

SELECTING A SERVICE -LEARNING PROJECT

Pework for students: Ask students to complete the Ethical Barometer Worksheet (homework from Lesson 3) as a record of their views on the Ethical Barometer Exercise.

OBJECTIVE

By the end of this lesson, students will have determined what service-learning project(s) they would like to pursue.

OPENING

“In the last lesson, we asked ourselves, ‘What evidence do we see that our community’s ethical barometer is falling?’ Today we are going to brainstorm how, as a service-learning project, we might work to solve one or more of the problems we have identified.”

STRATEGIES

- Refer students to the flip-chart page listing examples of a falling ethical barometer in the community. Follow instructions for the Project Selection Exercise. Divide students into small groups to consider how each of the prioritized problem statements might suggest a service-learning opportunity. (See Example for Teachers of how the selection process might unfold.)
- Notebooks: Ask students to include a record of their thinking using the worksheets.

Note: This process is only one way of selecting a service-learning project. You may want to use another approach. For example, perhaps you or your students already have a clear preference for a particular project. Perhaps your selection will be governed by the content of your subject area. Or perhaps your class has been asked to respond to a specific request for assistance. In these cases, skip over this lesson and move directly to Lesson 5.

REFLECTION QUESTIONS

- Which problems do we think are most important?
- Why are we concerned about them?
- Is there something we can do about them?

