**Reviewing a unit of work incorporating service Learning**

Year level/department: \_\_\_\_\_\_\_\_\_\_\_\_

Unit of work (title): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Service learning component** | **What are the students currently doing for this component?** | **What other possibilities are there for students to improve, enhance or develop this component? (ie how could we do this better in the future)** | **What resources do I need to make this happen?** |
| **Research** |  |  |  |
| **Action** |  |  |  |
| **Reflection** |  |  |  |
| **Advocacy** |  |  |  |

|  |  |
| --- | --- |
| **Ideas for each service learning component** | |
| **Research**   * Guest speakers provide background information (could be from within the St Andrews community or outside) * Students develop inquiry questions and seek to answer them (Wonderwall – students write questions on post-it notes and stick up) * Internet sources * Books, magazines, newspapers * Make and collect survey information * Collecting raw data from observations or experiments * Watching documentaries, movies, Clickview * Stimulate a class discussion on a topic * Brainstorm/mindmap to collect ideas (other thinking tools) * Excursions/Incursions * Expert panels | **Reflection**   * Evaluation of project by all – students, parents, teachers, community and how will this happen?) * Class discussions * reflective journals * Panel presentations * Project performance tasks * Students’ self and peer assessments * blogs * video diaries * Formal assessment task with set criteria for reflection * Thinking tools (eg six coloured hats)   There are several types of reflection that are useful to engage students in: • **Cognitive** reflection examines the new knowledge and skills the students gain from their service experience. This includes the kind of learning that is addressed in the curriculum (math, science, writing, social studies, etc.). • **Affective** reflection looks at what students feel as a result of their experience. How has this experience changed their attitudes or opinions or sensitivities? • **Process** reflection considers what students learn from the process, itself. This includes things like how to work with others, and understanding the consequences of actions. |
| **Action (will be specific to the project needs)**   * **Direct service** which involves hands on, direct contact, for example working on the Mission Beat Bus. * **Indirect service** which involves hands-on, but not direct contact, for example knitting blankets for a Winter Appeal | **Advocacy**   * Public address – classroom, year level, assembly * Make and distribute brochures * Make a film to screen for a desired audience * Develop a website * Posters * Newsletters or newspaper article * Write letters |