3. Use research tools to develop a list of community occupations and their associated job duties
4. Use specific teacher generated instructions to accomplish the task with at least 80% accuracy
5. Utilize appropriate hygiene practices, dress habits, and manners that would be expected in the workplace
6. Demonstrate the ability to undertake a variety of roles in a group
7. Apply organizational skills to complete a service-learning task or project
8. Identify the relationship between academic knowledge and workplace competencies

Sample Performance Task

1. Complete workskills/responsibility checklist in cooperation with the on-site supervisor
2. Complete an interest inventory and aptitude test and then research career choices, matching interests to careers
3. Divide students into groups to visit, monitor, and acquire information for a video presentation for the class from selected worksites

4. Use instructions to call and set up service-learning activities that occur outside of the school setting
5. Model appropriate practices for classmates after receiving training from resource persons from the community
6. Participate in a group activity requiring interaction in a variety of designated roles
7. Research and organize a student directory (or brochure) of youth services and distribute to other students
8. Complete a worksite interview to identify how academic knowledge helped a staff member on the job or the frequency with which academic knowledge is applied to the workplace

Integration/Linkages

Family and Consumer Sciences, Adult Living #5600, Interpersonal Communications #5608

Minimum Number of Service Hours: 30 hours per student per term

Number of Credit Hours to be awarded: Local board sets number of hours of credit