

SERVICE-LEARNING GUIDEBOOK



A toolkit to understand service-learning and explore how it can be implemented to energize schools.

*Tell me and I forget.
Show me and I remember.
Involve me and I understand.
---- Chinese Proverb*



Service-Learning Colorado Springs began as a partnership between the Partnership for Civic Engagement at Colorado College and Volunteer Services in School District 11. Since then it has been continued by School District 11 along with Volunteer Pikes Peak, with continued support from Colorado College. This collaboration strives to promote awareness and understanding of service-learning by assisting in the creation of partnerships between students, teachers, administrators, and community members. By supporting educators through trainings, assistance, and resources, *Service-Learning Colorado Springs* is creating opportunities for all youth to become involved in high quality service-learning that fosters civic engagement.

This guidebook has been created in an effort to provide you with a basic knowledge of what service-learning is and how you can be involved in its implementation. First, an explanation of service-learning is provided, specifically highlighting the differences between service-learning and community service projects. It also provides you with some of the research demonstrating the benefits of service-learning. This research varies from national surveys and studies to personal testimonials of teachers and students who have been involved in service-learning. Also included are descriptions of the standards of high quality service-learning. There is a section devoted to helping you get started with service-learning, which describes various approaches and steps for planning your project. To help you visualize what your project might look like, examples of service-learning from District 11 classrooms have been included. Finally, there is a section filled with additional resources that may be helpful for you as you begin your service-learning journey.

While this guidebook should serve as an excellent resource for your projects, should you need additional assistance *Service-Learning Colorado Springs* has even more to offer, this includes:

- Trainings
- Ongoing, individualized classroom support
- Knowledgeable staff & master teachers within district to assist in planning
- A network of statewide expert practitioners
- Recertification or increment credits available through trainings

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THE SCOOP ON SERVICE-LEARNING

What is S-L?

Service-learning is a tool used to contextualize **learning** by integrating relevant service into academic studies. Students use critical and reflective thinking skills to **engage** in an identified community need, deepening their understanding of academic content and larger community systems. Service-learning provides a space in which youth practice informed civic participation, thereby **transforming** themselves and their community.

Service-learning is commonly confused with community service.

Both can involve engaging youth in the community by providing a service of some kind, however – service-learning is different because it connects the service experience to curricular standards being covered in the classroom.

For clarification

Community Service is...

A project where students provide a service to the community, without defined learning goals.

Examples:

- a. Students recycle paper
- b. Youth serve food at a soup kitchen
- c. Youth volunteer at a field day for younger students

Service-Learning is...

A curriculum combining in-depth analysis of an issue *with* community action. Service-learning has both learning and service goals.

Examples:

- a. Students study conservation, then create paper recycling system for their school and explain to their peers why and how to recycle
- b. Youth research the causes of poverty, then speak/write to the City Council advocating for more affordable housing
- c. Youth learn about fitness and nutrition, then plan a series of activities for a field day that teach younger students why and how to take care of themselves

WHY YOU SHOULD DO SERVICE-LEARNING

RESEARCH SHOWS THAT:

S-L
increases
student
attendance

S-L creates more positive
perceptions of the youth
and school within the
community

*S-L makes the
curriculum more
relevant and
interesting*

S-L gives students
the opportunity to
see the impact of
their efforts

S-L positively
effects
students'
interpersonal
development

S-L fosters a
sense of civic
and social
responsibility in
students

Students who
participate in S-L are
less likely to engage in
"risk" behaviors

S-L gives
students the
opportunity
to give back

S-L can provide
students with caring
adults, safe places,
effective education,
and opportunities to
help others ~
developmental assets
that may otherwise be
lacking in their lives

S-L helps
students
relate to
culturally
diverse
groups

S-L helps students
acquire academic
skills and knowledge

S-L
increases
student
motivation

S-L
improves
overall
school
climate

S-L results in
greater mutual
respect of
teachers and
students

**S-L
increases
student
engagement**



THROUGH SERVICE-LEARNING!

In response to the ever-changing job market and increasingly intertwined global economy, District 11 has introduced the ACHIEVE model to ensure that our students are receiving an education that equips them with the skills they need to be successful in this 21st Century*. ACHIEVE strives to ensure that every District 11 graduate is:

- A**cademically prepared
- C**ulturally competent
- H**igh-functioning team member
- I**nnovative thinker and problem solver
- E**ffective user of information technology
- V**ital participant in civic responsibility
- E**ffective communicator

While we believe that a high-quality service-learning project can equip students with all of these skills, it most closely addresses the “V”. In fact, District 11 has identified service-learning as a method to increase civic responsibility, describing the vital participant in civic responsibility component as:

“Understanding an individual’s rights and responsibilities as a citizen is a key component of a 21st century graduate. District 11 offers service learning projects for students at all levels; elementary, middle and high schools to help foster a sense of responsibility and civic pride. In a time of high-stakes testing where many schools across the country have abandoned teaching elementary school social studies in order to provide a double dose of reading or math instruction, District 11 remains committed to instruction in key concepts of social studies and civic responsibility grades K-12.”

So what are you waiting for?

Help your students ACHIEVE by fostering civic engagement through service-learning while also ensuring that their classroom experience includes **rigorous** academics, meaningful **relationships**, and **relevant** experiences!

*Information regarding the ACHIEVE model was found at www.d11.org.

PRINCIPLES OF SERVICE-LEARNING

How is Service-Learning Different?

Unlike more traditional community service, service-learning is an academic **course-based** experience where:

- ◆ The service experience is *clearly* and *explicitly* integrated into the academic curriculum and linked to learning goals
- ◆ Students participate in structured reflection on their service experience (before, during, and after) in light of particular learning objectives
- ◆ There is an **equal emphasis** on student learning and addressing genuine community needs – the community is not a teaching or research laboratory

Service-Learning is a method of teaching, learning, and service based on the idea of a “**partnership of mutual benefit**” between the community, students, and faculty. While general volunteerism allows students to contribute to and gain knowledge about the larger community, service-learning encourages students to look beyond charity and consider the “root causes” of social issues and problems and how they can work with others in the community to become part of the solution. Through structured reflection on their experiences, students are allowed to **USE** what they are learning in the classroom, to understand the **NATURE** and **COMPLEXITY** of the issues they are struggling with, and to see the **RELEVANCE** of what they are learning in the classroom to the world and to their current and future lives.

