

Student Learning Plan

Unit 3: Foundations for Success

Orientation to Service Learning [U3C8L1]



Why this is important:

John F. Kennedy reminded Americans to “Ask not what your country can do for you; ask what you can do for your country.” Take a look around you. There are many problems and people in need. Service learning experiences can become the starting point for reaching out — doing something good for those around you and making the world a better place. In this learning plan you identify the components of service learning and begin planning how you can help make a difference in your community.



What you will learn to do:

(Competency)

Identify the components of service learning

Linked Core Abilities

Apply critical thinking techniques



How you will know when you are succeeding:

You will demonstrate your knowledge and skill:

- by evaluating examples of service learning projects to determine if they meet the requirements for a JROTC Service Learning project
- by writing a brief proposal for a potential JROTC Service Learning project
- by submitting your Learning Log with reflection responses about the features and benefits of service learning

Your performance will be successful when:

- you describe how the project benefits the community
- you describe how the project enhances learning
- you describe how the project relates to the JROTC program curriculum
- you identify one or more JROTC competencies addressed by the service learning project
- you describe the role of teamwork in accomplishing the project
- you suggest ways that a project could be modified to ensure that it meets established guidelines for JROTC service learning projects
- your Learning Log reflect insights, thoughts and ideas concerning service learning



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Distinguish between service learning and community service
- b. Explain how service learning projects relate to cadet learning in the classroom
- c. Compare the types of service opportunities within your community
- d. Identify the benefits of serving others within a community

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- e. Associate the roles and responsibilities of service learning teams
- f. Define Key Words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. BRAINSTORM a list of community service activities that you and others in your class have been involved in. How did these activities benefit the community? How did they benefit the cadet(s) involved? HIGHLIGHT any activities that relate in some way to what you have learned in JROTC. [Work with the class] PARTICIPATE in a discussion on the difference between service activities and service learning. CREATE a Tree Map to list the attributes of community service and service learning. CREATE a Double-Bubble Map to compare community service with service learning. [Work with a team] RECORD your notes and answers to the reflection questions in your Learning Log. [Work independently]
- ____ 2. [SELF-PACED OPTION] COMPLETE Learning Activity 1 independently.
- ____ 3. VIEW Video 2: Introduction to Service Learning and PARTICIPATE in a discussion on the components of a service learning project. [Work with the class] JIGSAW Section 1: Orientation to Service Learning from Chapter 8 of the student text and answer the section review questions. ADD items to the Double-Bubble Map comparing community service to service learning. COMPLETE Exercise 1: What is Service Learning? using one of the project ideas listed in Learning Activity 1. [Work in teams] SHARE your results with the rest of the class. RECORD your notes answers to review and reflection questions in your Learning Log. [Work independently]
- ____ 4. [SELF-PACED OPTION] COMPLETE Learning Activity 3 independently.
- ____ 5. COMPLETE Exercise 2: Service Learning Scenario. DETERMINE the following: What needs were met? What Service Learning components were included? What essential factors of service learning were demonstrated? How does this project relate to the JROTC program curriculum? CREATE a Multi-Flow Map illustrating the causes and effects of the service learning project described in the scenario. [Work with a team] ADD answers to the reflection questions into your Learning Log. [Work independently]
- ____ 6. [SELF-PACED OPTION] COMPLETE Learning Activity 5 independently.
- ____ 7. PARTICIPATE in a discussion on the reasons why providing service to fulfill needs is both important and a civic duty. DETERMINE a local need that could become a class service learning project. OBTAIN the Orientation to Service Learning Assessment Task from your instructor. EVALUATE potential Service Learning projects and write a proposal for a JROTC Service Learning project. [Work in teams] RECORD your notes and answers to the reflection questions into your Learning Log. [Work independently]
- ____ 8. [SELF-PACED OPTION] COMPLETE Learning Activity 7 independently.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Orientation to Service Learning Assessment Task. USE the scoring guide to self-assess your work prior to submitting to your instructor for evaluation.
- ____ 2. [SELF-PACED OPTION] COMPLETE the Orientation to Service Learning Assessment Task. USE the scoring guide to self-assess your work prior to submitting to your instructor for evaluation.