“EVERYBODY CAN BE GREAT... BECAUSE ANYBODY CAN SERVE.”

— MARTIN LUTHER KING, JR.
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—I encourage North Carolina citizens to provide their input and become a part of shaping our state’s service and volunteerism goals."

**Bev Perdue, Governor of NC**
WHY SERVICE-LEARNING?

Dear Friends,

In Guilford County Schools, we believe that the strength of character, combined with the keen analytical skills of a finely tuned mind, can overcome any obstacles and create a limitless future. In a world where citizenship can (and have) extend beyond traditional geographic boundaries of nation and state, and where technology exponentially increases our ability to achieve greater good (or greater harm), it is not enough for our students to only be smart. As the leaders of tomorrow, they must also be ethically grounded.

This reality forms the vision for this Strategic Plan, which is to nurture students who will excel academically while developing strong moral character. Service-learning, another major part of character development, connects meaningful service experiences in our schools and community with academic learning, personal growth and civic responsibility. So, yes, it is important to have character, but it is also equally important to show. While service is important, it is the combination of linking service to learning that makes the experience extremely valuable for our students. When this happens, the “why are you helping your neighbor or improving your community” becomes critically important. Through service-learning, our students take what they are learning in their classrooms and then translate that into improving their community and their schools.

We hope that the ideas outlined in this first Guilford County Schools Service-Learning Handbook will help guide everyone in the county to strive towards building character in our students.

Superintendent Maurice “Mo” Green
August 24, 2010

WHY DISTRICTS, SCHOOLS, AND CLASSROOMS SHOULD PRACTICE SERVICE-LEARNING

- Service-Learning leads to engagement and effective instruction.
- Service-Learning helps academic improvement and higher order thinking skills.
- Service-Learning fosters the development of important personal and social skills.
- Service-Learning develops stronger ties to schools, communities and society.
- Service-Learning promotes exploration of various career pathways.
- Service-Learning is associated with positive school environments.
- Service-Learning is associated with more community support for schools.

CHARACTER DEVELOPMENT TEAM

The character initiative core team supports the growth and implementation of the character development initiative throughout the district by working directly with regional offices and schools.

If you are a community partner and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact:

Vernice Thomas
Director of Character Development and Safe and Drug-Free Schools
thomasy@gcsnc.com
(336) 621-4026 or (336) 621-4001

If you are a student, parent, or school staff and have questions regarding Service-Learning in Guilford County Schools (GCS), please contact the Student Assistance Program (SAP) Coaches listed below for your region:

<table>
<thead>
<tr>
<th>Region</th>
<th>Coach</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Region</td>
<td>Kimberly Fields</td>
<td><a href="mailto:fieldsk2@gcsnc.com">fieldsk2@gcsnc.com</a></td>
<td>(336) 621-4044 ext. 1</td>
</tr>
<tr>
<td>Enrichment Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Region</td>
<td>Sally Shipley</td>
<td><a href="mailto:shiples@gcsnc.com">shiples@gcsnc.com</a></td>
<td>(336) 621-4044 ext. 2</td>
</tr>
<tr>
<td>Central Region</td>
<td>Theresa Crow</td>
<td><a href="mailto:crowt@gcsnc.com">crowt@gcsnc.com</a></td>
<td>(336) 621-4044 ext. 3</td>
</tr>
<tr>
<td>Southeastern Region</td>
<td>Karen Harris</td>
<td><a href="mailto:harrisk6@gcsnc.com">harrisk6@gcsnc.com</a></td>
<td>(336) 621-4044 ext. 4</td>
</tr>
</tbody>
</table>

Brenda Elliott-Johnson
Executive Director of Student Services
Project Manager for Character Development Initiative
elliotb@gcsnc.com
120 Franklin Blvd., Greensboro, NC 27401
(336) 370-8397
The Guilford County Schools (GCS) Character Development Initiative has three fundamentals: Character Education, Civic Education and Service-Learning.

What is Character Education?
The deliberate effort for people to understand, care about and act upon core ethical values.

What is Civic Education?
A core curriculum and teaching strategies that give students the knowledge, skills, virtues, and confidence to actively participate in democratic life.

What is Service-Learning?
A way of teaching and learning that connects positive and meaningful action in the community with academic learning, personal growth and civic responsibility. Service-Learning helps develop citizenship and good character while providing direct connections to the academic curriculum.

