

# INTRODUCTION TO SERVICE LEARNING

*This resource introduces service learning as a bridge between classroom instruction and community service. The lesson plan for high school students explores the differences between traditional volunteering and service learning, engages students with practical exercises and underscores the importance of community and industry partnerships.*



Source: Oregon Department of Education  
Adapted by: Career Connected Learning Resources Team

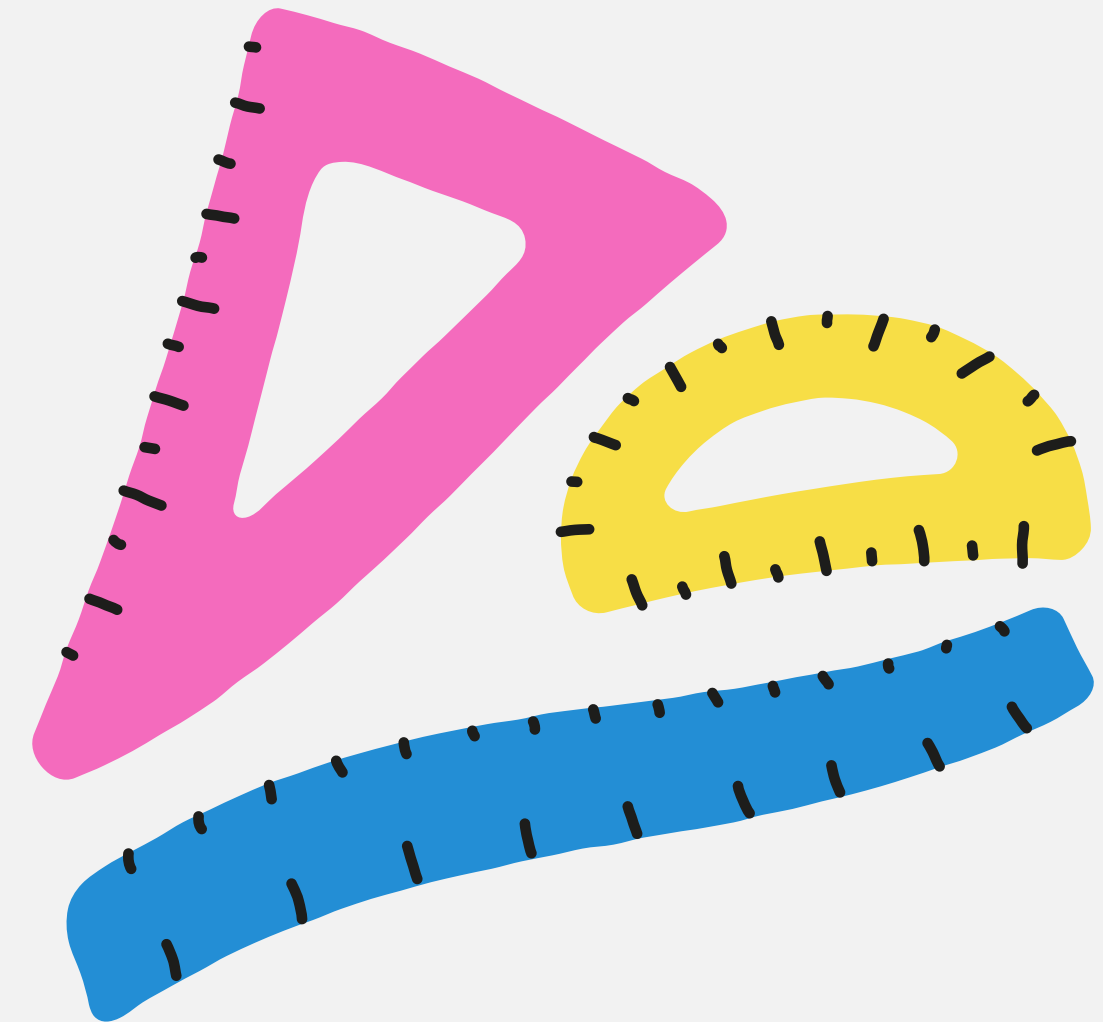




# INTRODUCTION

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This resource introduces service learning as a bridge between classroom instruction and community service. The accompanying lesson explores the differences between traditional volunteering and service learning, engages students with practical exercises and underscores the importance of community and industry partnerships.



