

Service Learning: Action Plan

GENERAL INFORMATION

- Your Name:

- Your organization/school/group's name:

- Meeting location/times:

- Team members:

- Adult mentor(s) within your organization/school/group:

SOCIAL ISSUES ADDRESSED (CHECK ALL THAT APPLY)

- Animal rights
- Children
- Elderly
- Environment
- Homelessness
- Illness
- Immigration
- Poverty
- Women's Rights
- Other: _____

LEARNING STANDARDS (WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES)

COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

- Students will be able to Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Students will be able to understand, interpret, and analyze what is heard.

	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers., read, or viewed on a variety of topics.
<p>CULTURES: Interact with cultural competence and understanding</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <input type="checkbox"/> Students will be able to use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
<p>CONNECTIONS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <input type="checkbox"/> Students will be able to access and evaluate information and diverse perspectives that are available through the language and its cultures.
<p>COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. <input type="checkbox"/> Students will be able to use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
<p>COMMUNITIES: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. <input type="checkbox"/> Students will be able to set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

INTERDISCIPLINARY INTEGRATION (CHECK OFF ALL THE OTHER DISCIPLINES YOU WILL BE INTEGRATING IN THIS PROJECT; IDENTIFY RELATED LEARNING STANDARD(S). *IT IS HELPFUL IF YOU IDENTIFY THE STANDARDS IN TERMS OF WHAT THE STUDENTS WILL BE ABLE TO DO

Art:

Language Arts:

Mathematics

Music

Physical Education

Reading

Science

Social Studies

PLANNING

- What is the community need you will you be addressing and how do you know this a community need? Please be specific

- What do I know already about the social issue(s) and the community need(s) that will be addressed:

- Identify your level of impact (world, nation, local, specific population):

- Who are possible community partners, either individuals or organizations, that I can collaborate with on this project (Include any relevant contact information):

- In order to monitor the progress, create S.M.A.R.T goals. They must be specific, measurable, appropriate, relevant and tangible. Identify short-term and long-term goals for your service learning project.

- What norms will guide the work of the team (Incorporate feedback from each individual member. The norms should be based on what each individual member needs in order to be productive within the group. It is important to set clear expectations at the beginning.)

- Assign each member specific task(s) to complete within the group.

- Attach related project timeline. This document will provide a description of the activities that will take place during the planning and action phases of the project and when they will take place. Provide specific deadlines.

- Attach budget information, if applicable. Include a description of the expense, where the funding will come from and the cost.

ACTION

Documenting during a service-learning activity provides valuable information both for the current project and for future projects. By recording what was done in a variety of ways, participants have material to draw from for reports, news articles, community impact statements and more. Some ways you can document are: journaling, data collection, multimedia recording, interviewing and drawing.

Attach documentation from your service learning action(s). The documentation will serve as evidence for your reflection.

REFLECTION

Use the questions below to guide your reflection. If possible, use examples and evidence from your project. Attach your responses.

- General:
 1. How did the members of your team work together?
 2. What did you learn about each other in the progress?
 3. What did each member contribute to this team?
- Partnerships:
 1. What did you learn from the adult mentor(s) within your organization/school/group?
 2. What did you learn from the community partners you worked with?
 3. What do you think they learned from you?
- Meaningful service:
 1. What was the most effective part of your project? What are you most proud of?
 2. What was the least effective part of your project? What are you disappointed in?
 3. What do you understand about the issue(s) you addressed in your service learning project?

What questions do you still have?

- Link to curriculum:
 1. How does what you learned in this project connect to foreign language instruction?
 2. How does what you learned in this project connect to other disciplines?
 3. What other discipline(s) could you integrate next time that you did not integrate this time?
- Progress monitoring:
 1. How do you think about the community you helped differently as a result of this project?
- Duration and intensity:
 1. What would you do differently next time?
 2. What follow-up work is needed?

ASSESSMENT

Assessment should take place before, during and after your project has been completed. Assessment of assets and needs, which takes place during the planning phase, focuses on assessing the needs that will be addressed and the necessary resources to do so. Assessment of impact, which takes place after the project has been completed, evaluates the success of the experience. Assessment during the project shows whether any modifications need to be made.

To assess the success of your project, refer the S.M.A.R.T goals you created during the planning stage.