



-Senior Talk: Innovation- The Senior Service Learning Experience



Service Learning Experience Overview

Service Learning is when you learn by serving our community. It is an opportunity to show our community the change agent you have become. You are bringing to life the GPA mission statement, **“...in partnership with our community.”**

Your twenty week assignment must address one of the following:

1. A real need in our community that you tackle through **your own innovation**.
2. A real need in our community that you address through an **existing support system** (e.g., an existing charity, an existing community group, an existing organization)

You will be assigned a coach based on the project you choose and based on whether you choose to do your project alone or with a group (maximum group size = 3). You will have **20 weeks** to work on your project, plus guidance from your assigned coach. Your coach's role is to make sure that you are meeting all deadlines and that you are reaching your goals in each phase of the project. You will be required to meet at a minimum of once a week with your coach (see attached coaching schedule).

Below is a link to a model Senior Talk, the culminating presentation from a previous student's service learning innovation. As you watch, ask yourself, "What work must have happened behind the scenes in order to make this high level presentation possible?"

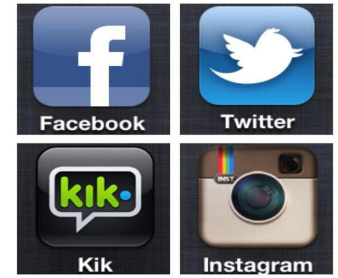
Link to video: [Senior Talk Sneak Peek Video](#)

Because this project will be a 20-week long endeavor, your service learning project focus must be one of **high interest and substance to you**. **Be sure to choose carefully**. The project ends with your Senior Talk, where you will present your project to the community. Of course, do your best work.

Menu of Some Project Options

(Your own ideas are also encouraged)

- Use social media to...
 - Improve participation in a community-building program
 - Rally members of the community to join your cause
 - Start a community beautification project
- Pave the way for our younger children by...
 - Volunteering as a tutor at an elementary school or at GPA
 - Creating a program to help new students transition to GPA
 - Invent a program that supports the emotional development of younger GPA students
 - Develop your own idea for enhancing GPA's Encore program



- Become a member of the work force by...
 - Having an internship
 - Inventing ways to get yourself and other students linked up with real job opportunities
 - Starting a business on your own that serves the community

- Help the environment by
 - Starting a community beautification project
 - Save a habitat for animals
 - Start or volunteer at a community garden
 - Design and implement a permaculture idea on campus



- Other ways to become a contributing member to the community
 - Support services for veterans
 - Dancing with senior citizens
 - Starting a community tagging removal team
 - Volunteering to read to senior citizens
 - Volunteering at senior center
 - Serving in a soup kitchen
 - Volunteering at a homeless shelter
 - Volunteering at a hospital
 - Volunteering at a food bank
 - Planting flowers in the community for a beautification project
 - Helping on a construction or weatherization project like Habitat for Humanity
 - Organizing a home supplies drive for refugee families
 - Volunteering at Malcolm X Library Project



How to get an A+ on your Service Learning Project: An Overview (See rubric for details)

Preparation (100 points)

Create 2 to 3-page proposal for your project. Include all items from the rubric. First proposal draft may be handwritten. Final proposal is to be typed in MLA format with a minimum of 500 words and two resources such as websites or newspaper or other articles. You (and/or your group) will present proposal to assigned coach for approval and revisions. In addition to creating a proposal, you will need to create a two-minute promotional video of yourself (and/or your group) promoting your project.

Action with the Organization (200 points)

You (and/or your group) will work on your project to make a difference in our community. Your service learning project reflection and presentation must include evidence of your actions and interactions, which are described in detail in the rubric. Each week, you are required to meet with your coach

Reflections (100 points total)

Analyze, critique, and share stories about your experience. Weekly journal reflections (minimum one page) will be required throughout all stages of your service learning project.

