Learning Through Serving: Strategies and Resources for Engaging Youth in Service Learning
Objectives

Upon completion of this module, contractors will be better able to:

- Define service learning and civic engagement
- Increase strategies for building and maintaining community partnerships
- Identify strategies for implementing youth service initiatives within their programs
- Increase facilitation skills to make learning meaningful to youth
- Identify resources available to support youth service initiatives
Civic Engagement vs. Service Learning

It is not uncommon to hear civic engagement and service learning used interchangeably; however, the two have distinct differences when you look at them closely...

**Civic Engagement:** The intentional use of intellectual capacities and skills to address community problems and directly impact your community through policy or procedural changes – engaged citizenship

**Service Learning:** The process of working with others to apply academic knowledge and specific content information as part of a community-based learning experience – learn by doing

What is Citizenship?

Due to the fact service learning and civic engagement share some common aspects, it can be helpful, when starting out, to talk with youth about citizenship and what that means to them.

Activity: On sheets of chart paper, write the words as shown to the right. At each paper, place a marker or writing utensil. Give youth 10-15 minutes to move around the room and jot down additional words or phrases that come to mind when they think of each of these words. After everyone has moved around the room, gather the group back together and begin debriefing the activity. This can help youth gain a deeper understanding of what it means to be a citizen, as well as what citizenship means to their peers.

Facilitate a debriefing by asking questions like the following:

• What patterns do you see among the lists?
• What connections can you identify?
• Are the words you chose ‘positive’ or ‘negative’ in meaning? Can they be both?
• What meaning do these lists have for you personally?
• What might be some implications of this word association as you work with others? Work in your community?
Why Focus on Service Learning?

The concept of learning by doing has been around for years; however, only within the past few decades have researchers looked at correlations between service learning and youth/student success.

Researchers have realized service learning...

- Enhances student retention of academic knowledge and information
- Increases student engagement and graduation rates
- Equips students with the skills necessary to better succeed in a digital and global world
- Increases overall interpersonal skills and connections with others
- Increases the diversity of instructional strategies and knowledge acquisition and application

Princeton University’s PACE Center Findings

To further validate the need for engaging youth in service learning, the PACE Center identified the following as outcomes youth experience as a result of meaningful service learning...

- **Valuing Community Voices**: Becoming allies and advocates for others
- **Expanding World Views**: Shifting perspectives; expanding understanding
- **Inspiring Learning**: Greater awareness of context and complexity of issues
- **Personal Development**: Exposure to new ideas; stretching beyond our own perceived capabilities
- **Purposeful Action**: Finding a life path; becoming leaders and active citizens

What Makes Service Learning Different?

Rather than passively hearing information being presented to them (lecture), service learning presents information through collaborative engagement between youth, teachers, content information and service...

The vast majority of knowledge acquisition and application occurs while reflecting on the task/project/initiative – reflection by all those involved...

In her book, The Complete Guide to Service Learning, Berger-Kaye, broke the concept of service learning into a cycle of steps. Each of these steps represents a critical part of what makes a service learning experience successful...

- **Investigating**: Working to determine specific needs of a community
- **Designing and Preparing**: Developing action plans and identifying needed resources
- **Taking Action**: Initiating the service experience and completing the hands-on experience
- **Reflecting and Communicating**: Evaluating effectiveness, knowledge acquired and how it can be applied in the future, sharing achievements and accomplishments

Berger-Kaye took her initial four steps and further broke those down into specific actions which need to take place as individuals/groups move through the service learning experience...
Community Partnerships

Community partnerships are designed to create a service to the community while simultaneously addressing educational opportunities for youth. Successful partnerships are the byproduct of positive collaboration and continual relationship-building.

Community partnerships typically fall into one of two categories:

- **Direct-service**: Youth work directly with the person(s) served by the partnering organization
- **Project-based**: Youth focus on an end product and develop necessary processes to lead to achieving a goal

Building and Maintaining Community Partnerships

Through research conducted by the organization Community-Campus Partnerships for Health (CCPH), the following principles were identified as best practices for building and maintaining successful partnerships:

• Agreed-upon goals and values on how to progress toward accomplishing those goals
• Mutual trust, respect, authenticity and commitment
• Intentional working out of identified strengths, addressing areas that need improvement
• A balance of power and a sharing of resources
• Open and accessible communication
• Collaborative processes established through the interaction of all
• Feedback for improvement
• Sharing credit for accomplishments
• Commitment to spending the time it takes to develop these elements

Prior to engaging youth in a service learning initiative, it is important to keep in mind the rights and responsibilities each youth has while serving (it can be helpful to review these with all youth prior to starting)...