Effective service-learning projects involve students in course-relevant activities which address the real human, safety, educational, and environmental needs of the community. Students' course materials such as texts, lectures, discussions, and reflection inform their service, and the service experience is brought back to the classroom to inform the academic dialogue and the quest for knowledge.

Service-learning strategies recognize that we retain 60% of what we do, 80% of what we do with active, guided reflection, and 90% of what we teach or give to others.

High Quality Service-Learning

For optimal results and benefits, it is important for service-learning experiences to be high quality. By incorporating these characteristics into your service-learning activities, you will be maximizing the benefits to the students, class, school and community

Meaningful Service- service-learning actively engages participants in meaningful and personally relevant service activities

- Experiences are appropriate to participant ages and developmental abilities
- Addresses issues that are personally relevant to the participants
- Provides participants with interesting and engaging service activities
- Encourages participants to understand their service experiences in the context of the underlying societal issues being addressed
- Leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum- service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards

- Has clearly articulated learning goals
- Is aligned with the academic and/or programmatic curriculum
- Helps participants learn how to transfer knowledge and skills from one setting to another
- Taking place in schools is formally recognized in school board policies and student records

Reflection- service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society

- Includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes
- Occurs before, during, and after the service experience
- Prompts participants to think deeply about complex community problems and alternative solutions
- Encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens
- Encourages participants to examine a variety of social and civic issues related to their service-learning experiences so that participants understand connections to public policy and civic life

Diversity- service-learning promotes understanding of diversity and mutual respect among all participants

- Helps participants identify and analyze different points of view to gain understanding of multiple perspectives
- Helps participants develop interpersonal skills in conflict resolution and group decision-making
- Helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
- Encourages participants to recognize and overcome stereotypes

Youth Voice- service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults

- Engages youth in generating ideas during the planning, implementation, and evaluation processes
- Involves youth in the decision-making process throughout the service-learning experiences
- Involves youth and adults in creating an environment that supports trust and open expression of ideas
- Promotes acquisition of knowledge and skills to enhance youth leadership and decision-making
- Involves youth in evaluating the quality and effectiveness of the service-learning experience

Partnerships- service-learning partnerships are collaborative, mutually beneficial, and address community needs

- Involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses
- Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress
- Partners collaborate to establish a shared vision and set common goals to address community needs
- Partners collaboratively develop and implement action plans to meet specific goals
- Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources

Progress Monitoring — service-learning engages participants in an ongoing process to assess the quality of implementation and progress towards meeting specified goals, and uses results for improvement and sustainability

- Participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience
- Participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience
- Participants use evidence to improve service-learning experiences
- Participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained

Duration and Intensity — service-learning has sufficient duration and intensity to address community needs and meet specified outcomes

- Includes the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration
- Is conducted during concentrated blocks of time across a period of several weeks or months
- Provides enough time to address identified community needs and achieve learning outcomes

TYPES OF SERVICE-LEARNING

Direct Service: service directly affects and involves the recipients. This would be person to person, i.e. tutoring, working with elders. Engaging in direct service allows them to learn about caring for others and developing problem solving skills as well as following a sequence from beginning to end, and seeing the big picture.

Indirect Service: service does not provide activities to individuals but to the community or environment as a whole. I.e. restoring wetlands, stocking food pantries, collecting clothes. Students learn about cooperation, team work, organizing, prioritizing within their group. They can gain project-specific skills and knowledge that can relate to academic content.

Advocacy: create awareness or promote action of an issue of public interest. I.e. writing letters, sponsoring meetings, and public speaking. Students learn about perseverance; understanding rules, systems, and processes. They learn about working with adults as well as civic engagement.

Research: involves students in finding, gathering, and reporting on information that is of interest to the public. I.e. surveys, evaluations, experiments, interviews. Students will learn to gather information, make discriminating judgments and work systematically. This will also enhance skills in organization, assessment and evaluation.

APPROACHES TO SERVICE-LEARNING

1. “Discipline-based”

This type of service-learning originates from the curriculum. Teachers incorporate a focused experiential service element into the foundation of teaching units, standards and benchmarks, and/or resources being used. While most of the project is designed by the teacher beforehand, there is room for student initiative and leadership during specific project tasks.

2. “Problem-based”

When an issue or problem is identified within the community, this approach to service-learning can be utilized to address the problem while enhancing the educational experience of youth. The identification of the issue could come from students in a class or club, teachers and staff members at a school, community based organizations, or the community at large. The teacher should outline learning goals before beginning on the project. This will help balance the efforts to ensure that the project makes clear curricular connections while addressing the issue at hand.

3. “Process-based”

Service-learning can be used in classrooms where teachers hope to teach skills or processes to students, rather than specific knowledge. This approach can be used to involve students in the research process, use of the scientific method, persuasive writing skills, etc. With skill building goals in mind, the teacher facilitates activities to meet those goals while using a student identified community issue as the focus.

4. “Pre-existing curricula”

For teachers seeking a bit more structure and guidance, implementing a pre-existing service-learning curriculum is a good choice. This involves researching and selecting a curriculum (i.e. Peace Jam, Public Achievement, and Project Citizen), getting trained, and tailoring it to fit within the framework of their class. Students are able to choose and design their service project, while also benefiting from the well-planned structure of their experience that the existing curriculum provides.

5. “Capstone”

Service-learning can also be used as a culminating experience during which students combine and make use of a variety of gained skills to address a genuine community need. This can be a senior project or simply an end-of-year project. Students typically work individually on a chosen community issue. The teacher serves an advisory role, assisting in the development of a project idea, helping to set parameters and learning objectives for the project, and providing opportunities for reflection, celebration, and demonstration of the final product.

6. “On-going”

Teachers who are advanced in service-learning practices may wish to incorporate s-l into their everyday teaching methods rather than only during isolated projects. As such, they may adopt an issue or project that they will continually address through their classes. By providing students with leadership opportunities to voice their opinions and make decisions about the direction of the project, in addition to incorporating other standards of high quality service-learning, teachers who choose this approach can positively affect the educational experience of many students.

