

Matching Elements of Service-Learning with Making Change Program Components

Service-Learning Elements	Making Change Program Components
<p><i>Preparation</i></p> <p>What are the specific learning activities, training, orientation, or needs assessment that need to be done before the project?</p>	<p>Students learn about service-learning, philanthropy, and leadership. They create a plan for fundraising and establish a partnership with a local bank. Students begin to investigate the needs and assets of their community and develop the criteria they will use to award funds.</p>
<p><i>Action</i></p> <p>Will the service be provided to someone else? How?</p>	<p>Students collect funds to be used to support service-learning. They review proposals from other classes and/or groups in the school who are seeking funding for service-learning projects.</p>
<p><i>Reflection</i></p> <p>Are there opportunities for participants to review, evaluate, or analyze their feelings and learning from the project? How will students reflect about the activities in the service-learning experience? (e.g. journals, essays, etc)</p>	<p>Students make presentations on their Community Change Committee to other classes and community organizations. They write articles for the school and local papers about the program. Members of the Community Change Committee continually discuss the committee's progress - what's working, what's not, what's next.</p>
<p><i>Celebration</i></p> <p>Who will be recognized for the efforts? How? Are others (recipients & partners) included?</p>	<p>Students organize a service fair at the end of the school year to showcase funded projects. Community partners, media, and school staff are invited. Certificates are awarded to businesses and organizations for their contributions. Project participants are publicly recognized as well.</p>
<p><i>Youth Voice</i></p> <p>Do participants have a voice in selecting, designing, or implementing the project?</p>	<p>Students decide how to raise funds. They write the request for proposals and decide which projects will be funded. Students plan and carry out a celebration event.</p>
<p><i>Genuine Need</i></p> <p>Will the project meet a real, recognized need of the community?</p>	<p>Students identify potential areas for service in the community and prioritize areas for funding.</p>
<p><i>Connection to Learning</i></p> <p>How will the project be connected to classroom learning? What academic skills will be developed? What knowledge or content will be acquired?</p>	<p>Students study the history of their community and learn about banking and potential careers in finance. Letter writing skills are taught and practiced through a variety of activities including: business letters to secure donations, thank you letters and letters to report the results of their funding decisions. Students develop numeracy skills by documenting fundraising efforts, making awards, and monitoring their funds.</p>
<p><i>Partnerships</i></p> <p>Will there be any interactions or collaboration with members in the community? Explain</p>	<p>Students create a relationship with a local bank where their funds will be kept. Staff of the bank are invited to share a variety of information with students about banking and financial affairs. Local businesses and organizations are invited to support the community change committee financially and to act as advisors who can share their experience and expertise.</p>