<table>
<thead>
<tr>
<th>Youth Responsibilities</th>
<th>Youth Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the role you are fulfilling and expectations of that role</td>
<td>An environment that is conducive to learning</td>
</tr>
<tr>
<td>Making good ethical and legal decisions in-line with the vision of the organization(s)</td>
<td>An environment that is free from any threats which may prevent learning</td>
</tr>
<tr>
<td>Learning and engaging in a nontraditional environment</td>
<td>A safe and secure environment</td>
</tr>
<tr>
<td>Positively representing your own organization</td>
<td>Access to the tools/resources necessary to achieve the goals and vision of the organization</td>
</tr>
<tr>
<td>Abiding by rules, policies and laws of the organizations involved</td>
<td>Access to essential amenities (restrooms, water, food, etc.)</td>
</tr>
</tbody>
</table>

Effective service learning requires us to understand the mission and goals of the organization with which we are preparing to work. We must also take time to understand the assets, interests and needs of the stakeholders involved...

- **Assets:** Tangible or intangible resources, qualities and/or material items each party ‘brings to the table’
- **Interests:** What is ‘at stake’ for each party, what each party hopes to achieve through the act of working collaboratively together
- **Needs:** Gaps in assets, places where the resources of one of the partners can make a meaningful difference to the other

The best strategy for circumventing potential problems is to develop Action Learning Plans (ALP). ALPs work to identify the needs, resources, timelines and objectives for the service learning experience; they allow all parties to track progress and make necessary adjustments.

ALPs include the following questions (to be completed collaboratively by the youth and the youth service professional prior to starting the service learning experience)...

1. From your organization’s perspective, what is the purpose of this collaboration?
2. From the partner organization’s perspective, what is the purpose of this collaboration?
3. What are your individual learning goals for this collaboration? By the end, what do you expect to learn or achieve?
4. What is the final product, if any, for this collaboration, and how will the final product be evaluated?
5. At the end of the experience, what will success look like for each organization?
6. What are the deadlines and timelines for this experience? Who will be responsible for ensuring these are met?

At some point during a service learning experience, each person involved will find him/herself in a leadership role (to some degree). It is important to help those involved see how they impact those around them through their thoughts and actions.

In a group/team setting, each level of leadership informs the others: individual youth impact the group dynamic and process, that dynamic and process affects each individual; the group works together to effect positive change in a community, which in turn affects the group; each individual connects with the service activity in the community and is shaped by that direct experience...

Individual, Group and Community Impacts

The concept of impact is best represented by the following diagram...

This shows how each component is part of a whole; the action(s) of one directly impacting the others.

### Seven Cs of Leadership Development

Looking closer at the model of impact, within each of the spheres, particular values, understood and practiced by the participants, enhance the potential for bringing about positive change...

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consciousness of Self</strong>: Individual awareness of beliefs, values, attitudes and emotions that motivate you</td>
<td><strong>Collaboration</strong>: Working with others in a common effort</td>
<td><strong>Citizenship</strong>: Becoming responsibly connected to the community through the service activity/initiative</td>
</tr>
<tr>
<td><strong>Congruence</strong>: Thinking, feeling and behaving with consistency, authenticity and honesty</td>
<td><strong>Common Purpose</strong>: Performing collective work with shared aims and values</td>
<td></td>
</tr>
<tr>
<td><strong>Commitment</strong>: The internal energy that motivates one to serve and engage in the collective effort</td>
<td><strong>Controversy with Civility</strong>: Recognizing that differences in viewpoints are inevitable and must be aired openly, with civility if the group is to continue moving forward</td>
<td></td>
</tr>
</tbody>
</table>

For the most part, service learning groups tend to be very task-oriented in their nature. Researchers Tuckman and Fisher looked at task-oriented groups and identified four stages of group development...

- **Forming:** Group assembles and begins working on the task at-hand
- **Storming:** Group works through conflict and role negotiating to promote positive outcomes
- **Norming:** Group reaches consensus on action steps and how they will operate as a group
- **Performing:** Group is able to being accomplishing tasks and completing work/projects

Building Group Cohesiveness and Effectiveness – Task vs. Maintenance

To help build group cohesiveness and effectiveness, it can be helpful to identify critical task roles and maintenance roles individuals within the group may assume. Robert Bales was the first to systematically examine the various roles of individuals in groups and how certain combinations of roles were essential to successful group functioning.

