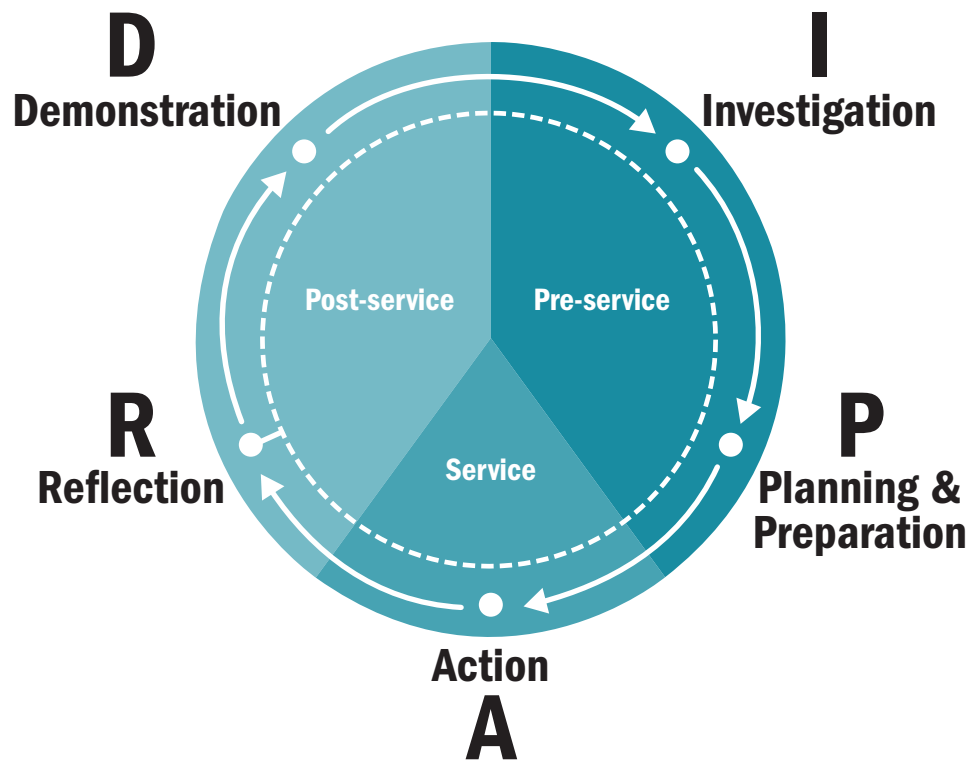




Service-Learning Action Plan

Use this document as a guide for service-learning projects.

The IPARD Framework represents the student-centered inquiry model in a service-learning project. Prior to the activities in this framework, educators and project organizers have identified student goals and objectives aligned with assessments.



Investigation

Through research and inquiry, students and partners identify a genuine community need and its root causes.

Planning & Preparation

Based on initial research, students identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

Action

Project participants implement the plan through direct, indirect, or advocacy-based service. Throughout the act, participants collect evidence of their project and impact.

Reflection

Through a variety of cognitively challenging activities, reflection takes place at every stage of the cycle to assist in understanding the connection between what is being learned and the action taken.

Demonstration

Students showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.

YOUTH VOICE

Your name:

Your organization/school/group's name:

Location:

Who are your team members? Who is/are the adult mentor(s)?

Describe your group. What is your group's mission or purpose?

When do you meet as a group?

MEANINGFUL SERVICE

What community will you be serving (world, nation, local, specific population)?

What is the community need you identified and how do you know this is a community need?

What further research can you do to prove this is a community need?

PARTNERSHIPS & LINK TO CURRICULUM

Who are possible community partners, either individuals or organizations, that are also invested in this issue? How can you collaborate to solve this community need?

What are the services you and your community partners will provide to address the need you identified?

What skills and knowledge will you and your team need to gain in order to be successful?

PROGRESS MONITORING

The best goals are S.M.A.R.T. goals:

Specific

- Include details about what you will do, who will help you, and how you will do it.
- It should be clear to anyone reading the statement what you will be doing.

Measurable

- What measures will let you know you have accomplished your goal?
- What is your timeline for accomplishing the goal?

Appropriate

- Is this something you can actually achieve?
- Does everyone involved agree the goal is appropriate?

Relevant

- Does your proposed action fit your overall goal?
- Do you have the needed resources, knowledge, and time?

Tangible

- Will the results be able to be seen by stakeholders?

What are the short-term goals of your project? What would you like to accomplish in the next three months?

What would you like to accomplish in the next six months?

What are the long-term goals of your project? What would you like to accomplish in the next year?

What would you like to accomplish in the next three years?

REFLECTION & DIVERSITY

How will you know that your project is achieving its objectives and benefiting the community?

How will you and your team acquire the skills and knowledge that you outlined as a need in the investigation section?

How and when will you reflect as a group?

Issues can often be complicated and have different viewpoints. How will you incorporate multiple perspectives in your service?

DURATION & INTENSITY

Project timeline: Provide a description of the activities that will take place during each month of your service-learning project. Activities may include planning meetings, developing materials you will use in your project, marketing or advertising an event or educational information, presenting an event, celebration, etc.

Month/Year	Activities and Deadlines

DURATION & INTENSITY

Month/Year	Activities and Deadlines

BUDGET

What resources do you already have for the project?

