

THE LIEUTENANT GOVERNOR'S SERVICE FOCUS

Service Learning in Storybook County

CIVICS

SERVICE LEARNING

PROJECT PLANNING

REFLECTION

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long, plus an optional out-of-class service hour.
HANDOUTS	1. Service-Learning Planning Grid; 2. Need Cards; 3. Roundtable Guide; 4. Hours Log

THE STORY PROBLEM

The Lieutenant Governor of Storybook County has announced the year's service focus: "Rebuilding After the Wolf." Every delegation must plan one project that helps a story community recover, and connect it to something delegates will learn.

► THE PROCESS PRACTICED

Service learning. In YMCA Youth and Government the Lieutenant Governor leads a year-long service focus, each delegation names a Service-Learning Liaison, and delegates earn recognition for combined service and learning hours. The program's own service-learning model has four parts: Learning Objectives, Action, Reflection and Evaluation. In this lesson students plan a service project for a community need found in a story, carry out a small real-world version if the school allows, and reflect on it using the roundtable format used at the program's national conferences and on its Y-Corps service trips.

► LEARNING OBJECTIVES:

- Students will be able to identify a community need from a story and describe who is affected and why.
- Students will be able to plan a service project using the four-part model: Learning Objectives, Action, Reflection, Evaluation.
- Students will be able to translate a fictional project into a real one the class could actually do.
- Students will be able to lead and take part in a roundtable reflection.
- Students will be able to track service hours and learning hours separately.

► MATERIALS:

- Handout: "Service-Learning Planning Grid" (Supporting Document 1)
- Handout: "Need Cards" (Supporting Document 2)
- Handout: "Roundtable Guide" (Supporting Document 3)
- Handout: "Hours Log" (Supporting Document 4)
- Chart paper and markers

► PRE-PLANNING:

- **Assign Roles:**
 - **Lieutenant Governor** (1 student): announces the focus, visits each team, leads the final roundtable.
 - **Service-Learning Liaisons** (one per team): keeps the planning grid and the hours log.
 - **Teams** (4-5 students): each draws a Need Card.
- Decide in advance whether a real one-hour service action is possible (a school clean-up, a letter-writing hour, a supply drive, a reading hour with younger students). If not, Session 4 uses the planning product only.

SESSION 1 FINDING THE NEED

30 MINUTES

- 5** **Hook.** "The wolf is gone. Two pigs have no houses. Who helps?" Draw out that service is what a community does for itself when the law is not enough.
- 10** **Service vs. Service Learning.** Service is doing the work. Service learning is doing the work while learning something you set out to learn, then reflecting on it. Walk through the four-part grid with the program's own example: Learning Objective, public speaking; Action, voter registration drive; Reflection, what did we say that worked; Evaluation, how many registered.
- 10** **Need Cards.** Teams draw a card and answer: Who is affected? What exactly do they need? What do they not need (help that would not help)?
- 5** **Liaison Check.** Liaisons report the need in one sentence to the Lieutenant Governor.

SESSION 2 PLANNING THE PROJECT

30 MINUTES

- 20** **Fill the Grid.** Teams complete the planning grid for the story project: Learning Objectives (two things team members will learn, such as planning a budget or speaking to adults), Action (what, when, who, what supplies), Reflection (two questions the team will answer afterward), Evaluation (one number and one quality they will measure).
- 10** **The Translation.** Each team writes the real-world version: what could this class actually do in one hour that serves the same kind of need? (Rebuilding after the wolf becomes a supply drive for a local shelter; feeding the Cratchits becomes a food pantry hour; the Twenty-Year Nap Registry becomes letters to a senior center.)

