

# 9” Scenario



## All service-learning activities

### Students' response:

“I feel that this activity is meaningless.”

Teachers can guide students to analyze the above response as their personal feelings.

1.1

When students' response is vague, with negative and pessimistic thoughts, teachers can guide students to provide specific details and help them organize their experiences.

“Why do you think this activity is meaningless?”

“Which part of the activity do you think lacks meaning?”

“What do you mean by 'meaningless'? What does 'a meaningful service' mean to you?”

### Responses from students can be:

- The activity only involved meeting beneficiaries once /were very short /were with very few resources, so they couldn't help much.
- The division of tasks within the team was uneven, resulting in a low sense of participation.
- The reality of the situation was different from what we expected, and the original plans couldn't keep up with the changes, making it feel like a failure.
- It doesn't help with academic work and feels like a waste of time.
- What happened in the community is not related to me.

## Teachers can guide students to reflect on the meaning behind their specific descriptions.

“Why do we still go through the trouble of mobilizing and allocating manpower and resources for service-learning if it doesn't provide much help to the beneficiaries? What is the purpose? What do we hope you to learn from it?”

“How did the team divide their work and collaborate? Who organized it? Based on what criteria? Why were you responsible for those tasks? Would you like to take on other responsibilities? Why?”

“What was the original plan? Was the plan refined? Was there an emergency plan? Was there a contingency plan?”

“What happened in reality? How did you respond?”

“Did the activity involve the application of academic knowledge? Did you learn any other skills?”

“If the road to your school is littered with garbage, how would you feel? What would you do?”

“If there has been a rise of theft cases in your neighborhood recently, how would you feel? What would you do?”

“If there is often noise and disturbances or gatherings of homeless people in the park near your home, how would you feel? What would you do?”

### 01

These questions help students reflect on the purpose and significance of service-learning. It involves students actively organizing and designing activities that combine academic knowledge with community service, while continuously reflecting on their experiences to improve and enhance themselves. If students themselves lack motivation, they can be guided to deeply reflect on their academic pursuits, future prospects, other possible pathways, etc.

### 02

Is it because students are inherently passive or lack confidence in their abilities that they are frequently assigned simple and menial tasks? It is worth considering how to improve this situation. Additionally, when there is a team member commonly referred to as a “free-rider”, should the team tolerate their laziness and complete their work for them, or are there better alternatives?

### 03

Is the plan well-prepared, including various emergency and backup measures that team members are familiar with and understand? Students should also understand that even the most perfect plan can encounter unexpected situations. Things don't always go as we envision. It is crucial for us to remain calm, analyze the immediate situation, and think about response strategies when facing unexpected circumstances.

04

Service-learning enables students to apply their academic knowledge in real-life situations, thereby deepening their understanding and impression of the subject. Additionally, it helps students develop their communication skills, problem-solving abilities, critical thinking skills, and attitudes towards others. All of these contribute to enhancing students' learning abilities.

05

Communities and individuals are closely interconnected. The well-being of individuals is significantly impacted by the quality of their community environment and public safety. This understanding is crucial in awakening students' civic awareness. If students believe that a single activity is not sufficient to help those in need, they can consider how to provide long-term assistance to them, thereby realizing that community service requires long-term and sustained commitment and participation from every citizen.

1.3

Teachers can then guide students to reflect on their personal feelings again.

**"What significance do you think this event has for you now?"**

**"Do you have any different thoughts or feelings about this event now?"**

1.4

Teachers can further guide students to think about concrete and practical plans and actions, applying the experiences and insights gained to their future lives, making the activities more meaningful.

**"How do you think this experience will help you in your future learning/life?"**

**"Based on this service-learning experience, what actions do you plan to take in the future?"**

**"How do you plan to improve your personal weaknesses/shortcomings in the future?"**

**"How do you plan to further leverage your strengths?"**

**"How will you maintain your concern for the community?"**