

thinkOn



generation**On**

*GETTING STARTED IN SERVICE*

# Quick Start

**2 minutes!**

**Quickly introduce yourself to someone seated near you and tell your new friend two things:**

- 1. One thing that you want to learn today**
- 2. One thing you already know about service and service-learning**

Please make sure everyone around you has a partner. Triads are acceptable too!

# Introductions

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# Session Objectives

- Understand the differences between service and service-learning
- Identify and apply the 6 steps of service-learning
- Analyze four different ways to get started in service-learning
- Plan a service-learning lesson to use in your classroom, school or community-based organization!



# Session Agenda

- Service vs. Service-Learning
- IPARDE: The Steps to Service-Learning
- Points of Entry to Service-Learning
- Action Planning
- Wrap-Up & Reflection





# Service vs. Service-Learning





# What is Service?

Serving at a soup kitchen

Walking shelter dogs

Tutoring children

Penny Harvest

Donating canned goods

Painting over graffiti

Planting trees

Organizing a voter registration drive

Cleaning up a local park

Giving blood

Helping a neighbor with chores

Winter coat drive

**Service is helping others without being asked and without the expectation of something in return.**



# Types of Service

- **Direct:** Working hands on with those being served
- **Indirect:** Providing a service, but without being directly involved with those being served
- **Advocacy:** Informing the community about the need to help solve the problem and ways to make a difference



# ★ What is Service-Learning?

**“Service-learning connects academic curriculum with the inherent caring and concern young people have for their world.”**

(Learn and Serve America's National Service Learning Clearinghouse)



**“Education is not preparation for life; education is life itself.”**

**John Dewey**



# More than Service

## A teaching method

- *Curriculum-based* learning objectives work in concert with community goals to enhance the value of both learning and community service

## A philosophy

- Students are viewed as assets to their community with the potential to effect positive, youth-driven change

## A community development model

- Students actively engage their knowledge, civic responsibility, leadership and interpersonal skills to take on real community issues—i.e. environmental degradation, hunger and homelessness



## For Example...

- Donating flowers to patients at a local hospital is **service**
- Studying the life cycle of plants is **learning**
- When science students identify and analyze the parts of a flower, plant and grow seeds, and present the flowers to their local senior center...that is **service-learning**



# Service-Learning in Action



3<sup>rd</sup> grade students learn about the life cycle of plants in their science class.



Students monitor flowers as they grow.



Students present flowers to seniors at a local nursing home.

# Shout Out

1 minute!

**Shout out “service” or “service-learning” to correctly identify each type of action.**

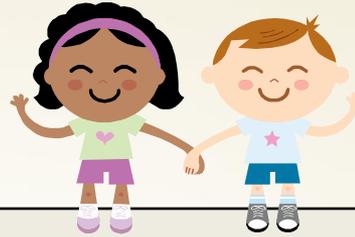
- Conducting a food drive
- Learning about why it’s important to eat healthy foods and then conducting a food drive to donate to families
- Understanding economic disparity and then making piggy banks to donate to young children
- Making piggy banks
- Making fleece scarves for the homeless
- Discussing the homeless rate in NYC and the conditions that cause individuals to lose their homes, then making scarves to donate to shelters



# 6 Steps of Service-Learning



# IPARDE: The 6 Steps of Service-Learning



**STEP 6: EVALUATION**

**STEP 5: DEMONSTRATION**

**STEP 4: REFLECTION**

**STEP 3: ACTION**

**STEP 2: PREPARATION**

**STEP 1: INVESTIGATION**



# Make it Happen

1. **Investigation**—Identify a need and gather information related to classroom lessons and/or student interests.
2. **Preparation**—Develop an action plan including steps, resources, and academic skills needed.
3. **Action**—Take action to serve or to be an advocate for someone or something.





# ★ Make it Meaningful

4. **Reflection**—Communicate about the process before, during, and after the action phase.
5. **Demonstration and Celebration** – Share the results of the project with others through a creative event, project, or presentation. Include evidence of impact, thank participants and celebrate success!
6. **Evaluation** – Reflect on the project process to determine the areas where the project was successful and identify areas for improvement.

