

THE FIVE STAGES OF SERVICE LEARNING

These **Five Stages of Service Learning** describe what students do to transform their ideas into action. Adults provide guidance, and ensure that students' skills and knowledge are developed during the process.

Investigation

Young people identify community needs of interest and begin their research. During this process, often called "social analysis," they assess the needs by designing a survey, conducting interviews, using varied media including books and the Internet, and drawing from personal experience and observation. Students then document the extent and nature of the problem and establish a baseline for monitoring progress. Community partners are often identified. If a community partner provides the need, students still investigate to authenticate and document this need. A personal investigation is also of great value during which students interview each other to identify and consolidate each person's interests, skills, and talents. These are then referenced, employed, and developed while going through each of the sequential four stages of service learning.

Planning

Young people, often working with community partners, outline varied ways they will meet the community need or contribute to improving the situation. Planning may include: developing a common vision for success, deciding what will occur and who will do each part of the work, creating a timeline, listing materials and costs, and overseeing any logistics and approvals that must be obtained to move forward. Clarifying roles and responsibilities is key.

Action

All participants implement their plans to meet the community need or contribute to the common good. The action most often looks like direct service, indirect service, advocacy, research, or a combination of these approaches to service.

Reflection

At each stage, students consider how the experience, knowledge, and skills they are acquiring relate to their own lives and their community. Through varied activities they think about the needs, their actions, their impacts, what worked and did not work, and their contribution. This process includes both analytical and affective response. Final reflections often include measures or other ways to gauge results.

Demonstration/Celebration

During demonstration, students provide evidence to others of their influence and accomplishments. They showcase what and how they have learned and their acquired skills and knowledge. In this context of demonstration, along with their partners, students may also plan and carry out a celebration of their impact.

Educating students and all partners in the process of service learning assists them in knowing how to best plan and anticipate what considerations must be made and thought of ahead of time.

MISSION: The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

VISION: Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

<p><u>Citizens of the World</u> <i>Responsible, ethical, contributing, participating members of local, national, and global communities who value all peoples and care about each other; they respect the environment, work to improve the society in which we live, and understand their role in it.</i></p>	<p><u>Passionate about Learning</u> <i>Confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their future.</i></p>	<p><u>Empowered</u> <i>They are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.</i></p>
<p>Note how our Vision is connected to the 21st Century Learning and Skills</p>		