One of the first projects to be undertaken as part of the GCS Character Development Initiative was the construction of a home through Habitat for Humanity. The house was completed in July 2010. Close to 300 GCS students and staff members volunteered more than 2,000 hours over the course of five months to complete the construction of this home for a GCS family.
Service-Learning is more than just simple volunteering. In the process of service to their school and/or community, students learn a lot about themselves and their responsibilities as a citizen while making connections with what they are learning in schools.

**Service-Learning: EXAMPLE 1**

1. Coordinating a community marathon is service.
2. Measuring body mass index is learning.
3. Calculating the average BMI of a school, setting up a website to gather statistics, then organizing a “Walk across North Carolina” to help reduce obesity is service-learning.

**Service-Learning: EXAMPLE 2**

1. Picking up trash on a riverbank is service.
2. Studying water samples under a microscope is learning.
3. Science students collecting and analyzing water samples, documenting their results, and presenting their findings to a local pollution control agency is service-learning.

*Adapted from National Youth Leadership Council (http://www.nylc.org/)

“Be the change you want to see in the world.”

**Mahatma Gandhi**

GCS students are seen here planting a tree at their school on Earth Day. Through this experience, they are able to connect skills they are learning in language arts, math, science and social studies while positively impacting their school through service.
The vision of the Character Development Initiative is for Guilford County Schools’ students to lead and learn with strong character. One of the Strategic Plan’s goals is to provide our students with the tools and motivation necessary to positively impact our world. Thus, at Guilford County Schools, we offer the following awards to students who answer this challenge:

1. Service-Learning Diploma
2. Service-Learning Exemplary Award

**SERVICE-LEARNING DIPLOMA**

The Service-Learning Diploma is a locally-developed, official recognition program designed to recognize high school students who are committed to serving their community. Students who complete 250 hours of service-learning experience over the course of their high school years will receive this certification upon graduation. The program is designed to recognize students who dedicate a significant amount of time to service-learning in an effort to address challenges and solve problems in the community. All students who complete this program will be awarded a GCS Service-Learning Diploma. Additionally, at graduation, these students will be distinguished by wearing a Service-Learning cord. Commencing in the 2010-2011 school year, students will be made aware of how they can start earning hours toward this diploma which will be awarded for the first time in 2012. Modifications to the requirements will be made in the first TWO years the diploma is awarded.

<table>
<thead>
<tr>
<th>Graduates of the following years are required to complete the following hours of service to receive the diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014 and beyond</td>
</tr>
</tbody>
</table>

The first diplomas to honor students completing 250 hours of service-learning experiences will be granted at the 2014 commencement exercises.

It is recommended that students distribute these hours over the course of their four years of high school. This pacing will make their service more consequential and manageable with their other academic responsibilities.

**SUGGESTED schedule for acquiring 250 hours of Service-Learning Diploma**

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td>25</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>50</td>
</tr>
<tr>
<td>Junior Year</td>
<td>75</td>
</tr>
<tr>
<td>Senior Year</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

After 2014, there will be no further adjustments to the number of hours required for the obtainment of the Service-Learning Diploma. Students entering GCS at any time after their 9th grade year will still be required to complete 250 service hours to be eligible for the Service-Learning Diploma. Documented and verifiable Service-Learning hours that meet the program criteria completed in school districts outside of Guilford County will count towards the Service-Learning Diploma and Service-Learning Exemplary Award.
SERVICE-LEARNING EXEMPLARY AWARD

Service-Learning Exemplary Award is an honor a GCS high school student, who devotes a minimum of 100 hours of service-learning experience in their community over the course of their high school years, may receive upon graduation. Modifications to the requirements will be made in the first TWO years the award is given.

| Graduates of the following years are required to complete the following hours of service |
|---------------------------------|-----------------|
| 2011                           | 50 hours        |
| 2012                           | 75 hours        |
| 2013 and beyond                | 100 hours       |

Starting in the 2012-2013 school year, students entering GCS at any time earlier than the senior year will be required to complete 100 service hours to be eligible for the award. Students who enter GCS during their senior year must complete a minimum of 50 service hours to earn the Service-Learning Exemplary Award.

