Lesson Objectives

- Distinguish between service learning and community service
- Explain how service learning projects relate to Cadet learning in the classroom
- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper
What You Will Learn to Do
Identify the components of service learning

Linked Core Abilities
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way
- Distinguish between service learning and community service
- Explain how service learning projects relate to Cadet learning in the classroom
- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something kind like stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, once you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.

So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

Once you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, “Ask not what your country can do for you; ask what you can do for your country.” Planning and carrying out the service learning project will help you selflessly “do” for your neighbor, your community, your state, your country, and the world.

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President John F. Kennedy

What is Service Learning?

Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them. It requires sequential lessons that are organized so orientation and training come before the meaningful service activity and structured reflection follows the activity.
Structured Teamwork

Service learning requires active participation in structured teamwork much like sports. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role:

**Facilitator:** The facilitator leads team discussions to identify needs and prepare service learning activities.

**Recorder:** The recorder takes notes for the team and organizes information.

**Reporter:** The reporter represents the team voice and reports team findings.

**Timekeeper:** The timekeeper keeps track of time and plans the schedule.

**Debriefer:** The debriefer encourages team members and leads discussion after presentation.

Cadet teams should determine, plan, and execute service learning activities with the aid of their instructor.
Orientation and Training

**Orientation** and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

You should be familiar enough with the material to conduct the service project you have selected. Part of the planning process will require you to determine what you need to know before the activity and to train yourself accordingly.

If possible, speak with representatives or others involved with the service you have selected to see what to expect. Orient yourself with the service goals, those you will be helping, other organizations or people that you may need to contact, and so on. In other words, learn what you need to know before starting the service experience and plan for all potential circumstances.

**Meaningful Service**

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 Cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five Cadets each. Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:

- Addresses a real and important need another group is not addressing
- Is interesting and challenging
- Connects you to others within the community or world
- Challenges you to develop new skills
- Requires little or no money
- Is achievable within the time available
- Has a positive effect on others
Structured Reflection

**Reflection**, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: **learning logs** and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis, and integration.

Community Service versus Service Learning

**Community service** in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment. What students learn is that they don’t ever want to be forced to do “service” again. Today, many high schools include community service hours as a graduation requirement; though intentions are good, sometimes the emphasis is on quantity of hours, not the quality of the project.

**Service learning**, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

Why Use Service Learning?

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students

- Learn more
- Earn better grades
- Come to school more often
- Demonstrate better behavior
• Become more civic minded
• Gain a first-hand appreciation and understanding of people from other cultures, races, and generations
• See the connections between school and “real life”
• Feel better about themselves
• Learn skills they can use after leaving school

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include the following:

• Meeting actual community needs by providing meaningful service
• Coordinating in partnership with the school and community
• Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences
• Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community
• Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity
• Helping you to develop a sense of caring for others

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions.

Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in your program outcomes and core abilities. There are several important skills and qualities identified such as applying critical thinking techniques and building effective relationships with peers, coworkers, and the community. Learning these skills ensure that students are prepared for the workforce.

The following are additional skills service learning can help you strengthen:

• Being an effective team member
• Providing resource and time management
• Engaging in frequent and effective communication
• Making decisions
• Organizing and being responsible
• Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping

Conclusion

When combined with formal education, service becomes a method of learning or service learning. Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards and benefits participants academically as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.

Lesson Check-up

1. Describe the difference between a community service project and a service-learning project?

2. Can you see yourself in all roles of a “structured team”? Explain.

3. What benefits do you acquire by participating in service learning?

4. Why do you believe service learning is required of JROTC Cadets every year they are in the program?

5. List five benefits from participation in service learning.
Exercise 1: What is Service Learning?

**Directions:** Listed below are the components for a Service Learning project. Use this sheet to evaluate a potential project to determine if it could be designed to meet the required components of the Service Learning Project. One of the key features of Service Learning is that it directly relates to student learning in the classroom.

1. **Briefly describe the potential Service Learning Project.**

2. **Evaluate the potential project using the components of a Service Learning Project.**

<table>
<thead>
<tr>
<th>Service Learning Credit items (Unit Report, USACC Form 187-A-R, p. 11)</th>
<th>Components of a JROTC Service Learning Project</th>
<th>Does this project include this component?</th>
<th>How might this project be modified to include this component?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6,8</td>
<td>1. Project benefits the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6,8</td>
<td>2. Project benefits the Cadet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>3. Project results in learning related to the JROTC curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6,10</td>
<td>4. Project addresses one or more JROTC competencies</td>
<td></td>
<td></td>
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<tr>
<td>#5,10</td>
<td>5. Project requires teamwork to plan and implement the project</td>
<td></td>
<td></td>
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<tr>
<td>#4,5</td>
<td>6. Project plan includes an orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3,4</td>
<td>7. Project plan includes training as needed to accomplish the goals of the project</td>
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<tr>
<td>#2</td>
<td>8. Project plan involves ongoing reflection. Cadets record notes and reflection responses in the Cadet Learning Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#1,9</td>
<td>9. Project plan involves Cadet self assessment before, during and after the project, including the Success Profiler Skill Map</td>
<td></td>
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<tr>
<td>#6,7</td>
<td>10. Project plan involves teamwork assessment such as You the People Citizenship assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7,8</td>
<td>11. Project plan involves writing a Project Report either individually or as a Team, summarizing the results of the Service Learning Project.</td>
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</tr>
</tbody>
</table>
Performance Assessment Task

Unit 3: Foundations for Success
Orientation to Service Learning [U3C8L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson’s competency:

**Identify the components of service learning**

_Directions_

For this performance assessment task, you will evaluate one or more ideas for a service learning project to determine if they meet the requirements for a JROTC service learning project. You will select a project and write a short proposal for a service learning project. For this assessment you will:

1. Select a potential service learning project from the ideas that you have explored throughout this learning plan.

2. Review the required components for JROTC service learning projects – listed in Exercise #1: What is Service Learning? – and examine the JROTC Competency List to determine which competencies are addressed by the project.

3. Use the Exercise #1: What is Service Learning? worksheet to evaluate whether or not your project idea includes the required components and recommend ways that the project could be modified to include the required components.

4. Write a proposal for the project, indicating why you think it meets the requirements of a JROTC service learning project. Be sure to address all of the areas identified in the Scoring Guide.

5. Record what you have learned about service learning in your Learning Log.

6. Use the attached scoring guide criteria for what you need to do to complete this task.

7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.
# Orientation to Service Learning Performance Assessment Task Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You describe how the project benefits the community</td>
<td>met</td>
</tr>
<tr>
<td>2. You describe how the project enhances learning</td>
<td>not met</td>
</tr>
<tr>
<td>3. You describe how the project relates to the JROTC program curriculum</td>
<td>met</td>
</tr>
<tr>
<td>4. You identify one or more JROTC competencies addressed by the service learning project</td>
<td>not met</td>
</tr>
<tr>
<td>5. You describe the role of teamwork in accomplishing the project</td>
<td>met</td>
</tr>
<tr>
<td>6. You suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects</td>
<td>not met</td>
</tr>
<tr>
<td>7. Your Learning Log reflect insights, thoughts and ideas concerning service learning</td>
<td>not met</td>
</tr>
<tr>
<td>8. Written Proposal exhibits correct and appropriate grammar, punctuation, spelling, and word usage</td>
<td>met</td>
</tr>
<tr>
<td>9. Written Proposal shows evidence of logical critical thinking</td>
<td>not met</td>
</tr>
</tbody>
</table>

Comments:

Name:__________________________________________ Date:_____________

Evaluator’s Signature:_____________________________ Date:_____________