Plan

Do

Preparation

Action

- ❑ Explain concept of service-learning to students.
- ❑ Identify a real community need through investigation.
- ❑ Brainstorm possible ways to help
- ❑ **Preflection:** What is the “lens” through which students view the issue? How do they feel about it? How do past experiences influence these feelings?
- ❑ Discuss what your group hopes to get out of the project in terms of “service,” “learning” & “civics” goals—identify standards & civic outcomes to be covered.
- ❑ Determine how you will integrate youth voice & leadership into the process.
- ❑ Develop partnership with community surrounding chosen issue
- ❑ Write up an agreement with the community members
- ❑ Acquire necessary skills for project

- ❑ Keep track of all service-learning activities through a log or journal.
- ❑ Check in with the people you’re providing the service for. How do they think things are going? Is service reciprocal with all parties “giving” and “receiving?”
- ❑ **Midflection:** Check in with students throughout action phase to assess personal and academic growth. Tailor future lessons to meet the gaps in learning goals.

- ❑ Display a synthesis of what was learned.
- ❑ Show competence and leadership in demonstrating what they’ve gained.
- ❑ Celebrate accomplishments in ways that educate and involve the community!

- ❑ Complete reflection throughout the s-l process
- ❑ Answer the questions: “What” did you learn? “So What” does it mean? “Now What” will you do about it?
- ❑ **Postflection:** What did students learn? How did their views change on the issue? How will they apply what they learned to future situations that arise in their community?
- ❑ Use a variety of activities that span the multiple intelligences
- ❑ Reflection can check on personal growth and emotional state.
- ❑ Reflection should assess goals of “service” and “learning.”

Demonstration

Reflection

Act

Study

Across the Curriculum

<i>English/Language Arts</i>	<i>Social Studies/History</i>	<i>Languages</i>
<i>Theater, Music & Visual Arts</i>	<i>Topic or Theme</i>	<i>Math</i>
<i>Physical Education</i>	<i>Computer</i>	<i>Science</i>

S-L Process Practice Questions

COMMUNITY ISSUE + LEARNING GOALS

Community issue:

3 Learning Goals:

- ...
- ...
- ...

Possible community partners:

Describe in a few sentences what the project will look like.

PLANNING

1. What assets (e.g. organizations near the school, involved parents, resource teachers, and established community relationships), knowledge and skills do you and/or your school have to offer?

2. What civic knowledge and/or skills will you learn through your involvement in the project?

3. What arrangements will need to be made with your school and community partner before the project begins?

4. Where can youth initiative and leadership be incorporated into the project?

PREPARATION

1. How will you gauge what you already know about the issue?

2. What additional preparation (i.e. academic, emotional or service-specific skills) do you think students will need to succeed in this project? Note on which pieces of this you need to collaborate with your community partner.

ACTION

1. What action will the students perform in this project?
2. How much direct v. indirect contact will students have with the community partner and/or site?
3. How will you check in with your community partner to make sure that both groups' needs are being met?

REFLECTION

1. How will the group gauge the impact of their action on the organization and/or community?
2. How will student learning and growth be assessed throughout the project?
3. How will you ensure that all students have the opportunity to express their thoughts and feelings about the experience?

DEMONSTRATION

1. What forum is available (or can be created) in which the students can share what they have gained with a larger audience?
2. How will students demonstrate what they have learned?
3. How will accomplishments be celebrated?

The Hyphen That Connects Service & Learning: Reflection!

What is reflection?

Reflection is the process used to encourage individuals to describe, analyze and communicate what they have experienced in relation to past and future action. It is the process of looking at these actions to determine what has been gained, lost or achieved, then connecting these conclusions to a wider context. Through examining and questioning their beliefs, values and opinions, students are given the opportunity to derive new meaning from their experiences.

Effective reflection:

- Is done throughout the process;
- Is linked to higher-order thinking skills;
- Links service, learning, and civic objectives;
- Is free from outside distractions and held in a comfortable, safe place;
- Allows for an adequate length of time to reflect;
- Provides clear instructions and clarifies students' responsibilities and expectations;
- Ensures all participants are physically included;
- Occurs regularly within the course;
- Respects a student's right not to share or to "pass";
- Arouses interest and commitment in the service-learning project;
- Involves the observations and appropriate self-disclosure of the facilitator;
- Provides closure on emotional issues by the end of the session or offers individual reflection; and
- Leaves questions open until the next session to provide opportunity to reflect.

When is it done?

Prereflection is an initial check-in before the project starts. It allows the students to evaluate past experiences and feelings about the topic.

Midreflection is a continuous process throughout the action phase. It assesses personal and academic growth and includes written, oral and creative formats in a variety of group sizes.

Postreflection is done at the end of the project to wrap together all learning, service and civic goals and to analyze how they can be applied to future situations.

**An ongoing reflection process provides students with the opportunity to make connections between all aspects of curriculum and service.

Why is reflection important?

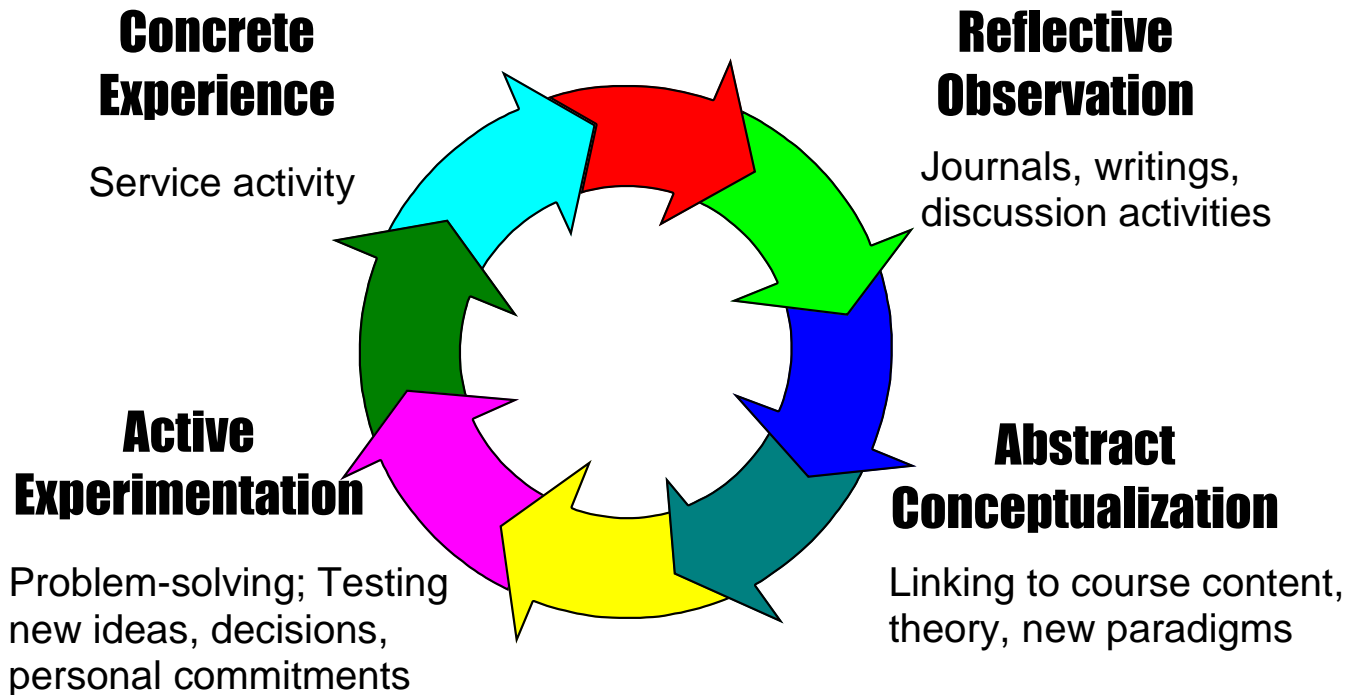
Participants who reflect on an experience are better able to extract lessons from the experience, to understand themselves in relation to the experience and to apply the learning to other areas of their lives. Reflection can also foster learning about larger issues such as the political, economic and sociological characteristics of the community. Successful reflection goes beyond simply reporting what students are doing or have done; it should find ways of stimulating youth to think about what they are doing and why they are doing it.