Visual Presentation (100 points)

Your final presentation of your service learning project and accomplishments will be part of your Senior Exhibition. You will need to include in your Keynote or Google Presentation of the artifacts that represent your journey throughout the project, so keep in mind that you need to be collecting and organizing the following items:

- o Pictures
- o Service Log
- o Graph of data
- o Goal - Accomplishments
- o Next Steps with project
- o Approved plan
- o Documentation of Action (pictures, videos)
- o Noteworthy news
- o Journal of reflections
- o BE CREATIVE



Oral Presentation (100 points)

You will be required to write a script and give a 15-20 minute informational speech on your Service Learning Project containing the following information:

- o Why is your target focus important to you?
- o Goal, Planning, Action, and Reflection of project
- o How has this project changed you?
- o What do you believe has been the impact of your work on our community?
- o How do you know?



Senior Service Learning Experience Rubric

Project Preparation

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| <p>Prepare your Proposal using Service Learning Design Rubric</p> | <p>Project Proposal: Draft One</p> <p>Create 2 to 3 page proposal for your project. Include the following:</p> <ul style="list-style-type: none"> ○ Why is the service learning project you are choosing important to you, others and our community? ○ What is the purpose of this project? What is your specific purpose as an individual, and how will you bring this to life? ○ Provide information on the problem or situation that you want to solve through your service. <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> ○ Current research on food “swamps” ○ Reading levels of students you are tutoring ○ Statistics on ocean or beach pollution ○ If working with an organization, how will you make first contact with them? <ul style="list-style-type: none"> ○ Email, phone, or in person? ○ How will you (and/or your group) help make a change in your community? ○ Set specific goals for your project (Example: “by April 24th, 2016 I will help five struggling 5th grade readers to increase their reading levels and learn about the path toward college”) ○ Develop a plan to accomplish the goal ○ What skills will you or your group need to achieve the goal? <ul style="list-style-type: none"> ○ Time management (calendar and list) ○ What will you accomplish in the first day, week, month? ○ First draft may be handwritten, but final draft is to be typed in MLA format 500 word minimum with a minimum of two resources such as website or professional sources <p>You (and/or your group) will present proposal to assigned coach for feedback and revisions</p> | <p>/50 pts</p> <p>*see rubric</p> |
| <p>Present Revised Proposal to Coach</p> | <p>Project Proposal: Draft Two & Presentation</p> <ul style="list-style-type: none"> ● Revise your proposal based on feedback from coach. ● Type proposal in MLA format 500 word minimum with a minimum of two resources such as website or professional sources ● Resubmit proposal to coach and present with group | <p>/50 pts</p> <p>*see rubric</p> |
| <p>Project Preparation Score</p> | | <p>/100 pts</p> |

Project Execution

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| <p>Details of Actions & Interactions</p> | <p>Document All of your Efforts and Hard Work and Meet Regularly with Your Coach</p> <p>You and/or your group will now work on your project to make a difference in our community. Evidence of your ongoing service learning should include the following:</p> <p>Show evidence of time spent setting up service project</p> <ul style="list-style-type: none"> ● Service Log (see attached) <ul style="list-style-type: none"> ○ Minimum of 40 total hours required and logged ○ Service log entries must be initialed in order to count ○ Only coach or member of professional organization tied to your project can initial ● Artifacts of interactions and learning from professionals associated with your project (photos, emails, letters, notes from meetings, etc.) ● Evidence of time spent outside of the school day (weekend meeting at an organization for example) ● Evidence of feedback from your coach <p>Show evidence of ongoing service</p> <ul style="list-style-type: none"> ● Artifacts of interactions that take place while working on project (pictures of you working, emails sent to or from you, letters, notes) ● Video footage documenting steps of project and interactions ● Evidence of adjusting plan with coach as needed to achieve goal ● Weekly reflections (details below) <p>Show evidence of weekly meetings with project coach to monitor progress, deadlines, and revisions</p> <ul style="list-style-type: none"> ● Refer to Weekly Service Learning Rubric | <p>/100 pts</p> |
| <p>Weekly Reflections</p> | <p>Reflect, Share Stories, and Evaluate your Progress Toward Meeting your Project Goals</p> <ul style="list-style-type: none"> ● Minimum of one page weekly reflection during all stages of project ● Reflections must demonstrate accomplishments, next steps and your own evaluation of work so far ● Each reflection will be graded, and contribute toward the final 100-point Reflection grade. <p>Reflections must address each of the following questions:</p> <ul style="list-style-type: none"> ● What progress have you made toward meeting the goals of your service learning project? What are you proud of? ● What have you learned as a result of your work on the project? ● What are your next steps? ● What challenges/road blocks, if any, are you currently facing? ● What do you need to do and what support do you need in order to reach your next goal(s)? ● Share any stories from your experience that are important, meaningful, inspiring, or just plain entertaining. <p>*Reflections must be written at a high level, showing critical thinking and attention to spelling and grammar.</p> | <p>/100 pts</p> |
| <p>Project Action Score</p> | | <p>/200 pts</p> |

