

Service Learning Planning Template

There now exists a shared understanding of the CPS Service Learning Project and the possibilities for alignment with the learning that's taking place with your youth, now it is important to think through how your programs address the three distinct components of the service learning experience that include 1) Preparation, 2) Action, and 3) Reflection. This step requires you to articulate 1) how youth are demonstrating the three components of Service Learning, 2) the artifacts that youth are required to produce, and 3) how those artifacts are being assessed in your programs.

Program Name World's Fair 2018: Let's Build Garden City!

Service Learning Components	Demonstration of SL Component (What Are Youth Required to Do?)	Evidence/Artifact (What Are Youth Required to Produce?)	Assessment Process (Who, What, How)
<p>Preparation</p> <p><i>Students prepare for their service experience when they have spent time learning about the issue they will work on and/or the organization they will be working with.</i></p>	<ul style="list-style-type: none"> ~Learn about the history of urban agriculture in modern cities ~Seek out and be exposed to positive examples of folks using community gardening for people empowerment ~Research foods, herbs, & flowers that grow well in their climate ~ Identify fields in the surrounding area of their school that could be transformed into community gardens ~Look up methods of community data gathering/outline a Participatory Action Research plan 	<ul style="list-style-type: none"> ~Submit some sort of evidence/artifact (video, essay, song) concerning the history of urban agriculture ~ Report in a medium of choice on people who are using community gardening for empowerment ~Produce a multi-faceted blueprint for engagement of surrounding community in developing 1-3 of the fields chosen 	<ul style="list-style-type: none"> ~A guest teaching artist or educator native to the student's school guides work in ways that make sure each student sees their self and community in the outcome of each project

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<p>Action</p> <p><i>The three primary forms of civic action are:</i></p> <ul style="list-style-type: none"> • <i>Direct Service – students work to help people or the environment directly by helping at a food pantry, shelter, senior citizen center, natural area, etc.</i> • <i>Indirect Service – students provide supports to the work of an organization such as creating hygiene kits, raising money, making a micro-business loan.</i> • <i>Advocacy – students write letters, make phone calls, participate in a rally, recommend new policy or advocate for community improvements or changes by contacting legislators.</i> 	<p>~Work with a local organization to research potential crop plans for chosen site(s)</p> <p>~Research ways to secure materials needed to grow as sustainably as possible</p> <p>~Pursue blueprint for community engagement: writing letters, making phone calls, organizing rallies & other events to get support</p>	<p>~Students produce survey of neighborhood and community leaders responding to transformation plan</p> <p>~Students produce analysis of the space they are growing in and evaluate the best course of action: remediation, planting in or on the soil, and/or what to plant</p> <p>~Students produce detailed lists of what they have and need to grow this spring/summer</p> <p>~Student finalize a materials wishlist</p>	<p>~A guest teaching artist or educator native to the student helps students with crop planning and deciding on the best way to utilize the spaces identified.</p> <p>~Also guides students through sourcing their materials ASAP (As Sustainably As Possible)</p> <p>~Educator/organization walks students through planting and harvest process via hands-on workdays; providing feedback on student preparation, comprehension, & application</p>
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<p>Reflection</p> <p><i>When students have a chance to talk about, discuss, or present information from their service experience, they are engaging in reflection. Some questions for reflection might include:</i></p> <ul style="list-style-type: none"> ● <i>What did we do?</i> ● <i>Did we make a difference?</i> ● <i>How did we change?</i> ● <i>What would we do differently?</i> ● <i>Where will we go from here?</i> 	<p>~Evaluate crops planted and overall harvest</p> <p>~Survey relevant community members on engagement and site improvements</p>	<p>~Acceptable artifact types include photo galleries, journals, journalism, data reports, etc</p> <p>~Students produce plan for future growth</p>	<p>~Work (reaction piece) is provided to the guiding educator/organization addressing the questions:</p> <ul style="list-style-type: none"> ● <i>What did we do?</i> ● <i>Did we make a difference?</i> ● <i>How did we change?</i> ● <i>What would we do differently?</i> ● <i>Where will we go from here?</i>
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