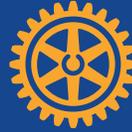Rotary | nylc™

SERVICE-LEARNING
WORKBOOK
FOR YOUTH

Are you ready to begin researching and planning your service-learning experience? If you can, complete the **Youth Guide to Service-Learning** course in Rotary's Learning Center before you start this workbook.

This workbook will take you through the phases of service-learning, which teaches young people how to address a genuine community need and enhance their own leadership skills.

Work with your team and an adult adviser to use this workbook before you start your service-learning experience and during each phase of it. You'll find questions and prompts to guide your thinking, as well as templates and resources that provide further support.

If you get stuck or need additional guidance, you can return to the **Youth Guide to Service-Learning** course or write to youngleaders@rotary.org.

Let's get started!

PARTNERSHIP WITH ✉**nylc**

## THE NATIONAL YOUTH LEADERSHIP COUNCIL

The Service-Learning Workbook for Youth and the Youth Guide to Service-Learning course were developed in partnership with the National Youth Leadership Council, a leader in youth engagement and service-learning. Learn more at nylc.org.

THE SERVICE-LEARNING CYCLE

The service-learning cycle has five phases: investigation, planning and preparation, action, reflection, and demonstration.
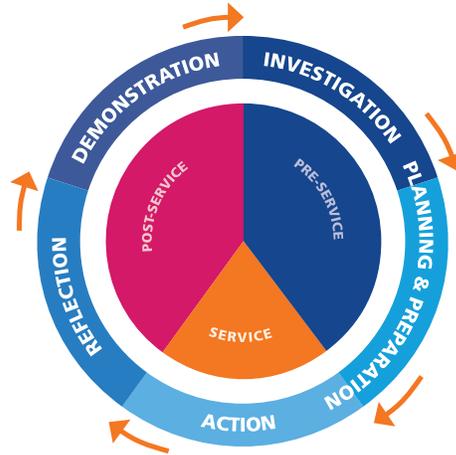
Investigation

Through research and inquiry, you and your partners identify a genuine community need and the factors that cause it.

Planning and preparation

Based on your initial research, you plan a realistic and meaningful service project with clear goals, timelines, roles, and follow-up plans.

Action

You and the other project participants implement the plan through direct, indirect, or advocacy-based service. Throughout the action, collect data about your project and its impact.

Reflection

Think more deeply about what went well, what went wrong, and what you learned. It is important reflection is implemented at every phase of service-learning, not just after Action.

Demonstration

Show what you learned and the impact you made in your community to others who were involved in or supported your action. Share recommendations based on findings from reflection activities.

Next, we'll look at each step in greater depth.

INVESTIGATION

This is the time to identify a community need or cause through research and inquiry.

CONDUCT A SELF-ASSESSMENT

Start the service-learning cycle by answering these questions independently or with your team.

What is your name? _____

If you're working with a team, what is its name, if it has one? _____

Why are you or your team interested in service-learning? What is your goal?

If you're working with a team, when and where do you meet?

What skills can you and each of your team members contribute throughout the service-learning cycle? Which ones would you like to develop? Here are some examples.

Linguistic skills: Do you enjoy writing, creating podcasts, or blogging?

Visual skills: Can you make a website, take photos, draw, or paint?

Musical skills: Can you create and perform a musical scene, write a song, or play an instrument?

Mathematical skills: Are you good at collecting and analyzing data, creating graphs and charts, or designing opinion polls or surveys?

What skills can you contribute throughout the service-learning experience?

What skills would you like to develop?

Is there a cause you're passionate about and want to focus on? Choose that cause or consider one of Rotary's causes:

CAUSE	DESCRIPTION
Promoting peace	We encourage having conversations to foster understanding within and across cultures.
Fighting disease	We educate communities and equip them to stop the spread of life-threatening diseases like polio, HIV/AIDS, and malaria.
Providing clean water and sanitation	We support local projects that bring clean water, sanitation, and hygiene to more people.
Saving mothers and children	We expand access to quality care, so mothers and their children can live and grow stronger.
Supporting education	We strengthen the capacity of communities to support basic education and literacy, reduce gender disparity in education, and increase adult literacy.
Growing local economies	We carry out service projects that enhance economic and community development and create opportunities for decent and productive work for young and old.
Protecting the environment	We support activities that conserve natural resources, advance environmental sustainability, and foster harmony between people and the environment.