While there is no set number of hours to be earned in any school year, as a time management tool, we recommend the following schedule as a guide.

| SUGGESTED schedule to acquire 100 hours of Service-Learning Exemplary Award |
|---------------------------------|-----------------|
| Freshman Year                   | 10 hours        |
| Sophomore Year                  | 10 hours        |
| Junior Year                     | 30 hours        |
| Senior Year                     | 50 hours        |
| TOTAL                           | 100 HOURS       |

FOR BOTH SERVICE-LEARNING DIPLOMA AND SERVICE-LEARNING EXEMPLARY AWARD: Students may begin documenting hours in the 9th grade and may continue their work during the summer. Service hours performed over the summer must be approved in advance. All documentations to be considered for graduation must be submitted no later than May 15th of the student’s senior year.
## How Can You Earn Your Hours?

<table>
<thead>
<tr>
<th>Earns Service Hours</th>
<th>Does Not Earn Service Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Profit/Non-Profit</strong></td>
<td><strong>For-Profit businesses/agencies</strong></td>
</tr>
<tr>
<td>Non-Profit/City Agencies are established to help others, not to make money. They have proof of this status with a 501c (3) document. (If you are not sure, ask the agency if it is a non-profit!)</td>
<td>For-Profit businesses/agencies are in business to make money. (If you are not sure, ask the agency if it is a non-profit!)</td>
</tr>
<tr>
<td>- Recruitment/membership building</td>
<td>Activities at For-Profit agencies. (<em>An exception to this would be if a company sponsors an event to help others i.e. Avon sponsors a Walk-A-Thon where all proceeds go to help cure breast cancer.</em>)</td>
</tr>
<tr>
<td>- Distribution of materials</td>
<td>- Teaching about an organization (The goal is for you to perform charitable and service-learning work, not just talk about it!)</td>
</tr>
<tr>
<td><strong>Religious &amp; Other Non-Profit Agencies</strong></td>
<td></td>
</tr>
<tr>
<td>- Food kitchen for homeless/hungry</td>
<td>- Babysitting for family, friends or neighbors</td>
</tr>
<tr>
<td>- Emergency/disaster preparedness projects</td>
<td>- Babysitting, coaching, mentoring, and tutoring at For-Profit agencies (The family pays for the student to attend. This could be a daycare, preschool, tutorial group, sports camp, etc.)</td>
</tr>
<tr>
<td>- Teaching arts/crafts</td>
<td>- Pre-approved special projects where free services are offered to a population in need</td>
</tr>
<tr>
<td>- Promoting literacy</td>
<td>- Recreation &amp; supervision of children</td>
</tr>
<tr>
<td>- Academic/language tutoring for an agency</td>
<td>- Leading &amp; coaching at organized non-profit/volunteer programs</td>
</tr>
<tr>
<td>- Health/sports coaching</td>
<td>- Activities that benefit only you</td>
</tr>
<tr>
<td>- Building shelters</td>
<td>- Activities that benefit only the club</td>
</tr>
<tr>
<td>- Programs assisting the elderly</td>
<td>- Regular club meetings</td>
</tr>
<tr>
<td>- Community safety/community outreach/violence prevention</td>
<td>- Fundraising for the club treasury, uniforms, field trips, etc.</td>
</tr>
<tr>
<td>- Collection and distribution of food, clothing and other essentials for those in need</td>
<td>- Recruitment/membership building</td>
</tr>
<tr>
<td><strong>Childcare Services</strong></td>
<td></td>
</tr>
<tr>
<td>- Shelters/free clinics/YMCA/Boys &amp; Girls clubs</td>
<td>- Helping with club meetings</td>
</tr>
<tr>
<td>- Public education facilities</td>
<td></td>
</tr>
<tr>
<td>- Tutoring/mentoring at schools (academic subjects)</td>
<td></td>
</tr>
<tr>
<td>- Pre-approved special projects where free services are offered to a population in need</td>
<td></td>
</tr>
<tr>
<td>- Recreation &amp; supervision of children</td>
<td></td>
</tr>
<tr>
<td>- Leading &amp; coaching at organized non-profit/volunteer programs</td>
<td></td>
</tr>
<tr>
<td><strong>School Clubs</strong></td>
<td></td>
</tr>
<tr>
<td>- Club-sponsored service projects to help others</td>
<td></td>
</tr>
<tr>
<td>- Meetings that specifically prepare for service activities or approved fundraising</td>
<td></td>
</tr>
<tr>
<td>- Community outreach (i.e. Parade/Human Race/Health Fairs)</td>
<td></td>
</tr>
<tr>
<td>- Activities that benefit only you</td>
<td></td>
