

Youth Voice Checklist

Select where your current service-learning project falls on the youth voice spectrum, and give an example of what you do now.

	Absent	Youth Guided	Youth Directed	Youth Driven	What You Do Now
Investigation	No youth voice	Teacher pre-selects plan	Students vote on predetermined project ideas	Students survey community members and come up with a need	
Preparation	No youth voice	Teacher arranges project based on student interest	Students contribute ideas for steps and resources needed	Students develop ideas and take the lead in project committees	
Action	No youth voice	Teacher arranges interactive activities for the students to participate in	Students are able to choose pre-determined roles at the site	Students take leadership roles at the service site	
Reflection	No youth voice	Teacher provides multiple opportunities for reflection	Students choose from a list of reflection methods	Students decide upon their reflection topic	
Demonstration	No youth voice	Teacher plans demonstration activities and assigns roles	Students choose method of demonstration and/or responsibilities	Students design demonstration activities and take leadership roles to complete	
Evaluation	No youth voice	Teacher evaluates project w/student input	Students choose from teacher-crafted evaluation methods	Students decide what they want to evaluate and next steps	

ACTION PLAN: *Pick two areas in your service-learning project where you will work to increase youth voice. How will you do it?*

EXAMPLE: Reflection.

- I will have students move from youth guided to youth directed by allowing them reflection choices. They can choose to write a song, illustrate a drawing, or create a 30 second commercial on video about why it is important to work with senior citizens.
- Each time we visit the nursing home, I will pick 3 students to develop a question the group will discuss after we return from the visit.

1. _____

2. _____

