

# Lesson 3

## Project Reflection and Integration



### Key Terms

advocacy service  
after action review  
analysis  
direct service  
indirect service  
integration  
observation  
placement  
project

### What You Will Learn to Do

- Evaluate the effectiveness of a service learning project

### Linked Core Abilities

- Communicate using verbal, nonverbal, visual, and written techniques
- Apply critical thinking techniques

### Skills and Knowledge You Will Gain Along the Way

- Relate the projected goals of a service learning project to the final outcomes
- Identify ways to integrate service learning into the JROTC curriculum
- Outline service learning objectives for the future
- Define the key words contained in this lesson

# Chapter 8

## Introduction

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project you will be able to determine and conduct appropriate service learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

## Short-Term Versus Long-Term Service

You need to understand how to meet others' needs through either short-term or long-term service activities. Short-term service projects include the following:

- Restoring a historical monument during history lessons
- Raising money at an event for charity during the financial planning lessons
- Visiting a nursing home while discussing wellness and fitness issues

Long-term service projects include the following:

- Adopting a local waterway while studying environmental issues
- Setting up an advocacy campaign to raise financial resources for shelters during the financial planning lessons
- Organizing an after-school tutoring program during lessons on teaching skills

## Models of Service

Service can be done anywhere to reinforce what you are learning in class; you do not even have to leave the school grounds. The two models of service include **projects** and **placements**.

### Project Model

Service learning projects are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying or starting a recycling program based on information from your geography lessons are examples of service projects.

### Placement Model

Service learning placements are activities carried out beyond the classroom in a preexisting, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include teaching lessons for Junior Achievement or volunteering for Special Olympics during fitness lessons.

### Key Note Terms

**project** – a task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by cadets with instructor guidance.

**placement** – service learning activities carried out beyond the classroom in a pre-existing, structured situation

## Three Types of Service

The three types of service are **direct**, **indirect**, and **advocacy**. These service types are described in the following sections.

### Direct Service

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication. Figure 8.3.1 demonstrates both a short-term and a direct service type project.

### Indirect Service

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans' hospital or e-mailing deployed soldiers during your military lessons. Figure 8.3.2 illustrates an indirect service type project.

### Advocacy Service

Advocacy services do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a schoolwide poster campaign to teach others about an issue would be an advocacy service.

## Integrating Service Learning

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards for you to benefit academically, personally,

### Key Note Terms

**direct service** – involves face-to-face contact with those being served in either project or placement models of service learning

**indirect service** – hands-on involvement in a service activity without any face-to-face contact with those served

**advocacy service** – the act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact



*Figure 8.3.1: Visiting patients of a nursing home is both a short-term and a direct service type project.*

Courtesy of J. Lotter/Tom Stack & Associates.

*Figure 8.3.2: Raising funds for the March of Dimes is an example of an Indirect Service project.*

Courtesy of Larry Lawfer.



and socially. Applying content standard material to real-life experiences will give you a better understanding of the curriculum.

When conducting a service learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

- **What standards are we addressing?**
- **What should we know or be able to do?**
- **What assessments can illustrate our learning?**

Not only will you fulfill an important need with your service project, but you will also be learning the national standards in a more relevant and engaging manner.

### *Service Learning Examples*

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum related programs, including the following:

- **Lions-Quest Skills for Action®**
- **You the People®/Chief Justice®**
- **Groundhog Job Shadow Day®**
- **Cadet Ride®**
- **Winning Colors®**
- **NEFE High School Financial Planning Program®**

### ***Lions-Quest Skills for Action®***

Lions-Quest Skills for Action® (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include identifying needs, choosing and planning a project to address the need, carrying out the project, and reflecting on experiences and exploring what was learned throughout the project.

### ***You the People and Chief Justice®***

There are a variety of ways to incorporate service learning with You the People (YTP) and Chief Justice®. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service learning activity to integrate into the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue and create a videotape to document the issue for community officials.

### ***Groundhog Job Shadow Day®***

Groundhog Job Shadow Day® (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market by letting them explore various career options.

For example, you may decide to start a Job Shadow effort to link the schools to the community; then organize a career day or GJSD to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to <http://www.jobshadow.org>.