What is the role of the facilitator?

The facilitator sets up an environment where learning through reflection can take place. In this environment, participants know and abide by ground rules to ensure the physical and emotional safety of everyone. Facilitation involves observing, asking questions, accepting all individuals (but not all behavior), listening, allowing for silence and keeping the focus.

Adapted from: Finch, Karen. *Facilitating Reflection in Service-Learning*, Service-Learning Initiative of Southwest Colorado.

Cycle of Reflection



Facilitating Reflection

Service-learning is rooted in experiential learning theory and is commonly described as a *continuous learning cycle*. The cycle fosters meaning and comprehension through **Concrete Experience** (service), **Reflective Observation** (reflection strategies), **Abstract Conceptualization** (theory building), and **Active Experimentation** (problem-solving). Student learning may take place at any point in the cycle, depending on student readiness. In short-hand, the cycle is often simplified to “**WHAT? SO WHAT? NOW WHAT?**”

- **What?** Students think about their own experience
 - Learn basic skills of critical observation and description
 - A time for assessing feelings and personal judgments
- **So What?** Students develop in-depth understandings of related issues
 - Links are made to academic curriculum.
 - Students discuss, analyze, and share ideas about service experience and how it links to class concepts, readings, personal goals and experience
- **Now What?** Students are given opportunities to apply new knowledge
 - Consider broader implications of their service experience
 - Have opportunity to consider what comes next.
 - Given opportunity to articulate a range of options, thinking of their own service experiences, and explore (at least in theory) the consequences of pursuing those options.

Service-Learning Reflection Activities*¹

1. Personal Journal - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)
2. Dialogue Journal - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)
3. Highlighted Journal - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
4. Key Phrase Journal - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
5. Double-entry Journal - When using a double-entry journal, students are asked to write one-page entry each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
6. Three-part Journal - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)
7. Free Association Brainstorming - (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 “post-

¹ Adapted from Robin R. Jones (jones@cas.usf.edu)

For helpful information and links on Service-Learning check: www.cas.usf.edu/servicelearning

“Tried and True Teaching Methods to Enhance Students’ Service-Learning Experience”

compiled by Professor Diane Sloan (Miami Dade Community College) and based on the work of Julie Hatcher and Robert Bringle in “Reflection Activities for the College Classroom (Indiana University-Purdue University Indianapolis)

its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first “field encounter.” After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)

8. Quotes - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)
9. Quotes in Songs - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)
10. Reflective Essays - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)
11. Directed Writings - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, and concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed

writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

12. Directed Readings - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.
13. Structured Class Discussions - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)
14. Truth is Stranger than Fiction - (This is an exercise that is best used toward the middle or end of the student's experience). Have the students break into groups of three (no more). Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first. If they really can't think of one, don't let them off the hook. Tell them to take the assignment home, write it and submit it at the next session. This usually motivates them to think of one rather quickly. In fact, most classes come up with some really interesting stories. Then have the class come together as a whole and share them. It is surprising how animated all of the students get. Even if it's not their own story, they feel some ownership if the person was in their group. Usually everyone ends up sharing a story. As you move through the exercise, even the reticent ones usually find themselves sharing something. Be prepared to prod these students a little, if you happen to have a class that's filled with interesting stories, you might want to save these stories and submit them to the Service-Learning Program for future use. (Diane Sloan, Miami Dade Community College)
15. Student Portfolios - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

16. It's My Bag - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two - depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)

17. It's Your Thing/Express Yourself - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (Adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)

18. Small Group Week - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

19. Class Presentations - A way for students to share their service-learning experience with peers is to make a class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in public format. A similar presentation can be offered to the community agency as a final recognition of the students' involvement.

METHODS OF REFLECTION

It is important to include a variety of methods and group dynamics into reflection in order to accommodate all learning styles. Throughout your service-learning project, use the table to the right as a guide to ensure all students have the opportunity to reflect in the way they feel most successful and comfortable. Remember to incorporate higher-order thinking skills into your reflection activities.

REFLECT	written	oral	creative
individual			
pair			
group			
class			

Metaphor Making

Students select a word or phrase in place of another object, event, or idea to suggest a likeness between them. Challenge students to create metaphors that best describe a particular experience they had.

Role Taking

Students assume different roles during the reflection session and look back on the experience through different eyes. They describe what happened through the imagined perception of the service recipient, policymaker or other stakeholder. The point of this exercise is to help students view the experience from a new perspective, in the expectation that new meanings will emerge.

Peer Leadership

Volunteers from among the students are assigned to observe the activity and then lead the reflection session. Ask them to observe and identify key issues and topics to reflect upon afterward. Provide volunteers some planning time to reorganize their reflection strategy before asking them to lead.

