

RATE SERVICE LEARNING PROJECTS

The Service Learning 2000 Center at Stanford University developed the diagram below to help teachers understand service learning and to reflect upon what it really looks like in the classroom. Their four quadrants of service learning have been widely used in the United States by teachers and staff development professionals to examine the general principles of good service learning practice.

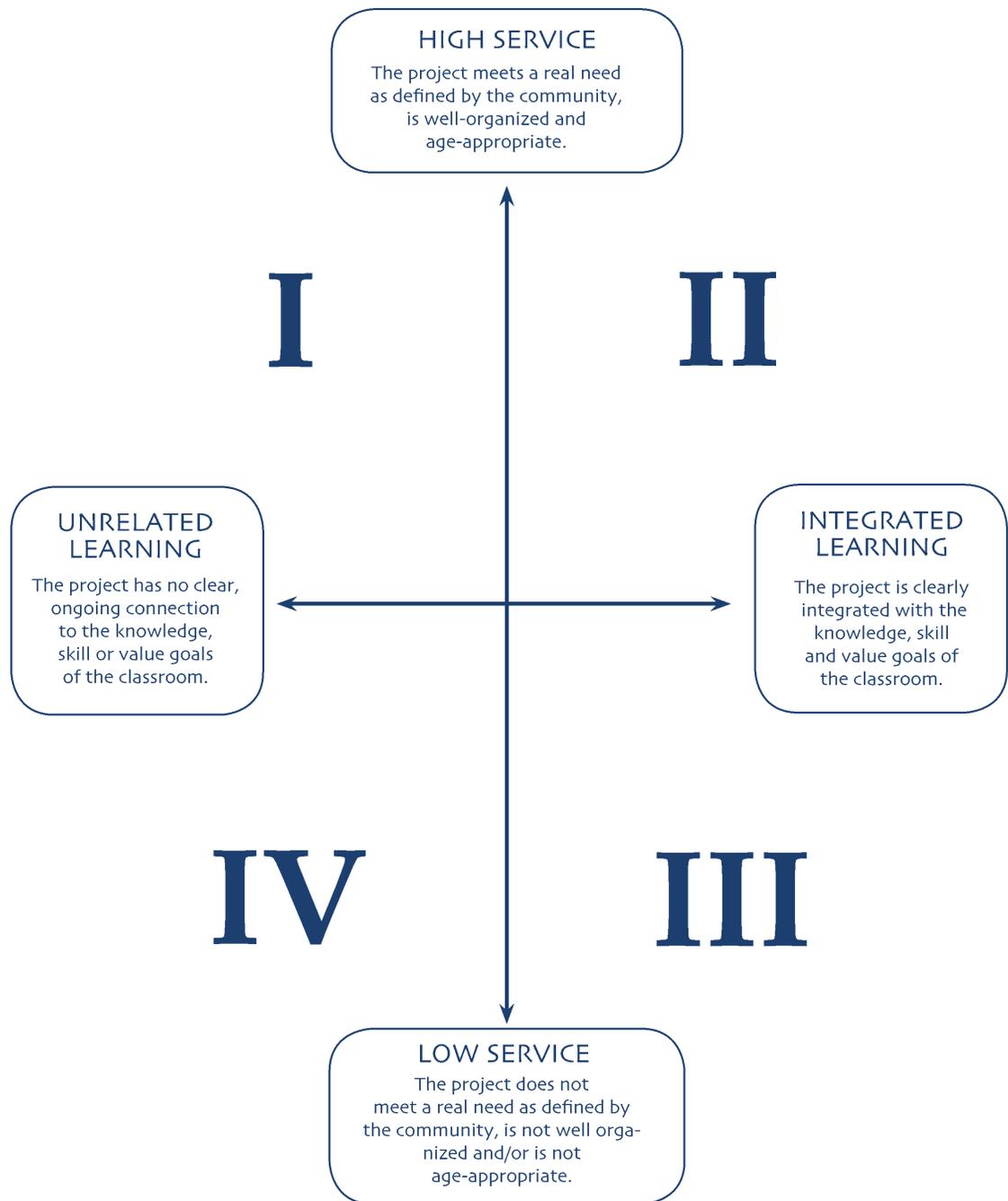
We hope the exercise will also assist you in developing an effective water quality service learning project for your classroom.

The Service Implementation Model (pictured below) uses two intersecting axes to create four quadrants. The horizontal axis examines Learning and denotes the continuum from “Unrelated Learning” on the left to “Integrated Learning” on the right. Unrelated Learning is defined as activities that show little to no connection between a project or service and what is being taught in the classroom. At the other end of the spectrum, Integrated Learning involves a project or service that is tightly woven into the academic goals of the class.

The vertical axis examines the continuum from “Low Service” at the bottom of the line to “High Service” at the top. Low Service is defined as classroom activities involving little to no service, service that is developmentally inappropriate or service that does not meet an authentic community need. At the other end of that continuum, High Service relates to well organized, age appropriate activities that meet an authentic community need.

By definition, the best service learning activities fit into Quadrant II (Integrated Learning with High Service). It is important to note that while that is the ultimate use of service learning as a classroom pedagogy, activities in all four quadrants are excellent classroom strategies that can be used either to slowly introduce a class, teacher or school to service learning, or as excellent stand-alone teaching strategies.

SERVICE IMPLEMENTATION MODEL



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REFLECTION ACTIVITY
RATE SERVICE LEARNING

**Following are some examples of typical service learning efforts.
Which quadrant would you place them in? Why?**

Students are required to do ten hours of community service every year. An online system was created so students could record their participation and insure that the service requirement does not become an extra burden on classroom teachers.

(Answer: Could be quadrant IV or I depending on the quality of the service.)

Students in a San Jose classroom studying water pollution prepare and distribute “What your family can do to prevent water pollution” pamphlet to their neighbors. They talk with their own families and develop a plan to reduce their family’s non-source point pollution.

(Answer: Quadrant I or II depending on how well it is integrated with their core academic studies)

The History teachers at a high school organize their curriculum around the World Issues. In addition to studying the problems around the world, students also study similar problems in their own community. Students work in groups to take research options to solve one of the local problems they have studied. The student reports include a description of their local problem, possible solutions, their solution and reflection.

(Answer: Quadrant III or II depending on whether or not the student implement their action plans.)

A middle school teacher takes his students on a field trip to a local water treatment plant. After the tour they do a litter pick-up along a local river.

(Answer: Quadrant III or IV depending on how well the field trip is linked to the academic standards they are studying.)