Project Presentation

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| Keynote Visual Presentation | <p>Keynote/Powerpoint Visual to accompany Senior Talk</p> <ul style="list-style-type: none"> ● Service Log Sheet ● Graph of Statistics ● Goal ● Plan ● Action ● Accomplishments and noteworthy news <ul style="list-style-type: none"> ● Pictures of organization events ● Paraphernalia from organization ● BE CREATIVE! ● Journal of Reflections- Final reflection | /25 pts |
| Portfolio | <p>Portfolio Archiving Your 20 Week Experience</p> <ul style="list-style-type: none"> ● Include but not limited to: Service Log Sheet, reflections, pictures, emails | /25 pts |
| Informational Brochure | <p>Informational Brochure about Service Learning</p> <ul style="list-style-type: none"> ● Create a brochure or pamphlet to be given to panel members, staff, community members, and others attending your Senior Talk. ● Include information about your organization (if you choose to work with one) or your innovation | /25 pts |
| Create 2-minute Promotional Video | <p>Promotional Video of your Experience</p> <ul style="list-style-type: none"> ● Create a 2-minute video of yourself performing your service on location or advertising your service for others to know how you are changing our community ● You will need a quote and a brief summary of your service to accompany the video | /25 pts |
| Oral Presentation | <p>Senior Talk</p> <ul style="list-style-type: none"> ● Why is your service experience important to you? ● Explain the goals and what it would mean for the community ● Academic and physical challenges that you encountered ● Use evidence to show that you met your goal ● Describe what you believe has been the impact of your service on our community ● How has this experience changed you? | /100 pts |
| Project Presentation Score | | /200 pts |
| Total Project Score | | /500 pts |

Senior Service Learning Experience Timeline

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| <p>Week 1 Monday, November 30</p> | <ol style="list-style-type: none"> 1. Read and annotate the entire "Living a Life of Giving" instructions, timeline, and rubric (20 minutes) 2. Discuss Service Learning instructions <ul style="list-style-type: none"> ● Shared reading of project description, rubric, and timeline ● Ask clarifying questions about project description, timeline, and rubric 3. Analyze the link in the Service Learning Project Overview Write for (15 minutes) about the following questions related to video: <ul style="list-style-type: none"> ● What most impressed you about the students? ● What matters to you, the way that gun violence matters to the students in the video? ● What is something you would like to be part of addressing to make a positive change in our community? 4. Review project timeline 5. Enter project deadlines into planner 6. 15 Minute break-out to discuss your ideas with classmates and see if anyone shares the same interest and wants to combine efforts with you. Maximum group size = 3 |
| <p>Week 1 Friday, December 4th</p> | <p>** DUE TODAY:</p> <ol style="list-style-type: none"> 1. Initial Reflection Answer the following: <ul style="list-style-type: none"> ● What are you considering as the focus for your service learning experience? ● Why is this a good fit for you? ● What questions do you have that need to be answered in order to decide on this? ● How will you get the answers to these questions? 2. Choose Coach 3. Decide group or individual project 4. Start research on topic 5. Start Initial Reflection 6. Start Proposal Draft |
| <p>Week 2</p> | <p>Continue the plan section:</p> <ul style="list-style-type: none"> ● Finish Research - Notes due by end of the week ● Contact if applicable with organization chosen ● Begin Draft of Proposal ● Do reflection ● Meet with Coach |
| <p>Week 2 Friday, December 11 <i>Disneyland Trip</i></p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. Notes on Research 2. Weekly Meeting with Coach discussing the following: <ol style="list-style-type: none"> a. Review Research b. Review Beginning Draft of Proposal 3. Begin Draft of Proposal 4. Contact if applicable with organization chosen 5. Create Draft of Plan 6. Weekly Reflection in journal |
| <p>Week 3 Monday, December 14th <i>Winter Intercession</i></p> | <p>Finish writing rough draft of project proposal</p> |