Fish Bowling

The group divides into half. Both halves make a circle with one circle inside the other. The outer circle faces inward and the inner circle faces outward so the groups face each other. Students on the inside circle are paired up with a student on the outside circle. The facilitator asks a question to the group and the pairs begin to dialogue. When the allotted time is up, the inside circle moves one to the right and either a new question is given or the same one is repeated.

Quotation Responses

The facilitator reads a quotation to the group and asks them to relate it to what happened during the activity. A variation is to write separate quotations on pieces of paper and have members draw one. Ask them to reflect upon the quotation. Do they agree or disagree with it? How does it relate to their experience? Allow members to read their quotation and share their thoughts.

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”

- Theodore (Dr. Seuss) Geisel, *the Lorax*

“What matters is that you are not cruel or wasteful; that you don’t keep the truth from those who need it, suppress someone’s will or talent, take more than you need from nature, or fail to use your own talent and will.”

-Gloria Steinem, *Outrageous Acts and Everyday Rebellions*

Plus/Delta

In order to gain different perspectives on an activity, the facilitator stops the group and calls on people to describe positive things that are happening and to give constructive comments on what the

group could do differently and why. Aspects to evaluate may include: participation levels, decision-making, completion of tasks, group climate, cooperation and attention to guidelines. This format allows the group to actively work on suggested feedback.

Videotaping or “Instant Photographs”

Assign a student to be the videographer or photographer to record the activity on film or tape. Play the video or analyze an instant photograph as a way to recapture the event and begin the discussion (good for visual learners!).

Finding Feelings

Write a variety of feeling words on separate 3x5 cards and ask participants to select a word that best describes how they feel after completing an activity, about a topic or event, about themselves or their buddy. A variation is to cut out an interesting array of magazine photos displaying various feelings and let students pick one that depicts what they are feeling.

Explaining to (Parents, President, Principal)

The facilitator tells the group that the President is coming and wants an explanation about the last activity or service project and why it was valuable. Perhaps a volunteer can dress like the person or character and ask the group questions that probe the importance of the activity. Be creative.

The Other View

Locate a talking object to represent “another view.” When students hold the object, they take a position on an issue that doesn’t necessarily represent their own viewpoint. This is a good way to involve people in broader discussions about social, political or global issues and can reveal perspectives that might not otherwise receive adequate attention from the group.

Role-Playing

Role-playing can be implemented at the spur of the moment, suggested by the facilitator or someone else in the group as a creative means of exploring a particular issue or problem. The facilitator can also think about a role-play ahead of time, writing down a scenario and distributing it to all group members. Certain roles may be defined ahead of time and shared with only a few members who will be acting out the role-play. One technique to involve observers in the role-play is called “tapping the shoulder.” For example, if a role-play observer has a different idea for how a tutor might respond, s/he should tap the shoulder of the person playing the tutor, replace them in that role, and then act out their idea. With any role-play, encourage creativity, spontaneity and mutual respect.

Bulletin Board

Have students create a bulletin board in a public area to display what they’re working on. Students can post pictures of the project, written work, research, literature or thank-you letters from community members written in response to the project.

Guided Imagery

Participants get comfortable, close their eyes if they wish, and listen to a scenario followed by questions. Example: "Today you are going to serve meals to people who are homeless. Picture yourself arriving at the shelter. What do you see? What do you smell? What do you hear?" Students get creative and write a response to the guided imagery, imagining what they’ll experience throughout the day. This exercise can help participants get in touch with their expectations, assumptions, and even fears about the service experience. It can also be used to help participants imagine the lives of those with whom they serve.

Adapted from: Knapp, Clifford E. *Lasting Lessons: A Teacher’s Guide to Reflecting on Experience*; Jacobs, Harvill & Masson. *Group Counseling Strategies and Skills*; Reed, Julie & Koliba, Christopher. *Facilitating Reflection: A Manual for Leaders and Educators*. University of Vermont. Available from http://www.uvm.edu/~dewey/reflection_manual/

REFLECT TO CONNECT: SERVICE-LEARNING & CSAP

We know that your classroom time is more valuable than ever with increased pressure to foster good test scores from your students. You can continue to develop CSAP skills as you're facilitating reflection activities. While introducing the activity be explicit about the activity's connection to CSAP.

Putting Things in Sequential Order:

Students take the elements of a story and arrange them in sequential order.

Activity: Put the class service-learning experience in sequential order. List out all the aspects that need to happen in order to make your project successful or that have contributed to the project's success. Create a web of the things that they need to do and then create a sequential timeline.

Statement of Problem and Solution:

Students are able to identify the problem in the story and how it was resolved.

Activity: Ask students to talk about the problem that they were addressing and the solution that they came up with for their service-learning project.

Similarities and Differences:

Identifying the similarities and differences between people, places and things in a story.

Activity: Ask students to reflect on how their service project was similar and/or different from what they expected. For example, how was your elder partner similar and/or different from other elders that you know?

The Characteristics of a Character:

Students choose one character in the story that is interesting to them, states what the person says or does and then chooses one word to describe the person.

Activity: Students could apply this activity to one person who they worked with in the community.

Making Predictions and Providing Support:

Students predict what is going to happen in the story and provide support for her/his prediction.

Activity: Students make predictions throughout the service-learning project.

Writing a Story:

Students write a story using the writer's checklist.

Activity: Students write a story about their service-learning experience using characters, setting and story events.

Listing Out Facts About a Person, Place or Thing:

Students need to list out facts from a story that demonstrate the characteristics of a person, place or thing in the story.

Activity: Take an element from your service-learning project and have students practice this skill. For example, list two components of a xeriscaped garden.

Adapted from: Connecting Service-Learning and CSAP, Northwest Denver YASCO.

Examples from D11

Home Energy Audit Competition

By: Barbara Leavitt **School:** Jenkins Middle School **Grade Level:** 6 **Subject:** Social Studies

Inspired by an initiative at the Colorado Energy Science Center in Golden, this sixth grade class decided to take a hands-on approach to addressing energy use and conservation issues. After learning about energy and conservation, students audited home energy use by compiling data from utility bills, ranking them, and making suggestions for improved energy efficiency. The students used reading, writing, problem solving, and math skills to make display boards and binders that displayed their results in written form with the additional use of charts and graphs. A school-wide competition was held, from which the top six projects got to compete at the state competition in Golden. While learning about these important environmental issues, the students were able to provide service that they believed benefited not only the homeowners in their community but also had an impact on broader conservation and energy issues.