Below are examples of different projects Interact clubs have organized to help advance Rotary's causes!

The Interact Club of South Delta Secondary School, British Columbia, Canada, has supported the Innocence Lost Foundation, which offers rehabilitation and resources to former child soldiers in Africa.

The Interact Club of Rey De Cartago, Tunisia, collects and distributes food to families in need and decorates public transit hubs with patriotic symbols.

The Interact Club of Aruba partnered with the Aruba Reef Care Foundation and Rotarians and Rotaractors to fight pollution. The intergenerational team collected plastic garbage to improve beach conditions.

Interactors across District 5170 in California, USA, developed a public service announcement and held fundraisers with a goal of raising $120,000 for the recovery program Shatterproof. The funds will support treatment access, addiction research, and program development.

The Interact Club of Andradina-Urubupungá, São Paulo, Brazil, learned Brazilian sign language, known as Libras, and taught it to schoolchildren.

The Interact Club of The Rajkumar College, Gujarat, India, painted colorful murals inside and outside a dilapidated primary school building, created amphitheater seating, and built an outdoor washroom. The members also repaved the road to the school.

What cause would you like to focus on?

UNDERSTANDING YOUR COMMUNITY AND CONDUCTING A COMMUNITY ASSESSMENT

Now it's time to do research to learn about the needs of the community where you're working. Either independently or with your team, answer these questions:

What community will you be serving (the world, a nation, a local area, a specific group of people)?

You can use any of these methods, or a combination of them, to conduct your community assessment:

Media: Review local news reports and articles to learn more about the issues your community faces.

Surveys: Design a questionnaire about issues in the community and ask teachers, other school staff members, community organizers, Rotarians, Rotaractors, and other Interactors to complete it.

Interviews: Invite community experts to interviews or discussions about issues in the community. Prepare thoughtful questions and record and analyze the information you get.

Focus groups: Gather a small group of young people and community members and facilitate a discussion on important issues in your community. Record the responses.

Which method or methods will you use?

