HOW TO CREATE A SERVICE-LEARNING PROJECT WITHIN A SMALL SCHOOL

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Educational Leadership Option

by
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Summer 2012
HOW TO CREATE A SERVICE-LEARNING PROJECT WITHIN A SMALL SCHOOL

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by

Ryan Vercruysse

Summer 2012

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DEDICATION

I would like to dedicate this project to my wonderful and loving family. Thank you, Mom, Dad, Shane, and Caiden, for giving me the support and strength to endure all the hard work. I will never forget the sacrifices my family made for me to progress through my educational career. I also want to dedicate my project to my best friend and soul mate Sarah—without you I would not be where I am today.
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ABSTRACT

HOW TO CREATE A SERVICE LEARNING PROJECT WITHIN A SMALL SCHOOL

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Service-learning projects for a small school can have a major impact on the social values and perceptions of the educational environment. Influencing students to lead and create positive change in their community is a process that can be achieved by implementing a service-learning program. Service learning is a tool to improve social outcomes for students. If the need for student leadership is required and a connection needs to be made between community and school, service learning is the key to open that door for success.

The development of a positive social culture within a small school can be accomplished through the implementation of successful service-learning programs. The perception of low school spirit was observed among secondary students. To address these needs a service-learning project was established. This model program required the
implementation of instructional, motivational, and leadership strategies. A student-led organization was created to provide activities that develop positive social outcomes within the educational community. The service learning program at Champion Christian School was modeled using a variety of researched methods. The methods for practice and application were modeled after researched standards and components for effective practice. The service learning project yielded many positive results, including the development of positive social outcomes among student participants. Using service learning in a small school requires time, hard work, and a caring heart to help make positive changes in society.
CHAPTER I

INTRODUCTION

Background

What happens to a school when the culture and leadership among the students has ceased to exist? Students need to believe that they are members of their educational community, that through their educative experience they can help promote positive change for society. Within my small school, the author observed that students had very little to nonexistent behavior toward a positive belief of school culture. The educational institution was very small, with a student population of about 100 students. The need for school culture and moral was an apparent sign that a leadership program would enhance the social development of the students and their perceptions of their educational community. As a result of the need, the author decided to create a brand new program led by students to create a relationship between the community and the school. This program helped with organizing community events that built school awareness and school involvement within the social structures of Chico. Kielsmeier (2010) states, “Service learning creates a two way bridge of interaction and shared purpose, resulting in better schools, stronger communities, and improved student learning” (p. 12). Some of the activities conducted within this project were fundraisers, community service, and school sponsored events.
The service-learning model which was created and implemented, promoting positive social community service values, ethics, and obligations among students in a small local high school. The service project used eight quality standards for effective use of service-learning programs (National Youth Leadership Council, 2008): youth voice, meaningful service, link to curriculum, reflection, diversity, partnerships, progress monitoring, and duration and intensity. These eight standards were used by the author as a manner to ensure effective practice with the application of creating a service-learning program within a small school.

The project created a volunteer student organization called Champion Leadership/Service Project that asked students to engage in activities within their community and the school. The program allowed students to create activities, fundraisers, and opportunities for students to engage within service-learning activities. The leadership team met once a week before the beginning of school and students led the development of this new program. In the class, students conversed and analyzed what was needed for the success of their educational society. The program was monitored by the author and student surveys, reflections, and activities were used as part of a service-learning module.

The service-learning program focused on three goals that aligned with service-learning standards. The first goal was to create a program that enhanced student civic responsibility and citizenship toward their local community. The goal for the CCS leadership/service project was to enhance the civic aspirations of students promoting school success and awareness among other individual classmates and outside community members. Roehlkepartian (2009) states,
Youth engaged in service-learning not only provide direct service to the community, but also learn about the context in which the service is provided, the connection between the service and their own learning and development objectives, and their roles as citizens. (p. 9)

The activities and fundraisers were directed toward serving both school and community through student-led activities and programs.

The second goal of the program was to create a learning organization for students in which they could develop leadership and positive social outcomes among their peers. Outcomes such as school/community participation, relationship development, and strong bonds between peers and community members were addressed throughout the program. Furco and Root (2010) state, “Some of the most robust effects of service learning have been found in personal and social development” (p. 19). The service program that the author created was organized into steps that allowed the progression of students to develop their leadership skills. The activities that were discussed among the leadership/service team focused on the overall success of the educational institution and not the group. Within the service-learning program, students developed ideas, programs, and reflections that evaluated their ability to lead others, while maintaining a positive and socially engaging atmosphere within their school.

The third part of the project was to create a guidebook on how to establish a leadership/service-learning program within the school by using methods and practices of service learning. The guidebook was to be presented to the school board so that the program could be used for implementation in the following years at the school. The guidebook outlines the process of creating fundraisers and activities that directly linked the outside community to the educational institution. The students were led by service-
learning pedagogy practices that included discussions, reflections, and service opportunities for students to become leaders. The leadership/service guidebook provides an in-depth look into how the service model was created and what service-learning strategies were used to create an effective and memorable program.

The small school setting is the recommended place to begin a very easy and efficient service-learning program. The most influential factor that helped the author develop the service project was that students wanted to enhance and change the school culture. With the discussion and evidence produced by the students, the author decided to move forward and create a student team that would help build a bond for school spirit.

What is school spirit and how does an educator fix this problem? The first stage is to create a link between the educational community and the surrounding community, providing services by students to achieve positive outcomes among outside members. Lerner (2010) states, “Both youths and communities benefit when students engage in service learning in and out of school” (p. 21). The second stage is to train students to lead their peers into establishing a positive student culture. The third stage is to develop student-led programs and activities that would help both the student and the educational institution. Service-learning programs offer the opportunity for the development of a positive social culture among students.

The model of the service-learning program that was implemented details how to develop a school program for a small private school. The program is an attempt to fill a void between the regional and educational community; therefore, the goal of the project was to create a positive relationship between students and their educational community.
This project was developed for my school in order to attempt to develop a positive educational culture among the students. In order to attempt this assignment, the author recognized that he needed to develop a leadership team of student volunteers. The program required them to volunteer 100 hours per semester. Students were asked to reflect on and analyze what kind of changes they wanted for the school. After democratic reasoning among the group regarding what needs to be changed at the school, students were directed by the instructor to start creating a new positive culture for their school environment. The project created a service-learning program that was a new student-associated program within a small school setting.

In order for educators to establish a strong service-learning program in their school, they must engage in a variety of theories and practices of service learning. The first step in establishing service learning requires an effective educator who can take the time to support student voice. Like any given curriculum, service learning provides students a new set of positive social attributes for their young lives.

Purpose of Project

Through the educative experience for high school students, there has to be a balance of social interaction and master comprehension of the academic material. The purpose of the authors’ service-learning project was to implement a student-led organization that developed positive social outcomes among students who participated in service-learning activities. Conrad and Hedin (1987) state,

It’s true that we learn from experience [such as a service project]. We may also learn nothing. Or we may, like Mark Twain’s cat who learned from sitting on a hot stove lid never to sit again, learn the wrong lesson. (p. 39)
In order for students’ to obtain an experience with their education, opportunities need to be available and accessible for participants within a school. The activities included community service, fundraising, classroom instruction, and reflection. The leadership organization was created by and for the service of other students and community members to invest their time with the school. A leadership team of student volunteers was created from the development and structure of service learning and student-led activities among their educational society.

The great democratic philosopher Dewey (1929) created the foundations of looking at academic content and creating an environment that teaches academic curriculum and democratic practices as a means of individual success for all students. Conrad (1991) states that “Proponents of service who stress its power as a tool for teaching and learning link their ideas to the educational philosophy of Dewey” (p. 744). Experience of a positive environment can have lasting effects on the student’s ability to develop positive social outcomes. Dewey states, “all education proceeds by the participation of the individual in the social consciousness of race” (p. 291). According to Dewey, intrinsic motivation is defined by students becoming empowered to obtain personal success, and the ability to understand and engage with society. A study that included more than 1,000 students ages 12 to 19 found that service learning promoted students’ attitudes toward school engagement in learning as well as several other psychological, moral, and social development outcomes (Furco & Root, 2010). The impact of service learning on students is that when promoted and praised to become engaged with their community, they feel compelled to raise the bar and become future leaders.
Students who engage with school function activities build a bond of communal achievement with their educational community. Students who are given a voice to speak about what they feel needs to be changed can have everlasting effects on their lives. Developing positive lasting effects for students to develop leadership skills, mentorship, and engagement can be achieved by providing opportunity and insight as part of a classroom forum. Introducing a service-learning project into a school that has very little student involvement can produce students that have the skills and engagement to change their environment. “Both youths and communities benefit when students engage in service learning in and out of school” (Zaff & Lerner, 2010, p. 22) An example is a small school setting where students feel a disconnect between their attendance and their school success and there is a clearly defined problem of low school spirit. Zaff and Lerner (2010) state, “Positive Youth Develop asserts that internal assets values and motivations and the external in the lives of youths work in concert to promote confidence, competence, connection, character and caring” (p. 21) Developing a service-learning program within the school helps create an environment where students learn how to care, mentor, and succeed as a communal group.

Like math, English, and science, leadership skills can be enhanced among students by teaching them the values of service. Like teaching academic content, a service-learning program needs to follow effective standards developed to enhance student achievement. The quality of service-learning standards addresses the need of instruction by implementing a plan for instruction. For example, the National Youth Leadership
Council (2008) produced eight effective research standards for practicing service learning within a school. These standards include the following:

1. Meaningful service
2. Link to curriculum
3. Reflection
4. Diversity
5. Youth Voice
6. Partnerships
7. Progress mentoring
8. Duration and intensity

These standards for service learning have become the staple for ground organization for service-learning activities. Kielsmeier (2010) regards these standards as the foundation for establishing service learning in schools.

Academics and teacher researchers from across the education spectrum and other fields have stepped up the effort to bring scientific scrutiny to bear on service learning. These efforts have borne fruit on several fronts including the widely adopted K-12 Service Learning Standards for Quality Practice. These eight evidence-based standards provide teachers and other educators guidance for implanting service learning. (p. 11)

The standards help address the question of how leadership and other positive outcomes can be attained by implementing service learning. The idea of the standards is to address what need is wanted by the community of students and that changed implemented through the help of all members of the community.

A well-defined and effective service-learning project needs the direction of standards and goals that enhance student engagement and social skills. Research has
demonstrated that service learning helps develop student’s ability to develop interpersonal skills among one another.

Some of the most robust effects of service learning have been found in personal and social development. Several studies have found service learning to be an effective instructional strategy for developing student’s leadership capacity. (Furco & Root, 2010, p. 18)

Service learning helps students develop the skills by engaging with one another to accomplish common goals, including learning how to work with others, using academic skills to solve problems, and promoting activities and service opportunities with a common vision for success. Through service learning, students are asked to perform a service that benefits others in the task of making positive change.

Scope of Project

My project demonstrated that when students are engaged with effective service-learning opportunities, positive social outcomes are achieved among high school students in a small school setting. In the process of creating a service-learning project at a small rural school, I decided to focus on social outcomes rather than academic achievement. The author identified, through a survey, that there was very low school moral for both staff and students. Through a process of discussion it was determined that the student body that was in place was not as effective as it should be. With the advice and guidance from my administration, I decided to create a leadership program that implemented service learning as part of a new program at my school. The new program would offer services to the community of Chico by participating in fundraisers, community service, and school-sponsored events. The service-learning program was a volunteer
acceptance into helping the school succeed by raising money in areas of high cost and need. Students gathered once a week in a classroom for an open forum that discussed what needed to be done at the school. The author of the CCS leadership/service project was both mentor and educator of the progress and service opportunities offered at the school. Students were asked to develop and create their own objectives for what they defined as a need for community success. Using service-learning research, standards, and practices, the author developed a program that helped students achieve positive social outcomes.

Setting up a service-learning program is very easy to do; however, the program does require time and effort from both educator and student. The first phase of the program is to identify students that want to volunteer their time for the program. A common goal and vision must be established by the students. If students are guided by an instructor to lead, positive results will come of it. The most important factor of the program is to monitor students in their actions toward the service projects.

My project details and explains the easy nature of creating a service-learning-based extracurricular program within a small school setting. Most research on service learning describes the function of students leading students, and participation is understood to be a goal for creating a more effective community for all students. Described in my project are three service-learning activities that were created by a team of students engaged with a service-learning-based curriculum. Students were monitored for effective service used and the implementation of researched theories to help create their program. Examples located in the guidebook include surveys, reflection sheets, and community
events that sponsor service-learning events. The most significant aspect of the project is the foundation that when service learning is used correctly and efficiently, students can attain positive social outcomes among their peers. The chapters that follow include a step-by-step analysis from research to application of service learning. An educator can use this handbook to develop a program that can change a school’s culture and help students become involved with their educational experience.

Significance of Project

The significance of the service-learning project was that students were exposed to community service and the development of positive social outcomes while participating with the leadership program created at my school. The social outcomes were identified with respect to the students’ enjoyment, knowledge, and strategies attained while participating with service-learning activities. Through the students’ involvement with community service, the empowerment of student leadership was enhanced among the student participants.

The students acknowledged that the development of leadership skills requires that students are engaged and confident that they can influence positive change for their school. Leadership development is the process for students to learn and develop skills that allow them to become moral, ethical, and influential students among their peers. The process of teaching these individuals to become effective leaders requires that service learning be used to enhance student achievement. Only through participation and opportunity can student develop leadership skills. Furco (2010) states,
engagement in community based learning experiential learning activities exposed students to factors and opportunities for students to act autonomously, develop collegial relationships, with adults and peers, and boost their self esteem and sense of self efficacy. (p. 17)

The projects and activities that are provided by the author’s service-learning program expose students to opportunities and success that develop their leadership skills. Through service learning and community service, students demonstrated the development of positive social outcomes which included leadership development, positive relationship building, and the opportunity to create community and self success within their educational career.

The Leadership/service project at CCS was designed to be instructional in nature because it provides educators a guidebook on how to establish a successful service-learning project. The author created a program which helped students become more engaged with their educational and regional community. Hecht (2002) states that “the extant research includes a number of experimental investigations that have produced evidence that service learning can have positive effects on participating students” (p. 126).

The creation of the CCS leadership/service project included the development of positive social outcomes attained by service-learning application among a student leadership team. The effects of service-learning strategies were reflected through group discussion led by the instructor, student reflections both oral and written, and the response of a survey given to the students.

The objectives for the project included changing negative social attitudes toward the school and outside community. This provides opportunities and activities that required community service and application of student-led events that helped promote
school success. One of the many objectives of the leadership/service project at CCS was to promote and engage students to develop positive meaningful relationships among one another. The student leadership team was asked to work together as a group and rationalize solutions to obvious negative feelings toward their education community. The third and most important objective was to provide students’ opportunities to empower themselves and believe that they can help promote positive success among their community. Doing this required that students learn how to become effective leaders within their society.

Limitations of Project

My resources for starting this project were very limited due to the size and budget constrains within the school. I was dealing with a very small student population (17) which was engaged in the service-learning project. The time which we spent discussing service-learning objectives and goals was limited to one day a week before school. Implementing service learning in the academic curriculum of my class and other classrooms will be a future goal for service learning inside the classroom. The lack of scope and sequence of the project is confined within a small school setting, and further research is needed to conduct a successful service-learning project within a larger public school setting. Once the initial start up of a service-learning project is conducted, further research and change may need to be added by the educator who is advising the program.

Service learning is a growing and changing educational practice used by educators in the field all around the United States. A limitation of service learning was found to be that the concept and pedagogy of how to apply and teach skills of service is
still being debated. Furco and Root (2010) stated that “Despite pressure to demonstrate that service learning improves academic tests scores, establishing a causal link in unrealistic” (p. 18). Very little suggests that service learning reinforces the quality and positive effects of standardized test scores. However, research indicates that service learning can be dynamic and influential in a manner which is appropriate for students and school.

Definition of Terms

*Service learning:* Described by CSU, Chico as an “academic study linked to community service through structured reflection so that each reinforces the other” (www.csuchico.edu). Service learning was used within the project as a system of goals and standards that was reinforced with student achievement. The application of service learning used in the project demonstrates students actively engaging with school activities that promote success for the educational community. The service-learning methods of instruction were reinforced by the National Youth Leadership Council (2008), because I used their published K-12 service-learning standards as a guide for developing an extracurricular activity. Service-learning methods and suggestions of helping students serve their community as described by the K-12 standards helped me evaluate the structure of the student-led organization. Service-learning pedagogy of reflection and discussion was implemented for students. Service learning provided students the opportunity to help serve and develop common goals for their educational community.

*Pedagogy of service learning:* I followed a curriculum that aligned with the standards of service learning for K-12 schools published by the National Youth Leadership Council (2008). The second outcome is student engagement with their community and
school. This outcome was evaluated by looking at the manner in which the student engaged in his or her own educational success. The third outcome that was evaluated was the development of positive-working relationships among students who participated with service-learning activities. The instructor evaluated the manner in which students interacted and helped each other achieve success.

*Reflection:* Service learning is different from community service in the manner in which students engage, evaluate, and discuss their outcomes achieved through their personal service. Student reflection includes the process of identifying their strengths and skills among their community members. The National Service Learning Clearinghouse (2012) identifies reflection as

> deriving meaning and knowledge from experience and occurs before, during and after a service-learning project. Effective reflection engages both service-learning leaders and participants in a thoughtful and though provoking process.

Service learning can only be an effective teaching tool if students are asked to evaluate themselves as leaders and participants of a democratic society.

