



## Chavez Service-Learning (A to Z)

### **Step 1: Community Needs Assessment**

Students should use a method of community assessment to determine unmet local needs.

#### **Tools:**

- Community Survey, Interview, Questionnaire
- Newspaper (Local Section)
- Local Community Organizations
- The Internet

### **Step 2: Choosing a Project**

Once need is identified students should brainstorm project ideas

#### **Things to consider:**

- Service project should tie into classroom standards
- Service project should be realistic and manageable
- Service comes in many forms, including direct (painting murals, tutoring), indirect (fundraisers, popular education), and advocacy (changing school clothes to a sweatshop free company).
- Service project should reflect the life, work, and values of **Cesar E. Chavez**.

### **Step 3: Planning a Project**

Students should meet to plan and discuss project and site logistics. Groups or committees are formed to delegate work. Everything should be well thought out and planned.

#### **Possible committees:**

- Communications/Media Committee
- Art/Outreach Committee
- Organizing Committee

### **Step 4: Conduct Service Project**

Student committees should meet to develop work plan and start work.

#### **Suggested tasks:**

Communications/Media Committee – Students can research information and statistics based on the community needs to include in information sheets, promotional materials,

and slogans. They can reach out to local newspapers, TV, and radio stations. Students can write an editorial for the local newspaper, school newsletter, bulletin etc. to generate awareness about youth taking action and recruit more people from the community.

Art/Outreach Committee – Students can brainstorm ways to promote project and recruit more people to get involved. Students can begin developing promotional materials using the information and research from the Communications Committee. Students can post promotional and informational materials in key locations throughout the community.

Organizing Committee – Students will handle the logistics of the project and can brainstorm student/community organizations that will support them with materials, donations, or volunteers. Students can put together a plan for getting the organizations involved including a script for making phone calls, sending e-mails and doing presentations. Students can begin conducting workshops and trainings in other classrooms or for the community, doing presentations for other groups and organizations, talking to their families and neighbors. Students can use the promotional materials developed by the Art Committee for more effective outreach.

## Step 5: Reflection

Thoughtful reflection is incorporated into activities before (**to prepare**), during (**to troubleshoot**), and after (**to process and extend learning**) the project. Immediate on-site reflection is ideal but not always possible. Post reflection should vary and can be used to assess the service, academic content, skills, and values.

### Reflection ideas:

Self Reflection – What have been my values, attitudes, and behavior in the past, and how did they develop? How is this project (the curriculum as well as the community action) impacting my values, attitudes, and behavior, and how might these change as a result?

Reflection on Learning – What are the concepts and skills I am learning, and how can I apply them to address a need or problem in the community? Because of my community action experience, what new concepts and skills would I like to learn?

Community Reflection – Who and what is community, and what are my responsibilities to my community(ies)? Why? How are my communities responsible to me? Why?

Reflection on Service – What makes my actions worthwhile and meaningful? What new concepts and skills am I learning as I carry out my actions? Are my actions more than service?

## Step 6: Evaluation

Information is collected and analyzed on the **effectiveness** of the project.

### Things to consider:

- Evaluate the project from many different perspectives (e.g. student, teacher, principal, community)
- Use standard evaluation tools so results are useful.