What are the strengths of the community that you identified in your assessment?
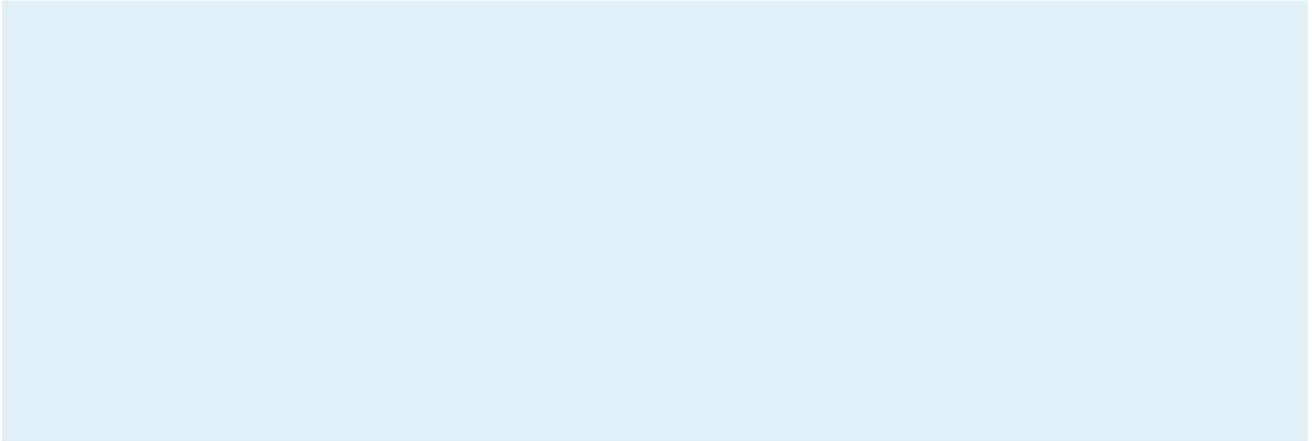
What is the community need you identified?
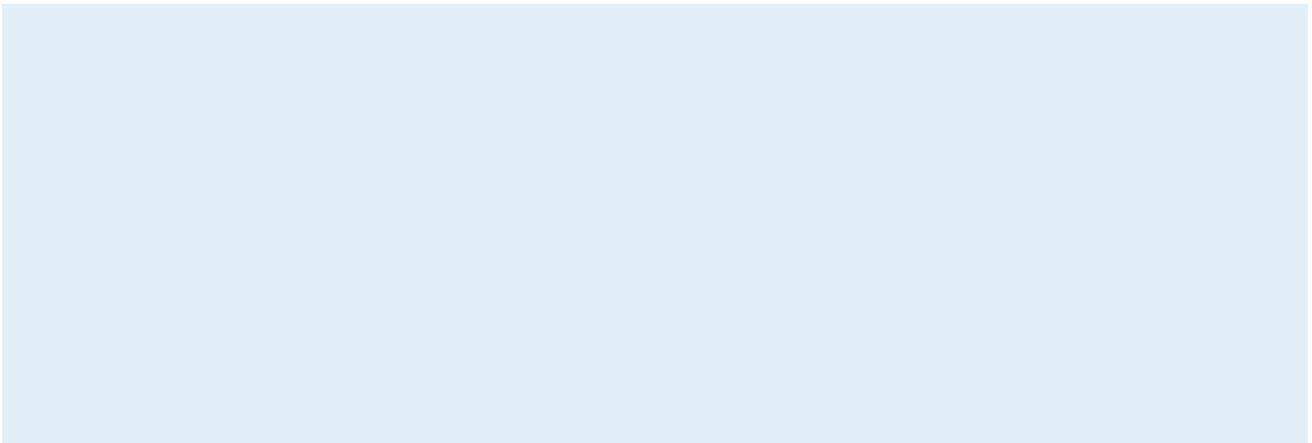
Consider these questions (you may use the Notes section at the end of your workbook):

- How do you know that this is a community need?
- What other research is needed?

Addressing the root cause

After you conduct your community assessment, it's time to ask what is the root cause of the problem you identified. Answer these questions:

What is the problem you identified?
(This can be thought of as the **trunk** of a tree.)
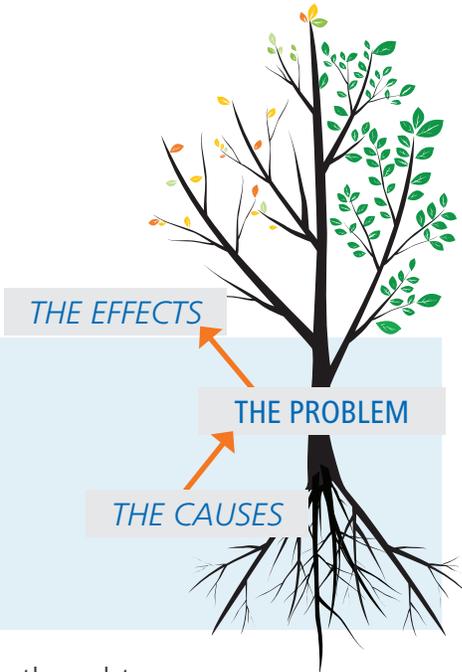
THE EFFECTS

THE PROBLEM

THE CAUSES

What is the outcome, or the effect, of the problem? (This can be thought of as the **branches**.)

What are the causes? (These can be thought of as the **roots** of the tree.)

Now that you have identified the root cause of the issue, does this change how you plan to address the need?

IDENTIFY THE COMMUNITY'S RESOURCES

Every community has resources. Identifying the ones that are available in your community will help you find ways to address the problem you want to solve. The chart below shows different sectors in your community and lists the types of support each sector could provide. Review the options below as you work to identify potential partners and the support they might be able to contribute.