# Example: Sweat for Nets

**Think about these questions as you watch the video clip. Be prepared to share your thoughts with your neighbors or the group afterwards.**

- 1. What evidence of the first three steps of service-learning (Investigation, Preparation, Action) did you see in the video?**
- 2. What evidence of reflection, demonstration, celebration and evaluation were you able to observe?**
- 3. Can you envision a service-learning experience such as this taking place at your school or organization? What challenges might you face? What successes might you enjoy?**



# Points of Entry





# Points of Entry: Curriculum

Begin with standard curriculum, content, and skills, and find the natural extension into service.

**For example:** Second grade students practice the mathematics skills of surveying and graphing by conducting a food waste survey in the cafeteria. Make it service-learning by starting a campaign to reduce food waste or a composting program.

Download service-learning lesson plans for all grades from <http://generationon.org/teachers>



# Points of Entry: Existing Project or Program

Identify an existing program or activity to transform into authentic service learning

**For example:** Middle school students collect gently used winter coats for an annual school-wide drive. Taking it a step further, a 7<sup>th</sup> grade science class learns about the dangers of frostbite and hypothermia. The students decide to collect gloves as well and donate the coats and gloves to a homeless shelter.

Sign up for Global Youth Service Day ,the largest service event in the world, at [www.gysd.org](http://www.gysd.org).



# ★ Point of Entry: Student or Community Identified Need

Students define a problem, a need, and solutions or the community requests assistance. Together, students and teachers identify learning opportunities

**For example:** A fifth grade student brings in a newspaper article about the declining biodiversity in their region for a current events assignment. The class was interested in the topic and so decides to research the role of insects in local ecosystems. As a service project, they plant a butterfly garden at their school.

Access the generationOn Ignite Guide for Teens at <http://www.generationon.org/teens/resource/ignite-guide-teens>

# True or False

2 minutes!

**On a blank index card, write TRUE on one side and FALSE on the other.**

I am going to make several statements about what we just learned. After each one, hold up your card so I can see whether you think the statement is true or false.



# Action Planning



# Action Planning

7 minutes!

## Using the service-learning lesson template...

**Teachers:** Briefly describe a service-learning lesson that you can do with your class.

**Principals:** Sketch out a service-learning lesson or school-wide service-learning experience that you would like to see happen at your school.

**CBOs:** Begin to plan a service-learning lesson that you can do with the youth that you work with.

# Pair Share

4 minutes!

**Turn to your neighbor and share the ideas you developed during the action planning time. Then reflect together on the planning process.**

Ask your partner questions. For example:

- What new ideas did this training help you generate?
- What did you find difficult about the planning process?
- Do you feel ready to get started with service-learning?
- What are your plans for continuing to expand your knowledge about service-learning?



# Elements of Successful Service-Learning

- Youth-led and adult-guided
- Meets real community needs
- Integrates service with curricular objectives
- Involves careful planning communication and supervision
- Incorporates meaningful reflection
- Involves collaboration to ensure that all stakeholders work in partnership from start to finish
- Acknowledges the efforts of all participants



# www.generationOn.org

The screenshot shows the homepage of generationOn.org. At the top, there is a navigation bar with the text "WED APR 10 7:12 AM HAPPENINGS" and a "SUPPORT US" button. The main headline reads "Make your mark On the World!". Below this is a navigation menu with buttons for "KIDS", "TEENS", "PARENTS", "TEACHERS", and "ORGS". A green box on the right contains the text "Join generationOn and help change the world!" and a search bar with "I'm in" and "teen" selected. Below the search bar, it says "over 137 Connect with us:" followed by social media icons for Facebook and Twitter. The main content area features a large photo of a group of people in green shirts. To the left of the photo are three circular profile pictures with the text "You!" and "Shine On". To the right is a white speech bubble containing the text "3..2..1.. TAKE OFF! generationOn has launched... Come see where we're headed!" and a yellow arrow pointing right with the word "MORE". Below the photo, there is a banner with the text "WE CAN" and a small photo of two people.

generationOn<sup>28</sup>

# Thank you for participating!

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