# RATIONALE

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- **Workplace Relevance:** Emphasizes awareness of community needs, making lessons applicable to students' surroundings. Through service learning, educators can offer first-hand experiences of how academic concepts translate to tangible community impacts.
- **Holistic Development:** Beyond academic growth, service learning cultivates civic responsibility, teamwork and problem-solving skills in students.
- **Community Engagement:** Schools thrive best when integrated with their communities. This resource encourages stronger ties between educational institutions and their local communities. By encouraging students to collaborate with local professionals and organizations, their learning experience becomes richer, and the school's relationship with the community is deepened.

## **KEY CONCEPT: SERVICE LEARNING VS. VOLUNTEERING**

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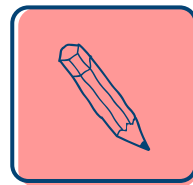


**Service learning** integrates meaningful community service with instruction and reflection, tying the service experience to educational and personal growth objectives. It is structured and intentional, ensuring that the activity directly relates to academic or skill-based learning goals.

**Volunteering**, on the other hand, is the act of donating one's time and effort to a cause or organization without the expectation of monetary rewards. While beneficial and altruistic, volunteering does not necessarily connect the service to specific learning objectives or curricula.

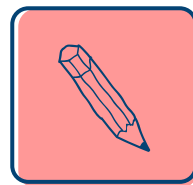
# ACTION PLAN

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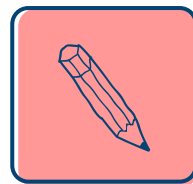
## **1) Introduction:**

- Introduce lesson theme and topic | Share purpose and objectives.
- Explain agenda.
- Provide a brief overview of service learning and its purpose.



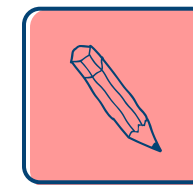
## **2) Volunteering vs. Service Learning Learning:**

- 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.



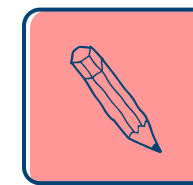
## **3) Student Brainstorming:**

- Brainstorm examples of both volunteering and service learning tasks.
- Think about a local community need and brainstorm what a service learning project would look like to address that need.



## **3) Roleplay**

- 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.
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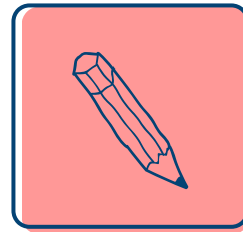


## **4) Exit Tickets:**

- Choose an exit ticket toward the end of this QSG or on the lesson plan for students.

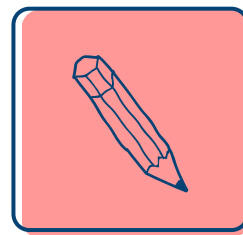
# **ACTION PLAN**

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## **1) Day One: Volunteering vs. Service Learning & Role-Play**

- Download the attached lesson plan and role-play handout for use in a 50-minute high school class.



## **2) Day Two: Service Learning Research & Proposal:**

- Download the attached lesson plan and service learning proposal handout for use in a 50-minute high school class.

# STANDARDS OVERVIEW

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Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