CONSIDER THE FOLLOWING COMMUNITY RESOURCES

BUSINESS AND FINANCIAL SECTOR
- Donations
- Advertising
- Publicity

GOVERMENT AND ELECTED OFFICIALS
- Policy issues
- Allies and support
- Venues

HEALTH CARE
- Sites for service
- Allies and support
- Expertise

PARENTS
- Chaperones
- Expertise
- Fundraising

UNIVERSITIES
- Volunteers
- Tutoring and mentoring
- Expertise

TEACHERS
- Expertise
- Student volunteers

MEDIA
- Publicity
- Letters to the editor
- Public service announcements

COMMUNITY AGENCIES
- Sites for service
- Training and expertise
- Venues

Who are possible community partners, and how can you collaborate with them to address the need you identified?

You are almost ready to begin your planning and preparation. First, though, consider what type of service-learning project you or your team could carry out.

Direct service means working with directly with people. Examples include documenting oral histories from older people, tutoring younger students, and delivering meals to people who have limited mobility.

Indirect service means working to support other efforts that help people, such as cleaning up a playground, raising funds for a cause, or collecting books for a school or library that needs them.

Advocacy involves raising awareness about an issue that affects people. Examples include speaking to a city council to support a policy or launching a public information campaign about an issue like eradicating polio.

What action strategy will you use? You don't need to limit yourself to one type of service-learning action.

Now, put together everything you have done so far.

Describe your service-learning project, including the community need you identified, how you'll conduct research to narrow your focus, who your potential community resources will be, and the strategy you'll use.

PLANNING AND PREPARATION

Now you're ready to begin planning and preparation. During this phase, you'll decide when and how you'll carry out your project. First, answer these questions:

How will you and your team get the skills and knowledge that you determined you would need during your investigation work?

Your team may have differing ideas about how best to address the need you identified. How will you incorporate multiple perspectives in your service?

How will you know that your project is achieving its objectives and benefiting the community?

FIND COMMUNITY PARTNERS AND VOLUNTEERS

Will you work with outside partners or volunteers? If so, how will you get them to support your service-learning project? Think back to the mapping activity, in which you identified potential volunteers or partners.

If you or your team choose to work with outside partners, how will you and partners decide who will do what? How will you communicate these expectations to your partners?

DEVELOP A TIMELINE

An important step in planning is developing a detailed timeline. While you do so, answer these questions:

What are the short-term goals of your project?

What are the long-term goals of your project?

See the **Youth Guide to Service-Learning** course for more ideas on how to set meaningful goals for your project.

Below is a template you can use to make a timeline. Describe the activities that will take place during each month of your project. Consider:

- What tasks need to happen before the day of action (for example, developing promotional materials), during the day of action (for example, directing team members to work), and after the day of action (for example, thanking volunteers)?

- Who will complete each task, and by what date?

DUE DATE	TASK	ASSIGN TO	PLACE	NOTES

CREATE A BUDGET

Another important component of planning and preparation is developing a budget. Use the template below to do this. Make the budget as detailed as possible. Include a description of each expense, the funding source, and the total cost. Be sure to consider these questions:

- What resources do you already have for the project?

- What additional resources do you need?

- What are all the items that you will need throughout the service-learning cycle, such as art supplies, printed materials, and snacks?

Now, use the template below to develop a budget. Remember to be as specific as you can and describe the expenses fully.

ITEM	REASON NEEDED	TOTAL COST	FUNDING SOURCE	ASSIGNED TO	NEEDED BY

Make sure you have identified your action as a Rotary project in accordance with our brand guidelines. Find all the tools, resources, and guidance you need in Rotary's Brand Center.

After you complete your budget, consider whether you have enough funding. If not, how will you get it? Fundraising is one way that you and your team can pay for your project and other expenses. Some fundraising options are:

Events: Organize events such as walkathons, talent shows, or movie nights. Use the money you earn to support your project.

Grants: Apply for a grant. Research local nonprofits, nongovernmental organizations, and businesses where you can apply for funds. You can also ask your Rotary club if district funds are available to support your project.

Donations: Ask your friends, family members, people in your school community, or even local businesses if they will donate money to support your project.

In-kind contributions: Ask friends, family members, businesses, or local organizations to contribute things like equipment, books, clothing, or food.

ACTION

The time has come to take action! This is when your careful planning and preparation will pay off.