*Educational community:* Educational community is explained by Sergiovanni (2009) when he discusses and describes the relationship of school and community. The idea of community is essential in the creation of a school’s culture, values, and norms. The community and support for each member within the school can lead to the successes and failures found in the academic achievements of students and teachers. Sergiovanni (2009) states that “Community strikes at the heart of a schools character. It provides the substance for finding and making meaning and the framework for cultural building”
(p. 107). Education is the function of schools and relies on individuals such as principals and teachers to develop a community that endorses academic success.
CHAPTER II

REVIEW OF LITERATURE

Social Outcomes Produced by Service Learning

Service learning creates positive social outcomes for all students who participate in service activities, such as leadership development, student engagement, and motivation to succeed for communal and individual success. Within a small rural private school setting, these outcomes can be created for students who participate in such activities. Students in a small school have constant interaction with other students which allows for the influence of positive mentorship to take place. Programs offered by the school that allow students to become engaged with helping develop a successful and enjoyable educational community. Kielsmeier (2010) states, “Service learning creates a two way bridge of interaction and shared purpose of, resulting in better schools, stronger communities, and improves student learning” (p. 8). The most common social outcomes that are produced by service learning are leadership development and mentoring skills, engagement within an educational community, and the development of positive relationships among peers and mentors.

Service learning was a by-product of the ideas and reforms of the progressive educational philosopher Dewey (1929). Speck and Hoppe (2004) stated that
The idea that community service can and should be introduced in the course of education as a means of instruction can be traced to progressive education and its most influential, original, systematic theorist, Dewey. (p. 4)

Dewey’s (1929) ideas and theories on democratic values and participation in education outline a major role in the function of service learning in schools. Tracing service learning back to progressive education provides a strong base of what service learning is and the positive impacts of service and education. This literature review defines, examines, and interprets what service learning is and how it is applied throughout education. The author analyzes the historical background and implementation of service learning in K-12 and higher education. The literature review includes research that demonstrates service learning and the development of student leadership, mentoring, and engagement within their educational experience.

Definition of Service Learning

Service learning is a practice that is applied in and out of the classroom that promotes the development of a community, positive social outcomes, and personal student success. Frank Newman, a professor at Brown University states, “Service Learning involves students in solving community problems, and at the same time, helps them learn” (Report from the National Commission on Service-Learning, 2011). Service learning is a practice used by educators in which students actively apply their knowledge and skills in participating within their community. Service learning provides opportunities of participation that build leadership and relationships among students who engage in service activities. The National and Community Service Trusts Act of 1993 defines service learning as a teaching method that “allows students or participants to learn and
develop through active participation in thoughtfully organized service that is conducted in, and meets the needs of a community” (p. 20). Bristol and Knapp (2010) state that “Service Learning is a teaching strategy that offers students opportunities to learn both in the classroom and in the wider world” (p. 3). Billig (2002) states, “Service Learning is an educational approach that uses community service as a way of helping student’s master academic and social content” (p. 23). Billig argues that the student and community is a crucial component for service learning to become an effective method for student success. The community can include the school, geographical region, or nationwide area in which the student intercedes. Kielsmeier (2011) argues that active learning can include the development of curriculum, school activities, and outside community team building. Service learning engages the students to become active for democratic change, a response to fixing society for the better. According to Kielsmeier, schools are the factories which promote active learning in and out of the classroom: “In schools teachers use service learning as an instructional method, linking their classroom objectives with carefully designed service experiences” (p. 7). Service learning is more than community service, it is a method for building participation, social justice, and civic virtue. The effects that service learning can have on students can be limitless; therefore, the positive social outcomes will develop a student to be a participant and agent of change within society.

History of Small Rural Schools

Small rural schools have been a part of our education system since the founding of our nation. The small rural schools have placed an important premise on American education as being the first type of public and private teaching society for students.
Boyles (2011) argues that “The small rural common school has been present in the United States since the beginning of European colonization” (p. 17). The common rural school helped establish democratic ideals and socialization among the youth during the 19th and early 20th centuries. Theobald (2005) states, “In terms of students, rural schools were the dominant educational experiences of the 19th century” (p. 111). The purpose of these small common schools was to place emphasis on religion and academic study. “Schools were created in order to support religion, politics, arithmetic, and other necessary skills in which suited middle class society” (p. 186). The common middle school was intended to meet the needs of middle-class citizens; however, the need for equity and democratic ideals of education evolved into the public schools as society uses today.

The small red school house has become a symbol of what education was in the past and has evolved into the giant public school which we see today. However, due to urbanization, development of transit systems, and population increase, the small rural schoolhouses experienced a gradual increase in size and students. Zimmerman (2009) states, “Single teacher schools came under fire at the turn of the 19th century from self-determined progressive reformers who replaced them with large conciliated school houses” (p. 13). The progressive movement in American history created ideals and reforms that allowed all U.S. citizens to receive the right of a free and equitable education. This reform, however, still supported the rural school due to the geographical population within the U.S. during the beginning of the 20th century.

Where do small rural schools stand today as a result of economic decline and huge urbanization in America since the beginning of the 20th century? One would be
surprised to find that the small rural schools still have a major percentage of students attending them; however, they are at the same time facing new and dynamic economic challenges. Strange (2011) states that “One third of American children attend school in rural or small towns” (p. 2). The American school house which is located in a small rural town exists today within our education system. According to Strange (2011), rural means, “small and remote in our culture lexicon. It also means removed from the progressive influences of modern life” (p. 5). The history of our schools has been a development of religious institutions to the transformation of a free public school which offers education to become a citizen within society. Both private and public schools in American history have developed as common entities in which education has been a priority for religious, economic, and social gains. Boyles (2011) states, “Some historians have recently focused on the development of common schools and private academies in the early 19th century and how they often operated in a similar fiscal fashion” (p. 23). The rural small school is still prevalent within our history, and yet we as American citizens tend to forget about these small schools. Theobald (2005) states that “For a large part of America’s history, the first 50 years or so – we had no formal system of public education…The nation boasted a large array of private, charity, religious and partially public funded schools” (p. 116). Throughout American history, the small rural private school setting has played a major role in our nation’s educational system.

The small rural school has not changed very much since the creation of the small red school house in American education. However rural and metropolitan schools have always been different in the sense of how they produce and fund resources for their
students. Theobald (2005) states, “Urban schools were eclipsed by suburban schools as the dominant education experience…. This history is linked to the economic policy choices and the fate of schools” (p. 120). Private rural schools have been in the American education system as a means of educating youth through religious, academic, and moral development. Private and rural schools share the fate of good economic times and prosperity, while bad economic times and the current recession represent closure and the disappearing of rural schools. Like rural schools, small private institutions are based on student population as a means of finance, therefore, if that population declines, the school is left with very little options. Broughman and Swain (2006) state that “in the fall of 2003, there were an estimated 28,384 private elementary and secondary schools in the United States, a decrease of 889 from the 29,723 schools estimated in the fall of 2001” (p. 22).

As one can see there is a decline in private institutions which is due to many economic conditions within the country. This decline is growing and placing tight fiscal constraints on the small school setting in the United States.

Rural and urban schools face the same problems of the educational system today. Small rural private schools are becoming ghosts within a future that is looking bleak as far as fiscal opportunity for parents and students. The urban and rural schools face a long road of finance, student equality, and the belief that students, no matter where they are, need an equitable education. The differences of urban and rural have existed since the creation of our nation; however, while we see urban schools hanging on by a thread, we are also seeing the rural institutions disappearing within our history. Theobald (2005) states, “But the point is that from our first days as a nation, urban and rural
interest differed, the difference created struggle, and the struggle created a culture marked by suspicion and in some cases apathy” (p. 221). The case stands that if we as educators want both rural and urban schools to flourish, we must engage in multiple practices that promote success and civic engagement. The tools to do that can be defined by using service learning in rural and urban school across the nation.

Dewey and the History of Service Learning

Service learning was created out of the progressive and experimental educational philosophies of Dewey (1929). Speck and Hoppe (2004) state” Not only does Dewey’s theory offer a general theoretical support for service learning, it also has implications for the form that education should take in progressive education” (p. 8). Giles and Eyler (1994), state that “We examine Dewey’s experimentalism with an emphasis on the principles of experience, inquiry, and reflection as the key elements of a theory of knowing in service learning” (p. 78). Dewey believed that when children were engaged with experiences, the development of social and academic knowledge was more likely to occur at an early stage of their schooling. Tracing service learning back to progressive education provides a strong base of what service learning is and the positive impacts of service and education. Giles and Eyler state that “An additional reason for probing Dewey is that it appears that service learning reflects, either consciously or unconsciously, a Dewey an influence” (p. 79). Dewey’s ideas and beliefs centered around the idea that education and interaction is essential in providing all children with a democratic education. Only through interaction and experience can a student develop an identity of who they are in a democratic society. Schools are institutions that should provide the
opportunity and experiences for students to discover and analyze the world in which they live.

Dewey’s (1929) writings and philosophies of progressive education relate to service learning because it is a practice of experience and knowledge. Dewey argued that “knowledge is always an attempt to respond to one’s situation in the world” (p. 4). According to Dewey, responding to the world incorporates teaching students how to become democratic citizens. Through a democratic education, Dewey examined the pedagogy that would help promote the values of citizenship within a society. Students need to be taught how to interact and promote moral and ethical influence within a community. Dewey argues that experience and interaction among students will promote positive and educational benefits for the entire community. Dewey states, “The only true education comes through the stimulation of the child’s power by the demands of the social situations in which he finds himself” (p. 17). The community should include common social values and moral philosophies. Giles and Eyler (2010) argue that service learning takes students’ experiences and allows them to reflect on their skills and knowledge. Dewey’s philosophies and ideas of service learning provide an essential component in experience and education. Students need real life experiences and opportunities to discover who they are as an active citizen within society.

Without the works and ideas of Dewey (1929), the idea of community and changing of society would not be relevant in the pedagogy of service learning. Dewey’s influence on community and education drove service learning to become an accepted and integrated program within schools across the nation. From Dewey to modern practice,
service learning is very much alive within education today. Now more than ever, an attempt to help students understand their world is a vital source of using a variety of methods established through progressive education. The progressive ideals set forth by Dewey on experience and service of education has molded into a pedagogy that allows students to have opportunities with skills and knowledge that are applied within the classroom. Progressive education has historically changed over time; however, the emphasis on experience and the democratic citizen has been apparent throughout American education. The notion of a democratic citizen implies that a student becomes involved within his or her community and society; therefore, service learning is essential for developing individual success among students.

Dewey’s (1929) ideas and theories impacted the education and schooling system in the United States for the entire 20th century. The 20th century witnessed a burgeoning of opportunities for community service through the establishment of such programs as the Civilian Conservation Corps in 1933, the Peace Corps in 1961, and AmeriCorps 1993 (K. Spring, Grimm, & N. Spring, 2008). The practice and application of service learning as a teaching method was introduced in the 1970s in public education. Spring, Grimm, and Spring (2008) stated that

The development of service-learning as a pedagogical method that integrates community service into the course curriculum began to crystallize in the 1970s. The field has defined the practice through the establishment of a set of research-based standards, which has been used to inform practitioners. (p. 5)

Service learning since the time of Dewey has become more application rather than theory.
Standards for Service Learning

Service learning has been shown to be an effective tool inside the classroom by implementing the service with standards that address student outcomes. Using the K-12 service-learning standards for quality practice provides guidance for new programs within a school. These eight standards were created by the National Youth Leadership Council (2008) and were designed to be used as a tool for effective practice.

Roehlkepartain (2009) states that

Whether you are just getting started or you’ve been doing this for a while, being intentional in addressing each of these standards will help you grow and strengthen your efforts. As with any process, your goal ought not to be perfection, but steady progress and continual improvement. (p. 13)

Some of the most effective standards that were created originated from the National Youth Leadership Council (2008). These standards are outlined below by the Leadership Council.

1. Meaningful service. For example, students must participate within activities that enhance their development as a social leader in terms of relationships and developing positive relationships.

2. Link to curriculum. Service learning should be used in- and outside the realm of the classroom in order for students to develop positive social outcomes.

3. Reflection. Service learning should include an evaluative process that links student outcomes with skills that apply within their lives. Instruction needs to include activities that promote evaluation of one’s ability to help others and to self succeed.

4. Diversity. While engaging with service-learning, students should be able to identify and promote differences among their peers and outside members of the community.
5. Youth voice. Students engaged with service learning must become leaders of the improvement and success for their educational community.

6. Partnerships. The development of positive relationships need to be enforced and created within service-learning activities.

7. Progress monitoring. Specific goals and obligations of students need to be enforced by a member of the educational community.

8. Duration and intensity. Service-learning projects and standards need to be set in place for the long run. Service learning cannot be a one in a lifetime opportunity for students; however, it needs to be a continual process which engages and promotes the participants.

The research indicates that if these standards are addressed, service learning can be successful for students. “Outlining projects in terms of best practices represented by the standards has become a requirement for federal funding for service learning” (National Youth Leadership Council, 2008). These standards help identify and promote effective development of positive outcome. The uses of these standards help make service learning a positive enforcement within the educational community by placing value on the learning process. Kielsmeier (2010) states,

These carefully crafted guidelines with their detailed indicators of progressive development mark service learning as a pedagogy of engagement applicable as a learning strategy for use in every level of schooling and every discipline. (p. 12)

The use of these standards with service learning help students develop socially, academically, and creatively by placing emphasis on what can be accomplished through service
activities. These standards help address the specific outlines for creating a positive service-learning program within an educational setting.

Positive Social Outcomes from Service Learning in K-12 Schools and Higher Education

In today’s educational system service learning is being used throughout the United States. The Corporation for National and Community Service (CNCS) (2008) has demonstrated that “K-12 Schools continue to value their role in educating young people to be active and committed citizens . . . [however] over the past decade we have seen a decline in the percentages of schools that integrate service into classroom curriculum” (p. 34). This report can lead to the implication that social outcomes are becoming extinct within public education, due to the non-use of service learning. Billig (2011) states, “Recent evidence suggests that there is a growing problem of civic disengagement among youth in the United States” (p. 12). Through service-learning students are asked to perform and reflect on activities that engage their knowledge with social problems within society.

The substantial growth in service-learning documented by federally funded studies conducted in 1979 and 1999 has not continued. In fact, the 2008 survey reveals a reversal of that trend, with the percentage of schools with service-learning declining from 32 percent in 1999 to 24 percent in 2008. (CNCS, p. 4)

Research by the CNSC (2008) indicates that service is no longer a factor when school administrators are faced with state standards and a tight fiscal budget. For example, one author notes from the report that, “When faced with budget constraints and state curriculum requirements, many schools are likely to place service activities outside of the
curriculum and use methods other than service-learning in the classroom” (p. 36). This trend of non-use of service learning is a key indicator: when used within the classroom, students become more engaged within their society. The positive social outcome from service learning is that it can lead students to become aware of their society. It also indicates that they are willing to participate within their political structure by becoming involved with service learning.

Throughout the history of American education, service learning has not become a widely accepted practice within the classroom. Kielsmeier (2010) states, “Service learning has never been a mainstay of public education. Few teacher education programs have focused on this way of teaching, and some educators find it challenging to extend instruction beyond the physical walls of the school” (p. 10). That is not to say that the service-learning movement has become extinct within our education system. Many schools and educators use service learning today in order to provide students with a democratic education. Kielsmeier states, “Twenty years ago, dedicated educators largely based their support of service learning on professional wisdom and what they saw happening in and outside of their classrooms when they encouraged their students to tackle real life issues in their communities” (p. 11). During the early 1990s, service learning had a major influence on education. In 1994, the National and Community Service Act was passed: “The National and Community Service Act (1994) was a major breakthrough for service learning creating Learn and Serve America bringing with it federal funds for service learning for every state education agency” (Kielsmeier 2010, p. 8). However, service learning did take a slow turn due to funding and standardized testing. Unfortunately,
service learning was not seen as an academic discipline that would increase the test scores; therefore, programs that involved students with the community were replaced with rigorous data-driven curriculum. “Funding for Learn and Serve remained flat—and in real terms it declined” (Kielsmeier, p. 8). The service movement died with No Child left Behind (2000); however, was recently revived by President Barack Obama.

Kielsmeier (2010) states,

In April 2009 Obama signed the bipartisan Edward M. Kennedy Serve America Act. . . . It recognized service learning not only as a gateway to national service, but also as a strategy for school improvement. The new law calls for high quality service learning practice and curriculum. (p. 13)

The research indicates that standardized tests and mandated curriculum have halted the service movement, however, there are educators who will promote service learning inside the classroom no matter what the times mandate of teachers.

Service learning is still thriving and producing positive social outcomes in higher education; therefore, the results indicate that service learning is being evaluated and used within universities across the nation. Jacoby (2003) states,

As more and more colleges and universities actively embrace the concept of the engaged campus and make civic education a priority, service learning is increasingly cited as a driver of the civic engagement of higher education. (p. 2)

While service learning is declining within K-12 public schools, there seems to be a rise within higher education and community interaction. Jacoby (2003) found that

On September 8, 1994, President Clinton wrote a letter to all college and universities presidents . . . asking for help in inspiring an ethic of service across the nation . . . in response to the president’s call to service the American association of Higher Education and Community Service convened the Colloquium on National and Community Service in January 1995. The
Colloquium has already spawned many additional meetings, workshops and materials that deal with service learning in higher education. (p. 17)

However, the public schools that do in fact practice community interaction within the curriculum have been shown to have significant results of academic and social outcomes among students. CNSC states that “schools that have service learning activities tend to have an environment that emphasizes the importance of service, with 91 percent of those schools also arrange community service activities for their students” (p. 33). Research demonstrates that service learning can have a major impact on student engagement and value for the educational community.

