

Lesson Title: Community Service

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Lesson Outcomes:

- Investigate ways to give back to the community, find ways to volunteer, and find new interests for their future.
- Complete community service hours
- Observe an elected body take part in an official government meeting

Alignment to New York State Social Studies Curriculum Framework:

12.G4 POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

12.G4e Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

Alignment to New York State Social Studies Practices:

F. Civic Participation

2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem
6. Identify situations in which social actions are required and determine an appropriate course of action

Materials:

- Appendix A: [Community Service Requirements](#) and Parent Information Form - sample
- Appendix B: [Community Service Proposal, Hours Log and Process Reflection Questions](#) - samples
- Appendix C: [Community Service Log](#) - sample

Note to teacher: If you are new to requiring community service, please work with your school/department administrator to make sure that your requirements are aligned with your district's policies.

Lesson Procedures:

- Introduce the lesson with showing this video from YouTube entitled “What is Community Service” It is only 2:47 minutes long and gives a quick overview of the intrinsic reasons to take part in community service
https://www.youtube.com/watch?v=L_MWpvMm5tk
- In small groups, have students brainstorm ways that they already take part in community service
 - They could put this on large paper to share with the class to generate ideas
- Review the Community Service Requirements; pay specific attention to the expectations of the student to positively represent their school and behave in a mature and professional manner
 - **Note to Teacher:** Having 5 hours due every 5 weeks helps students manage their time and successfully complete needed hours
- Review the Community Service sheets. Note that all parts must be filled out by the person in charge of the service
 - Remind them about safety, strangers and never going to an unknown place alone
- Reach out to elementary teachers, PTA organizers, librarians, school groups and coaches to let them know students will be looking for community service opportunities
- Make a “Community Service Board” in your classroom where you can post upcoming public meeting dates and times as well as opportunities to volunteer

Check for Understanding:

- Evaluate their logs on an ongoing basis
- Once students have completed their service hours, assign students to write an essay reflecting on their experiences. Suggested reflection questions:
 - What does the agency do well? What would you like to see done differently?
 - What did you learn about the issue the agency addresses or the population it serves?
 - Have you learned a skill or clarified an interest? How can you apply it?
 - What have you learned about yourself?
 - In what ways were your stereotypes or assumptions challenged?
 - How has this service experience supported your values?
 - Would you want to serve with this organization again?
 - How responsive is this organization to community needs?
 - What about your experience can you share with your peers or fellow volunteers/activists?

Extensions:

- Have students create a service organization that would be a legacy to the classes behind them
 - It could be a place/website for community members to match up with students looking for places to volunteer

To learn more about the stages of an effective service learning project:

K-12 Service-Learning Project Planning Toolkit 2009 Updated Edition, Created by RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse

https://www.ffa.org/sitecollectiondocuments/lts_servicelearningtoolkit.pdf

Chapter 1 - Investigation - provides good process tools for learning about community problems

Appendix A

Participation in Government **Community Service Requirements** (SAMPLE)

New York State Education Department mandates that all high school seniors take a Participation in Government (P.I.G.) course in order to receive a high school diploma. Citizens participate in civic life through volunteerism. At ----- High School, we require students to complete ----- hours of community service as part of the Participation in Government course.

As part of your final grade for P.I.G. you will be required to take part in 20, non-paid community service hours. The purpose of this **is to give back to the community**, find **unselfish** ways **to help others** and to find new interests for your future.

Requirements: (SUGGESTED-Should be edited per teacher and school policy)

- 20 hours total, 2 hours must be done at a government meeting
- 10 hours due at the **10 week grade mark**
 - Check points every 5 weeks
- These hours **must not be paid**
- Hours **can not count towards credit for another class.**
- No more than 10 hours in one area
- Hours will only count if the Community Service Form is signed

Approved list Community Service Hours – MUST COME FROM HERE:

- Voter Registration Drive
- Volunteer for Political Parties, Interest Groups or the League of Women Voters
- Enlisting in the Military-5 hours (must have official papers signed)
- Blood Drives-Red Cross-volunteering at the Blood Drive
- Giving Blood (counts as two hours-can only do once)
- Soup Kitchens/Church Dinners
- Big Brother/ Big Sister Program
- Boy Scouts/Girl Scouts or other similar service organizations
- Church Clean-ups
- Campus Clean-Ups
- Volunteering at a library
- Teaching Sunday School at Church
- Providing Child Care at Church or at community meetings like the PTA
- Park Clean-Ups-officially sponsored by an organization
- Adopt a Highway Program Clean ups