</tr>
<tr>
<td>- Activities that benefit only the club</td>
<td></td>
</tr>
<tr>
<td>- Fundraising for the club treasury, uniforms, field trips, etc.</td>
<td></td>
</tr>
<tr>
<td>- Recruitment/membership building</td>
<td></td>
</tr>
<tr>
<td>- Helping with club meetings</td>
<td></td>
</tr>
<tr>
<td>EARNs SERVICE HOURS</td>
<td>DOES NOT EARN SERVICE HOURS</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Sports, Performing Arts and ROTC</strong></td>
<td>- Camps or classes that charge tuition</td>
</tr>
<tr>
<td>- Exhibitions for community wellness <em>(Health Fairs/Red Ribbon Events/Great American Smoke-Out, etc.)</em></td>
<td>- For-profit camp or business</td>
</tr>
<tr>
<td>- Youth clinics <em>(non-profit or free to participants)</em></td>
<td>- Activities/performances/presentations required for a course for school credit</td>
</tr>
<tr>
<td>- Free performances for special populations or all fees collected go to a charity or for a cause <em>(i.e. hospital/shelter, fire/flood victims)</em></td>
<td>- Rehearsals required for class credit</td>
</tr>
<tr>
<td>- Unpaid coaching/refereeing for non-profit sports organizations/parks</td>
<td>- Ticket profit goes to club</td>
</tr>
<tr>
<td>- Back-to-School night <em>(directions, guided tours, etc.)</em></td>
<td>-</td>
</tr>
<tr>
<td>- Participating in parades <em>(if not a class requirement)</em></td>
<td>-</td>
</tr>
<tr>
<td>- Activity where profits go to shelter/needy family/victims of a natural disaster <em>(Hope for Haiti)</em></td>
<td>-</td>
</tr>
<tr>
<td><strong>Money &amp; Other Services</strong></td>
<td></td>
</tr>
<tr>
<td>&quot;1/4th Rule for Extras&quot;: It is recommended that no more than ¼ of your hours can be completed in ‘low quality’ service experiences <em>(i.e. picking up trash, filing, cleaning, etc.); money collections; blood donations; orientations and/or trainings (25 hours for Service-Learning Exemplary Award and 62 hours for Service-Learning Diploma)</em></td>
<td>Collecting money for a For-Profit organization.</td>
</tr>
<tr>
<td><strong>Court Mandated Service</strong></td>
<td>Court mandated hours do not count towards service-learning hours.</td>
</tr>
<tr>
<td>Hours beyond those required by the court at the same agency or for the same project <strong>if the placement meets non-profit guidelines.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Politics</strong></td>
<td>- Protests/strikes/rallies</td>
</tr>
<tr>
<td>- Voter registration <em>(unpaid)</em></td>
<td>- Work for political candidates or parties or special interests</td>
</tr>
<tr>
<td>- Poll worker <em>(unpaid, or you donate stipend to a charity)</em></td>
<td>- Recruitment/membership building</td>
</tr>
<tr>
<td>- “Get out the vote” activities</td>
<td>- Teaching about organizations/churches/club’s beliefs <em>(Our goal is for you to perform charitable service, not just talk about it!)</em></td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
<td>- Attending at club/organization/church meetings</td>
</tr>
<tr>
<td>- Voter registration <em>(unpaid)</em></td>
<td></td>
</tr>
<tr>
<td>- Advocating others to donate blood</td>
<td></td>
</tr>
<tr>
<td><strong>Animals</strong></td>
<td><strong>For-profit</strong> pet stores or veterinary clinics</td>
</tr>
<tr>
<td>Animal Shelters/Animal Rescue Groups</td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
</tr>
<tr>
<td>Students, there are always exceptions! If you have an idea or an opportunity that seems to fit the guidelines, or if you have other questions or concerns, please call/email the Character Development Office and describe your situation to the Student Assistance Program <em>(SAP)</em> Coaches for your region <em>(please refer to the SAP Coaches contact list on page 2 of this handbook).</em></td>
<td>Student, please check if you are not sure about the acceptable way of fulfilling this requirement.</td>
</tr>
</tbody>
</table>

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual
In quality Service-Learning experiences, students participate in the following five components:

**Investigation**
- Identify a need or area of interest in your school or community.
- Contact a Service-Learning Provider (this could be a community agency, an organization, a club or a teacher advisor) who currently addresses the need or area of interest you have identified to gather additional information.