Curriculum of Service Learning and the Development of Social Outcomes

Service learning is a process of teaching students how to engage and promote civic and democratic skills within the classroom. By using service learning as a method of teaching, an educator may be able to identify specific characteristics of social outcomes for students. This will help in defining, identifying, and producing social outcomes for students within the classroom. Within the curriculum it is necessary to establish service learning as part of the academic and social factors for all students. Promoting service learning within an academic curriculum can reinforce the transfer of social development among students within the classroom. Billig (2011) states, “Service learning has the potential to impact participants academic engagement and performance, civic engagement and skills, social/personal development, and career pathways because it connects academics, civics, and social-emotional learning in powerful ways” (p. 44). Within the curriculum, the effects of service learning can enhance the education of a student.
Feenstra (2011) states, “Service learning can be helpful to students in learning about the world. First, service-learning experiences have the potential to increase student’s enthusiasm for what they are learning. They may become passionate about an issue” (p. 69). Using curriculum to reinforce social outcomes can be a positive factor when trying to develop goals and success among service-learning activities. Billig (2011) states, “The specific standards being addressed through service should be discussed so that students can easily see the ways they have applied what they learned” (p. 32). The standards of what can be processed through curriculum can help students identify the social outcomes of their education and actions.

Without an effective curriculum to back the practice of service learning, students and teachers may find very little success for the development of social outcomes. Billig (2011) states, “The research in service learning consistently demonstrates the positive effects linking curriculum to activities” (p. 24). In order to implement service learning effectively, an educator has to establish how goals and curriculum will be used within the classroom. What does the curriculum of service learning look like? Kielsmeier (2010) argues that service learning has always been a program and never a part of the curriculum. Only Until recently have there been standards that are integrated with the educational system within K-12 schools. He states,

These efforts have borne fruit on several fronts, including widely adopted K-12 Service Learning Standards for Quality Practice [standards include] Meaningful Service, Link to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, and Duration and Intensity. (p. 11)

These standards are used as part of developing service learning into the everyday curriculum of a school. The process which engages students is their involvement with
activities that challenge them to think, socialize, and interpret a variety of problems.

Billig (2011) states that “service learning is intentionally used an instructional strategy to meet learning goals and/or content standards” (p. 13). Within the curriculum there needs to be goals that align and produce effective social outcomes:

Service learning has clear articulated goals, service learning is aligned with academic and or programmatic curriculum, helping participants learn how to transfer knowledge and skills from one setting to another” (Billig, Root, & Jessee, 2005, p. 27).

How can the curriculum promote service learning? The process of providing opportunities for kids to serve and learn can implement knowledge and skills for a variety of tasks. Payne and Edwards (2010) state that, “Service learning can reinforce learning for middle grades students, launch them into process for independence in a pro-social manner, and develop the competencies and civic skills they need as they move toward adulthood” (p. 27). The significance of using activities and community discipleship is that students are gaining an experience along with their applied knowledge and skills. Gross (2010) states, “Service Learning can be adapted to early childhood and can help children build early and enduring connections with schools and communities” (p. 24). Gross argues that service learning should become a part of a national accepted curriculum. He believes that service learning provides the opportunity to allow students to take their knowledge and apply it towards helping their community. This application of skills and knowledge can demonstrate what students know and what interests they may have inside and out of the classroom.

The curriculum of service learning promotes students to engage and participate with activities that apply problem solving, developing relationships, and moral ethic
values. The curriculum of social interaction and engagement should be applied to every part of academic studies in school. Educators can use methods and practices of service learning in any subject; therefore, the practice can engage and inspire all students to learn.

Social Outcomes Produced by Service Learning

Research demonstrates that service learning produces social outcomes for students who engage in service activities. Conway, Amel, and Gerwien (2009) state, “Social outcomes deal with primarily with participant’s thoughts and feelings about themselves or their motives or values and their well being. Examples include self-esteem, self efficacy, and career development” (p. 234). The outcomes can be classified into three types: identity, interaction among peers and members of the community, and civic participation. Billig et al. (2005) state, “Service Learning students were significantly more likely to say that that they intended to vote and that they enjoyed school” (p. 25). Billig et al. state that, “Research on service learning shows that it can have multiple positive outcomes for its participating students, schools, and communities” (p. 25). The social outcome of community involvement and participation leads students to evaluate and create positive change for their society. Social outcomes are enhanced through service learning due to the implication and interaction among students and community.

What kind of social outcomes are associated with service learning? Civic engagement, personal identity, the establishment of morals and values can all be associated with service learning. Billig (2005) states, “Research on Service Learning
shows that it can have multiple positive outcomes for it participating students, schools, and communities” (p. 3). The most common use of service learning is to provide students an opportunity to volunteer, or help change some kind of social impact within the community. Looking at the research one can identify a clear link to service learning and the curriculum which is taught within schools. Billig (2011) states, “service-learning incorporates multiple challenging reflections and activities that are ongoing and that prompt deep thinking and an analysis about oneself and one’s relationship to society” (p. 34). Through service learning and curriculum an educator can teach social civic engagement with the academic studies.

Students must be given an opportunity within their education to identify and evaluate what a democratic society is, and why individuals are endorsed to participate within the national community. Kielsmeier (2010) argues that “Service learning creates a bridge of interaction and shared purpose that improves student learning and creates better schools and stronger communities” (p. 8). The social dynamic of school for all students should include methods and practices that teach interaction and participation among the educational and physical community. Educators have the responsibility and obligation to demonstrate for students how to change society for the better. Teaching students to become a part of their community and promote success can help them find goals and values within their education. Kielsmeier states that,

Service learning advocates a view that all people in a democratic society are citizens with the capacity to contribute—regardless of their age, economic background, educational attainment, race or ethnicity or physical learning challenges. (p. 5)
The significance of service learning is that students are promoted to use their knowledge and skills to help society change for the better. Research indicates that service learning promotes positive social outcomes for students. Learning how to become an active civic member among the community requires practice, opportunity, and experience. Bringle, and Duffy (1998) state,

Service Learning encourages civic values and responsibilities through participation and service. At the same time, the field experience tests the student’s commitment to career involvement with people. (p. 178)

The interaction of students and their surrounding society is crucial to developing a successful student. Educators must provide a balanced set of opportunities that encourages, promotes, and defines individual success among society. In order for students to become successful young adults, educators have the responsibility of modeling how to interact with other individuals; therefore, there is a need to provide an opportunity for service and helping them understand their own beliefs, both moral and civic. Speck and Hoppe (2004) state, “Service Learning is more of a program emphasis that represents a set of educational social and sometimes political values rather than a discrete type of experiential education” (p. 56). Through service learning, the research indicates that individuals will become democratic citizens who are engaged and confident individuals that believe in positive social change within their society. The social outcomes produced by service learning include factors that contribute to the development and ability for an American citizen to support and change the society in which they live.

Research states that service learning provides students the opportunity to distinguish themselves and their role within society. When looking at the research one
can determine that service learning allows the individual student to develop strong community values that enhance the learning process. CNCS (2008) states, “Research indicates that service learning leads to positive impact on students civic and academic achievement” (p. 112). The significance of service learning is that individuals are given the opportunity to evaluate and analyze their purpose to help change society for the better.

Service learning gives students the ability to understand and engage with civic projects. Service learning promotes confidence and self evaluation of one’s morals and values; therefore, participants will develop an identity of civic responsibilities. In a study conducted on two groups of students, Bringle and Duffy (1998) identified social outcomes among a class with service learning and a class that did not implement any service curriculum. They found that “Comparison of the two groups showed that students in the service learning section showed significantly more improvement in self esteem and self confidence scores across the semester than their counterparts in the nine service learning sections” (p. 138). The transition for high school students is a switch from a child to adult. In that change they need to become aware of their ability to think for themselves and identify who they are as a democratic citizen. Feenstra (2011) states, “Service Learning impacts identity development” (p. 72). Identifying their role in society is crucial to their development in their educational career. Billig (2003) states, High school students must prepare themselves for the adult world, service learning provides a development of a sense of self competence and self worth, a sense of belonging, and the ability to establish responsibility and independence. (p. 50)
Through the actions and methods of service learning, high school students may be given the opportunity to develop a sense of who they are and what they believe in. More importantly, service learning gives them the chance to take their education and discover their own values and morals within society. The social outcomes attained by service learning are appropriate for the development of a successful independent democratic citizen. The most important social outcome attained by service learning is the rationalization and ability that students have the power to create a positive and moral change within society. It gives them a vision, a tool, and a democratic education that can drive their personal success for the rest of their lives.

Service Learning and Leadership Development

Students go to school to learn, discover, and identify their skills and abilities within a social and educational community. Like academic skills, positive social outcomes can be attained through instruction and practice by using service learning as a means of pedagogy. Leadership development can be attained inside an educational community by using service learning as method of instruction. “Leadership is a process of reciprocal influence among members of a social unit intended to help members of that unit achieve a shared goal that matters to more than one person” (Lai, 2009, p. 106). Leadership like math, science and history, can be taught to students by using activities that require them to ask questions, work as a team, and accomplish shared goals for success. An educator can provide a school activity that requires students to participate, operate, and create service activities. By having students engage in community activities like fundraisers and school events, students are given motivation to develop leadership. “When
all students become increasingly engaged in a process and develop confidence in their ability to experiment with new ideas, improve their skills, and consequently speak out, on issues that influenced on the achievement of the shared goal” (Lai, p. 109). Leadership is a goal and standard in which can be created by pursuing service learning in a high school.

The activities of service learning include giving students an opportunity to work together among peers, staff and members of the community for a common goal. Developing leadership skills inside the educational community requires that students have the ability to achieve a common goal or vision. Service-learning activities allow students to voice their opinions on how to develop success among their community. Mello (2004) states that effective elements that are associated with service learning can include student voice, and civic responsibility are two of the seven elements for service learning. Mello states,

**Student Voice** means that that students plan their projects and that they take part in reflection, evaluation, and coloration. . . . Civic responsibility is the promotion of student responsibility to care for others and contribute to the community and an understanding of how students impact their community. (p. 5)

Student voice and civic responsibility our two elements of service learning that promote leadership due to the process of students becoming engaged with their success alongside the values and goals of the community in which they are placed in. Newman, Bruyere, and Beh (2007) state,

**Leadership in the context of natural resource management takes on new importance and it implies that the actions of individuals are directly related to a natural resource organizations ability to succeed in and adaptive management framework.** (p. 57)
Through service learning students can have instruction that promotes the application and skills required to develop leadership qualities.

Leadership development among high school students requires experiences and activities that create a cohesive team atmosphere. Activities can include school fundraisers, students teaching students, and the development of a positive friendly environment. Newman et al. (2007) state, “A secondary benefit of service learning is the potential for students to reflect on and hone leadership skills” (p. 59). The activity is not what defines it as being service learning; however, teaching and reflecting on the activity in terms of leadership development among students is service learning. “Other studies have shown that service learning-learning can lead to the development of personal leadership skills, a connection to community, and pragmatically job specific skills for students” (p. 63). The teaching and application of leadership skills are developed by incorporating student action and personal reflection.

When students believe that they can contribute to the success of a community, they will become empowered to obtain personal success. Providing the experience of service learning created opportunity to empower students. One student who was involved with a service learning event stated that, “If you are committed to the cause you are going to be empowered…you’re going to put energy into it, which feeds into being inspirational, doing the right thing” (Newman et al. 2007). Service learning provides doors of opportunities for students because they begin to fulfill a role among a group of peers.

The opportunity to introduce service learning inside the classroom can allow students to develop leadership skills that will empower them to acquire success. Creating
community events and assigning a team of students to manage and operate the function can promote empowerment of goals and success for school achievement. In written surveys of leadership and service learning, one student states,

I think this class has started to mold me in how to become a better leader and how important a leader of a group really is. I think that doing all of the group activities and doing all of the proposals as a group, we’ve all been picking up roles here and there. (Newman et al., p. 72)

When an educator creates a team of students and allows them to work together to create a school event, leadership development is created. The opportunity and direction of student-led success should be guided and reflected by both instructor and student. Through reflection, application, and engagement, students who participate in service learning develop leadership skills that will enhance their understanding and social outcomes within their lives.

Student Engagement and Reflection Through Service Learning

Service learning can promote student engagement for participation, enjoyment and success within an educational community. When students are included with the decision making of their actions, they are given a voice that allows for the input and services that are required for success. Billig (2000) states, “students who engaged in service learning were more likely to increase their self esteem and self efficacy” (p. 660). Newman (2011) argues that service learning “reverses student disengagement from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities” (2011, Report from the National Commission on Service Learning, 2011). Providing opportunities that motivate students
to become part of a community and develop success as a team creates engagement and excitement. Creating school functioned activities creates service opportunities for students to apply their skills and knowledge toward a specific task. The National Commission on Service Learning (2011) states, “We have seen that service learning motivates young people to learn and be involved in learning activities” (p. 6). Working with other students, the individual may begin to work and form positive relationships with his or her peers. This creates positive social relationships which develop life skills for a high school teenager. More importantly, the development of an identity and self-interest is created by service learning which allows the opportunity for a student to invest in his or her community. This investment is caused by students wanting to develop success and it is what motivates kids to work hard and receive life skills.

A study conducted by Conrad and Hedin (1991) measured motivation among 1,000 students, ages from 9 through 12 who were engaged with service learning activities. The researchers found that “The instruments measured changes in student’s attitudes toward school engagement in learning, as well as several psychological, and moral and social development outcomes” (Furco & Root, 2010, p. 17). The positive social outcome of student engagement is a tool which will help youths become aware of their significance within society. “In schools that have more 20% of teachers engaged in service learning, the activities promote dialogue about the best way that students learn and transfer education” (Billig 2000, p. 658). Student engagement is the key to open doors for student learning and development. Teaching students to become self motivated for success is created by using service-learning activities and allowing students to become motivated.
Student engagement and academic success relates to the notion of feeling of belonging and wanting to succeed within a community.

Engagement in community based experiential learning activities exposed students to factors and opportunities known to mediate academic achievement, including opportunities for students to act autonomously, develop collegial relationships with adults and peers and boost their self esteem of self efficacy. (Furco & Root, 2010, p. 17)

Students need to be motivated to learn, develop leadership, and promote positive social relations with other members of the community.

Student engagement is produced by serviced learning because a student is actively becoming involved with their education. Educators who use service-learning activities within their school need to implement reflection and activities that offer success for all students. Student success and student engagement are linked in that research demonstrates that engagement increases academic outcome among an educational community. Service learning creates an education environment where students are engaged with their education; they become goal oriented. Students are asked to volunteer for the task, and when the job is completed there is reflection of the success and overall effects of the activity. The act of getting students engaged in something is to give them choices and reflective discussions. Student engagement is crucial for determining the success for all students.

The difference between service learning and volunteerism is that a student reflects on the impact of service and what they learned; opposed to community service where one’s actions are only a one-sided process. The National Youth Leadership Council (2008) clearly identifies reflection as “service learning incorporates multiple,
challenging reflection activities that are ongoing and that prompt deep thinking and analysis about one’s relationship to society.” Deep reflection and analysis is a crucial component of service learning because students need to reflect on what skills and social benefits were achieved by the acts of them participating in service programs. Billig (2010) argues “effective service learning student voice is maximized in selecting, designing, implementing and evaluating the service learning project” (p. 667). Each project needs to be reflective and equal among each member of the group. “Educators involved in service learning engage in ongoing reflection and analysis to determine how to improve educational services to students” (Billig, 2000, p. 660). The significance of using analysis and reflection is that it can help students analyze what their role was in the specific activity. Reflection that is used within service learning can be very different based upon the social outcomes. If students are developing life skills, their reflections will pertain to how they feel toward personal and communal action. Billig (2010) argues that there are specific indicators to use for proper effective reflection during a service-learning project. They include verbal, written, and artistic manner of sharing thoughts and ideas among a group of individuals. Billig states that reflection should happen before, during, and after service-learning activities. The idea is for all members of the educational community to access and make changes needed. Reflection also allows an individual to look back on his actions with other members that were supportive and caring. By analyzing their choices and actions, they can begin stages of higher learning.

Student reflection during the participation of a service learning project enhances and creates opportunities for the evaluation and development of many different
types of social outcomes. Students who engage in service learning need to evaluate their contributions to their community and society. This reflective nature that lines action to service and what they learned is life skills. Dewey (1938) believed in reflection and education and the experience which is created for the students. The National Service Learning Clearinghouse (2012) states,

Dewey saw reflective thinking as a way to discover specific connections between actions and consequences. He believed that reflective thought would help students learn from experience and improve their problem skills. (p. 44)

In order for social outcomes to be developed among high school students in service-learning activities, reflection is used as a tool for analyzing the benefits and outcomes that were achieved. To provide a meaningful and educative experience, educators also need to develop a process for reflection. The method creates an opportunity for students to analyze their own actions and link them to what they learned from their experience. “A fairly substantial number of studies have shown that students achieve more when they are encouraged to assess their own contributions” (Billig, 2011, p. 12). The reflective process created a learning pedagogy in which students are interactive in learning new skills and actions. The reflective process needs to be emotional, evaluative, and taken serious by all parties of service learning. “Several studies of service learning have shown that it is not the quantity but the quality of the reflection that matters” (Billig, 2011, p. 12). Using reflection as part of the service-learning curriculum is essential when trying to produce positive outcomes. Service learning requires that steps be taken for students to achieve a reflective association of their goals. The National Service Learning Clearinghouse (2012) states, “personal development outcomes that result in reflection include, Awareness of
self, a sense of community, ability to take control of one’s own life, opportunities to reflect on service” (p. 45). The reflection part of service learning is vital for the development of positive social outcomes. The development of engagement and higher thinking is created out of reflection on service and skills acquired during the student’s experience.

