DESCRIPTION & GOALS

This lesson introduces high school students to the concept of service learning, emphasizing its role as a work-based learning experience that ties academic, technical and employability skills to community needs. By the end of this lesson, students will have a clear understanding of service learning, its benefits and how they can participate effectively.

OBJECTIVES

- Define service learning and differentiate it from general volunteering.
- Describe the importance of connecting service learning to students' CTE program of study.
- Identify potential outcomes and evidence of learning for a service learning project.
- Recognize the significance of sustained interaction with professionals in the community.
- Explore various settings in which service learning can take place.

PREPARATION & MATERIALS

- **Computers and digital devices with internet access**
- **Pens, pencils and notepads**
- **Sticky notes for group activities**
- **Samples or case studies of successful service learning projects**
- **Role-Play Handout (day one) | Service Learning Proposal Handout (day two)**

PROCEDURES

DAY ONE: Role-Playing

Introduction | Whole Class | 5min

Teacher

- Introduce lesson theme and topic | Share purpose and objectives | Explain agenda
- Provide a brief overview of service learning and its purpose.
- Distribute Service Learning Role-Play Handout.

Brainstorm: Differences between Volunteering and Service Learning | Whole Class | 15min

Teacher

- Provide an overview of the differences between service learning and volunteering (reference Quick-start Guide).
- Highlight the connection between service learning and the CTE Program of Study (refer to Service Learning Quick-Start Guide for CTE Program of Study overview).

Roleplay: Professional Interaction in Service Learning | In Groups | 25min

Students

- Role-play (see Service Learning Handout) to learn effective ways to approach and communicate with potential community partners.
- Brainstorm tips on networking and building relationships for service learning projects.

Closing: Community Needs | Whole Class | 5min

Students

- Choose one of the exit tickets on the final page of this lesson plan.

THIS LESSON PLAN DOES NOT MEET THE REQUIREMENTS FOR WORK-BASED LEARNING EXPERIENCE IN A SECONDARY CTE PROGRAM OF STUDY.

PROCEDURES

DAY TWO: Service Learning Proposal

Introduction | Whole Class | 5min

Teacher

- Introduce lesson theme and topic | Share purpose and objectives | Explain agenda
- Distribute Service Learning Proposal Handout.
- Model research and how to complete proposal.

Service Learning Proposal | In Groups | 30min

Students

- Work individually or in groups, following instructions on handout.
- Ask questions of the teacher.

Proposal Presentation | In Groups | 15min

Students

- Present proposals to class.
- Reflect and choose an exit ticket on the final page of this lesson plan if applicable.

THIS LESSON PLAN DOES NOT MEET THE REQUIREMENTS FOR WORK-BASED LEARNING EXPERIENCE IN A SECONDARY CTE PROGRAM OF STUDY.

ASSESSMENTS

Varying assessments can keep lessons fun while making sure they meet specific objectives. Try **exit tickets**, either written or oral | **Interactive games**, whether digital or in-person. **Multimedia projects**, including slide decks, videos, posters, drawings, or diagrams | **Quizzes** with formats like true/false, multiple choice, or short answer questions | **Written responses**, which can take the form of short essays, poems, or advertisements | **Discussions**, such as small-group, individual, or whole-class Socratic seminars | **Oral presentations**, either planned or impromptu | **Polls**, digital or analog | **Ranking activities**, which encourage critical reasoning | **Observation**, involving both teacher and student perspectives, along with self-reflection and peer feedback | **Rubrics** keep students apprised of how well they are meeting expectations along assignment criteria. See the final page for an infographic!

