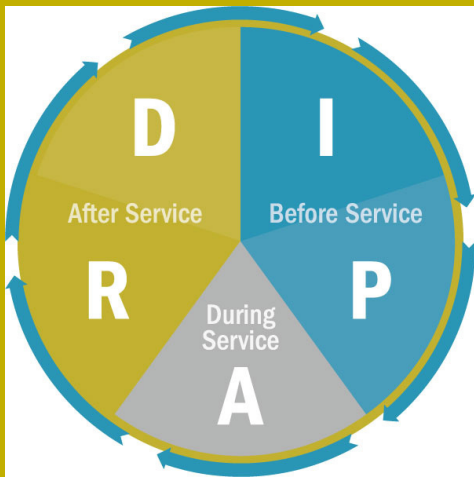


# STAGE 3

## Facilitate IPARD Youth Experience

Investigation  
Planning & Preparation  
Action  
Reflection  
Demonstration



## Teaching Tool

### The Service-Learning Process: Action

Hurray, the team is ready for action! Roles have been clarified, permission forms signed, role plays enacted, and pre-reflective discussions held to achieve a level of comfort with the (likely new) service site.

At this stage of the process, young people have established whether their action will be

- Direct: Involving interaction with the beneficiaries of service – such as tutoring young students or training elders on computer use; serving a meal; or interacting with animals in a rescue center; or
- Indirect: raising awareness of an issue through social media, a play, or rap; advocating for change to the school board or a city, regional, or state legislative body; or making face masks for distribution at a partner agency, for example.

In addition to the implementation of the action plan, which invariably requires adjustments and problem-solving, much potential for learning and later reflection lies in students' documentation of this stage.

Track back to young people's assessments of their skills, interests, and passions, consider having team members:

- photograph
- videotape
- audiotape
- draw
- collect artifacts

All of these will prove helpful to upcoming reflections and demonstrations of learning.



# FOUR STAGES OF SERVICE-LEARNING

## STAGE 1

### IDENTIFY DESIRED RESULTS

#### Standards

Academic [TEKS]  
Civic  
Leadership  
College, Career, and Workforce  
Readiness

#### Big Ideas & Enduring Understandings

Two-to-three overarching ideas based on core concepts, principles, theories, and processes.

#### Essential Questions

A short series of complex, provocative, ambiguous questions prompted by the Big Ideas guiding student inquiry.

Unpack desired results for your unit. What pre-requisite knowledge, skills, and attitudes will you need to ensure students have?

## STAGE 2

### DETERMINE ACCEPTABLE EVIDENCE

#### Assessments: Performance Tasks and Other Evidence

By what criteria will performance be judged?

What other evidence will be used to assess understanding?

How will you assess learning throughout (formative) the service-learning process?

How will you assess learning at the end (summative) of the service-learning project?

## STAGE 3

### IPARD STUDENT EXPERIENCES CYCLE

#### Investigation

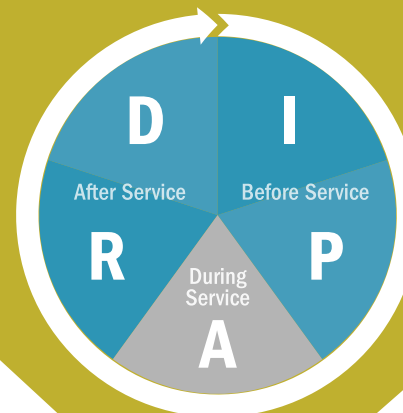
#### Planning and Preparation

#### Action

Direct, Indirect, Educational, Advocative

#### Reflection

#### Demonstration and Celebration



## STAGE 4

### SELF-ASSESSMENT

What worked well?

What adjustments need to be made?

 **nylc**<sup>TM</sup>  
national youth leadership council

[www.nylc.org](http://www.nylc.org)