LOGISTICS ON THE DAY OF ACTION

It's important that everything go smoothly on your day of action. Use this example of a task list to create your own list for your service work.

TASK	CHECK WHEN COMPLETED

Work with your adult adviser to ensure that Rotary's youth protection policies are taken into account during your planning and are implemented throughout your service action.

DOCUMENTATION

Documenting your service-learning action is a key part of the process. Consider assigning members of your team to specific roles, such as:

ROLE	TASK	ASSIGNED TO

To protect young people, you need to get permission from their parent or guardian before posting or publishing any image or video that includes a minor. If adults appear in photos or videos, get their permission before you post or use them. Work with your adult adviser to make sure you have the appropriate permission forms ready for your day of action.

REFLECTION

Congratulations, you've completed your service-learning action!

But your experience isn't over yet. It's time to reflect on your project and consider what went well, what didn't, and why.

Use the questions below to guide your reflection. If possible, use examples and data from your project and documentation from your service action.

Here are some ideas for how to reflect on your experience that use different skills and learning styles:

Linguistic: Write an article for a newspaper, create a podcast, or write a blog post about the service.

Visual: Create a slide presentation, make a website, or make photos, drawings, or paintings of the issue and the emotion it elicits.

Interpersonal: Discuss your experiences in pairs or small groups, interview any project partners and the beneficiaries of your service, or teach others what you've learned.

Mathematical: Collect and analyze data about the project, create graphs and charts, or take a poll or survey to learn more about other participants' experience.

Musical: Create and perform a musical scene or write a song about the experience.

Intrapersonal: Write in a journal, write a personal essay, or create a scrapbook or memory box of items related to the project.

THE IMPACT OF THE SERVICE-LEARNING EXPERIENCE ON YOU

What are you proudest of?

Is there anything you wish you had done differently or think could have been done better?

What did you learn about the issue you addressed?

How do you think about your community differently as a result of this project?

What skills did you develop (in areas such as communication, organization, or leadership) by working on this project?

Think about the people you met or worked with during the project. What actions or words of theirs are the most memorable to you?

THE IMPACT OF THE PROJECT ON YOUR COMMUNITY

What part of your project had the biggest impact on the community?

What part of your project had the least impact on the community?

How do you and your team plan to reflect further?

WHAT'S NEXT

Think about what you can do to continue your service and expand the impact and reach of your project.

What follow-up is needed?

What questions do you still have?

What would you do differently next time?

DEMONSTRATION

This is the last step in your service-learning experience! It's time to tell people what you accomplished. Think about how you'll share your success and the lessons you learned throughout your experience. Before you begin, though, answer these questions:

Who is your audience? Fellow participants, partners, community members, or Rotarians?

What do you want to communicate about the project's impact on the community?

What do you want to say about the impact it made on you and your team?

Are there ways your audience can support your team and the project? Is there an action you would like members of your audience to take?

Here are some ways you can demonstrate the results of your service-learning project:

Events: Host an event like a celebratory dinner with speeches, an art show, or a musical performance to show what you or your team has accomplished so far and encourage attendees to support your future efforts.

Portfolio: Create a report about the project from start to finish. For example, design a webpage that includes updates on the project and clearly tells readers how they can get involved and contribute.

Presentations: Give presentations to show new audiences with similar interests the work your team has done. Consider speaking at a meeting of a Rotary or Rotaract club, at your Rotary district conference, or at other service conferences.

Local media: Send a press release to television, radio, and newspaper outlets to get widespread attention for your project.

Social media: Post about your project on social media, one of the best ways to let people know about your work. You can also ask your sponsor Rotary club to post your project on Rotary Showcase.

Community leaders: Tell local leaders what you did by writing letters to them or setting up meetings to discuss the issue, why you care about it, and what they can do to help.

The annual Interact Awards: Each year, Rotary International recognizes Interact clubs for their outstanding videos, essays, and photos. Submit your nomination for a chance to be named "Best Video," "Best Photo," or "Best Essay" and receive funds to support your next project.

How do you plan to show your school, community, and Rotary district the impact you made?

When you celebrate your accomplishments, be sure to thank and recognize any partners or volunteers who supported your service-learning efforts. You can write letters, say thank you in person, or credit partners in promotional materials.

