

Service-learning Project Planning Guide

Project name: _____

Teacher-in-Charge: _____

Part 1 Identify the Project Goal

Project Ideas

Part 2 Identify Learning Objectives

What are the learning objectives?	1	
	2	
	3	
	4	
How does your service project help students achieve the learning objectives?	1	
	2	
	3	
	4	
What is/are the expected learning outcome(s) of students who participate in this project?		
What is your proposed service-learning activity?		

Part 3 Identify the Project Nature

(1) Services Overview

Targeted Service Recipient			
What need(s) does this service-learning project address?			
What type(s) of service does the service-learning project involve?			
	Direct service	Students have direct contact with service recipients and the service directly impacts the 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 some sort of call-to-action 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		Groups
			Others: _____

(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?

(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?

(4) Project Scale

Estimated Number of Participants <i>(Recommended teacher-to-student ratio of local outdoor activity is 1:20; offshore activity is 1:10)</i> Teacher: _____ Student: _____
Brief Description of the participated students <i>(e.g., age, academic subjects they study, reason(s) for joining the service)</i>

(5) Project Budget

What is the expected budget for this project? <i>(Please refer to Sample Project Budget Form.xlsx)</i>

Part 4 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:
What resources do you expect the community partner or other collaborators to provide for supporting the project?	
Manpower	<i>(e.g., social worker, helpers or volunteers, etc.)</i>
Venue and related setup	<i>(e.g., activity room with projector, number of desk and chair, etc.)</i>
Transportation	
Material and Equipment	<i>(e.g., stationery, tools, computer, software, etc.)</i>
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?

Part 6 Arrange Reflection Activities

Three possible focuses for students' reflection in service-learning

Focuses	Example
The disciplinary content	To what extent does their learning in the classroom extend to a real-life service setting?
The service activities	Does their service plan work? What goes well and what doesn't? How may their service be improved to produce a better outcome or a stronger impact?
Students' assumptions, values, beliefs and in particular, how they see their roles and responsibilities as a citizen	To what extent are their initial assumptions, values and beliefs consistent with their service experience? Do their values and beliefs change as a result of it, and if yes, why and how? What are their strengths, and what are their weaknesses? How do they see their own role and responsibility to the society as a result of the 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 Rubrics	https://www.polyu.edu.hk/sllo/cbss/images/e-library/Assessment/Eng_Reflection_Letterhead_landscape_letterhead.pdf
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What **knowledge, skills or capabilities** should students be able to perform if they have met the project goals?

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What **assessment method(s)** would you like to use to evaluate students' performance?
(e.g., presentation, reports, survey, performance in rendering service)

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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)

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How will you provide your **feedback** to students?

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Part 8 Identify Potential Risks

(1) Do you conduct a **pre-service site visit** for risk assessment?

Yes No, reason: _____

(2) Please complete the checklist to identify the **potential risk(s) and strategies** of this project. (Please ✓)

Rating	Potential Risks	Strategies / Actions to be taken
Mild	<input type="checkbox"/> Involving service recipients in outdoor activity (e.g., city tour, off campus event) <input type="checkbox"/> One-to-one interaction with service recipients <input type="checkbox"/> Exchange of personal contacts and information between students and service recipients	<input type="checkbox"/> Collaborate with reliable and well-resourced local agency partner(s) <input type="checkbox"/> Ask students to declare their health conditions is suitable to participate in the project in advance <input type="checkbox"/> Conduct briefing on the code of conduct for students related to SL activities
Moderate	<input type="checkbox"/> Physically demanding service (e.g., construction work) <input type="checkbox"/> Service to be delivered alone or at night <input type="checkbox"/> Conducting large-scale (over 100) or overnight activity <input type="checkbox"/> Involving a large number of students (e.g., over 50 in HK, over 30 at overseas) <input type="checkbox"/> Dealing with insects or animals <input type="checkbox"/> Serving people with special needs, such as prisoners, patients with physical or mental illness <input type="checkbox"/> Multiple teams in separated service sites <input type="checkbox"/> Length of the offshore trip is more than 2 weeks <input type="checkbox"/> Harsh weather prevails in the service site	<input type="checkbox"/> Provide training to enhance students' awareness on potential risks and equip them with managing strategies <input type="checkbox"/> Require students going to service sites in groups and under supervision of agency worker and / or teacher <input type="checkbox"/> 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) <input type="checkbox"/> 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 <input type="checkbox"/> Make sure students have taken proper vaccines before departure, and necessary medications to be provided under doctor's advice
High	<input type="checkbox"/> Harsh physical environment, such as rural area with no modern infrastructure nearby <input type="checkbox"/> Home-stay in rural area for more than a week <input type="checkbox"/> Close physical contacts with service recipients <input type="checkbox"/> Collecting and handling confidential information of the service recipients	<input type="checkbox"/> Forbid students to travel alone, to drive or to ride motor bikes when abroad <input type="checkbox"/> Designated teacher / agency worker visits all host families for safety assessment and inform the local authorities in advance <input type="checkbox"/> Get consent from the organization / service recipients and provide guidelines on handling confidential information to students
Extreme	<input type="checkbox"/> Epidemic disease or political unrest or natural disaster has happened less than 1 year / is happening / frequently happened in recent	<input type="checkbox"/> Consider changing the service site or suspending the SL project if red or black travel alert is in force 1 month before departure <input type="checkbox"/> Other(s), please specify:

Other(s)	Please specify:	
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