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| | <ol style="list-style-type: none"> 1. Using Senior Service Rubric, check off all of the deadlines in your planner that you have met, and reschedule any items you have done by the due date 2. Pull out timeline of dates and times you will be doing action portion |
| <p style="text-align: center;">Week 4 Monday, December 21st <i>Winter Break</i></p> | Finish writing rough draft of project proposal |
| <p style="text-align: center;">Week 5 Monday, December 28th <i>Winter Break</i></p> | Finish writing rough draft of project proposal |
| <p style="text-align: center;">Week 6 Tuesday, January 5th</p> | **DUE TODAY: <ol style="list-style-type: none"> 1. Rough draft of Plan to your Coach |
| <p style="text-align: center;">Week 6 Friday, January 8th</p> | **DUE TODAY: <ol style="list-style-type: none"> 1. Approved Proposal by Coach 2. Weekly Reflection in journal 3. Start Portfolio |
| <p style="text-align: center;">Week 7 Friday, January 15th</p> | **DUE TODAY: <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log |
| <p style="text-align: center;">Week 8 Friday, January 22nd</p> | **DUE TODAY: <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p style="text-align: center;">Week 9 Friday, January 29th</p> | **DUE TODAY: <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |

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| <p style="text-align: center;">Week 10 Friday, February 5th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p style="text-align: center;">Week 11 Friday, February 12th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p style="text-align: center;">Week 12 Friday, February 19th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p style="text-align: center;">Week 13 Friday, February 26th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p style="text-align: center;">Week 14 Friday, March 4th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |

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| <p>Week 15 Friday, March 11th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update |
| <p>Week 16 Friday, March 18th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 2. Meet and plan with your group 3. Weekly Reflection in journal 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update 7. Start Brochure/Pamphlet/Handout |
| <p>Week 17 Friday, March 25th <i>Spring Intersession</i></p> | <p>**CONTINUE TO WORK ON:</p> <ol style="list-style-type: none"> 1. Brochure/Pamphlet/Handout 2. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 3. Meet and plan with your group 4. Weekly Reflection in journal 5. Weekly Meeting with Coach 6. Updated Portfolio - collect visual artifacts 7. Service Log Update |
| <p>Week 18 Friday, April 1st <i>Spring Break</i></p> | <p>**CONTINUE TO WORK ON:</p> <ol style="list-style-type: none"> 1. Brochure/Pamphlet/Handout 2. One or more of the following: <ol style="list-style-type: none"> a. Visit the location associated with your project or b. Attend an event related to your project c. Communicate with professionals associated with your project 3. Meet and plan with your group 4. Weekly Reflection in journal 5. Weekly Meeting with Coach 6. Updated Portfolio - collect visual artifacts 7. Service Log Update |
| <p>Week 19 Friday, April 8th</p> | <p>**DUE TODAY:</p> <ol style="list-style-type: none"> 1. 40 hours of Service Learning Completed 2. Final Reflection Completed 3. Brochure/Handout/Pamphlet 4. Weekly Meeting with Coach 5. Updated Portfolio - collect visual artifacts 6. Service Log Update 7. Rough Draft 1 of Script 8. Rough Draft 1 of Keynote 9. Rough Draft 1 of Video |

Coaching Handbook: A Guide to Leading Students through Meaningful Service Learning Experience

Introduction:

Thank you for agreeing to coach students through their 25-week service learning project. As a coach, it is important for you to understand the true meaning of a service learning project. By definition, service learning has two main components:

Service: The responsible action that is designed to help others

Learning: The learning outcomes, both intended and unintended, that are direct results of the service

Both of the above are designed by the student, but heavily guided by the coach. The **service** is carefully designed to match the talent, interest, and passion of the student with a real community need that exists.

Example: "I love math, and I am eager to spread that love to younger children so that I can help solve the problem of low math achievement for some of the struggling students in our community."