Tolerance Symposium

By: Brett Derickson **School:** Wasson High School **Grade Level:** 11-12 **Subject:** Ethnic Studies

The ethnic studies class took a field trip to attend a community event in recognition of MLK Jr. The high school students felt the event failed to adequately address the extent to which intolerance is still a problem in our society. Since the event had been directed at youth, the students wanted to do something to better educate youth about issues of tolerance and acceptance. The class immersed themselves in the curriculum in order to understand historical acts of intolerance and discrimination as context for present-day circumstances. After addressing their own biases and intolerant behavior, the students hosted a World Café involving community members, D11 teachers and administrators, and themselves on the topic of whether it's possible and/or desirable to teach tolerance to children and to brainstorm ideas of how to do that. Eventually the class went on to conduct World Café's at Patrick Henry Elementary and Horace Mann Middle schools where they asked the younger students to reflect on the meaning of tolerance and to consider the presence of discrimination in today's world. Stories, pictures, and questions served as prompts for these dialogue sessions. By engaging the elementary and middle school students in these conversations, the Ethnic Studies students hoped to influence the future by encouraging younger students to be aware of their biases and avoid acting in discriminatory ways.

Redesign of North Middle School Entrance

By: Morrisa VanDyke **School:** North Middle School **Grade Level:** 8 **Subject:** Math

Students identified a need to revamp the entrance to their school, believing that it was giving a bad impression and creating a negative atmosphere for teachers, parents, and visitors. In groups of three, students in an 8th grade math class used measuring, scaling, graphing, and budgeting skills to create design proposals for the renovation of the entrance. Each group presented their proposal to the administration, further developing communication and public speaking skills. Once a design was chosen, students worked together to build partnerships with businesses and organizations in the community to gain materials for the project. The class then assisted in the implementation of the chosen design. Upon completion of the redesign, the class hosted a “Grand Opening” to which they invited parents, teachers, and board members to hear about the skills they used to create the designs and complete the project.

CHAMPS

By: Connie Graven **School:** West Middle School **Grade Level:** 6-8

After a presentation by a representative from Children Against Landmines Program (CHAMPS) – a program that sends trained dogs to locate mines in former war-torn countries – students at West Middle School wanted to take up the cause. They have been working on this initiative for a few years now, having committed themselves to raising \$20,000 to train a mine-seeking dog. This year the students wrote and illustrated a children’s book about a land mine dog that served in Lebanon, and proceeded to get it published. They are now selling the books as a fundraiser for their project and plan to create more books in the future. Through the book selling efforts, other fundraisers, and a partnership with the Rotary Club, this group of students is very close to attaining their goal.

Mural Project

School: Lincoln Elementary School **Grade Level:** K-5

The students at Lincoln Elementary have become increasingly aware and concerned about environmental and conservation efforts. As a demonstration of their commitment to greening initiatives, the whole student body participated in a service-learning project to create a tile mural that is now located on the exterior West-facing wall of the school. Through collaborations with a local artist, a mural was designed and the Arapahoe saying “All plants are our brothers and sisters. They talk to us and if we listen, we can hear them.” was chosen. Each student got to create one or more tiles to be part of the mural, allowing them to learn art standards while leaving a lasting impression on their school.

Garden Club

School: Columbia Elementary School **Grade Level:** K-5

The students at Columbia Elementary have become increasingly aware and concerned about environmental and conservation efforts. As a demonstration of their commitment to greening initiatives, Garden Club was created and the members participated in a service-learning project to create a garden and journal about the process. Through many meetings and time spent beautifying the school while their produce grew the students learned about types of plants and patience. At the end of the year they were able to taste the fruits of their labor and take their journals and new found skills home to share with their families and friends.

Public Achievement

School: North Middle School **Grade Level:** 7

The students in AVID at North Middle School participated in the Public Achievement program with the help of some Colorado College students. The students in AVID learned that everyone has a voice and that when working together great things can be done through determining the Issue, Problem, and then creating a Project.

The Environment group did some fundraising and was able to purchase a composting bin and system at their school. The Anti-Violence group surveyed their fellow students on the subject of Bullying, tallied the data and was surprised by their findings which they presented to their Vice-Principle. The Animal Rights group was able to volunteer at an animal shelter and create a presentation to an elementary school on the subject of Puppy Mills, telling them they were not places of fun for puppies to run around but horrible places that need to be shut down.

Cancer Unit

By: Marshall Woody **School:** Mann Middle School **Grade Level:** 6

The students in Marshall Woody's 6th grade science class at Mann Middle School were learning about cell dysfunction. After learning about different types of cancer Mr. Woody decided that the students would learn a lot more from meeting someone their age who survived cancer. Emily and her Dad came in and did a presentation on leukemia, which was the cancer Emily survived. The students learned a lot from Emily not only about her cancer but about her courage. They asked many insightful questions. Another aspect was that there were some students who raised money and participated in St. Baldrick's day at Colorado College. Raising money for Cancer Research by shaving their heads for the cause.

READY TO USE CURRICULA



Name of Curriculum: We the People...*Project Citizen*

Grade Level: K-12

Curricular Tie: Social Studies, Language Arts

Summary and evaluation: *Project Citizen*, a portfolio-based project, is produced by the Center for Civic Education and has been used in K-12 classrooms. It promotes responsible participation in local and state government and develops support for democratic values. Students work cooperatively to identify a problem in their community, look at current public policy and alternative responses to the issue and develop their own policy and action plan. Through this process students create a display board and research portfolio to present at a State Showcase that welcomes groups from all over Colorado. There is a broad connection to Colorado/D-11 standards, but specificity is lacking. The civic component is excellent. The service connection is broad enough for each class to have flexibility with the action they wish to take.

Name of Curriculum: PeaceJam

Grade Level: K-12

Curricular Tie: Social Studies, Reading, Writing, Science, Art and Music



Summary and evaluation: PeaceJam is an international education program designed for K-12 students, which addresses issues of racism, violence and peace. Students study diverse forms of local and global community action and citizenship through an examination of the lives of

Nobel Peace Laureates. These students design and implement their own project that addresses problem solving and peacemaking in their school or community. They then share their work with a Nobel Laureate at a regional conference in Denver. The links to Colorado/D-11 standards are identifiable (a list is included) and high-quality. The project contains a strong civic component. The service connection is activity-oriented and designed to incorporate youth leadership.