**Preparation and Planning**
- Complete the Service-Learning Planning Form.
- Work with your selected Service-Learning Provider to identify specific duties that would be expected of you.
- Download and complete the Service-Learning Pre-Approval Form and submit the form to your school’s counseling office. Be sure to include the required signatures from your parents and your Service-Learning Provider.

**Action**
- After securing the approvals, begin your service.
- Continue your reflections throughout your time of service.
- Document your service hours and activities in the Service-Learning Student Log.
- Complete your commitment and submit all of your documentation and verification forms to the Service-Learning Provider.

**Reflection** (Example: Create a mural/scrapbook, make a video, write a poem or keep a journal.)
- Reflect on your experience before, during and after the service.
- Choose unique ways to reflect throughout the service.
- Complete the Service-Learning Reflection Form and turn it in to the Service-Learning Provider.

**Demonstration**
- Share your experience with your family, friends, school, house of worship, community or elected officials.

“Planting the Seeds of Citizenship”

Students who participate in Service-Learning are more likely to vote and engage with community organizations later in their lives.

Learn & Serve America, 2009
http://www.learnandserve.org/
SERVICE-LEARNING EXPECTATIONS

EXPECTATIONS OF STUDENTS

1. Find an agency/organization/club that is connected with your interests and that will provide you an opportunity to make positive changes in your school or community.

2. Complete the Service-Learning Planning Form and discuss your interests with the agency/organization/club.

3. Discuss what you would like to do with your parents and get their approval.

4. Finalize your proposal and have your selected agency/organization/club’s adult representative and your parents sign the Service-Learning Pre-Approval Form - giving you permission to conduct your service-learning experience.

EXPECTATIONS OF PARENTS

1. Help your child select an agency/organization/club that will provide him/her an opportunity to positively impact his/her community through service.

2. Sign the Service-Learning Pre-Approval Form and, if necessary, assist your child in obtaining a signature from the agency/organization/club.

3. As your child participates in the service, discuss with him/her what he/she is doing; how it is connected with what he/she is learning in school and how it is helping to make positive changes in the community.

EXPECTATIONS OF SERVICE-LEARNING PROVIDERS

1. Give the student an opportunity to participate in the planning of his/her service-learning experience.

2. Provide a safe and engaging experience.

3. Report any major issues or incidents of inappropriate behavior to the Character Development Office.

4. Accurately record the number of hours the student engages in the service.

5. Help the student reflect on the impact of his/her service before, during and after the service-learning experience.

6. Advocate for other organizations to engage students in service-learning experiences.
| **Step 1** | • Student goes to the GCS Character Development Website and downloads the following forms:  
  - Service-Learning Planning Form;  
  - Service-Learning Pre-Approval Form (Note: Parents and Service-Learning Provider must sign this form, granting approval for student to participate);  
  - Service-Learning Reflection Form; and  
  - Service-Learning Student Log. |
| **Step 2** | • Student selects an agency/class/club for his/her service-learning experience and obtains permission from the Service-Learning Provider and his/her parent(s) or guardian(s) to participate.  
  • He/She completes the Service-Learning Planning Form and gets parent/guardian’s signed approval.  
  • Service-Learning Provider reviews with the student his/her plans to positively impact the community through service and gives the student opportunities for input in planning for the service. |
| **Step 3** | • Student completes the Service-Learning Pre-Approval Form online at the GCS Character Development Website, prints a copy of the form before submitting it electronically.  
  • On the printed copy, the student obtains signed permission from his/her parents or guardians and his/her selected Service-Learning Provider.  
  • Student then makes a copy of this document for his/her records and delivers the original form to his/her school counselor who will then mail the form to the Character Development Office. |
| **Step 4** | • Once the signed Service-Learning Pre-Approval Form arrives at the office, the Character Development Office staff:  
  - Reviews the Service-Learning Pre-Approval Form.  
  - Contacts the agency to register as a Service-Learning Provider (if not already in the GCS database).  
  - Creates a group for the Service-Learning Provider in the GCS SharePoint LMS. |
| **Step 5** | • The Character Development Office sends emails to the student and the Service-Learning Provider notifying them that the service will/will not count toward the student’s Service-Learning Diploma and Awards program. (Note: The Character Development Office only approves the plan for service, not the agency. The parent is the one to grant permission for the student to work at a specific agency.)  
  • If the plan for service is not approved, the student is given feedback as to why and may choose to revise the plan or the student may continue with the plan with the understanding that the hours of service will not count toward the High School Service-Learning Diploma and Awards program. |
| **Step 6** | • The student makes contact with the Service-Learning Provider to begin the service experience. The Service-Learning Provider engages the student in meaningful service to the community and provides opportunities for reflection and input throughout the service experience. |
| **Step 7** | • The student documents:  
  - Number of hours and service activities that he/she has engaged in a log and submits it electronically (via GCS Sharepoint LMS) at the completion of the service-learning experience.  
  - His/Her participation in planning for the service by completing the Service-Learning Planning Form.  
  - His/Her reflection on the impact of the service by completing the Service-Learning Reflection Form.  
  • The Service-Learning Provider verifies this information and documents it via GCS SharePoint LMS. |
| **Step 8** | • At the completion of the service, the student downloads his/her certificate from the GCS SharePoint LMS as documentation of his/her service-learning experience. |
SERVICE-LEARNING THAT \textbf{COUNTS}