CONGRATULATIONS!

You've reached the end of the Service-Learning Workbook for Youth. Your hard work and dedication make our world a better place.
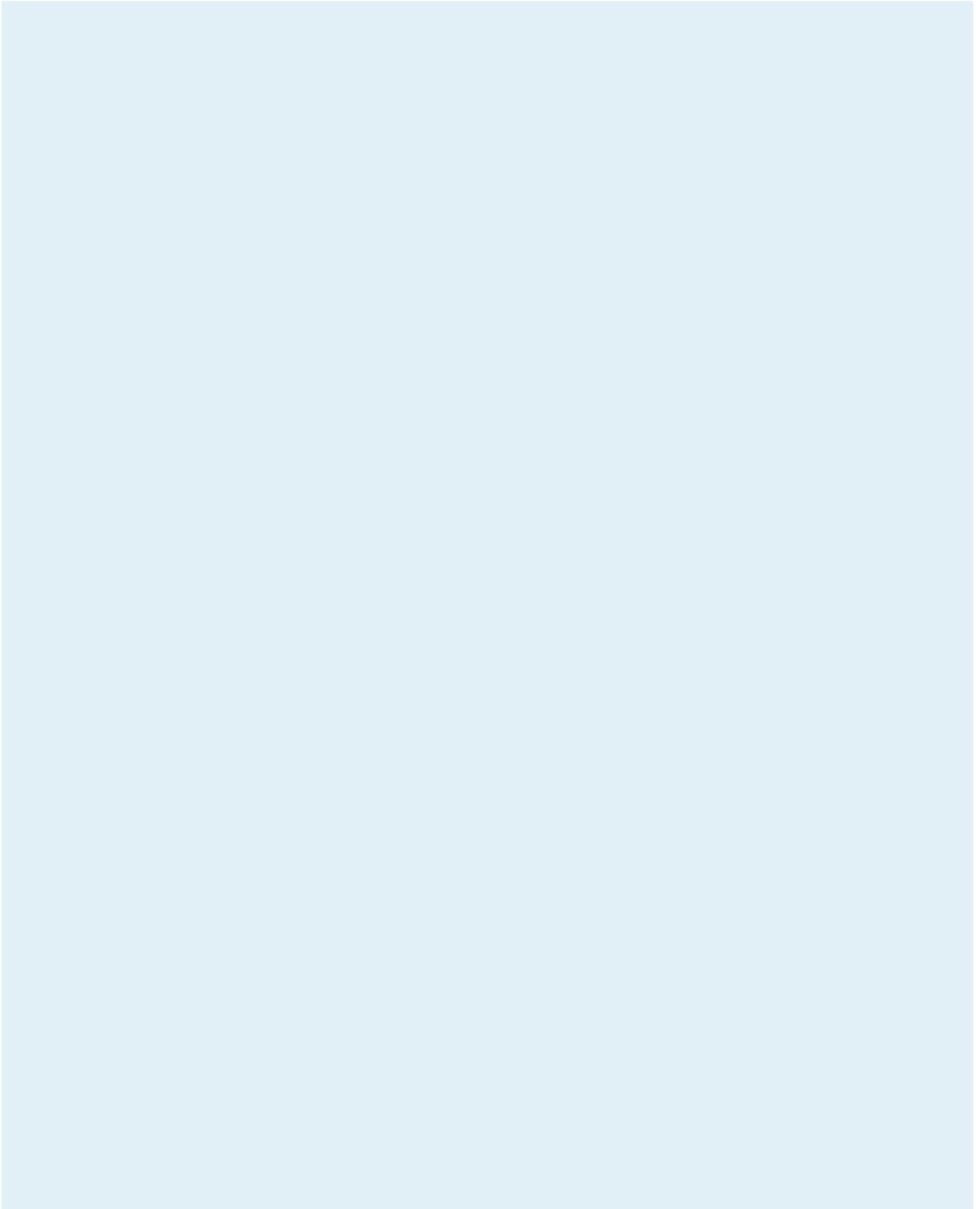
But don't stop here! Think about how you can build on your project's successes, or go back to the beginning of this workbook and start a new project. You can accomplish more, and your community needs leaders like you to serve and to engage others in service.