Name of Curriculum: Project Learning Tree

Grade Level: PreK-12

Curricular Tie: Interdisciplinary, primarily Science

Summary and evaluation: Project Learning Tree, an American Forest Foundation activity guide, promotes environmental education through hands-on, interdisciplinary activities. This curriculum provides students with opportunities to investigate environmental issues such as water, forests, wildlife, community planning, waste management and energy on local, national and international levels. The curriculum encourages informed, responsible decisions by providing open-ended tasks for students in Spanish and English. The connection to Colorado/D-11 standards is excellent and provided in the conceptual framework activity guide. Project Learning Tree boasts a support network for educators and organizers of over 120 state coordinators and 3,000 grassroots volunteers. While the civics connection is fair, the service component is of excellent quality.



Name of Curriculum: Public Achievement

Grade Level: PreK-12

Curricular Tie: Civic Engagement focused on Citizenship, Democracy and Public Work

Summary and evaluation: Public Achievement is a youth civic engagement initiative focused on the most basic concepts of citizenship, democracy and public work. Public Achievement draws on the talents and desires of ordinary people to build a better world and to create a different kind of politics. Our work is anchored by a few core ideas. **Everybody can do citizen work:** All people—regardless of age, nationality, sex, religion, income or education—can be powerful public actors. **Citizenship isn't easy:** Democracy is messy and sometimes frustrating, but when you work hard with others you can accomplish extraordinary things. **We learn by doing:** The most important lessons of democracy come from doing public work and finding ways to cooperate with people who are different and may disagree. We learn from each other when we solve problems together. This is the kind of politics that everyone can do, not just politicians. The links to Colorado/D-11 standards are identifiable and high-quality. The project contains a strong civic component. The service connection is activity-oriented and designed to incorporate youth leadership.

Name of Curriculum: Earth Force

Grade Level: PreK-12

Curricular Tie: Environment and Science



Summary and evaluation: Earth Force engages young people as **active citizens** who improve the *environment* and their *communities* now and in the future. Now is the time to foster a scientifically capable and civically engaged populace. Through Earth Force young people get hands-on, real-world opportunities to practice civic skills, acquire and understand environmental knowledge, and develop the skills and motivation to become life-long leaders in addressing environmental issues. Earth Force achieves these results by training and supporting educators as they implement our unique six-step model for engaging young people. Thanks to 10 years of rigorous evaluation, we know that our model positions young people to use their creativity and passion to play a meaningful role in environmental decision-making. Earth Force knows that little can be accomplished by working alone. To meet our goals, Earth Force partners with businesses, schools, community-based organizations and civic leaders nationwide. The connection to Colorado/D-11 standards is excellent and provided in the conceptual framework activity guide.



Name of Curriculum: Project WILD

Grade Level: K-12

Curricular Tie: Environment and Science

Summary and evaluation: Colorado's Project WILD has developed partnerships with the Colorado chapters of Project Learning Tree (PLT) and Project WET (WET) to further help educators teach students fundamental conservation and environmental concepts across many disciplines and subjects. Collaborating in this way makes all of these programs better by providing more teaching options, enhancing teacher effectiveness through subject matter and activity-based teaching methods, and increasing student interest and performance. Combined, the programs reach into all aspects of our natural world—wildlife, landscapes, water, agriculture, and human population. The connection to Colorado/D-11 standards is excellent and provided in the conceptual framework activity guide.

Community Organizations: Potential Partnerships

Partnerships are an integral part of high quality service-learning projects. By creating mutually beneficial and reciprocal partnerships with community organization, projects are enhanced by maximizing impact and ensuring meaningful service.

Volunteer Services of District 11 is here to help you facilitate these partnerships!

Contact: Michele Bergeman, Service Learning Coordinator (719) 520-2205 or vossbmm@d11.org

Below is a list of organizations who have been service-learning partners in the past, or who have expressed interest in being a future partner. After examining the list and identifying a potential partner, please contact us so that we can help coordinate a partnership for you.

Animals

Cheyenne Mountain Zoo

The zoo offers individualized tours, service opportunities, and has a van that could bring the zoo to you! Individualized service-learning experiences can be arranged.

More Info: www.cmzoo.org

Dreampower Animal Rescue

Dreampower strives to find healthy and happy homes for animals in the community while also providing health services and creating awareness through educational efforts. A wide variety of service opportunities exist.

More Info: www.dreampower-arf.com

Child / Education

Colorado Springs Child Nursery Centers

Child Nursery Centers strive to provide high quality early childhood education to all children. With various centers throughout the Colorado Springs community, there is bound to be a location convenient for your group. Creativity and flexibility means that service opportunities abound.

More Info: www.cscnc.org

Community Partnership for Child Development

The Community Partnership for Childhood Development aims to prepare children for success in school and in life by providing excellent comprehensive early childhood services, in partnership with diverse families and the community. With various educational programs, including Headstart, CPCD has many opportunities for service.

More Info: www.cpcdheadstart.org

Elderly

Pikes Peak Hospice and Palliative Care

Pikes Peak Hospice and Palliative Care has been involved in service-learning in the past. Videos were created by students to serve as mementos for the family and friends of individuals at Pikes Peak Hospice. Various opportunities for intergenerational projects.

More Info: www.pikespeakhospice.org

Environmental Issues

Catamount Institute

Catamount Institute strives to inspire ecological stewardship through education and leadership. Offering several structured programs as well as resources and ideas for individual projects, Catamount is a great service-learning partner!

More Info: www.catamountinstitute.org

Rocky Mountain Field Institute

Rocky Mountain Field Institute uses field-based programs in efforts to preserve and restore wildlands and key natural areas. There may be potential for partnerships dealing with conservation, restoration, and other environmental issues.

More Info: www.rmfi.org

Housing and Homelessness

Greccio Housing Opportunity Center

Greccio Housing strives to provide stable, safe and affordable housing while creating opportunities for the personal growth of residents. Several service opportunities exist.

More Info: www.greccio.org

Partners in Housing

Through supportive services and transitional housing, Partners in Housing seeks to provide homeless families and children with the hope and opportunity to achieve self-sufficiency. A long time partner of Service-Learning Colorado Springs, Partners in Housing would be happy to explore a potential partnership.

More Info: www.partnersinhousing.org

Pikes Peak Habitat for Humanity

Habitat for Humanity makes home ownership an affordable and realistic goal for families in Colorado Springs. With service opportunities including one-time builds or extensive opportunities through Youth Build, Habitat for Humanity could be a great partner for your project.

