

HIGH QUALITY SERVICE-LEARNING/ PROJECT BASED LEARNING

A Planning Model

This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.



Demonstration/Celebration "Making Learning Visible"

- Assessment
- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Academic + Social + Emotional Growth = "Learning that Lasts"



Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning



Authentic Issue or Need
Compelling Topic or Question
Academic Focus
Curriculum Integration/
Standards

Learning by Doing

21st Century Skills
Multiple Intelligences
Student Voice, Choice,
and Passion
Collaboration/Teamwork
Career Development

Investigation "Exploring Possibilities"

- Project Idea(s)
- Driving Question(s)
- Emotionally Engaging Entry Event(s)
- Need to Know
- Initial Inquiry



Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics



Action/Implementation "Doing the Work of Real People"

- Authentic Product(s)/ Service(s) for Authentic Audience(s)/Client(s)
- Categories:
 - Direct Service
 - Education and Awareness
 - Advocacy
 - Philanthropy/Fundraising

Partnerships Make A Difference

Service-Learning/PBL Planning Notes

Theme/Topic _____

Brainstorming Team Members _____

THE BIG IDEA

Issue/Service Focus: *Who needs our help? What issue needs our attention?*

Learning/Academic Focus: *What will we be learning about? What could our "Driving/Essential Question" be? How will this service-learning project connect to your curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?*

Project Idea: *What can we do to address the identified need/issue? What community partner(s) might be involved? What opportunities could be provided for student "voice" and "choice"?*

POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING PROJECT

Entry Event(s)—"sets the stage" and inspires student engagement in the project

Investigation/Inquiry—"Exploring Possibilities"—helps kids identify potential topics and become emotionally engaged

Preparation/Planning—"Becoming Experts"—includes further research, project schedule/logistics, and scaffolding (facilitated by the teacher as needed)

Action—"Doing the Work of Real People" . . .

Authentic Product(s)/Service(s)—identifies “important stuff” that kids will create and/or accomplish

Authentic Audience(s)/Client(s)—identifies who else will be part of/become aware of/benefit from the students’ efforts

Reflection—"Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. *What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?*

Demonstration and Celebration—"Making Learning Visible"—makes learning visible, reinforces relationships, and “captures the magic of the project” by documenting the process, its outcomes, and related next steps

Topic/Issue/Service Focus:

Who needs our help? What issue needs our attention?

What topic is worth investigating in depth?

