

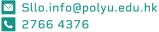




Service-learning Project Planning Guide

Project name:			
Teacher-in-Charge:			
Part 1 Identify the Project Goal			
Project Ideas			
Part 2 Identify Learning O	bjectives		
	1		
What are the learning	2		
objectives?	3		
	4		
	1		
How does your service project help students	2		
achieve the learning objectives?	3		
	4		
What is/are the expected learning outcome(s) of students who participate in this project?			
What is your proposed service-learning activity?			









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Part 3 Identify the Project Nature

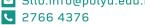
(1) Services Overview

Targeted Service Recipient					
Wh	What need(s) does this service-learning project address?				
XX/1	est type(s) of some	na daga th	na gamyina laam	ina	anaiaat invalva?
VV I	at type(s) of service				
	Direct service				act with service recipients and the
		service	directly impact	ts the	e service recipients.
	Indirect service	Students are tasked with achieving some goals or some			
		deliverables for the target community, but do not necessarily			
		have to engage with service recipients directly.			
	Advocacy	A form of indirect service where students are guided to promote			
	· ·				from a community partner, making
		use of their knowledge and identity.			
	Others:				
In what way do the students carry out the service-learning project?					
	Individual		oups		Others:
			1		

(2) Students' Learning

Which academic subject(s) is/are linked to this service-learning project?
What subject knowledge can students learn / apply in this service-learning project?
What other skills can students learn / apply in this service-learning project?









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(4)

(5)





(3) Project Timeframe

Proposed Start Date / Proposed Service Schedule		
How many hours / days do the students need to participate in the service-learning activity?		
What is the frequency for students to provide the service?		
Project Scale		
Estimated Number of Participants		
(Recommended teacher-to-student ratio of local outdoor activity is 1:20; offshore activity is		
1:10)		
Teacher: Student:		
Brief Description of the participated students		
(e.g., age, academic subjects they study, reason(s) for joining the service)		
Project Budget		
What is the expected budget for this project?		
(Please refer to <u>Sample Project Budget Form.xlsx</u>)		



















Identify the Potential Partner

Which partner(s) would you like to collaborate with?			
Community Partner		Any other collaborators (Optional)	
Name of Organisation:		Name:	
Contact Person:		Contact Person:	
Contact Email:		Contact Email:	
Contact Email.		Contact Email.	
What wasaumaas da way ave	act the communit	y partner or other collaborators to provide for	
supporting the project?	ect the community	y partner of other conadorators to provide for	
supporting the project:	(e o social work	er, helpers or volunteers, etc.)	
	(c.g., social works	i, helpers or volumeers, etc.)	
Manpower			
	(e a activity room	n with projector, number of desk and chair, etc.)	
Venue and related setup	(c.g., activity 1001	n win projector, number of desir and chair, etc.)	
Transportation			
	(e.g., stationery, t	ools, computer, software, etc.)	
Material and Equipment			
Others			



















Part 5 **Project Supervision**

Will your students be required to attend anything outside of the scheduled service? If so,			
how often?			
(e.g., briefing, training workshop, reflection session, etc.)			
What guidance will you provide to students to ensure that they perform their tasks			
effectively?			
What can students do if they need extra assistance or if a situation arises which they feel			
they are unable to handle during the service?			
3			









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Arrange Reflection Activities

Three possible focuses for students' reflection in service-learning

Focuses	Example	
The disciplinary	To what extent does their learning in the classroom extend to a	
content	real-life service setting?	
	Does their service plan work? What goes well and what doesn't?	
The service activities	How may their service be improved to produce a better outcome	
	or a stronger impact?	
Students' assumptions,	To what extent are their initial assumptions, values and beliefs	
values, beliefs and in	consistent with their service experience? Do their values and	
particular, how they beliefs change as a result of it, and if yes, why and how		
see their roles and their strengths, and what are their weaknesses? How do they		
responsibilities as a	their own role and responsibility to the society as a result of the	
citizen	experience?	

Reflection Teaching Resources

Reflection Models	https://www.polyu.edu.hk/sllo/cbss/en/e-library/exemplar-lesson-plan/reflection-models/	
Sample Guiding Questions	https://www.polyu.edu.hk/sllo/cbss/en/e-library/exemplar-lesson-plan/sample-guiding-questions/	

When will the students undertake the reflection activities?
Which of the following methods would you choose to facilitate students' reflection?
Reflective Journals
Group Discussion
Oral Presentation
Others
Will the community partner participate in the reflection activities? If so, how?













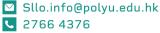


Part 7 Conduct Assessment

Assessment Teaching Resources

Sample Assessment	https://www.polyu.edu.hk/sllo/cbss/images/e-				
Rubrics	library/Assessment/Eng_Reflection_Letterhead_landscape_letterhe				
11001100	<u>ad.pdf</u>				

What knowledge , skills or capabilities should students be able to perform if they have met
the project goals?
What assessment method(s) would you like to use to evaluate students' performance?
(e.g., presentation, reports, survey, performance in rendering service)
(e.g., presentation, reports, survey, performance in rendering service)
What criteria and standards will be articulated in your assessment rubrics?
(e.g., understanding of the linkage between service and academic knowledge, sense of civic
responsibility, communication skill, critical thinking skill)
II
How will you provide your feedback to students?

















Identify Potential Risks

	☐ Yes ☐ No, reason:			
2)	Please complete the checklist to identify the potential risk(s) and strategies of this project. (Please $\sqrt{\ }$)			
	Rating	Potential Risks	Strategies / Actions to be taken	
	Mild	 ☐ Involving service recipients in outdoor activity (e.g., city tour, off campus event) ☐ One-to-one interaction with service recipients ☐ Exchange of personal contacts and information between students and service recipients 	☐ Collaborate with reliable and well-resourced local agency partner(s) ☐ Ask students to declare their health conditions is suitable to participate in the project in advance ☐ Conduct briefing on the code of conduct for students related to SL activities	
	Moderate	 □ Physically demanding service (e.g., construction work) □ Service to be delivered alone or at night □ Conducting large-scale (over 100) or overnight activity □ Involving a large number of students (e.g., over 50 in HK, over 30 at overseas) □ Dealing with insects or animals □ Serving people with special needs, such as prisoners, patients with physical or mental illness □ Multiple teams in separated service sites □ Length of the offshore trip is more than 2 weeks □ Harsh weather prevails in the service site 	 □ Provide training to enhance students' awareness on potential risks and equip them with managing strategies □ Require students going to service sites in groups and under supervision of agency worker and / or teacher □ Arrange sufficient teachers with relevant experience to oversee the service teams (recommended teacher-to-student ratio of local project is 1:20; offshore project is 1:10) □ Prepare first aid kit and arrange qualified first-aider on-site if not available near the site when conducting large-scale or overnight outdoor activity □ Make sure students have taken proper vaccines before departure, and necessary medications to be provided 	
	High	 ☐ Harsh physical environment, such as rural area with no modern infrastructure nearby ☐ Home-stay in rural area for more than a week ☐ Close physical contacts with service recipients ☐ Collecting and handling confidential information of the service recipients 	under doctor's advice □ Forbid students to travel alone, to drive or to ride motor bikes when abroad □ Designated teacher / agency worker visits all host families for safety assessment and inform the local authorities in advance □ Get consent from the organization / service recipients and provide	
	Extreme	☐ Epidemic disease or political unrest or natural disaster has happened less than 1 year / is happening / frequently happened in recent	guidelines on handling confidential information to students Consider changing the service site or suspending the SL project if red or black travel alert is in force 1 month before departure Other(s), please specify:	

















Other(s)	Please specify:	