Make sure your hours make a difference.

Remember it’s about the \textbf{service} and the \textbf{learning}.

\textbf{GCS SERVICE-LEARNING PARTNERS}

The Volunteer Center of Greensboro  |  National Youth Leadership Council  |  
Boys & Girls Club  |  YMCA  |  YWCA  |  Communities in Schools of North Carolina (CISNC)  |  NC A&T University  |  UNC Campus Compact  |  Junior Achievement  |  Teen Grant Making Council  |  Greensboro Youth Council  |  IMPACT Greensboro  |  United Way  |  American Red Cross  |  International Civil Rights Center & Museum  |  Guilford College  |  Habitat for Humanity
The National Learn & Serve Challenge is a sustained, focused effort to promote youth’s civic engagement and service-learning.

Young people will help rebuild and renew their local or global community by using service-learning to create and implement innovative solutions to problems within five priority areas:

- Community renewal, including responding to the economic crisis
- Health and nutrition
- Education, including literacy and keeping kids in school
- Energy and the environment
- Safety and security

Goals of the Learn & Serve Challenge:

- Increase youth participation in service-learning, to reach 5 million additional young people each year
- Make measurable progress in local communities on the five priority areas listed above
- Increase visibility and engagement of children and youth in the civic life of their communities
- Increase in the number of schools that offer service-learning opportunities for students
- Increase local media coverage of service-learning and youth engaged in service-learning

For more information, please visit the Learn & Serve website at http://www.learnandservechallenge.org/
SERVICE-LEARNING PLANNING FORM

STUDENT’S NAME: _________________________ STUDENT’S ID#: _________________________

SERVICE EXPERIENCE TITLE: _________________________

AGENCY/CLASS/CLUB: _________________________ SCHOOL YEAR: _________________________

NEED – What is an issue or need in my school or community that I would like to help address?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

PURPOSE/OUTCOME – How will this plan help? What do I expect to happen as a result of my service?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

PARTICIPATION – What will I do to help?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

CHECK OUTCOMES – How will I know if this makes a difference?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

RESOURCES – What is needed to get the job done? (e.g. supplies)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Please complete this form online. Remember to print it before submitting it electronically via the Character Development website. Please have the printed copy signed by your parents/guardian and Service-Learning Provider. Submit the signed/approved copy to your School Counselor. It is recommended that students keep a copy of this form for their records.

**SERVICE-LEARNING PRE-APPROVAL FORM**

**Part A**

To be completed by student – PLEASE PRINT OR TYPE. You must allow 2 weeks for review and approval.

Name: _______________________________ School: _______________________________

Grade level: _______ Graduation year: _________ Student ID#: _______________________

Student’s Email: _______________________ Phone: _____________________________

Identify a school or community need that is of interest to you: ______________________

_____________________________________________________________________________

What activities do you plan to complete in order to address this need? __________________

_____________________________________________________________________________

Student pledge: “I agree to fulfill the duties and the time commitments recorded below in a manner that demonstrates my good character. I will provide adequate notice if I am ever unable to keep my commitments. I further agree to abide by all rules and procedures where I am serving.”