- Charity Run or Walks (diabetes, MS, MD, ect)
- Food banks-working in the orchard, or at food donation
- Benefits helping people in need
- Humane Society/Animal Shelters-walking, feeding or cleaning up after animals
- Peer Tutoring/Tutoring for younger grades-must be approved before
- Helping in the elementary schools-must be approved before
- Coaching or helping coach a youth team-during the semester
- Gift Drives, wrapping gifts, collecting gifts, distributing gifts
- Community Fundraisers
- Helping in a nursing home or senior living center
- Volunteering at a pre-school or daycare

YOU MUST DO AT LEAST ONE OF THE FOLLOWING FOR TWO HOURS

- School Board Meeting
- Town Meeting or City Council Meetings
- Political Party Meeting
- Interest Group Meetings

The following DO NOT COUNT as community service hours:

- Helping parents, siblings, grandparents or family friends babysit, do lawn work or general chores.
- Doing work at your job but not getting paid
- House, pet or babysitting

Ground rules:

- You represent your school district
- Call ahead to set up an appointment, keep all appointments
- You need to use appropriate language – for example, no swearing
- You need to dress appropriately for the activity
- Be **respectful** to the people you are working for and working with
- Be on time
- Do the job you were assigned!

----- High School

Participation in Government Course - Community Service Requirement

Parent Information Form

New York State Education Department mandates that all high school seniors take a Participation in Government (P.I.G.) course in order to receive a high school diploma. Citizens participate in civic life through volunteerism. At ----- High School, we require students to complete ----- hours of community service as part of the Participation in Government course.

As part of your child's grade for P.I.G., he/she is required to take part in 20, non-paid community service hours. The purpose of this **is to give back to the community**, find **unselfish** ways **to help others** and to find new interests for their future.

Requirements: (SUGGESTED-Should be edited as teacher and school policy)

- 20 hours total, 2 hours must be done at a government meeting
- 10 hours due at the **10 week grade mark**
 - Check points every 5 weeks
- These hours **must not be paid**
- Hours **can not count towards credit for another class.**
- No more than 10 hours in one area
- Hours will only count if the Community Service Form is signed

Student's Name: _____

Teacher's Name: _____ Class Period: _____

I understand that my child, _____ needs to complete 20 unpaid hours of community service by the end of the semester in order to take the final exam.

Name of parent/guardian _____

Signature of parent/guardian _____ Date: _____

**Participation in Government
Community Service Project Proposal**

**** Due _____ ****

Name _____ Period _____

Proposal
<p>I plan to complete my community service at:</p> <p>The address of the organization is:</p> <p>I plan to perform the following services at this organization:</p> <p>I was able to get permission to perform community service from:</p> <p>Whose position is:</p> <p>You can reach him/her at the following telephone number:</p> <p>My daily supervisor, who will sign my attendance sheet for every hour I volunteer, will be:</p>

Name _____

Community Service Hours Verification Form

Print out this form and use this to record your volunteer service hours. You will need to obtain a signature every time you volunteer. Make a copy of this form for your records. You **MUST** submit the original. REMEMBER you will **NEED** to get photos of YOU performing your Community service!!

Date	Type of Work	Hours	Organization	Name, Signature, Phone number of supervisor	
				PRINTED name and signature	Phone Number

TOTAL HOURS _____

Process Reflection:

Stages of Community Service	Reflection Questions
Investigation	<ol style="list-style-type: none"> 1. What service was provided by the group or organization you worked for in the community? 2. How long has it been in existence? 3. What were the reasons you chose this particular community service? 4. Does this organization provide or supplement services provided by local/state government? <p><u>Planning and Preparation</u></p> <ol style="list-style-type: none"> 1. How did you get your job at this organization? 2. How did you prepare/plan for your community service?
Implementing	<ol style="list-style-type: none"> 1. What jobs, duties, and responsibilities were you asked to perform? 2. What interactions did you have with other volunteers and/or adults? 3. How did this service connect to the “Roles of a Citizen”?
Reflection	<ol style="list-style-type: none"> 1. What specific experiences affected you? 2. Did you make a difference? Explain your answer. 3. What did you learn from this experience?

Appendix C

Community Service Completion Sheet
(Sample)

Student Name: _____

Date: _____

Community Service: _____

Number of Hours Completed: _____

Brief description of work:

Work Performance: (check all that apply)

- | | |
|--------------------------------|----------------------------|
| _____ Excellent! | _____ On time |
| _____ Average | _____ Appropriate Language |
| _____ They showed up | _____ Appropriate Clothing |
| _____ Would not want them back | |

Additional comments:

Name of supervisor: _____

Signature of Supervisor: _____

Title of Supervisor: _____

Supervisor's Phone/e-mail: _____

Organization: _____