“Reflection allows youth to form personal and social identities in community service settings, especially with regard to agency, social relations, and moral [awareness]” (National Service Learning Clearinghouse). Reflection promotes social evaluation of one’s identity, actions, and goals toward a specific task. The idea behind reflection and service learning is that it can enhance the positive outcomes, by asking students to evaluate their new learned skills and apply them to one’s life.

Conclusion

The research indicates that service learning has a tremendous impact on student learning and the development of positive social outcomes. By looking at the history of service learning, one can identify the progressive measures of the practices used throughout time. One can also indicate that with the tight fiscal budget problems of school and the state standards, service learning is becoming extinct within public education. This result has a direct impact on the civic and communal engagement by students across the United States. The research indicates that service learning promotes a commitment to the community and develops inspiration for students to make positive changes for society. Billig (2005) states, “Students who participated in direct service learning were most attached to their communities” (p. 23). The attachment to community is a direct link in helping students understand who they are and what their education can do
for them. Conway et al. (2009) state, “The largest mean for any of the four categories was for academic or learning outcomes. . . . Social outcomes had the second largest effect size” (p. 238). The practice of active learning creates and provides educational opportunities for all students. The result that service learning promotes social and academic achievement can be related to the ability of a student to form a sense of belonging within an educational structure. A study conducted by Billig, Root, and Jesse (2005) found that “Students were encouraged in service learning tasks that challenged and stretched cognitively and developmentally, which resulted in school attachment, civic skills, efficacy, and civic engagement” (p. 67). Furco and Root (2010) found that

Reviews of K-12 service learning research include close to 70 studies, most of which have found positive impacts on participating students academic, civic, personal, social ethical and vocational development. (p. 16)

The authors of this article collected data which has shown positive impact for student learning due to service programs implemented by schools. One piece of research indicated that “positive but limited effects in subject matter achievement from participating in service learning were noted in a recent large scale study using panel data from 1988-2000 National Education Longitude Study” (Furco & Root, 2010, p. 17). Limited effects include the size and scale of schools in the nation in participating service-learning programs. However, though the research is far from completed, one thing is certain, service learning does promote student achievement by developing positive social outcomes. The authors use their findings from the 1988-2000 National Education Longitude Study to examine what kind of outcomes were produced for students participating in service-learning activities.
Engagement in community based experimental learning activities exposed students to factors and opportunities known to mediate academic achievement, including opportunities for students to act autonomously, develop relationships with adults and peers and boost their self esteem and sense of self efficacy. (Furco & Root, p. 27)

The authors note that students who participate in service-learning activities take their knowledge and apply evaluative skills to real-life problems. The development of these life skills leads to civic engagement, personal identity, and the ability to help people in need. In the most basic foundation, service learning provides the opportunity for an individual to become a participant of change within his or her community.

The impact of service learning can help a student develop a personal relationship with society. Zaff and Lerner (2010) state, “Both required and voluntary school based service results in increased rates of voting and volunteering in college and adulthood” (p. 21). The authors agree that service learning promotes civic virtue possessed by an individual. The rationalization of service learning is that it helps students understand and create their own values and perceptions of the world in which they live. The authors enforce the idea that educators must promote and allow students to apply their knowledge within their community. “The benefits of service learning programs appear to outweigh the liabilities” (p. 21). The social outcomes for service learning is that it can be used as a tool for teaching values and practices of a democratic society. Service learning provides the social outcome of developing a sense of one’s identity and what role he or she want in changing the world. Feenstra (2011) states, “Service learning seems uniquely suited to address the requirements both for self-knowledge and for world knowledge” (p. 71). In terms of democratic values, students can take their skills and knowledge and help others
for the benefit of making a difference within a number of personal communities. The social outcomes produced by service learning include civic identity, communal relationships, and the transformation of education into a life skill of experience. With service learning being used within the classroom, students are given opportunities to recognize who they are as a democratic member of society, and allows them to believe and function as a change agent within their own regional, political and personal community. Service learning provides and maintains a pedagogy which drives students to become aware of their significance within the society in which they live. The positive social outcomes which are produced can be defined as tools for building and maintaining ideas, morals, and values of a democratic citizen within society.
CHAPTER III

METHODOLOGY AND RECOMMENDATIONS

Introduction

The service-learning project, which the author developed and created for a small school, influenced positive social outcomes among the student participants. Conrad (1991) states, “Well run, well conceptualized community service programs can influence social development” (p. 747). Through the process of conducting the author’s project, social outcomes like leadership, participation, and relationship building were addressed and assessed at multiple points throughout the program. These outcomes were assessed through implementation of research-based standards created by the National Youth Leadership Council (2008). These standards were used as devices and guides for developing effective components of a quality service project.

For each stage of the service-learning project, the author’s plan was to model a school program that was based on the recommendations and structure of the K-12 Service Learning Standards for Quality Practice (National Youth Leadership Council, 2008). The National Commission on Service Learning (2011) states, “Resources are available that link service learning with standards that include descriptions of service projects and how they meet specific standards as well as planning and assessment tools” (p. 37). These standards have been proven to produce quality service projects for educators to use and produce within their schools. “NYLC worked with leaders in service-learning and
engaged Research Corporation to ensure that the standards included the strongest evidence based elements of effective practice” (National Youth Leadership Council 2008). By addressing needs and organizational requirements for a successful service-learning program, the standards were used throughout the project.

Area of Need: Identify and Investigate

The need for school leadership and a positive school culture was identified as an area for concern among the students and staff members of CCS. The need was identified through a school survey which the author created to evaluate student perception of their school culture and their role as leaders among fellow peers. This chapter summarizes two sources that were used to create and implement the service-learning project. This chapter also outlines how each standard is evaluated and applied for the development of positive social outcomes within a small school setting.

Stages of Service-learning Program

Each stage of the service-learning program can be explained through research and application of service-learning pedagogy. This project offers a service-learning guidebook (Appendices A-G), along with other resources for developing a service-learning program to promote positive social outcomes among high school students. The leadership/service guidebook provides an in-depth look into how the service model was created and what service-learning strategies were used to create an effective program. Effective service-learning projects can develop positive social outcomes among students who participate in the program. The National Commission on Service Learning (2011)
states, “service-learning can be used to meet standards in single or multiple disciplines to demonstrate learning in a culminating project” (p. 35). The author’s project used service learning to educate and provide opportunities for students actively engaged with their community and their school. Social outcomes that are created from service learning can include leadership development, creation of positive, meaningful relationships among mentors and peers, and civic engagement.

The experience of education offers students the opportunity to develop their skills, knowledge of the society in which they live, and skills through which they can serve that society. The National Service Learning Clearinghouse (2012) states,

As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge, values as well as ideas and hence support social, emotional and cognitive learning and development.

The development of social outcomes is evaluated based on the goals established for participants. Service learning provides and integrates real life activities in which students are asked to become community leaders, members, and agents of change.

Source 1: K-12 Service-learning Standards for Quality Practice

There are many different resources and research that outline how to create a service-learning project within your school. Research on service learning argues that quality practice of service learning requires standards that describe function and application for a quality service-learning program. Kielsmeier (2011) states,

For the past thirty years, academics and teacher researchers representing many disciplines have endeavored to bring scientific scrutiny to bear on service learning. These efforts have led to the widely adopted K-12 Service Learning
Standards for Quality Practice. . . The K-12 Service Learning Standards have come to mark service-learning as a pedagogy of engagement, applicable as a learning strategy for use in every level of schooling and every discipline. (p. 6)

The K-12 service learning standards established by the National Youth Leadership Council (2008) were used to model an efficient quality service project within my small school setting. Table 1 explains how the author implemented each standard with a specific stage of the service-learning program. I also outline the reasons for using the standards and how the author monitored and assessed my program in terms of efficiency and student outcomes.

Table 1

*Stages and Standards of a Service-learning Program*

<table>
<thead>
<tr>
<th>Stages</th>
<th>K-12 Standards for quality practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program management</td>
<td>Partnerships, meaningful service, duration, intensity</td>
</tr>
<tr>
<td>Classroom design/instruction</td>
<td>Link to curriculum, reflection, partnerships</td>
</tr>
<tr>
<td>Activities</td>
<td>Meaningful service, diversity, partnerships, youth voice</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection, progress monitoring, link to curriculum, duration, intensity</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Progress monitoring, reflection, duration, intensity</td>
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</table>

Source 2: Six Components of an Effective Service-learning Program for Your School

In order for service learning projects to be effective, specific stages of completion must be applied. Billig (2011) states that
service-learning typically is comprised of six components; investigation, planning, action, reflection, demonstration, and celebration. It is important that activities be accomplished in small groups since research shows that having students work in small groups has greater effects than when students work as a whole class or work alone. (p.12)

These six components were used to help me design the model and stages for my project.

Table 2 breaks down each stage of the author’s program with stated objectives and purpose for the program. With the standards and these six components, service learning is very effective when creating and developing a program.

Defining and Using the Standards for This Project

The research that supports the K-12 Service Learning Standards for Quality Practice outlines that these standards are efficient when creating a successful service-learning project. The standards were used to assess and create stages for my program.

The dynamic and exciting standards offer educators an opportunity to create and measure their very own service-learning project. Billig (2011) states that,

These standards were based on a review of the research both in the field of service-learning and in the field of education more broadly. In the following sections, a brief description of the components of service-learning is provided, followed by a listing of each of the standards and indicators of high quality service-learning and a short review of some of the research base associated with each. (p. 12)

The K-12 Service Learning Standards for Quality Practice provided by the National Youth Leadership Council (2008) can be very useful in the design of the service-learning program within any school. The standards address the practice of service learning and recommended strategies for implementation. The National Youth Leadership Council (2008) defines the eight standards as “These carefully crafted guidelines
Table 2

*Stages, Standards, and Evaluation of Objectives and Outcomes of a Service-learning Program*

<table>
<thead>
<tr>
<th>Stages</th>
<th>Standards for quality practice</th>
<th>Evaluation of objectives and outcomes</th>
</tr>
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<tbody>
<tr>
<td>Program management</td>
<td>• Meaningful service</td>
<td>• Organization</td>
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<td></td>
<td>• Partnerships</td>
<td>• Leadership development</td>
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<tr>
<td></td>
<td>• Duration and intensity</td>
<td>• Relationships</td>
</tr>
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<td></td>
<td>• Progress monitoring</td>
<td>• Democratic role within community</td>
</tr>
<tr>
<td>Classroom design/instruction</td>
<td>• Link to curriculum</td>
<td>• Monitor and evaluate student’s perception of school, community, individual success</td>
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<td></td>
<td>• Diversity</td>
<td>• Democratic class instruction where students discuss and analyze needs for community</td>
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<tr>
<td></td>
<td>• Reflection</td>
<td>• Engagement and participation</td>
</tr>
<tr>
<td>Service opportunities</td>
<td>• Youth voice</td>
<td>• Fundraiser</td>
</tr>
<tr>
<td></td>
<td>• Progress monitoring</td>
<td>• School events</td>
</tr>
<tr>
<td></td>
<td>• Partnerships</td>
<td>• Community service</td>
</tr>
<tr>
<td></td>
<td>• Reflection</td>
<td>• Local/federal/universal</td>
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<tr>
<td>Reflection</td>
<td>• Link to curriculum</td>
<td>• Evaluation tool of what students are learning while participating within program</td>
</tr>
<tr>
<td></td>
<td>• Meaningful service</td>
<td>• Impact of service learning on student’s education</td>
</tr>
<tr>
<td></td>
<td>• Progress monitoring</td>
<td>• Positive outcomes that are developed</td>
</tr>
<tr>
<td></td>
<td>• Reflection</td>
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</table>

*table cont’d*
with their detailed indicators of progressive development mark service learning as a pedagogical of engagement applicable as a learning strategy for use in every level of schooling.” The information provided by these guidelines help improve the practice of using service learning as a teaching strategy. The National Service Learning Clearinghouse (2012) states that these standards can be used to “develop service learning as a field in order to help leaders organize effective strategies to increase best practices in teaching service learning.” In the case of the author’s project, these standards were used to create the service-learning instruction and activities for the students.

**Standard 1: Meaningful service.** The National Youth Leadership Council (2008) defines meaningful service a process of student involvement with a cause that is personally relevant. Students are “engaged participants in meaningful and personally relevant service activities.” Some of the indicators of meaningful service include valuable and democratic activities for students. Providing students an opportunity to serve and learn can help engage them with their educational community and develop positive social outcomes.
The new leadership/service-learning project had students volunteer their time to help create a positive fun school environment. Students were asked to evaluate objectives and services that are needed for the success of the educational community. Students discussed and developed activities, actions, and services that were important for their lives. Billig (2011) states, “students enjoy learning more and they learn better when topics are personally interesting and related to their lives” (p. 9). Students were asked to identify a need for service for their educational process. Students were provided an opportunity to problem solve and serve others by demonstrating compassion, leadership, and social reasonability through the service-learning program.

**Standard 2: Link to curriculum.** The second standard teaches students how to develop their social needs as well as meet educational goals. The National Youth Leadership Council (2008) states, “Service Learning is intentionally used as an instructional strategy to meet learning goals and or content standards.” An effective service-learning program must align service activities and reflections with clear and concise objectives for students. These objectives need to be measurable and reflected upon within a classroom setting for participants.

The leadership program provided that students meet in a classroom to discuss how they can develop a positive school environment that linked community and school involvement. These meetings were guided by an instructor that provided a lesson plan, review activities, and standards for the program. The students were asked to develop questions on how they believed they could help find solutions. The classroom setting included instruction, planning, and reflection by and among the students.
**Standard 3: Reflection.** Reflection in a service-learning project provides analysis and contributes to critical thinking among student participants. Chapter 2 of the guidebook (Appendix B) includes reflection activities used to create the service learning project. When completing an act of service, students need to evaluate the role they played during the provision. “Service Learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship with society” (National Youth Leadership Council, 2008). Reflection in service learning is the mechanism that evaluates, identifies, and develops comprehension of skills obtained through experiences. Reflection activities can include individual analysis, group comprehension, or self-observation of goals and skills acquired through service. Billig (2011) states, “service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about one’s self and one’s relationship to society” (p. 10). Reflection in service learning promotes higher-level thinking in terms of students identifying their role within their community.

Specific guided instruction needs to ask the right kind of reflective analysis for students. Stanley (2008) states, “Sample questions included: ‘What do you see as your major strengths as a new teacher? Summarize your major insights into the nature and challenges of teaching during the practicum. In what specific ways could we improve the contribution of theory to practice?’” (p. 57). Raising student awareness on their impact on the educational community is a by-product of reflective analysis. Students gain insight at their goals and skills that were acquired before, during, and after their service.
Reflection requires that students evaluate their success and development within a service-learning program. Student reflection requires that the service-learning provider adequately equip students with forms, discussion models, and personal analysis on skills gained through a service-learning project.

*Standard 4: Diversity.* Focusing on the value of culture and society, students were asked to evaluate and discuss the status quo of society. “Service learning promotes an understanding of diversity and respect among all participants” (National Youth Leadership Council, 2008). The diversity standard creates trust and respect among students because strengths are analyzed, along with weaknesses of the group. Service learning promotes teamwork and the success of the community not the individual. In the author’s program, everyone’s opinion and arguments were valid because all members of the group were equal and encouraged to speak openly. This component is essential to both a successful service-learning project and the development of positive social outcomes.

Diversity played a very important role in my service-learning project because it allowed for students to perceive society from many different cultures. Billig (2011) explains the significance of using service learning to expose students to dynamic and unique cultures, ideas, and values that are present within a community: “One of the reasons why an emphasis on diversity works is that the focus personalizes learning and shows respect for the learner” (p. 7). The author’s service-learning program provided many different types of reflective activities, which included the analysis of student
perceptions of self and community. Student reflections were also evaluated in terms of what students were learning while actively engaged with service learning.

*Standard 5: Youth voice.* Giving students the opportunity to identify themselves in a democratic society can have a tremendous impact for their future success. This component of service learning is very important to the creation of the author’s project because it is the element that drives the development of leadership skills and engagement among students. During the planning and investigation of community/school needs, students were asked to work as a team to obtain success. Students created and developed their own service through ideas about what they believed needed to be changed for a more positive social environment. Students were given opportunities to voice their opinions and develop themselves as leaders within society.

*Standard 6: Partnerships.* Creating partnerships with your school, community and students is developed by using service learning. “Service-learning partnerships are collaborative, mutually beneficial and address community needs” (National Youth Leadership Council, 2008). Making friends helps the development of student activities and identifying needs within the community. The act of service in the program includes the priority of helping and serving all members of the community.

*Standard 7: Progress monitoring.* “Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability” (National Youth Leadership Council, 2008). Monitoring and evaluating students requires evaluation of progress and development of a program.
**Standard 8: Duration and intensity.** This standard was applied through extensive analysis and reflection of the progress of service and learning and outcomes among student participants. The duration of the project described in this paper was two semesters at the school. Within that duration of time, positive social outcomes were developed among student participants. Chapter 3 of the guidebook (Appendix C) shows service activities used in the leadership/service learning program at CCS. These outcomes were determined through the responses on the pre- and post-survey that was distributed by the instructor that asked students to complete. Students responded to questions about goals and attributes of service learning with a sense of leadership, civic engagement, and confidence in their abilities to serve and learn.