What additional resources do you need?

What steps will you take to secure additional resources? Who in the community could offer grants or in-kind donations?

How can you leverage your existing resources?

BUDGET

Description of Expense	Where will the funding come from?	Cost
	Estimated Total Cost	

Documenting during a service-learning activity provides valuable information both for the project underway and for future projects. By recording what was done in a variety of ways, participants have material to draw from for reports, news articles, community impact statements, and more.

Writing

Keep a journal or learning log, writing about each time you participate in a service action. These logs can be an invaluable source of documentation of the time invested, daily activities, and records of what worked well and what needed better planning or adjustments.

Ask community partners to keep a log of their activities that they will share with you, recording their own observations.

Data Collection

Keep track of data relevant to the service-learning project. For example: How many emergency kits were created? How many flyers distributed? How many meals prepared? How much money was spent or saved?

If appropriate, ask service recipients and community partners to fill out an evaluation form and ask students to compile the results. This allows the students to see how their perceptions fit with other people involved in the project.

Multimedia Recording

Taking photos to document what participants have contributed or accomplished is a powerful way of remembering and sharing what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story.

Video can also bring service activities to life and become an important means of sharing what happened with others and extending the learning.

If your project involves sensitive subjects or privacy considerations, ensure participants are aware of issues and limitations involving recording names, images, and other information before they begin their service activities.

Interviewing

Interview partners during the action and record their observations to ensure their perspectives are documented and available for later analysis.

Drawing

Sketches, charts, and diagrams can also assist in describing service-learning events.

Share, link, or attach documentation from your service-learning action(s). The documentation will serve as evidence for your reflections.

Use the following questions to guide your reflection. Feel free to express your answers to these questions by any medium you may choose, individually or as a group. If possible, use examples and evidence from your project.

Meaningful Service

What was the most effective part of your project? What are you most proud of?

What was the least effective part of your project? What are you disappointed in?

What do you now understand about the issue you addressed in your service-learning project?
What questions do you still have?

Link to Curriculum

In what ways can you tell what you have learned over the course of the project?

How does what you learned in this project connect to other learning?

Reflection

How has what you learned changed your thinking?

Diversity

Think about the people you encountered during your service. What actions or words from them are the most memorable to you?

Partnerships

What did you learn from the people you worked with? What do you think they learned from you?

Youth Voice

How did the members of your team work together? What did you learn about each other in the process?

Progress Monitoring

How do you think about your community differently as a result of this project?

Duration & Intensity

What would you do differently next time?

What follow-up work is needed?

Show what you know and have done with fellow participants, partners, and other community members. The best demonstrations leverage information, artifacts, stories, and data to tell the story of the project and the work that has been done. Use the following ideas to share your experience more broadly with your local, national, or worldwide community.

Events

Events could range from formal informational gatherings to large celebrations or parties. Use events to showcase what has been accomplished thus far, but also encourage attendees to support future efforts. Do not forget to give attendees advance notice of your event and remember there are a lot of logistics that need to be considered when planning (food, space, entertainment, budget, prizes, etc.).

Portfolio or E-portfolio

A portfolio is a comprehensive report of the project from start to finish. Portfolios can be created individually or as a team, either online or as physical documents. A webpage makes a great portfolio because it allows your team to share their story, give live updates on the project, and clearly share with visitors how they can get involved and contribute.

Present at a Conference

Conferences present wonderful opportunities to demonstrate the work your team has done to new audiences with similar interests. It is important to remember that submission deadlines for presentations and workshops are often many months before the event. If there is a conference you hope to present at, keep up to date with the conference timeline.

Share with the Media

Sending a press release to television, radio, and newspaper outlets is essential if you want widespread attention for your project. Remember that media channels are always looking for a good story, so you need to be strategic and creative when reaching out.

Social Media

In the 21st century, there is no better way for information to travel than through social media. The most creative and unique posts always travel the fastest, so think think outside the box. Pictures and videos that affect people on an emotional level through humor, inspiration, or shock get people talking and thinking critically about an issue.

Reach out to a Community Leader

Who makes the decisions related to your issue? Is there a politician or community leader that would benefit from hearing about your project? Tell your story through letters or set up a meeting to discuss the issue at hand, why you care, and what they can do to help your efforts.

You have reached the end of the Service-Learning Action Plan. Through the hard work and dedication of yourself and others, our world is becoming a better place. But do not stop here! Take your project a step further, or go back to page one and begin a new project entirely. You can do more, and our world needs leaders like you to continue to serve and engage others in service.

Use the quotes below for inspiration.

“I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy.”

Rabindranath Tagore

“The best way to find yourself is to lose yourself in the service of others.”

Mahatma Gandhi

“At the end of life we will not be judged by how many diplomas we have received, how much money we have made, how many great things we have done. We will be judged by, “I was hungry and you gave me something to eat, I was naked and you clothed me. I was homeless, and you took me in.”

Mother Teresa

“I don’t know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve.”

Albert Schweitzer

“True leaders understand that leadership is not about them but about those they serve. It is not about exalting themselves but about lifting others up.”

Sheri L. Dew

“Helping, fixing, and serving represent three different ways of seeing life. When you help, you see life as weak. When you fix, you see life as broken. When you serve, you see life as whole. Fixing and helping may be the work of the ego, and service the work of the soul.”

Rachel Naomi Remen