### ***Cadet Ride®***

The Cadet Ride® is an extension of American history that allows you to choose different historical characters to research. You can reenact them on site or in the classroom and then complete a related service learning activity.

You first need to identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks; then take time to discuss how you can use what you have learned to improve the community/world issue. Finally, complete a related service learning activity, taking time to reflect on each phase of the experience.

Project examples used with the Cadet Ride® include supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on September 11, 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

### **Winning Colors®**

Winning Colors® states that everyone is capable of developing decision making, thinking, feeling, and action behaviors. One example of a service learning project would be to teach senior citizens or elementary students about Winning Colors® and its precepts of discovering their personal needs and developing a plan to help them achieve a successful balance.

#### **Note**

You can earn two hours of college credit with Winning Colors® and a service learning project. Ask your JROTC instructor for more details.

For more information about Winning Colors® go to <http://www.winningcolors.com>.

### **NEFE High School Financial Planning Program®**

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills to introduce financial planning through course work. Numerous service learning activities can be integrated into the NEFE HSFPP® curriculum.

#### **Note**

You can earn two hours of college credit when you do the NEFE curriculum and a service learning project. Ask your JROTC instructor for more details.

Suggested service learning activities related to the NEFE HSFPP® include the following:

- **Teach elementary students Junior Achievement material in relation to HSFPP.**
- **Provide a budget assistance program.**
- **Host a Credit Awareness or Financial Fitness Fair.**
- **Develop budgets and spreadsheets for local services.**
- **Start an Investment Club in school.**
- **Design, produce, and distribute informative posters.**
- **Shop for homebound seniors' groceries.**

For more information, call NEFE at (303) 224-3510 or visit <http://www.nefe.org>.

### **Integration with Additional Unit Content**

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services. The key is to connect the service activity with the course curriculum.

For example, after studying harmful effects of tobacco and drugs, you could teach elementary school kids by putting together an antidrug advocacy program. You could create banners, skits, and instructional materials and then plan and coordinate the elementary program teaching.

## After the Service

After the service, you will participate in an **after action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

### Structured Reflection Phase

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others will add to your learning experience.

Types of reflection questions to ask about the service learning experience include the following:

- **Observation/What.** What did I do?
- **Analysis/So What.** What did it mean to me?
- **Integration/Now What.** What will I do because of what I accomplished or learned?

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions throughout this activity. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. You should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context. Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry; events that surprised or frightened you; and other topics related to the activity.

### Demonstration Phase

In the demonstration phase you share with others your mastery of skills, creative ideas, and the outcomes from this project; you then identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might

- Give a presentation to peers, faculty, or community members about the activity.
- Write articles or letters to local newspapers regarding issues of public concern.
- Extend the experience to develop future projects that could benefit the community.

#### Key Note Term

**after action review** – reflecting on what was learned after an act

#### Key Note Terms

**observation** – an act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence

**analysis** – a study of something complex, its elements, and their relations

**integration** – the act or process or an instance of forming, coordinating, or blending into a functioning or unified whole

### *Evaluation Phase*

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development as well as meet identified needs. When evaluating your service learning activities, reflect on accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the following quadrants to rate your service learning experience.

#### *Quadrant 1*

**Example:** After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

#### *Quadrant 2*

**Example:** Cadets organize a drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day®.

#### *Quadrant 3*

**Example:** Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a Cadet Ride®.

#### *Quadrant 4*

**Example:** Teacher assigns cadets to perform a color guard in the community after studying lessons in “You the People”.

### *Service Learning Authentic Assessments*

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified to determine potential improvements.

Service learning lends itself to performance-based assessment, enabling you to exhibit what you have learned in a hands-on and meaningful context. Be sure to take advantage of college credits available through service learning and your curriculum.

## Conclusion

In addition to teaching you the value of volunteering, service learning fosters your development of citizenship skills as well as personal, social and thinking skills. It teaches service responsibilities and prepares future service commitments. Most important, service learning builds a spirit of cooperation among you, your peers, the school, and the community.

This concludes Chapter 8, “Making a Difference with Service Learning.” In the following chapter, “Career Planning,” you will learn how to start forming career decisions.

## Lesson Review

1. List the three types of services and give an example of each.
2. Choose one service learning curriculum-related program and discuss it.
3. Define the term *placement*.
4. State what you learn through the evaluation phase.