• **Task Roles:** These pertain specifically with getting the group’s work done

• **Maintenance Roles:** These promote solidarity and help maintain good working relationships within the group – overall group well-being
# Building Group Cohesiveness and Effectiveness – Task vs. Maintenance

<table>
<thead>
<tr>
<th>Task Roles</th>
<th>Examples of Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Initiate plans, new ideas, define group position</td>
</tr>
<tr>
<td>Elaborating</td>
<td>Expand ideas, clarify, provide examples</td>
</tr>
<tr>
<td>Integrating</td>
<td>Organizes, puts parts together</td>
</tr>
<tr>
<td>Reviewing</td>
<td>Summarizes, group brain/thoughts</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Critiques ideas, suggestions, action plans</td>
</tr>
<tr>
<td>Documenting</td>
<td>Records, prepares reports, secretary/historian</td>
</tr>
<tr>
<td>Consensus-Testing</td>
<td>Seeks verification, works for acceptable decisions among group</td>
</tr>
<tr>
<td>Information-Sharing</td>
<td>Presents facts, data, evidence relevant to group’s task; seeks out additional information</td>
</tr>
<tr>
<td>Opinion-Giving</td>
<td>Expresses personal beliefs, interprets facts from personal perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Roles</th>
<th>Examples of Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>Expresses appreciation for others; shares positive feelings about group members</td>
</tr>
<tr>
<td>Reinforcing</td>
<td>Expresses support for group members’ ideas or suggestions; agrees to follow another’s lead</td>
</tr>
<tr>
<td>Mediating</td>
<td>Promotes harmony within the group, reduces tensions; suggests compromise</td>
</tr>
<tr>
<td>Gatekeeping</td>
<td>Suggests taking turns during discussions, get the floor and makes sure everyone is heard</td>
</tr>
<tr>
<td>Process Observing</td>
<td>Points out the ways in which the group is/is not working together</td>
</tr>
<tr>
<td>Tension Relieving</td>
<td>Breaks tension within the group using sense of humor, encourages informality, helps new members feel more at ease</td>
</tr>
</tbody>
</table>

Building a Positive Team Culture

Culture is...
“...the creation of learned and shared values, beliefs and behaviors in a community of interacting people...”

For a positive team culture to emerge, all involved must be actively engaged in breaking down stereotypes and generalizations they have of others. Starting in 1993, researcher Milton Bennett began developing a blue print organizations can follow to increase their overall intercultural sensitivity...

Experience of Difference

Bennett’s process of developing intercultural sensitivity shows how, as individuals, our engagement with others, and abilities to successfully work with others, is something that evolves over time... Based on both our prior experiences as well as those new experiences connected to the group itself.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no reason to know something about foreign cultures</td>
<td>My own culture is superior to foreign cultures in many aspects</td>
<td>All human beings are similar despite some superficial differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differences among people are not a problem, they are of interest to me</td>
<td>I use different standards for the evaluation of situations in foreign contexts</td>
<td>I almost feel as comfortable in another culture as I do in my own culture</td>
</tr>
</tbody>
</table>

Reflection and Self-Awareness

Having a solid foundation of self-awareness is critical to making reflections impactful. Without knowing who we are individually (our likes, dislikes, personal biases, talents, skills, abilities, etc.), we will struggle making real connections to the service experience. Joseph Johari (1995) developed a simple strategy designed to help people increase their self awareness. It is referred to as the Johari Window...

The Johari Window consists of four panes of glass, each representing a different aspect of self-awareness. The window is designed to be a metaphor to show how one’s self-awareness increases through each interaction and experience. This strategy can be used in small groups or simply between to people.
The Johari Window

The four-paned window divides personal awareness into four types: Open, Hidden, Blind and Unknown. Lines within the window may shift as individuals open up and as a result of new experiences and relationships.

The concept behind this theory is that as we encounter new people, experiences and cultures, we use those as lenses by which we reflect on who we are as an individual. In developing self-awareness, the goal is to reduce the “Unknown” area, while increasing in the other quadrants.

Sample Reflection Questions

• What were your initial expectations? Have these expectations changed? How? Why?
• What specific skills have you used throughout this experience?
• Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
• Do you see benefits of doing service projects? Why or why not?
• Has the experience affected your worldview? How?
• Have your career options been expanded by your service experience?
• Did anything about your community involvement surprise you? If so, what?
• What are the most difficult or satisfying parts of your work? Why?
• Talk about any disappointments or successes of your project. What did you learn from it?
• How are your values expressed through your community work?
• Complete this sentence: Because of my service-learning, I am....