A successful service-learning program develops with the future needs of the educational community. “Service learning has sufficient duration and intensity to address community needs and meet specified outcomes” (National Youth Leadership Council, 2008).

An assessment was conducted using a survey that the author provided for the members to evaluate their beliefs and values regarding school culture (Chapter 2 of the guidebook, Appendix B). The development of outcomes for student needs requires that inquiry and action be taken by an educator. The future of the program relies on the process of evaluating the positive impact of service learning and school success.
The significance of using the K-12 service learning standards established by the National Youth Leadership Council (2008) is that they provide effective practice. The standards were used within every aspect of creating this leadership/service-learning project. The leadership/service-learning project required that the author implement researched-based qualities of effective practice. Roehlkepartain (2009) states,

Just calling something “service-learning” does not guarantee that a project will realize its potential impact. Offering all the components of high-quality service-learning is critical. In 2008, the National Youth Leadership Council and RMC Research completed an extensive review and field consensus-building process to identify standards of quality supported by research that shows the standards do, in fact, improve outcomes. . . . The standards were used as guidelines to establish the programs organization, objectives and practice. (p. 12)

The K-12 service learning standards have been shown to produce effective service-learning programs through research. Chapter 4 of the guidebook (Appendix D) provides resources that can be used for implementing a service-learning project at a small school. By developing guidelines and assessments for this project’s application of the standards, the author constantly reviewed all stages of the project through the standards. Each standard was addressed in creating the leadership/service project; therefore, objectives, activities, and reflections were all based on the standards and their qualifications for effective practice.

Methodology

The CCS leadership/service-learning project for this master’s culminating activity was a student-led organization that offered students the opportunity to serve their
educational community. Students were advised and mentored throughout the duration of the project. The school in which the project originated is a small private institution that offers services for grades 7-12. The program was called CCS Leadership Team and included participation of students from all grade levels.

The CCS leadership/service-learning project was modeled after the criteria for effective service learning as stated in the K-12 Service Learning Standards for Quality Practice (National Youth Leadership Council, 2008). The stages of the author’s leadership/service-learning project resembled quality practice models for service learning. The project was modeled by applying the six components of a successful service-learning project described by Billig (2011): “Service learning is comprised of six components: Investigation, Planning, action, reflection, demonstration and celebration” (p. 8). These six components were used during the process of creating my stages for the service-learning program. The following five stages in my service-learning program are

1. Program management
2. Classroom design/instruction
3. Service opportunities
4. Reflection
5. Evaluation

The CCS service-learning leadership program provided preparation for students to design, model, and influence their school culture through service. Table 3 outlines each stage of the author’s project which aligns the standards and objectives for positive social development among students. Through service, students engaged
### Table 3

**Service-learning Program Stages and Objectives**

<table>
<thead>
<tr>
<th>Program stages</th>
<th>Objectives for each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management</strong></td>
<td>• Organize team of motivated students&lt;br&gt;• Identify need for meaningful service&lt;br&gt;• Gather data&lt;br&gt;• Establish what social outcomes can be developed through service learning</td>
</tr>
<tr>
<td><strong>Classroom design/instruction</strong></td>
<td>• Create democratic classroom&lt;br&gt;• Service learning activities&lt;br&gt;• Reflections&lt;br&gt;• Plan and design activities&lt;br&gt;• Discuss impact of student service&lt;br&gt;• Discuss needs for education community</td>
</tr>
<tr>
<td><strong>Service opportunities</strong></td>
<td>• Align activities with student needs&lt;br&gt;• Allow for youth voice to create and implement activities&lt;br&gt;• Reflect on service&lt;br&gt;• How can students impact their community?&lt;br&gt;• Establish role and perceptions of students during activities</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>• Reflective activities that analyze students’ impact on their community through service&lt;br&gt;• Activities include verbal, written, group discussion, personal interviews, evaluating one’s actions through service&lt;br&gt;• Reflection needs to be conducted before, during, and after service-learning activities</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>• Continues process of providing services to students that develop positive social outcomes&lt;br&gt;• Keep evaluating what positive social outcomes can be established through service-learning program&lt;br&gt;• Provide time to address needs of educational community&lt;br&gt;• Reflection needs to be conducted by all members of educational community&lt;br&gt;• Analyze impact of service learning within your school</td>
</tr>
</tbody>
</table>
themselves with reasonability, ethic and moral analysis, and positive social outcomes. Outcomes included leadership development, positive social relationships, and empowerment for success. These outcomes were continuously measured through reflection on service activities before, during, and after conducting the activities.

The initial phase was a needs assessment in which students identified positive school culture as a need and also one in which students wanted to take action to change school culture. After analysis of the results with the administration and students, it showed that a school leadership program was needed for the support of school morale. The author created a leadership program by using the practice and teaching methods of service learning. Following the completion of the CCS leadership/service-learning project, students were again surveyed using the same survey instrument. The five stages of the leadership/service learning are detailed below.

Stage 1: Program Management

The management component of the CCS leadership/service-learning project required the establishment of effective relationships with members of the educational community. Figure 1 refers to the model and process of the author’s service-learning program. This included connecting with local business owners, community workers, and members of my school. To ensure participation of all members required outlining and discussing the purpose and goals for the CCS leadership/service-learning project.

A group of 15 students signed up for the leadership/service-learning project. The leadership/service project provided students with an opportunity to exercise youth
voice for positive change within their school. Students were given a program syllabus that outlined the goals and vision for the program. Students were also advised and guided through reflection, instruction, and service activities to structure their own values and beliefs toward the success of the educational community.

The program required students to volunteer 50 hours toward their service activities for the duration of the school year. Fifty hours is considered to be a reasonable amount of time for the development of effective practice. Chapter 5 of the guidebook (Appendix E) is a presentation of student work samples for the CCS leadership/service learning program. As a group, students discussed activities and opportunities to serve the required hours. Students were asked to meet once a week as well as volunteer for activities and discussions for service within their educational community.
Stage 2: Link to Curriculum

Classroom instruction and design required that a place be designed for the educational experience in relationship to service learning. The students in the CCS leadership service-learning project agreed to meet one hour once a week before regular school hours. The goals for the class meeting were that it was to be the place and time where decisions for service were made. Activities, programs, and school functions were discussed. Students also used the class time for reflection on the service they provided. Each class session ended with a reflection through which students were asked to analyze and evaluate their goals, values, and perceptions of society.

Stage 3: Service-learning Opportunities

Service opportunities were discussed and agreed upon by the entire group of the 15 student members for the CCS leadership/service project. The 15 students continuously planned, engaged and created activities for the development of a positive school culture. Common goals and objectives were established by students regarding the kinds of activities they needed. The results of the survey showed that more activities were needed to engage the community and school. Students felt that they were cut off from their community and they needed people to recognize their success at the small school. Students also discussed aspects of school change which they wanted to be implemented. In the two semesters of the program, four activities were created by the program that linked service with education.

The first service-learning activity conducted by the CCS leadership/service-learning project involved the school track team and the nearby public high school. The
service act required that students donate their time to help install a runway for a long jump pit. As an act of student gratitude, the service-learning program offered to help with the labor and construction of the runway.

The second activity was a pasta feed in which funds were raised for the associated student body at CCS. Students in the CCS leadership/service-learning project recognized that the pasta feed would benefit the entire community. Student outcomes for the project included partnerships, leadership development, and youth voice. The pasta feed was also an event for community members unfamiliar with the school to explore the small private school. The 15 student participants, parents, and staff members of CCS helped contribute to a night that was fun and engaging for all members of the educational community. The activity provided many opportunities for students to demonstrate their skills as community organizers and social servants.

The third activity conducted by the CCS leadership/service team was to invest the school culture into the local community. Student participants recognized that there was a disconnection between the school and its community. This recognition of the community need led to the creation of a community investment project. The community advertisement banner project involved students in the development and investment of community needs aligned with the goals of the CCS leadership/service project.

Stage 4: Reflection

Student reflection on service learning is how positive social outcomes are evaluated among students. The students within the program developed stronger leadership skills and a perception of a positive school culture after the program was implemented.
The service-learning program offered classroom instruction/guidance, the activities provided students with the actions for service, and reflection acquired the outcomes of using service learning as a teaching strategy. Students were asked to reflect on their actions, beliefs, and values within a democratic society. Through their services, the 15 student participants of the leadership/service project were compelled to take on new roles and create new partnerships. They learned to identify who they are in an educational society. Reflections allow the instructor to engage students and help them articulate successes and difficulties in a classroom setting in which students’ actions can be acknowledged and applauded by peers.

Stage 5: Evaluation

Evaluation of the CCS leadership/service-learning project should gather assessment information from all stakeholders, including students, mentors, and peers and should focus on the effectiveness of the leadership/service project at CCS. The evaluation process of the leadership/service-learning project at CCS required the instructor to analyze the social outcomes achieved by the 15 student participants in the CCS leadership/service-learning project. The evaluation process required the instructor to evaluate the success of the program over the time frame of a year. The author/instructor observed, evaluated, and discussed outcomes achieved by the students. The author was able to gather data for future goals, objectives, and instruction for the leadership/service project. Evaluation allowed the author to determine needs and social outcomes that needed to be addressed throughout the project. The analysis of social outcomes developed by the 15
student participants has helped in preparing and organizing the project for a new school year.

The process of changing the program requires that the author evaluate, analyze, and discuss findings among all members of the educational community. The response for effective and engaged practice of the leadership/service project requires that students identify, solve, and serve their school and community. Service-learning instructors need to reflect on and evaluate the skills and opportunities that the students obtained while participating in the service-learning project.
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APPENDIX A
GUIDEBOOK FOR DEVELOPING A LEADERSHIP/
SERVICE-LEARNING PROGRAM WITHIN AN
EDUCATIONAL COMMUNITY
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Examples of Student Work
CHAPTER ONE

INTRODUCTION

How can service learning be used in your school? Identifying a need requires that an educator gather data on the student population. The data can include leadership values, school culture, and needs for the school. The first stage of developing a successful service-learning project requires that a survey/questionnaire be distributed to the entire student population within your school. Once the survey is collected, results should be analyzed among the service-learning group, and democratic discussion needs to promote meaningful service for students. Students can identify a need that is meaningful to their lives.

Research has linked effective service learning with the *K-12 Quality Standards for Service Learning* (2008), established by the National Youth Leadership Council. “NYLC worked with other leaders in service learning and engaged [Research Management Corporation] RMC to ensure that the standards included the strongest evidence-based elements for effective practice” (www.nylc.org/standards). The six components of service learning provided by Shelly Billig (2011) were also used to develop and align multiple stages for the creation of a successful service learning program within a small school. The components of an effective and successful service program include investigation, planning, action, reflection, demonstration, and celebration. These standards can be used to model and design specific stages for a quality service project. The standards are also used to measure effective practice for service-learning practice and development. Using the standards and the six components, a school educator can develop their own project using the researched standards and components. The following components that the author used for the creation of the CCS leadership/service-learning program include the following stages:

1. Align and model project using the K-12 standards and quality components of service-learning projects.
2. Identify a need for service learning within your educational community.
3. Contact members of the educational community and develop positive relationships.
4. Starting your project and creating a supportive, student-led democratic experience.
5. Taking Action: service-learning Activities/Events/Fundraiser.
6. Reflection of service and the development of positive social outcomes.
7. Evaluation of the success and improvements of the service-learning project.
8. Expansion and future goals for the service-learning program.

The following guidebook is composed of eight chapters that provides information for creating a service-learning program that develops positive social outcomes among all
Service-learning projects do not need to be complex and detailed in order for the development of positive social outcomes to be achieved by students within the educational community. Using the *K-12 Standards for Quality Service Learning*, an educator can follow and implement effective practice within their school. No matter what the size of the project, or the scope, service-learning needs to incorporate the entire education community. You want to communicate and advise members of your program for creating and implementing successful service activities. Keeping an open mind and evaluating success and progress requires that service-learning instructors collect and identify social needs of students.

**Identify a Need for Service Learning**

The most important stage to conduct for a service-learning program is to identify the developmental needs for students. Analyzing positive social outcomes requires that an instructor obtain data that supports both student and community needs. Kendall (1990) states that, “Decide what kind of information you want. Some typical questions are: What are the most pressing problems in our community? How could you use students in this organization? How could you use students in new ways in your organization” (p. 20). The use of a survey is crucial when deciding to implement a service-learning project within your school. For example, if the students at a particular school are already conducting service-learning activities, then it would be very hard to implement a program that already exists. However, if you discover a need in which can be resolved by service learning, then you have a great start.

Providing a community based response survey requires that students are asked questions that can be directly related to service learning. The surveys can resemble a variety of tools and knowledge that are applied for bit educator and student. In order for service learning to be applied successfully, a targeted goal must be established.

**Communicate with All Members of the Educational Community**

Building a successful service-learning program requires that an educator include all members of the educational community. The educational community includes staff, students, and all members of the community that surrounds the educational institution. The community involves members from the city, state and nation in which the school resides in. Once a need has been identified for the practice of service in your school, one needs to inform and gain support from all members of the educational community. This requires that you check with your principal and co workers to provide insight and objectives for the program. Inform them of what kind of events will be held, and the goals and objectives of the group. You should list and detail functions, events, and classroom instruction that is obtained from the service-learning program.
In this stage you as the educator and your students go out into the community and make personal relationships with city workers, local business owners, and the members of the public. The students should be asked to write a one page letter that describes their school, and the reason for a strong relationship between community and the school. For a small service-learning project, think in terms of what is local and accessible. Ask students if they have any relations to members of local business and if they would be interested in helping the success of the educational community. School awareness is essential for service learning, because it allows for students to reach out and develop their personal and social skills by interacting with their school and community.

Members of the educational community that can provide support of your service-learning program can include students, parents, community members, and staff of your school. Making connections within your community is essential in the design and implementation of your service-learning program. Community and school relations can be used to identify a need for the educational community. Developing positive relationships requires both teachers and students to approach members with a diverse and caring heart.

**Starting Your Own Project**

After data has been collected, align the model of your service program with goals and objectives that will develop positive social outcomes within the educational community. The initial phase must include the design and model for your service learning course. You need to create a syllabus that outlines the objectives, regulations, and expectations for participants within the program. Students who volunteer for service need to be involved in the decision making on the types of service projects needed for the school.

You will need to design your project using the *K-12 Standards Service Learning Standards*, established by the National Youth Leadership Council (2012). Questions that need to be addressed with the design of the leadership/service-learning program need to include goals that align with the following questions for identifying a need within the educational society, what will the service program do? What kind of outcomes can be achieved through service learning? How will students develop their role as leaders during their time in the program? These questions can help you initiate several phases of your program.

As an educator, you need to assess the size and limitations of your school. The smaller the population, the more precise and simple the project can be. In terms of size, if you have a small school setting, then a service-learning project can yield great results. The advantage of evaluating a smaller size population of students is that observation of social outcomes can be measured efficiently. Social outcomes like leadership, civic
engagement, and relationship development can be aligned with the needs and values of all members of the educational community.

Developing students to engage and serve their educational community influences their leadership development. How can service learning develop positive social outcomes among student participants? This question relies on the research that states service learning can help students attain a more personal and leadership role within their school. Barry L. Boyd (2001), author of, *Bringing Leadership Experiences to Inner City Youth*, states, “Leadership skills are essential for young people to feel satisfaction and contribute to society. Service-learning projects are one method for increasing leadership opportunities” (p. 4). The idea behind the project should be to keep it simple and help students attain skills required for a successful future.

The service-learning project should be directed at helping student’s builds leadership qualities and mentoring skills. In that the program needs to require that students help each other build toward a common goal. Some examples of goals that align with service learning can include, developing more school pride, developing leaders within the school, or providing opportunities for students to achieve communal and individual success.

The program should include a clear vision provided by the educator, and students need to be included when creating that vision. This is a very important concept, because students need to understand that they are responsible for the development of their program. The school project needs to include opportunities that ask students to use leadership, mentorship and professional development as a means of learning and obtaining their success.

The time frame for creating a project can resemble this format:

1. Identify a need for service learning
2. Provide a survey to obtain results
3. Plan, create and implement a classroom structure for the creation of a new school program
4. Execute the plan and let students decide how to obtain goals and success
5. Reflect on what went right and what needs improvement.
6. Evaluate and plan for the future

You will need to act as a mentor, supervisor, and coach for students who are engaged with the service-learning project. The most effective manner to obtain success for students is to remember to motivate and push students to achieve the success for themselves. You have to make it very clear that you will not do all the work, and the responsibility falls on the students. After an activity has been conducted you have to evaluate what went right and what needs to improve. With student comments the adjustments should be made in a very effective time frame. The idea is to use these goals and objectives as a means of starting a service-learning project.
The goal of service-learning projects is to engage students with their community. This means that the students must learn about their school and community; therefore, problem solving and communication skills are required for effective service-learning practice. Students will be asked throughout the program to identify, evaluate, and change social problems within their community. When creating a service-learning project for a small school, an educator must use classroom instruction as a means of meeting and helping students. The idea is that students are given a classroom where they can discuss ideas, projects, and outcomes for their leadership program.

A service-learning instructor needs to be present within the classroom to create service curriculum and mentor student participants. The meetings for students should take place before and or after school, and should last no longer than one hour. The timeframe is very important because you want students to be productive with their time. Inside the classroom service learning is used and applied for the students. The active educator must let students lead themselves in creating their goals and needs for their community. Within the classroom setting, students must acknowledge that they are the ones who are responsible for their success.

