

Intended for Grades: 4-12 **Estimated Time:** Project Specific

Lesson Title: COMMUNITY SERVICE - Caring For People & Place

Lesson Purpose: Students will:

- Build connections to their community by giving back in a useful way
- Learn collaboration skills through authentic work experience
- Develop abilities to problem solve and create
- Identify benefits of community service

Materials & Preparation:

* *Read the handouts below:* Learn about types of service learning and ‘Ōlelo No’eau (poetical sayings) from Hawaiian culture that relate to working in collaboration

* *Create a draft plan for your group’s service learning experience:* A Service Project Action Plan is included below, which can be used by both teachers and students. Authentic community service projects can be short and simple or an extensive project based learning experience. Consider how much time students have for this initiative as you decide how to plan for the steps identified below.

* *Review the three lessons in the Pono Life Skills Curriculum:* Those listed below offer ways to set the stage for community service:

1. *What is With This Place?* (Place section; simple survey)
2. *E Ola Pono - Life in These Islands* (Place section; video introduction)
3. *Growing Pono-Using Appreciative Inquiry to Cause Change* (Community section; four step process)

* Materials needed are subject to specific projects or activities

Background Information:

It feels good to give back to others. When groups of youth work in collaboration to complete a task too big for individuals, there is a solid sense of connection, accomplishment, and satisfaction. The seed of commitment to *kuleana* (responsibility and privilege) beyond self is planted through service learning. This group experience can initiate and motivate a lifetime of giving to others and caring for our environment.

Students are able to animate general learner objectives as they work together to address real needs, concerns, and issues of their community. Consider cross content learning objectives during your planning time to target specific skills and content.

President & CEO Emeritus for The W.K. Kellogg Foundation, Dr. William Richardson, states the following about service learning:

"We know that service-learning benefits young people in a variety of ways. As individuals, service learning improves self-esteem and self-confidence, and reduces involvement in risky behavior. As citizens, service learning gives young people an increased sense of civic responsibility and a commitment to community involvement. As students, service-learning helps improve school performance and academic engagement." (Source: <http://learningtogive.org>)

Steps:

1. Work with students to develop an understanding of community service:

- * Invite sharing of prior community service experiences.
- * Help youth understand the benefits of community service from different points of view (provider, receiver).

* Use the 'Ōlelo No'eau below to discuss the wisdom from Hawaiian culture concerning working together.

2. Select a Service Project by Identifying Needs:

* With extended time, students can identify community needs through research, reading the news, discussions and brainstorming, speakers, or surveys.

* With limited time, pre-select a focus for the group, based on a need you identify and feel students will find relevant. Consider possible community partners and ways to link content to the project.

* "Backfill plan" by identifying the desired outcomes, or what can be gained, achieved, experienced, and/or created by the students before developing steps to complete the service project.

3. Develop a Working Action Plan:

* Use or adapt the Service Project Action Plan below to help groups figure out the steps to accomplishing their goal; add estimated dates you wish to accomplish each step.

4. Provide Work Time and Monitor Progress:

* Review this plan to adjust steps as needed and recognize work completed. Consider additional tasks for students as they complete first assignments.

5. Do the Service:

* This is the exciting time when participants put the plan into action. Consider ways everyone can participate to reinforce the value of *laulima*, many hands working together.

* Document what was completed and do publicity about the project.

6. Take Time to Reflect:

* Schedule time to share thoughts and feelings about the project. Discuss what happened and identify what participants learned and felt, including bigger life skills and lessons.

* Encourage reflection on what worked well with the groups as well as challenges they faced and how they moved through those challenges.

7. Celebrate!

* Plan a time to celebrate what was accomplished. Invite community partners, share simple refreshments, have students write thank you notes, and share any photos or news stories about the service project.

Reflection Questions:

1. *What was the group able to accomplish?*
2. *What did you learn as an individual?*
3. *How did your group work well together?*
4. *What challenges did your group face? How did you move through these difficulties?*
5. *What do you think you will remember about doing this project?*
6. *What are the benefits of community service?*

Resources:

* What Research Says About ... / Service Learning and Civic Participation
Jane L. David

'Ōlelo No'eau - Hawaiian Proverbs and Poetical Sayings
by Mary Kawena Pukui

'A'ohe hana nui le alu 'ia.

No task is too big when done together by all.

#142

E Kauhui I ka hana.

Let everybody pitch in and work together.

#323

Nana ka maka; hana ka lima.

Observe with the eyes; work with the hands.

Just watching isn't enough. Pitch in and help!

#2267

Defining Community Service and Service Learning

Community service can be defined as voluntary work intended for the greater good. It usually is labor done without pay to help the environment or people in a community. Community service is done by individuals who want to give back to others or because a court of law has ordered them to do this service to compensate for a crime.

Students involved in Service-Learning can relate their Community Service activities to personal and academic development, with a balance between learning goals and service outcomes. The extent of academics that are integrated into the experience varies, depending on grade level, activities, and time available.

When students provide service to address a community issue in an affirmative and helpful way, they can be regarded as “Service Providers”. According to *Service Learning by Degrees*, this type of educational experience can be classified into two basic types of learning for the Service Provider, Direct Service and Indirect Service.

Three Types of Direct Service

1. **Hands-On Service**: Students take positive hands-on action to make a difference through needed projects that are identified, organized, and implemented by the students.
2. **Advocacy Service**: Students engage in social action and advocacy designed to impact decision making on public issues by raising public awareness (I.e. writing a letter to the editor).
3. **Secondhand Service**: Students support and assist efforts of existing groups, like participating in a local beach clean-up or MADD anti-drinking campaign.

Indirect Service from the Student's Perspective

At times, the impact from a service experience is not seen immediately, maybe not for years. For example, students exposed to professions during service participation later choose a career they learned about during that experience, or the student might exercise their right to vote because of a former community participation experience.

Students develop more ownership in learning when they consider the work important, authentic, and interesting. Through project based, place based service learning, students can participate in real-life experiences that are meaningful. The satisfaction gained from giving back and the relationships built from working in collaboration with community provide a sense of belonging and accomplishment that is a foundation for education itself.

SERVICE PROJECT ACTION PLAN

Group Members: _____

Date: _____ Class: _____ Period: _____

INITIAL BRAINSTORMING:

***What we want to do:** _____

***Why we want to do this:** _____

***How we can do this: (What we might experience, create, give, learn, impact, etc.)**

***Possible Community Partner(s):** _____

***Possible Needed Supplies:** _____

*** Estimated number of hours needed to work on this project:** _____

Action Plan Tasks

Project Name: _____

Group members: _____

STEP / TASK (What to do)	KULEANA & DUE DATE (Who's responsible; Date to finish task)	UPDATE (Status; Date completed)