Senior Class Service Learning Project 2016

******GO TO CONNELLY WEBSITE TO *STUDENT LIFE/CAMPUS MINISTRY/SENIOR SERVICE PROJECT GUIDELINES* FOR DETAILS ON A SUCCESSFUL SENIOR SERVICE-LEARNING PROJECT*****

1) If you have your required 80 hours, you do not have to do another 24 hours for the learning project. My recommendation is to do enough work with your project to be able to write a good reflection of your experience in serving for the chosen organization.
2) What is your service learning project that you have chosen?
3) Did you do this project alone or with a group? Each of you will present the project in your own Exit Interview.
4) Sharing reflection – you will need to write a reflection on what you learned from the project and share during your Senior Exit Interview.

Target Dates

October 14 – **Service Learning Workshop 9:00am – 12:00PM**

February 26 – Reflection Paper Due (MLA; 1 – 1 ½ pages double-spaced TYPED) – just a *reflection* of your Senior Service Learning project experience. This reflection will be part of your Senior Exit Interview – ***This Reflection Paper portion of your project will be part of your Religion grade as well so mark this date down to turn it to Mrs. Townsend.***

Questions to ask yourself for the Reflection Paper:

- *How your service affected you personally and how it benefited the people you served. Include what you learned, what you liked, what you might have done differently, how the experience changed you. Also, the reflection should include the importance of doing service in the community and whether you will continue to do service for others in the future after you graduate. See the other side of this document to get more specific information on the definition of service-learning and benefits of service-learning reflection.*

Also, turn in your **Campus Ministry Service Hour Form** signed by the person in charge *if you have not already done so.*

March 18 - You must be ready to submit your project to your ePortfolio by this date.

REMEMBER, THE QUALITY OF YOUR SERVICE LEARNING PORTION OF YOUR **ePORTFOLIO** REFLECTS ON YOUR ENTIRE CLASS – BE PROUD, CLASS OF 2016!

Senior Service Learning Workshop

Definition of Service-Learning

Service-learning practitioners emphasize the following elements in formulating a definition of service-learning:

Service-learning involves students in community service activities and applies the experience to personal and academic development.

Service-learning occurs when there is "a balance between learning goals and service outcomes" (Furco 3). Service-learning differs from internship experience or volunteer work in its "intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring" (Furco 5).

Service-learning course objectives are linked to real community needs that are designed in cooperation with community partners and service recipients.

Benefits of Reflection

- Reflection is integral to the service-learning experience in the following ways: Sustainability
- Reflection transforms experience into genuine learning about individual values and goals and about larger social issues.
- Reflection challenges students to connect service activities to develop higher-level thinking and problem solving.
- Reflection works against the perpetuation of stereotypes by raising students' awareness of the social structures surrounding service environments.
- By fostering a sense of connection to the community and a deeper awareness of community needs, reflection increases the likelihood that students will remain committed to service beyond the term of the course.

Another benefit of service learning is the **self-knowledge that a participant gains**. After immersion in unfamiliar cultures and settings, a student begins to observe and question things about themselves that they had previously taken for granted. When observing other cultures, a student realizes that **cultural norms they had never before noticed are not universal, and this causes them to objectively reflect on their background and beliefs.** This process of reflection leads to a **better understanding of one's own culture and values**, and how those things have shaped the student. In addition, by experiencing and participating in challenging activities, a student **discovers their strengths and weaknesses**. They may discover **skills and talents** they did not previously know they had. Furthermore, as a student's self-knowledge increases, so does their **personal efficacy, or a student's confidence in their abilities**. By persevering and succeeding in new and difficult situations and by solving problems in the real world, **a student's belief in their capability to effect change increases.**