Leadership and Service Learning

Throughout a service learning experience, individuals may find themselves in various leadership positions. Additionally, just as each of us are unique, leadership approaches can vary by personal and experience. Jean Lipman-Blumen (2000) identified three groups of leadership styles: Direct, Relational and Instrumental. Success lies in understanding each style and when to use them.

<table>
<thead>
<tr>
<th>Direct Leadership</th>
<th>Relational Leadership</th>
<th>Instrumental Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use power/authority to lead – informing others what to do</td>
<td>Tend to be more interdependent</td>
<td>Prefer group settings</td>
</tr>
<tr>
<td>Sure their plan is the best plan</td>
<td>Prefer to work in groups</td>
<td>Tend to use all means/resources possible to get group members so see their way</td>
</tr>
<tr>
<td>Tend to be competitive</td>
<td>Focus on group goals over personal goals</td>
<td>Everything is ‘fair game’</td>
</tr>
<tr>
<td>Motivated by success</td>
<td>Value cooperation and helping others</td>
<td>Self goals linked to human and material resources</td>
</tr>
</tbody>
</table>
Roadblocks to Service Learning

Service learning is often a journey into uncharted territory. Even with meticulous planning, carefully outlined expectations and outstanding effort on everyone’s part, things can go wrong. The good news is that if we work to anticipate potential roadblocks, we can often times prevent, or at least lessen, the likelihood of things not going as planned.

Researchers have identified six common roadblocks to successful a service learning experience. Working with these in mind can help mitigate the chances of things going wrong...
# Roadblocks to Service Learning

<table>
<thead>
<tr>
<th>Potential Roadblock</th>
<th>Suggested Responses/Actions</th>
</tr>
</thead>
</table>
| **Difficulty anticipating the unknown (ambiguity):** | - Allow for ample planning time with community POC prior to engaging with youth  
- Regular site visits ahead of time to develop a greater understanding of how the organizations operates  
- Invite the community POC to an event ahead of time to speak with youth about the project and those they will be serving  |
| **Responsibility to Community Need (responsibility):** | - Start by focusing on small needs of the community – don’t try to solve everything the first time  
- Prior to engaging with the community, take time to familiarize yourself with everything the community does – try to find commonalities  |
| **Unexamined Assumptions (redefining success):** | - Ensure expectations going into the project are reasonable and attainable  
- Throughout the process, engage group in active reflection  
- Brainstorm proactive measures to mitigate failure  |

# Roadblocks to Service Learning

<table>
<thead>
<tr>
<th>Potential Roadblock</th>
<th>Suggested Responses/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reliance on Others You Do Not Know (trust):</strong></td>
<td></td>
</tr>
<tr>
<td>• The work ethic of those in your group</td>
<td>• Engage with group members outside of the service learning environment</td>
</tr>
<tr>
<td>• The reliability of those in your group</td>
<td>• Take advantage of opportunities ahead of time to share past experiences, interests and goals</td>
</tr>
<tr>
<td>• The expertise of those in your group</td>
<td></td>
</tr>
<tr>
<td><strong>Conflicts with Others and/or Community:</strong></td>
<td></td>
</tr>
<tr>
<td>• Differing personalities and philosophies</td>
<td>• Listen carefully to others’ views on the situation</td>
</tr>
<tr>
<td>• Differences in beliefs and values</td>
<td>• Agree to focus on outcomes rather than personalities</td>
</tr>
<tr>
<td><strong>Flexibility in the Face of Rapidly Changing Conditions (adaptability):</strong></td>
<td></td>
</tr>
<tr>
<td>• Needs of the community change</td>
<td>• Practice and maintain active listening skills</td>
</tr>
<tr>
<td>• Lack of resources</td>
<td>• While individual needs may change, focus on goals, both as a group and individual</td>
</tr>
<tr>
<td>• Policy and/or procedural changes</td>
<td>• Collaborate with others to brainstorm potential changes that might occur and how they will be handled</td>
</tr>
</tbody>
</table>

Redirecting Around Roadblocks

Lieberman’s D-U-E Process (1996) strategy offers a concrete process to monitor our assumptions, our listening, our language and our behavior for continued development in working with others to overcome potential roadblocks or differences...