More Info: www.pikespeakhabitat.org

Rocky Mountain Community Land Trust

Rocky Mountain Community Land Trust helps make home ownership an affordable reality for local community members. By making an investment in the home in partnership with the family, RMCLT helps increase stability for the family and community at large. Opportunities exist for one-time or long-term service.

Urban Peak Colorado Springs

Urban Peak provides services and transitional housing to transient youth in the Colorado Springs community. By providing support from case workers, educational and life skills training, and assistance in finding jobs, Urban Peak aims to improve the self sufficiency and stability of the youth it serves. Many opportunities exist for both indirect and direct service.

More Info: www.urbanpeak.org

Outdoors

Parks, Recreation, and Cultural Services of Colorado Springs

Colorado Springs Park, Rec, and Cultural Services maintains the parks and open spaces of Colorado Springs and works to provide meaningful recreational and cultural services to the community. Consider them as a partner when you're working on an outdoor, park and recreation related project!

More Info: www.springsgov.com

Poverty

Care and Share Food Bank

Care and Share serves as the primary food bank for Southern Colorado, partnering with a variety of local community organizations to distribute food in the community. Care and Share has several programs including nutritional programming as well as programs to ensure that children don't go hungry on the weekends. In addition to the Harvest of Love that D11 schools participate in annually, other service opportunities may exist.

More Info: www.careandshare.org

Goodwill Industries

In addition to the thrift stores and donation centers that Goodwill is known for, Goodwill also provides services that help individuals with disabilities and/or disadvantages to achieve personal success. Explore the variety of service opportunities Goodwill has to offer!

More Info: www.goodwill-colosprings.org

Pikes Peak Habitat for Humanity RESTORE

Habitat for Humanity ReStore is a discount building supply and renovation whose proceeds benefit Pikes Peak Habitat for Humanity. Run almost entirely by volunteers, ReStore collects donations of new and used building materials and then provides them to the public at discounted rates so that everyone benefits. A variety of service opportunities exist with ReStore.

More Info: www.pikespeakhabitat.org

Springs Rescue Mission

Springs Rescue Mission is a faith based nonprofit seeking to provide for the physical, emotional, and spiritual needs of the poor and needy of Colorado Springs. A variety of direct and indirect service opportunities exist.

More Info: www.springsrescuemission.org

Westside Cares

Westside Cares is a faith based partnership of 21 religious organizations on the West side of Colorado Springs collaborating to provide for those in need. There are many ways to partner with Westside Cares, including long term placements.

More Info: <http://wecares.qwestoffice.net>

Didn't spot a potential partner for your community issue?

Want more options?

Not to worry! Service-Learning Colorado Springs works closely with the *Center for Nonprofit Excellence*, which maintains connections to hundreds of non-profits in the area. Ask about setting up a new partnership!

COULD ANY OF THESE PROJECT IDEAS CONNECT TO YOUR ACADEMIC CONTENT?

- Control erosion in local watersheds
- Create books with/for younger students
- Restore wetlands & monitor water quality
- Design and paint a mural
- Create a bird or butterfly garden at a nursing home
- Present recycling information at schools, community gatherings or a school board meeting
- Study the causes of poverty, then collect donations for an organization of the students' choice
- Create and display a quilt honoring endangered species
- Construct a handicapped-accessible entrance ramp
- Produce a nutrition awareness video
- Teach younger students how to read
- Develop a proposal for a new youth center to give to City Council
- Raise funds to purchase books for the school library
- "Adopt an acre": on-going outdoor education including plant identification, habitat evaluation, planting of native trees/plants, animal/fish habitat development, general cleanup
- Xeriscape school or public property
- Create a presentation for policymakers on the importance of affordable housing
- Volunteer in a local food kitchen
- Support the local animal shelter
- Record the oral history of an elderly friend
- Research a current issue City Council is deliberating and report findings
- Create an informational kiosk presenting community resources
- Design and develop a website for a nonprofit organization
- Perform a play on a local issue to a school or community group
- Create a booklet in English and Spanish about community resources, including a map of where organizations are located
- Research water use in the community and educate residents about what they can do to conserve
- Raise donations of food or money for a food bank
- Present a "Community Resource Fair" showcasing various local organizations and their services
- Identify and map noxious weeds in an open space area for the city
- Produce, film and edit a video covering easy ways to reduce utility costs
- Plan a project for "Make a Difference Day" (October) or "National Youth Service Day" (April)
- Create signs for a local nature preserve
- Write and perform a play on historical civic figures for local groups
- Organize and host a fundraising dinner for a community organization
- Perform stream remediation
- Map neighborhoods to identify organizations, environmental points of interest, cultural resources and then distribute completed maps
- Establish a school-wide peer mediation program
- Write and present stories or skits that feature characters being bullied or teased and give examples for how to create a safe environment
- Create puppets out of recycled household materials and present informative recycling options

MORE SERVICE-LEARNING RESOURCES

✓ **Service-Learning Clearinghouse**

<http://www.servicelearning.org>

www.servicelearning.org/slice



The Learn and Serve America National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies.

✓ **Learn & Serve: The Corporation for National and Community Service**

<http://www.learnandserve.org>



When faced with challenges such as illiteracy, poverty, crime, and environmental problems, our nation has always relied on the dedication and action of citizens. Today, the Corporation for National and Community Service carries on that tradition by working with governor-appointed state commissions, nonprofits, faith-based groups, schools, and other civic organizations to provide opportunities for Americans of all ages to serve their communities.

✓ **National Youth Leadership Council**

<http://nylc.org>



NYLC's mission is to build vital, just communities with young people through service-learning. As one of America's most prominent advocates of service-learning and youth service, the NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy. This organization houses a wide variety of resources available to anyone interested in youth leadership and service-learning.

✓ **Learn and Serve Colorado**

<http://www.cde.state.co.us/servicelearning>



The Colorado Department of Education administers school and community-based service-learning grants at the K-12 level. These are federal grants that are awarded to Colorado from the Corporation for National Service, the department of the federal government that administers AmeriCorps, VISTA, Retired Senior Volunteer Program, Learn and Serve, and other national service programs.

✓ **Servenet.org**

<http://www.servenet.org>



Servenet.org offers various ways to find service opportunities as well as grants that are focused on youth. The focus as of 2010 is Get Ur Good On bringing youth together to support each other to do something good in their community.

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