RELATED ASCA STANDARDS

American School Counselor Association Standards

Mindset
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environmentM5: Belief in using abilities to their fullest to achieve high-quality results and outcomes.
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Learning Strategies
- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 2. Creative approach to learning, tasks and problem solving
- B-LS 3. Time-management, organizational and study skills

Self-Management Skills
- B-SMS 1. Responsibility for self and actions
- B-SMS 3. Independent work

Social-Emotional Skills
- B-SMS 1. Responsibility for self and actions
- B-SMS 6. Ability to identify and overcome barriers
- B-SMS 7. Effective coping skills

RELATED OARS

Oregon Administrative Rules, Division 22*
- Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (581-022-2000: 6a)
- Students should design, monitor, and adjust a course of study that meets their interests and goals. (581-022-2000: 6a,D)
- Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (581-022-2000: 6b,A)
- Students must participate in career-related learning experiences outlined in the education plan. (581-022-2000: 8)
- School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K–12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; 581-022-2055; 581-022-2060, 1a)

The full text of the American School Counseling Association (ASCA) standards can be accessed at schoolcounselor.org. The original text of Division 22 of the Oregon Administrative Rules is available at oregon.gov. For your your convenience, we have created a one-page document with both resources you can retrieve at careerconnectoregon.com.

MAKE IT VISUAL! MAKE IT COOPERATIVE! MAKE IT FUN!

The following graphic organizers and cooperative learning strategies engage different learning styles by encouraging visual organization, movement, and interpersonal cooperation. Employ these strategies to enhance students' learning!
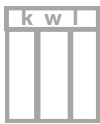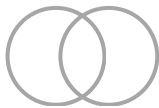
GRAPHIC ORGANIZERS
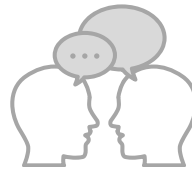
OUTLINE

MIND MAP

KWL CHART

VENN DIAGRAM

STORYBOARD
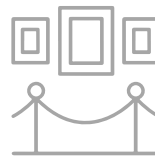
CHARTS

TIMELINE

COOPERATIVE LEARNING STRATEGIES

THINK-PAIR-SHARE
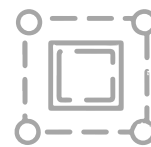Students think, talk with peers, then share with the class.

GALLERY WALK
Students walk around the room reflecting on one another's posted work.

3 STAY - 1 STRAY
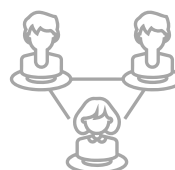One member from each group visits other groups, acting as a reporter and exchanging information.

FOUR CORNERS
Students self-sort, moving near statements posted in the room they agree with and discuss reactions.

JIGSAW
Groups become "experts" in one aspect of a learning objective.

NUMBERED HEADS TOGETHER
Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.
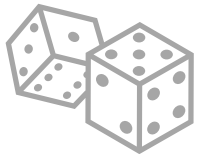
QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.
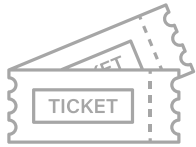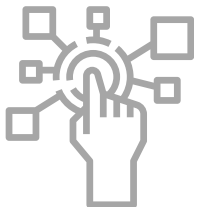
EXIT TICKET
Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.

DISCUSSION
Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.

INTERACTIVE GAMES
Students play an analog or digital game that tests their learning competitively or cooperatively.

ORAL PRESENTATIONS
Try planned or impromptu oral presentations. Students can develop these in groups or on their own.

MULTIMEDIA PROJECT
Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.

POLLS
Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.

QUIZZES
True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.

RANKING ACTIVITIES
Students rank items and explain their reasoning. A great way to measure critical thinking skills.

WRITTEN RESPONSES
Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.
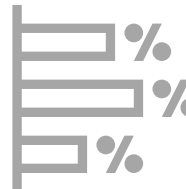
OBSERVATION
This can include both teacher and student perspectives, along with student self-reflection and peer feedback

EXIT TICKET IDEAS

Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!

SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.

SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.

SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas,** and relate them to 3 different smells. Explain your reasoning.

TASTE

- **Create a recipe,** choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.

TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.

THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.