Student’s signature: __________________________ Date: ______________________

**Part B**

To be completed by agency’s volunteer coordinator/director/supervisor for the project – PLEASE PRINT OR TYPE

Name of Agency/Project: _______________________________________________________

Address: ______________________________________________________________________

Contact person(s): ___________________________ Hours: ___________________________

Title/position: _________________________________________________________________

Phone # (s): ___________________________ Email address(s): ______________________

Days and hours scheduled for the student volunteer: _________________________________

Brief description of job(s) to be performed by the student: __________________________

☐ Agency agrees to abide by the rules, processes and procedures of the GCS Service-Learning Program

Certificate of Insurance on file: ___________________________ Tax Exempt #: ____________

Contact Person’s Signature: __________________________ Date: ______________________

**Part C**

To be completed by parent/guardian – PLEASE PRINT OR TYPE

I give my permission for ___________________________________________________ to serve as a volunteer for the agency/project and time indicated on this form. I understand that she/he will be offering meaningful service to our community and that no compensation is offered for this service. Guilford County Schools only approves the service-learning experience as an acceptable service to earn hours through the Service-Learning Diploma and Awards Program. I understand that it is my responsibility as parents/guardians to approve the agency with whom my child chooses to conduct service.

(In case of emergency) Name & Contact No.: ________________________________

Parent/Guardian’s Signature: ______________________________ Date: ________________
# SERVICE-LEARNING STUDENT LOG

**STUDENT’S NAME:**

**STUDENT’S ID#:**

**SCHOOL:**

**NAME OF AGENCY/PROJECT/CLUB/ORGANIZATION:**

**CURRENT GRADE LEVEL:**

**SCHOOL YEAR:**

**GRADUATION YEAR:**

**NOTE:**
You must have submitted the Pre-Approval Form to the Character Development Office and must have received approval in writing in order for your service-learning hours to count towards the GCS Service-Learning Diploma and Awards Program.

<table>
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<tr>
<th>Date</th>
<th>Activity/Task Performed</th>
<th>Total Hours Worked (by full hour)</th>
<th>Contact Person’s Signature</th>
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</table>

Total hours documented on this page: _____________

Reflection completed? Yes ______ No ______

Note: Student, please maintain this original log for your records. The Service-Learning Provider will maintain a copy of this log for the district’s records.
SERVICE-LEARNING REFLECTION FORM

High quality service-learning reflection may include a variety of activities and forms, such as, written, artistic and verbal presentations. Reflection happens before, during and after a student’s service experience to encourage students to evaluate personal, social and civic issues related to their world and its connections to public policy and civic life. Please submit your reflection documentation to your Service-Learning Provider along with this form.

NAME: ___________________________ DATE: ___________________________

STUDENT ID#: _______________________ SCHOOL: __________________________

SERVICE-LEARNING EXPERIENCE:

1. How did this experience help you to better understand your responsibilities and roles as a citizen?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What skills and knowledge did you acquire through this experience?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How did your service impact your school or community? How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. How did this experience help you better understand ideas or subjects you have been studying?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Give an example of how “Be the Change” changed you. Comment on at least two character traits you have further developed during this experience.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. How will you use what you learned in other situations?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
DID YOU KNOW...?

...Service-Learning helps students to be more connected to their school and community?

...People who serve as adults are happier, healthier and more satisfied with their lives?

Some things to think about as you participate in service-learning:

You will represent your family and school.
Do it with integrity by presenting yourself in appropriate attire and being well-groomed.

Use appropriate language with children, the elderly, animals, etc.

Listen respectfully and follow all directions.
These are important social skills in future careers and in life.

Honor all time commitments you make.
This is a life skill you will need in any career you choose.

Be prepared with whatever materials you need.
(Notebook, pencil, sweater, gloves, your Service-Learning Log, etc.)

Ask questions or clarify tasks when you are unclear of what is expected of you.

Show character and honesty in all service-learning situations.

Keep an accurate Service-Learning Student Log.
Without a confirmation, you won’t get credit for your hours of service.

Some of your teachers may offer service-learning hours related to their course.
Remind them to register the service-learning experience with the number of hours each student has completed per each service-learning experience. (And be sure you keep a log of your hours of service.)

Turn in your Service-Learning Student Logs after every project to the Service-Learning Provider.

Make sure it is neat, complete and accurate.

Keep a copy!

Source: Adapted from the Long Beach Unified School District Student Service Learning Manual