The **learning** is also largely by design. While there is likely to be a variety of unexpected learning outcomes, a plan is in place to learn something specific as a result of the experience.

Example: "By building math a camp for elementary school students at the local library, I hope to learn about the source of 'math anxiety' and why students decide at such a young age that they cannot do math. I hope to find out where it starts and figure out ways to stop the ongoing epidemic of young kids living in fear of (and struggling with) math."

Basic Principles of True Service Learning

A service learning program effectively combines service and learning when:

- Students are engaged in responsible and challenging actions for the common good
- Students are given opportunities to reflect critically on their service experience
- Every student has clear service and learning goals
- Goals for the service learning are based on real need
- The responsibilities of each student and organization(s) involved are clearly defined
- Students are expected to show genuine, active, and sustained commitment
- Adult coaches/mentors train, supervise, monitor, support, encourage, and evaluate students as they strive to meet service and learning goals

- Coach helps ensure that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved
- Coach helps ensures that students are honoring their service commitments
- Coach helps ensure that service translates to learning

Portions borrowed from: Ellen Porter Honnet and Susan J. Poulson. *Wingspread Principles of good practice for Combining Service and Learning*. The Johnson Foundation, 1989.

Role of the Coach:

The effective coaching model includes regular meetings, at least weekly, in which students are guided and mentored through the design, execution, reflection on, and revision of the service learning experience. Student-coach interactions should be very heavy (at least daily) in the design phase of the experience, and regular (at least weekly) during the execution, reflection, and revision phases. The number one priority of the coach is to ensure that the student under his/her mentorship has a viable plan, plus the guidance, encouragement, and feedback to maintain a successful trajectory through the entire experience.

1. The Design Phase

The success of a service learning experience depends heavily on effective planning. Effective planning depends heavily on strong coaching. Please use the rubric below to guide your planning work with each individual under your coaching.

Service Learning Design Rubric

| Service | Inadequate | Developing | Proficient | Skilled | Exceptional |
|---|------------|------------|------------|---------|-------------|
| <i>Innovative</i> -concept is imaginative & cleverly targets a community need. | 1 | 2 | 3 | 4 | 5 |
| <i>Feasible</i> -concept is within reason and/or is planned in a way that places a lofty goal within reach. | 1 | 2 | 3 | 4 | 5 |
| <i>Researched</i> -plan is well researched & demonstrates deep thought. Contacts have been made, if applicable & information/documents/data/supplies requested. | 1 | 2 | 3 | 4 | 5 |
| <i>Thorough</i> -service plan is well thought out & shows foresight and attention to detail. | 1 | 2 | 3 | 4 | 5 |
| <i>Rigorous</i> -service plan calls for an experience that will result in learning at a depth expected of a senior or college freshman. | 1 | 2 | 3 | 4 | 5 |
| Learning | | | | | |
| <i>Rigorous</i> -learning plan calls for an experience that will result in learning at | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
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| depth expected of a senior or college freshman | | | | | |
| <i>Realistic</i> -learning goals are within reason and are match the likely outcomes of the service plan. | 1 | 2 | 3 | 4 | 5 |
| <i>Thorough</i> -learning plan is well thought out & includes multiple, specific learning outcomes. | 1 | 2 | 3 | 4 | 5 |
| Total Score | | | | | |

*Student must earn a minimum score of 24 to proceed with execution of service learning project.

2. The Execution Phase

The execution of the service learning project, like the design phase, must be carefully guided by the coach in order to optimize the experience for the student. Coaches should meet with students at least weekly during the execution phase. Each weekly meeting should include the following, at a minimum:

- Written reflection by the student
- Discussion with coach about the reflection
- Updates on portfolio (portfolio should be ongoing work and not a last minute project)
- Graded rubric for the week's work/progress (below)

Weekly Service Learning Rubric (Execution Phase)

| Week # _____ | Inadequate | Developing | Proficient | Skilled | Exceptional |
|--|------------|------------|------------|---------|-------------|
| <i>Service Log Updated</i> -progress being made toward 25-hour total | 1 | 2 | 3 | 4 | 5 |
| <i>Journal Updated</i> -reflects new learning since previous meeting | 1 | 2 | 3 | 4 | 5 |
| <i>Weekly Reflection Completed</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Portfolio Updated</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Next Steps Well Thought Out</i> | 1 | 2 | 3 | 4 | 5 |
| Total Score | | | | | /25 |

3. The Reflections

Thoughtful reflection is the key to maintaining a steady, purposeful course throughout the service learning experience. The written reflection is a dialogue-based opportunity for the student to think critically about the current state of the project and how well the purpose of the project is being met. It is also an opportunity for the coach to monitor the project and guide accordingly.

