

Service Learning Planning Template



[Image](#)

Please make a copy for your use

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inspired by [KIDS consortium materials](#) and our [PBL template](#)

Project Name:

Grade Level:

Content area(s):

Team Teachers:

Discover Strengths of Community (do these with students, but brainstorm your ideas here first):

- List community assets (environmental, organizations, resources, businesses, parks)
- List community resources
- Interview some community members from a strengths based perspective
- Consider diving deep into your community with a project to get to know it deeply, such as this one called [Humans of Burke](#). This could also be a Flipgrid or documentary about your community.
- What will be your strategy for discovering the strengths of your community?

Discover Needs of Community:

- Explore relevant and interesting needs, issues, and problems facing the community using an engaging activity, such as a video, field trip, simulation, or thought provoking questions, quotes, or images.
- Use multiple resources: community members, media, student perspectives, websites, and data.
 - You can create curated texts sets around different issues for your students.
 - You can create note-catchers or graphic organizers for these texts.
- What will be your strategy for discovering the issues facing your community?

Knowledge and Skills: Decide what content knowledge/[performance indicators/proficiencies](#) you hope to address with the project. Also, decide on which [transferable skills](#) you will teach and assess through the unit. List these below.

Investigate and Research Problems

- Have students identify problem areas they are most interested in.
- Group students by interest and other considerations.
- Teams begin researching the causes and effects of the problem.
- Teams begin researching possible solutions.
- Consider what scaffolds students will need for this research. What should they create?

Decide on a Project: Students will decide what they will create to address the community problem. This should be student generated with teacher and peer feedback.

- Make sure the project is doable in the time period allotted. It should be ambitious, not impossible.
- Make sure students can access the materials they need for the project.
- How will your students share their projects and learning? On their PLPs, or another way?

Plan the Project:

- Students should create an action plan for the project with [a timeline](#).
- Students should list out materials they will need.
- Students should list out possible community partners to help with their work and being contacting them (with support).
- Students and teachers should identify the culminating event for the project and work backwards to create the project timeline and action plan.

Implementing Project:

- Students act on project plans
- Coordinating and leading planned events
- Creating shareable items as evidence of learning
- Completing regular reflections (weekly at least) about their learning

Culminating Event/Exhibition: Decide on a community sharing event for the service learning projects. Make it authentic and important. Who will be the audience? Is it authentic and motivating for students? **Examples:** [here](#).

Learning Experiences and Artifacts: How will students acquire knowledge and practice skills? What will students create to synthesize knowledge and demonstrate skill? **Consider:** Community experts, interviews, creating scripts, research notes, plans. Will they put these in a PLP? Website, or other location?

Scaffolds: What scaffolding or supports might be needed? List websites, readings, resources, and job roles that you think would work for your students. **Examples:** [padlet](#) to curate and resources with students; [specific roles](#) for students, [text sets](#) at various levels

Reflection: Design opportunities for students to reflect on their project work throughout the experience. **Examples** and ideas [here](#).

Assessment: Design assessments - these can be teamwork oriented, product oriented, and content oriented, or all 3! Think about what assessments will be [formative and summative](#). **Examples** and ideas [here](#).

Project Evaluation:

How will you and your students evaluate the project? **Examples/templates:** [for students](#) and for [teachers](#)