Using a classroom setting is very important because it allows students become familiar with their group of friends. The classroom is essential because it allows for the time of discussion and reflection. The classroom is made into a safe environment where students feel that they can develop their talents as leaders among the school community. Reflection, analysis, and exploration of service learning are essential in providing a classroom setting for members of the program.

**Action: Doing Service**

What kind of service activities will you provide for your service-learning project? The component of meaningful service is an essential qualification for creating student-led activities. Service-learning activities must comply with the concerns, beliefs, and cultural understanding of student participants. Service events need to address the needs of the community. This can include any of students concerns regarding social, legal, and political enjoyment with one’s society. What are the beliefs of the students? How can students serve their community and help make positive changes? Service activities need involve a strong youth voice, one in which empowers an opportunity to help others.

Activity’s need to be monitored and organized by the teacher in charge of the program. Monitoring student’s opinions, plans, and types of events are to be supported, but acknowledged by the entire group of students. The action phase of the program provides the opportunity for students to engage into different roles among their peers. Students
should be encouraged to assign roles for themselves for the specific event. Students need to be provided with leadership and teambuilding activities for successful completion of roles. Through their roles and service, students will reflect on their contributions, success, and results of their actions.

service-learning activity’s need to model opportunities for students to actively engage with their society. This means that tasks need to be meaningful and personal for students. The service for these events needs to be developed and created by the group as a democratic measure to help enforce positive change for the educational community. The service-learning activity’s can provide a student the experience of using their academic knowledge to help society. Through service, students identify themselves with their peers, community, and personal perception of themselves.

The events, fundraisers, and service need to be identified as important among the service group of students. events can include:

1. School rallies
2. School cook offs
3. Sporting events
4. Leadership programs
5. Student government
6. Student led action research

Fundraisers can include:

1. Pasta feed
2. Snack Shack at after school activities
3. Jog a thon
4. Crab Feed
5. Community donations
6. Advertisement Programs

Service Activities:

1. Community service
2. Elderly service
3. Student service
4. School service
5. Local service
6. National Service
These are just a few of many activities that once could use for their service-learning project. The overall objectives need to link a meaningful service activity with the needs of the student population. The activities need to be personal and meaningful for the students. The activities need to be student-led and the voice of democratic reasoning needs to be assessed throughout the service process.

Reflection: After Service

The process of effective reflection in service learning requires that all members of the educational community evaluate and identify their role in society. Reflection provides opportunities for student participants in the program to consider and respond to guided questions that ask them to apply critical thinking to their goals and objectives. Shelly Billig (2011) lists indicators for effective reflection activities during a service-learning project:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participant’s knowledge, skills or attitudes.
2. service-learning reflection occurs before, during, and after the service experience.
3. service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life (Billig, 2011, p. 10)

The reflection process needs to be meaningful for both students and educators. Student response on their beliefs, knowledge’s, and self perception can be analyzed through effective reflection activities. Student reflection needs to focus on skills, roles, and attributes attained through the service-learning program. Students can be assessed not only on what they learned; however, reflection provides a process of self discovery and appreciation for one’s hard work and dedication to service.
Evaluation of Student Outcomes

As an educator and practitioner of service learning, one must evaluate the skills and knowledge attained within the program. Effective evaluation for any service-learning program needs to reflect, analyze, and identify social outcomes through demonstration of service. Eugene Roehlkepartain, (2009) author of, *service-learning in community-based organizations: A practical guide to starting and sustaining high-quality programs*, states that, “it is sometimes said that teaching is the best way to learn something. That’s what demonstrating is really about; it gives participants a chance to synthesize and articulate what they have learned, what difference they have made, and how they’ve grown through their service-learning experience” (p. 41). Through the process of evaluation of the impact of your service-learning project, analyze the rewards and benefits achieved by the students.

The evaluation process of a service-learning project needs to focus on the demonstration of service between students and members of the educational community. Billig (2011) argues that demonstration is the element of results to be shared for the practice of service learning. “Demonstration is the active display of knowledge and skills to show the impact of the service on the community and on the youth. Demonstration often involves showing policymakers or other important people in the community, the outcomes of the service activities and typically involves displaying measures that show the differences between the baseline and what happened at the end of the service-learning project.” The development of positive social outcomes like leadership development, relationship building, and empowerment are created out of the demonstration component of a successful service-learning project. For example, if a student feels that they have low leadership qualities before a service project. Then after the project their peers and mentors, acknowledge that in fact they demonstrated true leadership talent during their service. This is a form of demonstration through which the student acknowledges that they matter to the success of the community.

Evaluation of a service-learning project requires that the educator celebrate, reflect, and praise students for their service. Celebration: Human beings all like the opportunity to be awarded after their hard work and dedication to their goals and success. In service learning, celebration is crucial because it allows the students to identify that they did in fact touch people lives, through their service. Celebration typically involves recognition and reward for the work that has been accomplished” (Billig, 2011). Students lead and create objectives for themselves within the service-learning project. Once those goals are accomplished, they need to be aware of their hard work and dedication. In essence, celebration reminds students why they volunteered for a service program; therefore, celebration requires that students reflect and rejoice on their contribution to the success of the educational community.
Expansion of Project

Because service learning depends on the needs of students, the goals and objectives for the program will change as a new group volunteers. After the development, implementation, and successful completion of your service-learning project, one needs to plan for the future. As your program develops over time, plan and organize for financial, community, and school support. The program needs to be evaluated in terms of what needs to change and what worked for the success of student participants. Stanley (2008) states, “As your program expands you will need financial help to cover expenses such as substitutes and transportation. Before you approach your community for help, polish the image of your program” (p. 68). It is essential that the educator evaluate and expand goals for the service program in the following years. The program should include changes that meet the needs of the new student participants.

The key to successfully expanding your service-learning program for the future is to never stop asking, how can I improve my service program? The needs of all participants within the educational community must continue to address the service of the program. The success of the students relies on the educator’s ability to motivate, mentor, and support students in the service preprogram.
CHAPTER TWO
NEEDS ASSESSMENT AND REFLECTION ACTIVITIES

Reflection Activities Used in the CCS
Leadership/Service-learning Project

The needs assessment and activities are examples of surveys and reflections for a service learning project within a small school. The examples of the survey’s listed represent assessments that were used to evaluate the social outcomes of the students within my school. The surveys represent a data pool that will help the educator evaluate what kind of service is meaningful for the educational community. The surveys also evaluate the social outcomes that are absent or present within one’s student population within the school. The five surveys present include assessment for identifying the social needs of students within your school, evaluating positive social outcomes, and identifying the school culture as a negative or positive environment. Each survey must be used as a pre assessment for educators to conduct the initial phases of their service learning project.

Reflection on Positive Social Outcomes

Student Reflection: Development of Social Outcomes

1. Through my service and education in the leadership program I am engaged and eager to achieve success throughout my career
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

2. I feel appreciated and special for my services in the leadership program
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

3. I am inspired to mentor and lead new students at my school
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree
4. Through participation in the leadership program, I am encouraged to become involved with the political culture of my society
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

5. I am engaged to support, mentor, and serve members of my educational community
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

Pre- and Post-Survey for Identifying Needs of the Educational Community

1 = Disagree 2= Strongly Disagree 3 = No Opinion 4 = Agree 5 = Strongly Agree

1. _____ I feel that I inspired others to participate in school activities.

2. _____ CCS has inspired me to become a future leader.

3. _____ I have had more than one opportunity at CCS to learn and demonstrate leadership skills.

4. _____ During my time at CCS I have mentored one or more of my fellow classmates.

5. _____ I spent much of my time participating in extracurricular activities at CCS.

6. _____ I feel that CCS and the community of Chico, have helped each other build toward future success.

7. _____ CCS has taught me how to make a difference in the community.

8. _____ I consider myself a leader

9. _____ I will recommend CCS for family and friends.

10. _____ I will participate in programs that help develop the success and future for my school.
11. On the back of this survey, please comment on your participation in extracurricular activities. What did you do, and what sport and or activity did you participate in at CCS? What activities do you feel prepared you for life outside CCS?

Parent Signature______________________________

Student Signature______________________________

Service Learning and Social Outcomes

I believe through my participation in the service-learning program I have developed as a leader among my peers

Agree ☐
Disagree ☐

Service Learning can help me develop my skills as a mentor

Agree ☐
Disagree ☐

I have developed positive social relationships with my peers, mentors, and members of my educational community

Agree ☐
Disagree ☐

The service-learning program inspired me to become an agent of change within a democratic society

Agree ☐
Disagree ☐

My service for the educational community was a meaningful experience for me

Agree ☐
Disagree ☐

Serving my educational community provided me an opportunity to help make positive changes in society

Agree ☐
Disagree ☐
School Culture Survey

Bullying is a problem in my school.
Agree □
Disagree □

Someone I know is sometimes afraid of the school culture/environment
Agree □
Disagree □

My school is unsafe for students
Agree □
Disagree □

I have heard adults in my school make negative remarks about a particular group of students.
Agree □
Disagree □

It is acceptable for some kids to be bullied and harassed.
Agree □
Disagree □

I believe I can influence and develop positive change for my school culture
Agree □
Disagree □

School Climate Survey Self Evaluation (Group Discussion)

1. I enjoy learning at my school.
   Agree □
   Disagree □

2. My school campus is neat and clean
   Agree □
   Disagree □

3. I am comfortable at school.
   Agree □
   Disagree □

4. Students and teachers respect our campus
   Agree □
   Disagree □

In the space provided, please reflect on some ideas/projects/or positive changes you would like to conduct to create a positive school environment.

1) How can you as a school leader, help build a more positive learning environment for your peers?
2) Do you believe that you can empower others to respect their educational community?
5. I look forward to school most days
   Agree ☐
   Disagree ☐

6. The public perception of our campus is positive.
   Agree ☐
   Disagree ☐

7. Campus improvement projects are appreciated by the student body.
   Agree ☐
   Disagree ☐

8. The public perception of our campus is positive.
   Agree ☐
   Disagree ☐

9. Campus improvement projects are appreciated by the student body.
   Agree ☐
   Disagree ☐

You will also find some suggestions and procedures outlined by Billig, Brown, Jordan, Pinhas, and Sandel (2004) outlining ideas for the process of quality reflection within a service-learning project. Billig et al. state that a service-learning practitioner should use a variety of manners for student reflection. She argues that using a variety of strategies can help students reflect on material that affects them in a multiple of meaningful and personal manner. “Use a variety of reflection, approaches that utilize different skills, and fit with both learning and service goals, these may include:

1. Verbal reflection, including class or group discussions; dialogues with community members or experts, or group simulation experiences
2. Written reflection, including worksheets, journaling essays, articles for organizational newsletter or community newspaper
3. Artistic reflection, drawing or painting, : performing drama, or music, and creating scrapbooks
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<tr>
<th>Reflection Activity</th>
<th>Evaluation of Positive Social Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a Need for Service</td>
<td>1. Provide survey that evaluates students feelings/beliefs/perceptions of educational community</td>
</tr>
<tr>
<td></td>
<td>2. Meaningful Service for Students</td>
</tr>
<tr>
<td>Self-Identity</td>
<td>1. How do you define success</td>
</tr>
<tr>
<td></td>
<td>2. Do you promote success for your educational society</td>
</tr>
<tr>
<td></td>
<td>3. Would you define yourself as a leader</td>
</tr>
<tr>
<td>Democratic Citizen</td>
<td>1. Civic Engagement</td>
</tr>
<tr>
<td></td>
<td>2. Agent of Democratic Change</td>
</tr>
<tr>
<td></td>
<td>3. How can you contribute to your society</td>
</tr>
<tr>
<td>Empowerment from service</td>
<td>1. How does serving other make you feel</td>
</tr>
<tr>
<td></td>
<td>2. Was your service meaningful</td>
</tr>
<tr>
<td></td>
<td>3. Do you feel that you can accomplish any goal in which you establish for future success</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>1. Did service learning promote you to become a leader among your peers</td>
</tr>
<tr>
<td></td>
<td>2. Would you mentor a younger classman if given the opportunity</td>
</tr>
<tr>
<td></td>
<td>3. Do you believe that you contributed to the success of the group?</td>
</tr>
</tbody>
</table>
POST-REFLECTION ACTIVITIES

Activity 1: Group Reflection Activity Worksheet

1. Provide us with an example of how you managed diversity with peers, family, members of your community?

2. Do you believe that the media promotes positive/negative information for Diversity?

3. What ideas do you have about diversity in your community?

4. What programs would you create for addressing cultural tolerance?

5. Has diversity played a role in shaping your attitudes toward civic engagement and being an effective leader?

Activity 2: Written Reflection: Leadership Development

1. If someone says, “You have good character” What do they mean?

2. In your opinion, what qualifies someone as an effective leader

3. Do you believe that any one regardless of age, gender, or cultural background can be a positive mentor for individuals within their community?
Activity 3: Artistic Reflection

Looking at photos of service activities

Reflection for Service Events

1. How do you feel after you provided service to your community?

2. Look at the photos of the service event and describe a word that describes your feelings and or attitude of the service event.

3. Reflect on what kind of service you provided at a particular event.

4. Do you visually see yourself as a group leader in any of the photographs provided?

5. What does it mean when we say, “A photo is worth a million words”? 
Activity 4: Reflection on Social Outcomes

INSTRUCTIONS:

The following table list four positive social outcomes, leadership development, participation, relationship building, and civic engagement. Please rank these outcomes by evaluating what you have learned throughout your participation in the leadership program. Number one is the most significant outcome in which you experience, and four is the least social outcome in which you experienced.

A. Leadership Development
B. Participation
C. Engagement
D. Relationship building (bonding) (meeting new peers) (partnerships with members of the educational community)
**Activity 5: Identifying Leaders in Your School**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers care about me as an important individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The staff at my school are positive mentors in my life</td>
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<tr>
<td>My teachers/administrators help me feel confident that I can</td>
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<tr>
<td>achieve success for my education</td>
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<tr>
<td>I have been mentored by a past or present educator in my life</td>
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<tr>
<td>I can rely on my mentors to help provide a positive influence</td>
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<tr>
<td>on my life</td>
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<tr>
<td>I feel that my peers are supportive and caring about the well</td>
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<tr>
<td>being of others</td>
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<tr>
<td>I believe that leadership is a skill that can be observed</td>
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<tr>
<td>and developed</td>
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<tr>
<td>I have had the opportunity to use my leadership skills for</td>
<td></td>
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<tr>
<td>success of positive change within my community.</td>
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</tbody>
</table>
APPENDIX C
CHAPTER THREE

SERVICE-LEARNING ACTIVITIES

The following activities explained in this chapter are example of service opportunities for students within a small school setting. These service opportunities are sample events that were used during my service learning program. The activities were created by the students and incorporated youth voice in the creation and completion of specific tasks. The activities were used to provide students meaningful service and the development of positive social outcomes. Each activity included various members of the educational community and students devoted their time and effort to establish a successful and fun learning community for their mentors and peers.

Event 1: Construction of the long jump ramp at a neighboring high school

The first service-learning project that was conducted by the leadership team was to help a local high school build a long jump ramp for their track. The construction was an agreement made by myself and the head track and field coach at PVHS that the CCS track team could have full practice sessions on their track. As an act of generosity the track and field team, along with the students in the service-learning program helped build a new long jump ramp. The service-learning participants spent five hours with staff, students, and aid from members of the community to help with the labor of the project.

Event 2: Pasta Feed Fundraiser

The pasta feed was a service fundraiser to help raise money for the athletics at CCS. Members of the service-learning program created, organized, and worked the event. The event was held to sell five dollar tickets for pasta feed event at the school. The leadership gained support from local business owners by writing and delivering letters of donation for the pasta event. The team was able to receive a donation of thirty pounds of pasta and over twenty five gallons of sauce. We also received donations from parents, and local churches for supplies and food for the event. The goal of the leadership team was to raise at least one thousand dollars for athletics at the school. Not only did the students achieve their goal, but everyone involved had an amazing and fun experience.

Event 3: The CCS Banner Program

This service program/event was a fundraising opportunity for members of the educational community. The leadership team wanted to develop a positive partnership between CCS and the community of Chico. It was reasoned that a program needed to be created that linked community interest with the support of the school. A banner program in which business bought advertisement shown in the school gym was developed. Business would buy advertising banners that would be placed in the gym and athletic events at the school.
The money collected from this program went to support the Associated Student Body and extracurricular activities. Students worked on writing letters of interest, designing banners, and served their community and school. The banner program proved to be very successful and provided students with real life experiences that connected them with their community.