SESSION 3 PITCH AND CHOOSE

30 MINUTES

- 15** **Pitches.** Each Liaison presents the grid and the real-world version in two minutes. The Lieutenant Governor asks one question of each: "What will you learn that you could not learn in class?"
- 10** **Choose.** The class votes by ranked choice (from the Trial Proposals lesson) on which real-world project to carry out, or decides that each team will do its own.
- 5** **Hours Log.** Teach the two-column log: service hours (the doing) and learning hours (the planning, training and reflection). Note that the program recognizes both, and that the planning sessions already count as learning hours.

- **(Optional, outside class) The Action:** Carry out the chosen one-hour project. Liaisons log hours.
- 20** **Roundtable.** The Lieutenant Governor leads the roundtable from the guide: rose and bud (one good thing, one thing still growing), two reflection questions from the teams' grids, shout-outs to specific people, and what happens next. Everyone speaks at least once.
- 10** **Evaluation.** Teams fill in their Evaluation line with the real numbers and write one sentence on whether the Learning Objectives were met.

► ASSESSMENT

Need Analysis Who, what, and what not, all specific to the story.	15
Planning Grid All four parts complete; learning objectives are real skills; action is specific; evaluation is measurable.	35
Translation Real-world version is doable in an hour and serves a comparable need.	20
Roundtable Spoke at least once; reflection connected to the learning objectives; respectful listening.	20
Hours Log Service and learning hours recorded separately and accurately.	10

► DIFFERENTIATION

Support

Provide a half-completed grid for "Rebuilding After the Wolf." Allow teams to skip the translation and present the story version only.

Challenge

Require a one-paragraph budget and supply list, or ask a team to recruit another class as partners and plan how to train them.

SERVICE-LEARNING PLANNING GRID

Team: _____ Liaison: _____ Need Card: _____

Who is affected and what do they need: _____

Learning Objectives (two skills team members will build): 1. _____ 2. _____

Action (what, when, who, supplies): _____

Reflection (two questions we will answer afterward): 1. _____ 2. _____

Evaluation (one number, one quality): _____

Real-world translation (one hour, this class): _____

NEED CARDS

Rebuilding After the Wolf

Two of the Three Little Pigs have no homes. Brick is expensive.

The Cratchit Table

Before Scrooge's change of heart, the Cratchits could not afford a proper dinner, and Tiny Tim needed care.

Lost Sheep

Little Bo Peep's flock is scattered and she cannot search alone.

The Twenty-Year Nap

Rip Van Winkle woke to a village that had forgotten him. Who checks on people no one checks on?

Hamelin's Children

The town needs a way to keep children safe and the piper paid.

Grandmother's Cottage

An elder living alone in the Deep Woods needs safer doors and regular visits.

Mother Hubbard's Cupboard

A household and its dog have nothing to eat.

After the Beanstalk

Beanstalk Hollow has a fallen giant, a damaged field, and a boy with a harp he cannot explain.

ROUNDTABLE GUIDE (LIEUTENANT GOVERNOR LEADS)

1. Sit in a circle. Phones away. The leader speaks last on each question.
2. **Rose and bud:** each person names one thing that went well and one thing still growing.
3. **Reflection questions:** the two from the planning grid, answered by anyone who wishes.
4. **Shout-outs:** name a specific person and a specific thing they did.
5. **Next:** what happens tomorrow, and who is responsible.
6. Close with one sentence from the leader connecting the project to the service focus.

HOURS LOG

Name: _____ Delegation or team: _____

Date: _____ Activity: _____ Service hours: Learning hours: Verified by: _____

(Repeat.) Totals: Service ___ Learning

ABOUT THIS SERIES

Storybook County Lesson Plans use public domain stories to practice real YMCA Youth and Government processes: bills, committees, debate, courts, elections, service, and proposals. Every lesson is three or four 30-minute sessions, and all of them live in one folder:

drive.google.com/drive/folders/1MieLDxVzKNq7QTwjw2EPFDqgMOaaJ2US. Part of the YMCA Youth and Government Educator Toolkit at nysyag.org. Questions: Drew Caldwell, dcaldwell@ymcanys.org.