

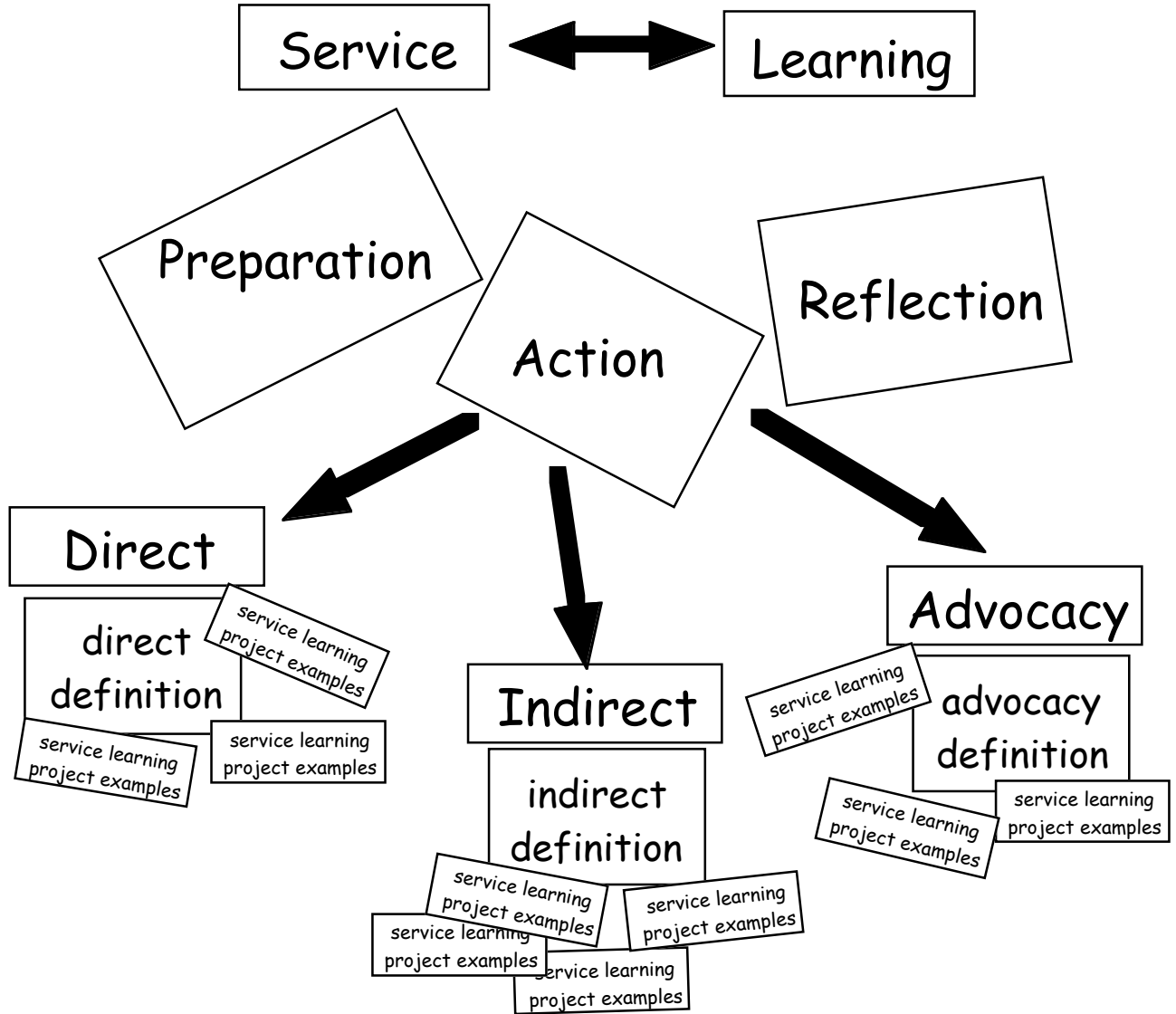
# Twist and Tweak Your Service Project to Make it Service Learning MASC Convention, 2004

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## **Teaching Outline and Basic Script** (refer to diagram of basic layout of visuals)

- A. Introduction of workshop presenters: name, school, region, position, etc.
- B. Background Information: SGA is already a "service" organization...the emphasis is adding the "learning" part (visual - "service" "learning" words are put up with the double-sided arrow between the two words)
- C. Definition: (visual) "Service learning is a combination of meaningful service to the community with curricular-based learning. You learn and develop through active participation in thoughtfully organized service experiences. You apply what you have learned in school to the real world. Then you reflect on your experience to reinforce the link between your service to the community, the skills you used to carry out the performance, what you learned."
- D. Parts of Service Learning: There are three parts to service learning: preparation, action, and reflection (large visuals - put up as you say each one)
- E. Action Categories: (put up signs and definitions as explaining) In carrying out your service learning, there are several types of actions that you might perform:
- Direct (direct service - students have face-to-face contact with the service recipients. For example: tutoring, serving meals at a homeless shelter, working with the elderly in a nursing home, etc.)
  - Indirect (indirect service - student perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem. For example: food and clothing drives, "athons" or fundraisers, environmental projects, etc.)
  - Advocacy (students educate others about a particular issue with the goal being to eliminate the cause of a particular problem. For example: writing letters to legislators or editors, preparing and displaying posters, play, or other educational materials on selected issues, etc.)
- F. Here are some examples of service learning activities. Decide the category that most appropriately fits the project and tape it around that sign. Explain why you placed it where you did. (Randomly pass out the project cards – or have them pre-taped under chairs, etc. - and have participants place the project around the correct service learning action category and give a brief explanation as to why they placed it in the particular category.)
- G. Clarification - Sometimes there is confusion in dealing with service learning and other activities. Service learning is not the same as:
- Volunteerism - engage in service for personal reasons. It is not necessarily linked to a learning process involving preparation, action, and reflection
  - Community service - variety of reasons for engaging in service - court ordered, stipended, or volunteerism - it is also not necessarily linked to a learning process involving preparation, action, and reflection
  - Work-study internships - work for "profit" business to benefit the company - not necessarily working to improve the community - there can be overlap in certain work-study internship and service learning.
- H. Today's Service Learning Project - toiletry kits for homeless shelters: Reflect with the participants (solicit input and list on chart paper)
- Preparation (done by the Health and Social Issues Committee and Student Affairs Coordinator Karen Crawford)
    - Research: homeless data (refer to information from the Powerpoint presentation in general assembly)
    - Health and Social Issues committee thought, "What can we do to improve the situation?" Decided that donating toiletries kits helps the individuals in homeless shelters

- Action
  - You collected the supplies
  - Now we will put together individual bags of the toiletry items
  - MASC or your region will deliver the supplies to homeless shelters
- Reflection
  - What have you learned?
  - What effect has (or will) your service had on the community?



*Visuals are also available in pdf form. Most are set-up to be printed on legal-sized paper. It is recommended that printed visuals are glued to colorful construction paper (or printed on multi-colored papers).*