**Event 4: Community Service Day**

The service-learning event required students to help provide maintenance services for an elderly woman in the community. She had recently lost her husband, and was a friend of members of the school. Students agreed that they wanted to help provide services to help the woman in need. Students provided lawn care as well as clear and clean the front/back yard of the house. Students were amazing and did a fantastic job at helping this lady fix her house up.
Table 2

Evaluation of Service Activities Aligned With Positive Social Outcomes

<table>
<thead>
<tr>
<th>Service Activity</th>
<th>K-12 Service Learning Standards</th>
<th>Positive Social Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of a Long Jump Ramp at Pleasant Valley High School</td>
<td>• Partnerships • Youth Voice • Meaningful service • Reflection</td>
<td>• Development of positive social relationships among members of the educational community</td>
</tr>
<tr>
<td>Pasta Feed</td>
<td>• Youth Voice • Duration &amp; Intensity • Partnerships • Reflection • Progress Monitoring</td>
<td>• Leadership development • Participation • Engagement</td>
</tr>
<tr>
<td>CCS Banner Program</td>
<td>• Partnerships • Link to Curriculum • Diversity • Meaningful service</td>
<td>• Student empowerment • Civic engagement • Social interaction (partnerships)</td>
</tr>
<tr>
<td>Service Day</td>
<td>• Reflection • Diversity • Link to Curriculum • Program Monitoring • Duration and Intensity</td>
<td>• Service and support for elderly men and women • Value of culture and diversity evaluated by students • Leadership development</td>
</tr>
</tbody>
</table>
Pictures of the CCS leadership/service activities that were conducted for the school

*Construction of a long jump Ramp at PVHS (2010)*
Service Day at CCS (4/5/2011)
APPENDIX D
This chapter outlines and explains the service learning pedagogy and practice that was used within a classroom setting for the students. The service learning class was used as a place of discussion, learning, and student engagement which included their service for their educational community. Service learning like all educational practices, knowledge and content mastery need to measure, evaluate, and develop academic and social skills for all students. Using service learning in the classroom gives educators a chance to provide an experience with the educational process. Planning, creating a developing curriculum for service-learning projects require clear goals and a vision that encompasses youth voice. This chapter outlines resources such as a program syllabus, lesson plans, and an action research project that can be used within any academic or social classroom within your school.

**Service Learning and Instructional Resources**

1. Program Syllabus
2. Lesson plan
3. Class activity’s that use service learning as means of developing social, academic, and cultural content
4. Using Action research and service learning

**Example of Program Syllabus that was used for the service learning classroom**

The following service syllabus was created for students and parents to understand their role within the CCS Leadership/Service learning project. The course syllabus outlines expectations, rules and guidance for students to evaluate their participation and conduct while volunteering their time for the service program.

Champion Christian Leadership/Service Program  
Mr. Vercruysse  
Ryan.vercruysse@yahoo.com
**Philosophy:**
The student leadership program shall be focused on getting the entire school at CCS involved with their community. All members shall strive to create a fun, safe, and supportive school environment. The leadership team will serve their educational community which includes both school and community. The goal of the program is to develop social outcomes through service-learning practices and activities. The goals of the program are aligned with helping develop students into responsible, engaged, and skilled citizens of their community.

**Focus of program:**
Students involved in the leadership program at CCS will have opportunities to develop positive social relationships with all members of the educational community. Through service, students will help make positive changes for their peers, mentors and fellow community members.

1. Communication skills
2. Group process
3. Service activities
4. Reflection
5. Self-awareness
6. Human relations skills and development

**Objectives:**
The program will be divided into areas of school need and community interest for the school. Each area will be assessed on student participation and individual/group reflection.

1. School pride
2. Partnership with the community of Chico
3. Service and reflection of values, goals, and perceptions

**School pride:**

**Social Development:**
Students will be asked to develop their skills as community leaders and mentors to their peers within their school. Students will be able to identify and reflect on their values, beliefs, and civic engagement throughout the program.

1. Evaluate leaders in history
2. Listening and creating partnerships within the community
3. Evaluating what it means to be an effective leader
4. Applying the skills of an active engaged democratic citizen
**Community and School Service:**
The goal of the program is to create a successful partnership between the community of Chico and CCS. Students will be asked to volunteer a hundred hours for participation in service activities. These activities will be developed by the students of the program and outcomes will be evaluated by each member of the program.

**Interpersonal Skills:**
An engaged democratic citizen needs to develop effective communication skills. Students will be asked to communicate with all members of the community in order to promote success for their school. Effective communication will be conducted with members that include:

1. Administrators
2. Teachers
3. Peers
4. All members of your educational community
5. Parents

**Completing the Program:**
After your service of one hundred hours has been complete, the instructor will help you create a resume, and you will receive a letter of recommendation for your time and service. Students will be asked to log hours, reflect on service activities, and will be promoted to develop their skills for democratic success.

Please sign and return this sheet:

I understand that my child is volunteering for the leadership program at CCS. By volunteering the student/parent understand that there will be an expectation for responsibility and accountability. I give my child permission to volunteer in this service-learning program instructed by Mr. Vercruysse at CCS.

Parent Signature______________________________

Student Name______________________________

Student Signature____________________________

Date________________________
Example of Lesson Plan for the Service-learning Project

Lesson Plan October 12th, 2011
Topic: Mentor Leader
Objectives: Students will evaluate, identify, and interpret their leadership role in relation to their educational community.

1. Identify the definition of leadership
2. Leadership roles within group
3. Student reflection on the positive outcomes of effective leadership within a democratic society

K-12 Service Learning Standards for Quality Practice (National Youth Leadership Council, 2008)

1. Meaningful Service
2. Link to Curriculum
3. Reflection

Agenda:
Attendance
Discuss activities and service opportunities for the up-coming pasta feed.
Identify the definition of leadership (group discussion) (individual reflection)
Leadership reflection activity
Discussion
Conclusion of Meeting

Strategies:
1. Help students identify a clear understanding for what it means to an effective leader,
2. Peer support from all members of the group
3. Acknowledge that leadership is diverse in definition and practice in other cultures.
4. Promote students to engage themselves as school leaders
5. Students should be engaged to help mentor their younger peers.

Differentiated Learning:
1. Group Discussion (Peer Assistance and Support)
2. Use student’s experience as a guide for defining leadership
3. Students evaluate their understanding of their leadership development
Reflection Activity

Leadership and You

I will do what I can to help develop a positive, safe, and supportive school environment for my peers and mentors.
Agree [ ]
Disagree [ ]

I will help mentor a younger classmate within my school
Agree [ ]
Disagree [ ]

I will talk with my friends or family about the ways they think I am already a leader
Agree [ ]
Disagree [ ]

Write one paragraph that outlines your beliefs, ideas, and concepts for effective leadership practices.

1. Do you believe that you can empower others to strive for personal/community success?
2. How can you as a leader, help make positive changes within society?

Class Activity: The Leaders in Your Life

The following questions can help you evaluate and identify positive mentors in your life. Please feel free to write any additional response for each question. The purpose of the questionnaire is a process of identifying effective qualities in the people you consider leaders.

I know someone who always attempts to help all people in need?

A know a person who is self-motivated for personal success.

I know someone who admired diversity within society.

I know someone who is passionate for positive change within society.

Name a historical leader that you admire, or are interested in learning about.

Do you believe that you can develop your skills as an effective leader in society?
Example of an action research project that used service learning among student participants at CCS

Example of a service-learning Action Research Project that was conducted during the Spring of 2011 at CCS.

Question for the Action Research: Can service learning promote positive social and academic outcomes for students within a small school setting?

Background:
I received my teaching credential in Social Science last year from CSU Chico. After my completion of the teaching program, I am developing skills to become an effective mentor leader for all my students. As a new teacher, I find myself in a profession that is in a transition of data driven instruction, and teacher accountably. The challenge lies between motivating students in a system that calls for systematic and standardized methods of teaching. How can we as educators promote community, responsibility and exciting active learning within our classrooms? I find that teaching students to become responsible, educated, and democratic citizens is essential for success. I believe that students need to be engaged with the curriculum and develop a sense of pride in their school, and their education. However, I also feel that the teaching profession is the career that will challenge and define who I am as an individual. I am very passionate about helping students achieve success for their futures. My definition of success is that I wish to promote individual and creative minds that want to help change society for the better. Student success is like a bag of separate tools required for a specific job at hand. You have tools for academic success, and tools for social interaction among peers and teachers. Therefore, I want all students to have necessary tools to help ensure democratic and positive social outcomes. My goal of becoming an effective educator includes helping all students become effective participants of their society. I want to provide experiences and knowledge that will help them develop an idea of who they are, and who they wish to become. As a teacher and coach, I like to see students develop their talents in a manner of self-reflection. I want to allow students to observe and identify their weaknesses along with their strengths so that they can begin to overcome their fears. Most importantly I want to build confidence and inspiration among all of my students.

Six months ago, I was a substitute teacher scrambling to find jobs wherever and whenever possible. However, I have been truly blessed with my new employment opportunity at Champion Christian School. My school is a small private school with a population of 110 students, located in Chico California. The school offers classes for grades 7th through 12th, and has a unique and dynamic culture. The school that I work at is very small and everyone knows everyone, in a way it is like a huge family. The school offers many different types of extracurricular and athletic programs. The students range from a variety of backgrounds and ethnicity. The school is a religious institution, however, does not enforce the students to be one denomination. I currently teach Physical Education for middle school and high school students. I also teach two classes of study hall and on
occasion I will teach a Government and U.S. History class. I love my role as an educator within this school. I feel that I am making a difference in student’s lives. I also believe that as a young teacher, and mentor leader, I am learning more about myself and the art of teaching every day I attend work. Since I have been employed as a teacher at this school I have seen a lack of student leadership. I have asked many of my colleagues why this is a problem. I always get the same response, the students do not care. Regarding this matter, I find that the school has many leaders, and the students do care about helping other students achieve success. I want to incorporate service-learning programs that will demonstrate that the students do care and have the potential of becoming future leaders.

**Question:**

Service Learning is a progressive practicum that allows students to help members of their community. Helping involves taking action to make help solve problems within society. With service-learning students become active agents of change that use their knowledge and skills to help promote positive outcomes for their community. Service Learning can be defined as active learning, on in which incorporates experience with education. Service Learning provides a bridge between the community and student interaction among fellow citizens. The community can represent local, national, and educational region of the students. Dewey (1929) in his article titled, *My Pedagogic Creed* states that, “the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be the most effective in bringing a child…to use his own power for social ends” (p19). The development for teaching a student how to interact with the world must be included with the classroom curriculum. According to Dewey (1929) the community and social boundaries must be a priority for the education of a child. My question for the action research is, does service learning promote positive social and academic outcomes? My question will focus on two aspects for the outcomes of service learning, one being the academic, and the other is social outcomes. The academic outcomes that I want to measure are the impact of using service learning to engage students to learn new ideas and content knowledge. Teaching students requires taking the information and making it personal for them to relate to. Students teaching students can have many positive effects for students including building relationships, and developing life skills among students. By using older classman to teach the younger grades, maybe students will become more engaged, rather than observing their daily teacher. My question will help me evaluate the effectiveness of using service learning as part of my curriculum. The social aspect of my question is observing and analyzing the impact of students helping students learn, and the relationships that are being developed along the way. Service learning may be able to provide students the opportunity to develop new and dynamic relationships with other students. Service learning may have positive impacts for some students; however, the social and academic outcomes rely on older students providing an experience for learning among other classman.

Upon reviewing my question I had to constantly reword the outcomes of what I wanted to evaluate. I kept assuming that the service-learning project was going to produce both
positive social and academic outcomes. In the process of my action research, I discovered that I cannot have a bias toward the results and my assumptions. The more I engaged myself with the data, I realized that I do not know what the outcomes were going to be. In fact, I had to completely erase all of my assumptions and look at the data to from a factual understanding of the effectiveness of service learning. This involved me researching, observing, and evaluating students based on their interpretation of what they were learning and experiencing. My question was revised in a manner that helped me reflect what the data was saying, not what I thought the outcomes of my project was going to be. The results had to demonstrate true data that was not tainted by assumptions or personal bias.

The Action Plan:

I focused on using my service-learning project within my 7th and 8th grade Physical Education class. I wanted to have high school students teach their younger classmates about nutrition and athletic skills and a variety of sport disciplines. I wanted the high school students to teach about the sports and skills that they have acquired throughout their involvement with sport activities. My goals for the project were to establish interests, knowledge and skills for students who wanted to engage themselves in future athletic opportunities. I also wanted the student’s to learn from a classmate on the importance of good nutrition. I wanted students to evaluate and become informed about sports in high school. My action plan will focus on seven steps in order to complete and collect sufficient information. This information will help me evaluate and analyze the social and academic outcomes. Step one is to obtain and identify students who are interested in participation with the service-learning activity. Step 2 will be to inform the students what my goals are and assign them each specific roles to fulfill. Stage 3 provides resources and advice on how to teach skills and knowledge of their specific content area during day one and two of action plan. Stage 4 has the advanced health student teach about nutrition and the food pyramid on day three of the project. Stage five, includes an activity that will assess the student’s knowledge of the food pyramid. Stage 6, will have a class discussion of what the middle school students learned from the other older classmate. Stage 7 includes gathering findings by providing surveys to both middle school and high school students, and analyzing the data collected from all students. My action research project focuses on students helping students learn and develop academic and physical skills in Physical Education. I selected five students from grades 10 through 12 to help middle school students learn how to become effective and healthy young adults. I labeled these students as my student teachers, and they were selected based on their leadership skills, and participation in sports. The curriculum that was taught by my high school students included athletic skills and academic knowledge of nutrition and becoming healthy young adults.

The high school students were chosen by the instructor based on three categories. The first was identifying if the student participates with a sport or demonstrates a basic knowledge of athletic skills and disciplines. The second was asking the students if they would like to volunteer their time to teach younger classman about the athletic activity.
The third step included asking the schools health teacher his recommendations for a past advanced student. These three steps were used to create the initial design of implementing the action project. The rationale of picking these five specific students was that I identified with specific characteristics. All students who were selected were involved with the school outside the classroom. The second was that I identified if they played any sports while in high school. This was crucial because I wanted these students to teach skills and practices that they used during their time in the sport. Third, and most important factor, was that I asked them if they considered themselves leaders. One way in which I did this was that I provided a mock interview with all my students who wanted to participate. In the process of selecting these students, they all had the response that indicated basic leadership quality.

Once I attained my volunteers of older classman, I assigned each of the five students a role to fulfill. Student A, was a 12th grade female student who plays volleyball and participates in Track and Field. Student B, is an 11th grade male student who played Baseball and Football for Champion. Student C was a female 12th grade student who played Basketball and is an avid reader in nutrition and proper health. Student D is a 10th grade male who plays golf, Baseball, and Football. Student E is a 10th grade male student who was picked out to be the best student in his prior health class, he does not play any sports; however, he has interests in skateboarding and surfing. I picked two boys and two girls to teach the middle school students about the sports in which they are currently involved with. My student teachers were advised by me to take the students out to our athletic field and teach them specific skills associated with their sport. I would have them teach skills for a half hour and then play the sport in which they were teaching about. On the second day of my project I had my two male students teach the younger classman about football and baseball. They took the class out to the field and practiced drills, and played the sports throughout the class period. I placed my fifth male in the position of teaching the students about the Food Pyramid and proper nutrition. This male was picked because he was the best student in the previous year of his Health Class. On the third day of my action research I had the students gather in the gym where my student teacher was going to teach a lesson on the food pyramid and proper nutrition. I allowed the student to develop his own curriculum using any resources he wished to use. After he completed his lesson, I had the students engage into an activity that measured their knowledge and comprehension of the food pyramid. After the third day of my action research, I provided both my middle school and high school students with a survey.

There were two surveys one for my student teachers, and one for my students. The survey focused on student’s feelings and comprehension of what they learned on the days of the service-learning curriculum. The students were asked to respond to what they thought and learned throughout the process of my activity. There was also a class discussion among the instructor and the middle school PE class, to establish what they thought about the three days of instruction from their classmates. The data that was collected for evaluation, included, surveys, student assessments, and oral interpretation of student
responses. The data that was collected will be evaluated by the instructor and analyzed if academic and social outcomes were achieved.

Data Gathering

Daily Reflection
Student Comprehension/Discussion/Activity
Survey for students
Survey for student teachers

The first stage of my data collection was that I recorded the day’s events of my action project. I recorded my observations of student behavior and interaction between the different age groups of kids. I noted the athletic activities that the high school students were using to teach their younger classmate. I noted if some students were included or excluded from the class activities. One student used baseball drills that had the students simulate different parts of the game. My student teacher provided a mini practice for the students that taught basic skills for the game of baseball. I noted that the students were having fun, and they truly enjoyed the experience of playing baseball. I also noted that my student teacher was forming positive relationships and helped each middle school student appropriately. I noted another student’s activity with the 7th and 8th grade girls. My two female student teachers decided that they wanted to teach the younger students how to play volleyball and basketball. They taught the class in a manner that was opposite of the boy’s baseball lesson. The girls decided to play the actual sport right away and not cover any fundamentals. I noted that my student teachers would provide one on one instruction as the game progressed. In the process of interacting with the younger students, the game became more clear and objective for the entire class. I was very surprised to see how fast some of the girls were developing skills for the game of volleyball.

One of the most important daily reflections for my research was on the day when my student teacher delivered a lesson on the food pyramid and nutrition. This was the third and last day for my action project. The students were gathered in the gym and the student used a PowerPoint presentation for his lesson on nutrition. One observation in which I noticed was that many of the 7th and 8th graders were constantly distracted by talking to each other. I had to warn these students several times to listen and pay attention. I felt that my student teacher was rushing the material and went at a very fast pace. At the end of the lecture students asked some questions and I thanked my student. I felt that he did an excellent job, and regard him as a very hardworking and diligent student. After my student teacher returned back to his normal class, I provided my PE students with an activity. I had them get into groups of three, and assigned them with an activity of creating a food pyramid based on what they just learned. I unpacked construction paper, markers, and rulers to engage into the activity. The students completed the activity and turned in their projects at the end of class. I observed the final product of their projects
and noticed that not one group of students comprehended the nutritional food pyramid. The drawings of the pyramids varied in types of foods, and some were left blank. However, some students described terms like carbohydrates, protein, and fat, along with the terms provided in the lecture. These daily reflections helped me remember events of the activities that were provided by my student teachers. The activity provided to be an essential tool for measuring student comprehension of knowledge regarding the food pyramid.