Students should keep a journal with both **informal journal entries** (notes from phone calls/emails/other contacts, ideas, thoughts and anecdotes about the experience, etc.) and **weekly reflections**, which are to be typed up and submitted for a grade each week. The coach should respond to journal entries with written feedback weekly.

Informal Journaling

Students write briefly (without a page requirement) on prompts such as the following:

- What came up for you at your service learning experience this week?
- What gift of knowledge did you gain from your contacts, and what did you bring to the community this week?
- What surprised you or what was your biggest challenge this week?
- What, if anything, needs to change in your plan?

Formal Reflections

There are many ways to guide a student into meaningful reflection. One can look at these in terms of three levels of complexity:

The Mirror (a clear reflection of the self)

The Microscope (makes the small experience large)

The Binoculars (makes what appears distant, appear closer)

The Mirror (a clear reflection of the self)

Who am I?

What are my values?

What have I learned about myself through this experience?

Do I have more/less understanding or empathy than I did before volunteering?

In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self confidence/self esteem been impacted or altered through this experience?

Have your motivations for volunteering changed? In what ways?

How has this experience challenged stereotypes or prejudices you have/had?

Any realizations, insights, or especially strong lessons learned or half-glimpsed?

Will these experiences change the way you act or think in the future?

Have you given enough, opened up enough, cared enough?

How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live

The Microscope (makes the small experience large)

What happened? Describe your experience.

What would you change about this situation if you were in charge?

What have you learned about this agency, these people, or the community?

Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.

Do you feel your actions had any impact?

What more needs to be done?

Does this experience compliment or contrast with who you are? HOW?

Has learning through experience taught you more, less, or the same as learning in the classroom? In what ways?

The Binoculars (makes what appears distant, appear closer)

From your service experience, are you able to identify any underlying or overarching issues, which influence the problem?

What could be done to change the situation?

How will this alter your future behaviors, attitudes, and career?

How is the issue or agency you are serving impacted by what is going on in the larger political/social sphere?

What does the future hold? What can be done?

From Cooper Mark, "Reflection: Getting Learning out of Serving." *The Big Dummy's Guide to Service-Learning*. <http://emed.ia.leeward.hawaii.edu/servicelearning/levels.htm>

Weekly Service Learning Reflection Rubric

| Week # _____ | Inadequate | Developing | Proficient | Skilled | Exceptional |
|--------------------|------------|------------|------------|---------|-------------|
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |
| Total Score | | | | /20 | |

4. Revision

Most if not all service learning projects will require re-adjustment. Some will warrant major readjustment, particularly if the service goals are not being reached, or if the service goals and learning goals are not aligned. This is perhaps the most critical role of the coach. The coach must ensure that students are properly guided in decision-making, as well as ensure that they amply inspired, encouraged, and supported throughout the entire process.

At times, students may encounter real world problems that are difficult to process. For example, a student tackling the problem of homelessness may have a deeply emotional reaction to the realization of hardships that others endure. The coach has the added responsibility of providing that emotional support. He or she must also ensure that students are appropriately challenged and not overwhelmed by the service experience. this should be included as part of the weekly check-ins.

5. Project Presentation

There are several components of the Service Learning Experience that students will need to create. The role of the coach is to work closely with their groups to ensure that each component created is of high quality and is completed in a timely matter.

- 1) **Portfolio** containing artifacts from their Service Learning (this includes reflections, service logs, pictures, emails, etc.)
- 2) **Video** documenting and promoting your experience
- 3) **Handout** (pamphlet, brochure, infographic etc.) with information about your service
- 4) **Keynote presentation** to accompany the Oral Presentation
- 5) **Script** to guide their Senior Talk