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## ASCA STANDARDS & OARS

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education, and goals of every Oregon youth to their future. Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT	OARS, SIMPLIFIED
<p><b>M Mindsets Standards</b></p> <p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</p> <p>M 3. Positive attitude toward work and learning</p> <p>M 4. Self-confidence in ability to succeed</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</p>	<p><b>1.</b> Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (S81-022-2000: 6a)</p> <p><b>2.</b> Students should design, monitor, and adjust a course of study that meets their interests and goals. (S81-022-2000: 6a,D)</p> <p><b>3.</b> Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (S81-022-2000: 6b,A)</p> <p><b>4.</b> Students must participate in career-related learning experiences outlined in the education plan. (S81-022-2000: 8)</p> <p><b>5.</b> 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; S81-022-2055; S81-022-2060, 1a)</p>
<p><b>LS Learning Strategies</b></p> <p>B-LS 1. Critical thinking skills to make informed decisions</p> <p>B-LS 2. Creative approach to learning, tasks and problem solving</p> <p>B-LS 3. Time-management, organizational and study skills</p> <p>B-LS 4. Self-motivation and self-direction for learning</p> <p>B-LS 5. Media and technology skills to enhance learning</p> <p>B-LS 6. High-quality standards for tasks and activities</p> <p>B-LS 7. Long- and short-term academic, career and social/emotional goals</p> <p>B-LS 8. Engagement in challenging coursework</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</p> <p>B-LS 10. Participation in enrichment and extracurricular activities</p>	
<p><b>SMS Self-Management Skills</b></p> <p>B-SMS 1. Responsibility for self and actions</p> <p>B-SMS 2. Self-discipline and self-control</p> <p>B-SMS 3. Independent work</p> <p>B-SMS 4. Delayed gratification for long-term rewards</p> <p>B-SMS 5. Perseverance to achieve long- and short-term goals</p> <p>B-SMS 6. Ability to identify and overcome barriers</p> <p>B-SMS 7. Effective coping skills</p> <p>B-SMS 8. Balance of school, home and community activities</p> <p>B-SMS 9. Personal safety skills</p> <p>B-SMS 10. Ability to manage transitions and adapt to change</p>	
<p><b>SS Social Skills</b></p> <p>B-SS 1. Effective oral and written communication skills and listening skills</p> <p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</p> <p>B-SS 3. Positive relationships with adults to support success</p> <p>B-SS 4. Empathy</p> <p>B-SS 5. Ethical decision-making and social responsibility</p> <p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</p> <p>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p> <p>B-SS 10. Cultural awareness, sensitivity and responsiveness</p>	



# DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES



Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

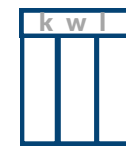
## GRAPHIC ORGANIZERS



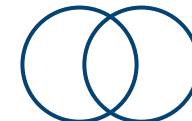
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD



CHARTS



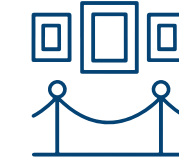
TIMELINE

## 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.



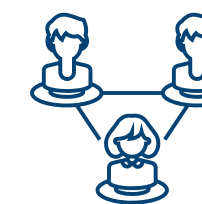
### FOUR CORNERS

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.

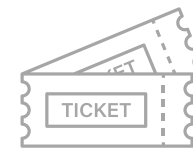
# ASSESSMENT STRATEGIES



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.

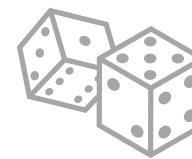
## QUICK REFERENCE ASSESSMENTS

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### EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



### INTERACTIVE GAMES

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



### MULTIMEDIA PROJECT

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



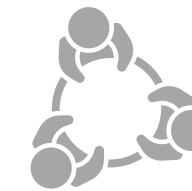
### QUIZZES

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



### WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



### DISCUSSION

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



### ORAL PRESENTATIONS

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



### POLLS

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



### RANKING ACTIVITIES

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



### OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback.

## STUDENT REFLECTION USING EXIT TICKETS



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 infographic.
- **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.



# **ABOUT THE SOURCE**

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## ***The Oregon Department of Education***

The Oregon Department of Education (ODE) fosters equity and excellence for every learner through collaboration with educators, partners and communities.

The ODE oversees the education of over 560,000 students in Oregon’s public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities and education programs in Oregon youth corrections facilities. While ODE isn’t in the classroom directly providing services, the agency—along with the State Board—focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

- Developing policies and standards
- Providing accurate and timely data to inform instruction
- Training teachers on how to use data effectively
- Effectively administering numerous state and federal grants
- Sharing and helping districts implement best practices



# **CONCLUSION**

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This resource provides an approachable blueprint for educators to guide students towards meaningful community engagement. By intertwining academic goals with workplace application, service learning not only enhances educational experiences but also fosters civic responsibility, professional growth and personal development.

*Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the WBL webpage for resources and support).*

*This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.*