The second stage of data collection, involved me taking notes and observations on student work samples and a group discussion on the effectiveness of the lessons. I was able to gather data on student comprehension and engagement by observing their final product of the food pyramid activity, and having a group discussion. During the lesson on nutrition I observed that the students were distracted while paying attention to the student teacher. After they completed their activity, it was clear that the students were not paying attention to the speaker. Looking at the food pyramid examples, not one group of students was able to create the correct version of the graph. Students had a good time, but in the process they did not achieve knowledge comprehension of the material.

The group discussion provided me an opportunity to ask the students what they liked about the sports that they were taught. This provided me with informal information on what the students learned and how they applied that knowledge. Almost all of the class enjoyed the sports, and felt that they were given equal opportunities to participate. The students liked how the student teachers talked about their participation in the sports that were offered at the school. It gave them a more personal experience to know that they can one day play that same sport, in which they liked. Most importantly, the discussion led me to believe that these kids had fun and were engaged by their fellow classmates. The students stated that the high school students were very nice and they appreciated their help. Evaluating my student’s responses, I realize that students teaching students can promote relationships, confidence, and personal identity. The socialization and experience that was given will help these students build the confidence, and inspiration to play sports and live a healthy life. To them learning from other students allowed the opportunity to engage themselves with some kind of physical activity.

Stage three included the middle school students taking a five question survey on what they thought of the service-learning project. The survey measured what they liked, disliked, and if they had fun or not. One question asked if the student was inspired to play a sport that was discussed with the student teacher. More than half of the students stated that they were inspired to play sports like, volleyball, football, and baseball. Students noted that they had a lot of fun and would want to do this kind of learning in the future. The students also noted that they felt that the older that their student teachers cared about teaching them, and felt that they were very kind, and motivating with their actions and words. They truly enjoyed the opportunity to learn from older classmates because they cared about the middle school students.
The last and final stage required that the student teachers taking a survey. The student teachers or high school students were given a different five question survey. The all noted that they enjoyed teaching a lesson on sports and nutrition. All students mentioned that they liked the idea of helping others learn how to play a sport they are interested in. One of the questions asked if this activity promoted leadership skills and opportunities. All of my student teachers responded with positive feedback and all stated that the opportunity did provide them with leadership skills. The student who taught the nutrition lesson was inspired teaching the middle school students. On his survey he noted that he is now interested in becoming a teacher after high school. He also noted that he wished he was given more time to review for his lecture on nutrition. The survey from the student teachers demonstrated that they had fun and learned how to develop some leadership skills and qualities.

Analysis

Positive social outcomes were established with the practice of service learning in my middle school Physical Education class. The outcomes include student engagement, participation, and development of leadership skills. The impact of students helping students was that instruction was delivered in a nontraditional manner for content comprehension. The middle school students were mentored and instructed by older classmates, which allowed them to interact with one another. Students were inspired to play the sports that were taught during the lessons. The social outcome of interaction and engagement was achieved by students playing a multiple of sports. They were given an opportunity to learn a fun new sport that they may have never had played before.

Another positive outcome that was noted from the service-learning project was the development of student relationships among the older and younger classmates. The middle school students were engaged and inspired to play sports and learn from the older students. Each student teacher was different and provided the younger students with a unique and dynamic approach to a specific sport. The interaction was noted as a positive experience for the students to learn from each other. During the first day of the service project, one of my student teachers took the time to help each individual student how to play the game of baseball. While I was observing him teach these kids, I noticed he was taking his time to truly help the younger classman learn the skills of the sport. The leadership skills that emerged for this project was the actions of helping kids learn how to play sports. The service learning promoted my older students to help kids learn new skills and develop an understanding of athletic activities. This required my older students to talk, listen, and observe the middle school students. The girls demonstrated great leadership skills by developing the younger students to play the sport of volleyball. They would provide constructive criticism for the students so that they could correct their mistakes. These lessons and teachings constructed a relationship between high school and middle school students. The student survey demonstrated that the students did have fun, and really enjoyed being with the older classman. The service learning produced by
students teaching students had a positive effect on the development of relationships among the older and younger age groups.

Looking at the data that I collected, I can make the argument that my service-learning project had a negative impact for student learning. Looking at the food pyramids in which the students created, I noticed that every drawing of the graph was incorrect. The information for the graph was given to them in the lecture provided by my student teacher. The information was not processed by the middle school students, and they did not comprehend the explanation of the food pyramid. This was due to a lack of attention, a clear and concise teaching of the graph, and lack of student comprehension. The student teacher noted in his survey that he felt rushed when giving his presentation. Looking back on the lesson, I realized that the student teacher was nervous and rushed many of his slides. Teaching students to learn nutritional content is no easy task for the first time. I concluded that my service-learning project did not obtain positive academic outcomes among my middle school students due to lack of time and clarification on my part as the instructor. This negative impact was the result of a short time frame for my student teacher to develop his lesson plan and presentation. The negative impact was also due to the fact that the instructor provided little assistance to the development of the information on the food pyramid.

**Conclusion**

The action research project of students teaching students developed many positive social outcomes. At the same time student comprehension of the food pyramid resulted in a negative impact for comprehension. The middle school students did not correctly interpret or comprehend the food pyramid and how each category is different from the other. The impact of student academically achieving was a result that demonstrated the significance of clarity and teacher support. As an instructor, if I want to learn how to use service learning as an academic tool I need to clarify and support my students who wish to fulfill that role. The impact of student comprehension was affected by many factors that led to a negative outcome for academic knowledge. One factor was that my student teacher was given little guidance by myself, and should have been given more than a week to prepare. As I look back on my experience, I realized that I just handed my student an assignment and let him go. I never once, reflected back on my part as the educator, to check for student comprehension. Another factor that led to negative outcome was assuming that my students could teach without practice. As I reflect on my notes, I observed that 2 out of five students had no problem with public speaking, however the rest required time and practice to perfect their delivery of information. Looking back, the negative impacts were beginner’s moves, and next time, I will have the knowledge and research to change and delivery my service-learning project.

The positive social changes included, the building of relationships, student engagement, and attainment of athletic skills and comprehension. The students were observed to be having a great time when they were playing sports with the other students. The
engagement of the students was being led by older students who truly cared about helping these kids learn. The experience for the older students was they had an opportunity to teach skills and knowledge about a game the love and participate in. These students would answer a variety of questions, and in doing so, the younger student’s responded inspiration and eagerness to play the game. One of the most important factors that I noted was that all students participated in the sport. I have been teaching my PE class for about 5 months, and sometimes I have the same students do absolutely nothing during play time. These students are disengaged with athletics and spots, and sometimes they refuse to participate in the activity. During day 1 of the servicing learning project, the boys were learning how to play baseball. When I looked over the fence, I noticed that all members of the class were participating, and enjoying the experience. My student teachers had the ability to create an environment where everyone wanted to contribute to the success and goal of a game like baseball, and basketball.

As I look back on the outcomes achieved by the service learning, I am inspired to practice democratic education. I let my students run the class, and become responsible to teach younger students about sports and nutrition. These students developed leadership skills by participating in a program that allowed them to teach middle school students. The result of their leadership skills, both girls and boys achieved the development of positive relationships with other students. Both high school and middle school students were interacting in a positive and encouraging manner. I need to change the educational model for students helping students learn about health and nutrition facts and terms. It was clear to me that students need practice with delivery of information, and listening skills in order for my project to be academically successful. My student teachers need to have my support and training to deliver a presentation for the class. Next time, I will implement a two day training session that will help students build their projects. In doing so I am providing an opportunity for students to mentor other students and help teach them and guide them toward success. This opportunity allows students to become leaders and have the skills to truly help people for the goodness of their hearts.
CHAPTER FIVE

EXAMPLES OF STUDENT WORK

In this chapter the reader will find student work samples that were conducted within the CCS Leadership/Service Learning project. The student work samples were used to create and drive the service learning activities conducted within the community of Chico. The students were asked by the instructor to create, develop, and implement work toward their service opportunities. Each of the samples represents the work and dedication of all members of the CCS Leadership/Service Learning team. These examples demonstrate the creativity and unique engagement that students had toward their service for the educational community. The student work samples include letters for business owners, lined item budget sheets for a pasta feed, and the creation of a banners program for Champion Christian School.

Student Proposal for a Service-Learning Booster Program

Fundraising is a key principle when developing sports programs that are efficient and successful. My hope and goal of creating a sports booster at Champion High School, is begin with simplicity met with efficiency. Fundraising and working together with the community can have a huge impact for students, faculty, and future members of Champion Christian High School. The sports booster has to be sponsored by staff and coaches at Champion, and organized through the athletic director and an elected supervisor by the school board. In doing so, each coach should be permitted to create and organize at least one fundraiser for their sport. They will have the help of the booster committee headed by the elected supervisor, and advised by the AD. The second step is to have events like dinners and fundraisers that include all sport programs at Champion. For example, a dinner put on by the Volleyball, Football and Cheerleading teams at Champion. The goal and success of a dinner like this, is that many people are working together to generate funds for the athletic program. These events will be organized and ran by the booster committee. In doing so, the booster must work with the ASB of Champion. The committee should include one coach from each sport, the ASB coordinator, School President, faculty/staff, Athletic Director, and the elected supervisor. The money that is collected from each sport will be given to the AD for his discretion. Each sport will have a separate budget that is determined by the AD, and dispersed among each account for all the sport programs.
**Events and Plans for the Sports Booster**

<table>
<thead>
<tr>
<th>Event</th>
<th>Support</th>
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<tbody>
<tr>
<td>Spaghetti dinner</td>
<td>Student Newspaper</td>
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<tr>
<td>Pancake Breakfast</td>
<td>Team Dinners</td>
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<tr>
<td>Selling of Candy</td>
<td>Team Retreats</td>
</tr>
<tr>
<td>Selling of community cards</td>
<td>Community involvement</td>
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<tr>
<td>Alumni Games (for all sports)</td>
<td>Community awareness</td>
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<tr>
<td>Sport merchandise</td>
<td>Champion Christian Merchandise</td>
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<tr>
<td>Community outreach</td>
<td>Raffles/Bingo Night</td>
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<tr>
<td>Advertisement</td>
<td>Parent/Student night</td>
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<tr>
<td>Jog a thon</td>
<td>Banners/Student Store</td>
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<tr>
<td>School rallies</td>
<td>ASB (student involvement)</td>
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<tr>
<td>Award Ceremonies</td>
<td>Staff/Coach involvement</td>
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</tbody>
</table>

Team Pictures Lunch time food for students at Champion (pizza) (burritos)

**Student Work Sample: Establishment of goals for service-learning program**

Mustang’s Leadership Team
This organization will provide students the opportunity to help develop and participate in school fundraising, community outreach, and leadership awareness. Students are required to complete the program for one school year, and will be given opportunities to gain management and outreach skills. This outreach program will ask the students to sign up for a 100 hours of service for the year, 50 per semester (logged hours). The program will help develop and work with other Champion programs like ASB, Ministry Outreach, and other school functions. The outreach program will work alongside with ASB, and contribute in any way possible.

1. Students will provide assistance in community outreach programs
2. Students will help assist and manage the Banner Program
3. Students will assist in all Champion fundraisers
4. Students will be awarded a letter of recommendation and plaque for services
5. Students will be asked to sign up for one year of service = 100 hours
6. Program will help develop management, business, social, and civic skills for students
7. Experience, Leadership, Participation. (ELP)
Dear Cash and Carry,

Champion Christian School is a nonprofit organization in Chico California, that has been helping students obtain a positive and academic education since 1992. Champion Christian is putting on a fundraiser for our Student Orientation Night that is held for new and returning families within the community. We want to begin this year by holding a pasta feed where parents, students, and members of the community can gather to experience the culture and life of Champion Christian School. Champion will be conducting a pasta feed, in which students are selling tickets within the community to raise money for the school. This event will include the serving of a pasta meal for a fundraiser that will help all athletics and school programs for Champion.

Champion has been hit hard due to economic times, and we feel that fundraisers like the pasta feed will help us keep the school economy healthy. In doing so we are asking your company if possible, to obtain a donation in price and or product to help us put forth the pasta meal in August. If your company could help us out in our time of need, we will greatly appreciate your time and effort in helping us make Champion a great school for all students.

This pasta feed will be one of many fundraisers that our school will be putting forth this upcoming year and the years to follow. Our hopes and goals are to establish a positive working relationship between our schools and your company. We believe that by working together, we may be able to help the student’s succeed and have a great experience at Champion. If you have questions, concerns, please feel free to contact me at any time. Thank you for your time and support and all of us at Champion look forward to working with your company.

Sincerely and Respectfully
The Leadership Team at Champion Christian School
Student Work Sample: Task and Item Sheet for Pasta Feed

Pasta Dinner at Champion
August 15th 5:30-7:30

Supplies

Noodles = Feed 100 people max $5.00 ea.
Sauce 100 people max $20.00 for Family of 4 +
French bread = 15 Rolls + or – Tickets will be sold in advanced and at the door

Lemonade or Punch = Powder Drinks
Paper Plates = 100 +
Forks, Knives, Napkins
Desert = Chocolate Chip Cookies/Oatmeal Raisin
Salad 4 or 5 bags at Costco = $1.99 ea.

Plastic Table covers
Church and school will provide tables and chairs
Banner Program: Student Work Samples

Dear Valued Business Owner and Member of the Chico Community,

Champion Christian School is a nonprofit organization in Chico California, that has been helping students obtain positive outcomes for their lives since 1992. Champion offers a variety of classes for grades 7-12, where students learn to develop and create social and moral tools for success. Our school provides students many opportunities to demonstrate their talents inside and out of the classroom. Champion is asking for support and contributions from the community to help build more programs and allow for more opportunities for student success.

Champion is developing a community outreach program that will allow for a business to advertise their logo at all home game events for the 2011-2012 school years. This can be done by purchasing a banner from the community outreach team at Champion Christian School. In return for your purchase, a multitude of parents, students, and citizens of the Chico community will view these banners at all home game events. These events include all home volleyball, football, and basketball games which are associated with Champion Christian.

Our mission at Champion is to develop young adults to become moral and ethical leaders within society. Your contribution will help develop athletics, academics, and opportunities for all students at Champion. As a school and institution that teaches young adults to learn about the world in which God created, we believe that all students should be given the opportunity and ability to succeed inside and out of the classroom. This banner program can help Champion create and provide a greater amount of opportunities for all students. We believe that your contribution to our school through a banner will have everlasting results for all students at Champion Christian. Thank you for taking the time and helping us succeed together, in that we are developing students to become future leaders for our future.

Sincerely,

The Leadership/Service-learning Team at Champion Christian High School.
Student Work Sample: Flyer for banner program within the community of Chico

Become a Member of Our Team, and We Will Succeed Together!

- Champion Christian School is a 501(c)3 nonprofit organization serving grades 7-12 since 1992.
- Champion is accredited by the Western Association of Schools and Colleges, and the Association of Christian Schools International.
- Our students have gone on to use 10 different universities nationwide.
- Total student body of over 200 students.
- Extracurricular activities include: art, science, music, social studies, English, foreign languages, physical education and more.
- Champion provides a learning and academic atmosphere that focuses on developing the individual to become successful, interesting, and future leaders.

Sports programs include: football, volleyball, basketball, track and field, tennis, cheerleading, school, rundown and 4x4, baseball, softball, and tennis.

Extra-curricular activities include: Academic Student Body, choir, and sports programs for students in Middle School, AP classes, and student management programs.

Please feel free to visit our website at [www.championcs.org](http://www.championcs.org)

Advertisement for Your Business

Your banner will be present for Champion Home Events which include Volleyball, Cheerleading, Men and Women's Basketball, and all Home Football Games. Your advertisement will be presented for duration of the 2011-2012 school years.

Pre-Existing Banner = $200/yr
Full Display on 2 x 6 Color = $500/yr
Full Display on 3 x 8 Color = $1,000/yr
Hello and thank you for taking the time to consider helping and contributing to the success and education of the students at Champion Christian School. If you are interested in supporting Champion through the purchase of a sports banner, please call our office at 530 345-8008 and one of our volunteers will set a time to meet with you at your business, or over the phone. There are four easy steps to follow to ensure the purchasing and advertisement of your banner:

1. Simply staple your business card to the attached order form
2. Please write your name and contact information in the space provided located on the back of this form
3. Mail order form with business card/logo and check to Champion Christian School. 1184 East Ave, Chico, CA, 95926
4. If you have any questions, please call our school office and ask to talk to a booster volunteer: (530) 345-8008

Terms and Agreement 2011-2012

The purchase of any size banner for the school year of 2011-2012 will be advertised at every home game in our upcoming school year. If you the customer wish to renew your banner at the end of your yearly term, there will be a $200 renewal fee. This fee will only be charged if the customer wishes to do so. This fee can renew any size banner that was previously purchased. When the subscription has no more than 4 months left on the agreement, you the customer will be contacted by a volunteer on the number that is on the back of this form. Thank you for your time and consideration.

Name__________________________________________

Telephone Number______________________________

E-Mail Address__________________________________

Name of Business_______________________________

PLEASE ATTACH BUSINESS CARD HERE, OR BUSINESS LOGO HERE.
Simply mark the box for the individual banner in which you would like to display at all home games for the 2011-2012 year.

☐ Yearly Renewal Fee = $200/yr

☐ Full Display on 2 X 6 Color = $500/yr

☐ Full Display on 3 X 8 Color = $1,000/yr