> **To ask questions or tell us about your service-learning projects, write to youngleaders@rotary.org.**
>
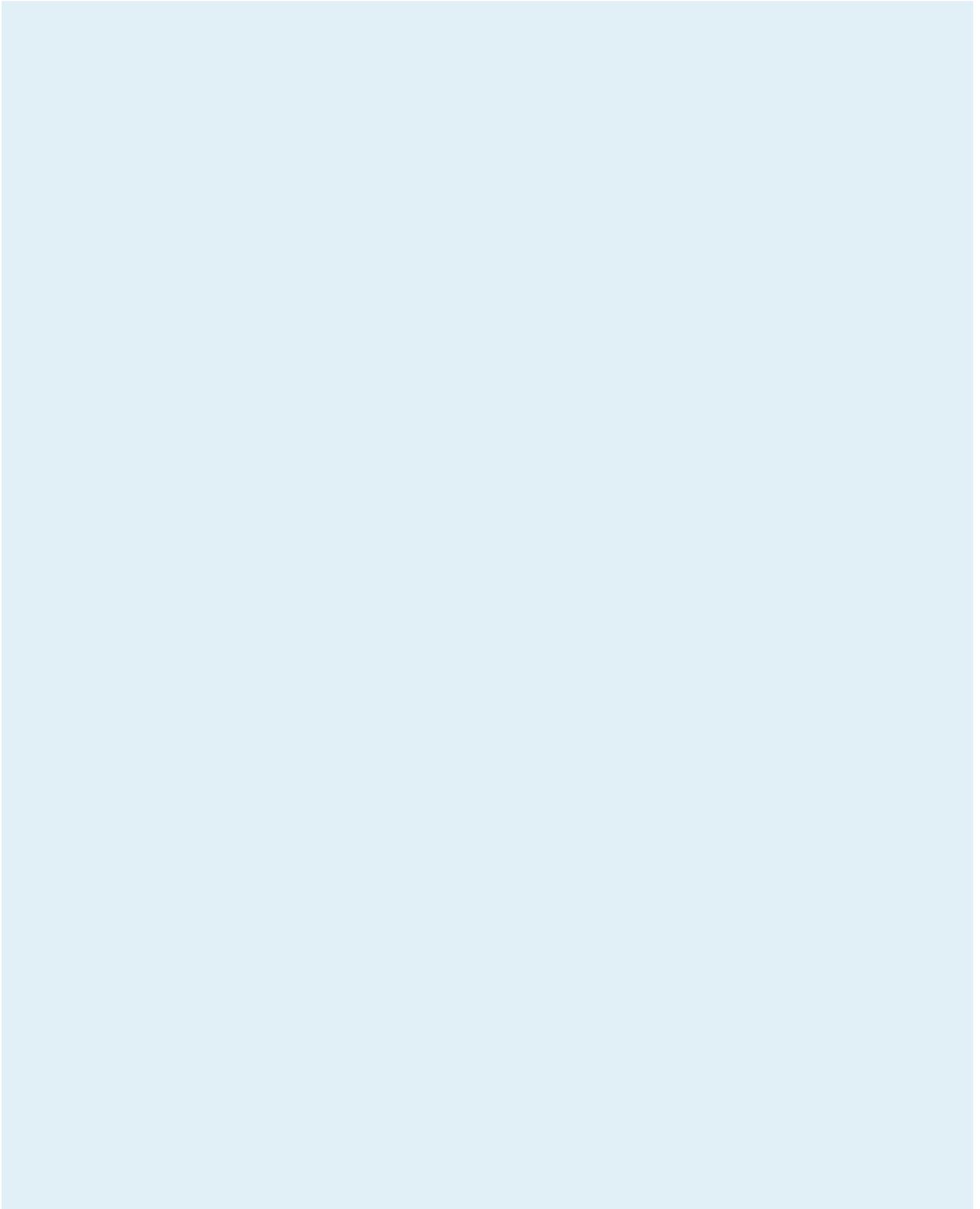> **We can't wait to see what you'll do next!**