

Student Learning Plan

Unit 3: Foundations for Success

Plan and Train for Your Exploratory Project [U3C8L2]



Why this is important:

There are several things to consider before undertaking service learning. Planning ahead will prepare you mentally and physically to undertake the challenge. Before you select your own service learning project, you will learn how to plan a service learning project by planning an exploratory service learning project. In this learning plan you will work with a team to plan an exploratory service learning project and demonstrate the steps to conducting a proper service learning experience.



What you will learn to do:

(Competency)

Prepare for a service learning project

Linked Core Abilities

Build your capacity for life-long learning

Communicate using verbal, non-verbal, visual, and written techniques

Do your share as a good citizen in your school, community, country, and the world



How you will know when you are succeeding:

You will demonstrate your knowledge and skill:

- by completing a service learning project plan for a selected project
- by reflecting on the learning experience adding thoughts, insights and processes into your Learning Logs

Your performance will be successful when:

- you identify the steps needed to conduct a service learning experience
- project plan includes the essential components of a service learning project
- project plan defines the goals of the project
- project plan references the JROTC outcomes addressed by the project
- project plan details the who, what, when, where, why and how of the project
- project plan includes a project activity schedule
- you document reflections about the learning experience in your Learning Log



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

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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. CREATE a Flow Map (Flowchart) of the steps required for implementing a service learning project. SHARE your Flow Maps with the rest of the class. CREATE a Tree Map (T-Chart) with a column for each step in the sequence. List any supporting information about that step, such as “why” it is important, “what” occurs during that particular step, etc. TEACH OTHERS in the class about one “step” of the service learning process. [Work with a team] REFLECT on the insights, processes, procedures and new ideas pertaining to Service Learning into your Learning Logs.
- ____ 2. [SELF-PACED OPTION] CREATE a Flow Map (Flowchart) of the required steps for implementing a service learning project. WRITE a short explanation in your Learning Log about why each step is important.
- ____ 3. LISTEN TO a brief introduction of exploratory project ideas. LEARN MORE about exploratory project ideas by reading Section 2: Preparing for an Exploratory Project from Chapter 8 in the student text. ANSWER the section review questions. CONTRIBUTE to a discussion on project ideas and how they relate to the JROTC program. [Work with a team] SELECT or CONFIRM the subject for the exploratory project. DISCUSS expectations of team members’ roles and CHART what each member knows and what they want to know in a K-W-L Chart. [Work with a large group] REFLECT on the project goals and CONSIDER the type of project agreed upon, what roles each team member will play, and why all members must participate. ADD thoughts, insights and new ideas into your Learning Log. [Work independently]
- ____ 4. [SELF-PACED OPTION] PREVIEW the project ideas provided by your instructor. READ Section 2: Preparing for an Exploratory Project in Chapter 8 of the student text. ANSWER the section review questions. CONSIDER the project selected (by you, instructor or members of your class) and CREATE a K-W-L Chart noting what specific steps you are already familiar with (in the “K” column) and what steps need clarification (“W”) column. SHARE the information that you want to know more about with your instructor. RECORD answers to the reflection questions in your Learning Log.
- ____ 5. EXAMINE Exercise 2: Service Learning Project Plan. CONSIDER how the project plan helps to determine the Who? What? When? Why? and How? of a service learning project. BRAINSTORM a list of the information that you will need to obtain to be able to complete a project plan for the exploratory project, such as contact information for the group, agency, or organization you will be working with; availability of facilities, etc. DRAFT a project description and project goals and record them in your Service Learning Project Plan for the exploratory project. [Work with a team]
- ____ 6. [SELF-PACED OPTION] COMPLETE Learning Activity 5 independently.
- ____ 7. OBTAIN the Plan a Service Learning Project Assessment Task from your instructor. [Work with a team] COMPLETE a Service Learning Plan for your exploratory project. UPDATE your Learning Log about new processes, thoughts, reflections and ideas as related to service learning planning.
- ____ 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 Plan a Service Learning Project Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment to your instructor for evaluation and a grade. [SELF-PACED OPTION] Same as above.