- **Describe:** Learn to pause for a moment and describe to yourself, as specifically as possible, your reasons for your evaluations (interpretations); are past situations clouding your judgement; are you focusing on the facts or opinions?
- **Understand:** Think about the possible social, socioeconomic, cultural and personality differences that lie below the descriptions; seek to understand, then to be understood
- **Encourage Communication:** Begin focusing on the ‘what’ or content of the message, focusing less on the ‘how’ or manner in which the message was delivered; paraphrase what the other person is saying – seeking clarification if necessary

Enhancing Critical Thinking

Critical thinking, aside from being a valuable life skill for youth, is also an important element of making service learning a meaningful experience. As youth service professionals, we can help increase critical thinking skills in youth by asking the following questions...

<table>
<thead>
<tr>
<th>CATEGORIZING</th>
<th>CONTEXT ANALYSIS</th>
<th>FUTURE TRENDS</th>
<th>SYNTHESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the information you</td>
<td>Consider a fact or opinion you heard or observed during</td>
<td>What do you think will happen in the future with the organization, social</td>
<td>Put all your information together to form an opinion about the social</td>
</tr>
<tr>
<td>have learned about a social</td>
<td>your experience...</td>
<td>problem or program?</td>
<td>problem, organization or program...</td>
</tr>
<tr>
<td>problem, organization or program</td>
<td>What justification or evidence supports this fact or</td>
<td>Based on what you have learned, make educated guesses about future problems</td>
<td>What evidence supports this opinion?</td>
</tr>
<tr>
<td>into categories...</td>
<td>opinion?</td>
<td>or solutions...</td>
<td>What additional evidence might you need to support your opinion?</td>
</tr>
<tr>
<td>What items are similar or</td>
<td>What information wasn’t considered?</td>
<td></td>
<td>How might your opinion positively or negatively impact the organization</td>
</tr>
<tr>
<td>dissimilar?</td>
<td>Do you agree or disagree with the opinion?</td>
<td></td>
<td>you serve/served?</td>
</tr>
<tr>
<td>Are there broad categories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>present?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluating Service Learning

Evaluation provides a structured opportunity to reflect upon what has been accomplished (or not) and the value of each accomplishment. The reflective opportunities provided during the evaluation process can further deepen the impact of the experience on individuals.

It can be helpful to think of the evaluation cycle as a loop...

1. **What??** Report the facts and events of an experience objectively
2. **So What??** Analyze the experience
3. **Now What??** Consider the future impact of the experience on you and the community

What? So What? Now What?

One of the great aspects of this type of reflective evaluation is that it can be done easily and in a variety of settings. When time is limited, asking a few of these reflective questions can help you evaluate the interest in the experience as well as its impact on the youth...

**What?**
- What happened?
- What did you observe?
- What issue is being addressed or population is being served?

**Now What?**
- What learning occurred for you during the experience?
- How will you apply what you learned?
- What could you share about this experience with others?
- How has the experience impacted you and your life?

**So What?**
- Did you learn a new skill or clarify an interest?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience?
- What did you like/dislike about the experience?
- What did you learn about the people/community?

Another popular evaluation strategy is the CIE Model of evaluation. Since not everyone has a formal background in evaluation, this approach can be handled easily and might even prove beneficial to individuals when conducting a debrief/reflection of the activity.

- **Concepts**: What do we want to know?
- **Indicators**: How will we measure it?
- **Evidence**: What can we gather, show or demonstrate?
The following is an example of how the CIE Model might be used to evaluate a service learning experience...

**Service Learning Project: Veteran’s Pal Project**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Concept</th>
<th>Indicator</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Connection to Community</td>
<td>Awareness about the needs of veterans</td>
<td>Recognize the needs of veterans differ from those in active military and/or civilian communities</td>
<td>Youth presentations during leadership forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase understanding of the military community</td>
<td></td>
</tr>
<tr>
<td>2. Intercultural Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CIE Model of Evaluation – Example (Adapted)

With some prior planning, the CIE Model can be adapted to connect national goals to measurable outcomes...

<table>
<thead>
<tr>
<th>Service Learning Project: Veteran’s Pal Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Goal</td>
</tr>
<tr>
<td>Utilize leadership and service learning</td>
</tr>
<tr>
<td>opportunities to foster resilience in ARNG</td>
</tr>
<tr>
<td>children</td>
</tr>
</tbody>
</table>
Facilitating Meaningful Reflections

As a youth service professional, you will play a key role in helping youth make meaningful connections between their service experience and their own lives. As you assume the role of facilitator, keep the following in mind...

• Keep the conversation or activity focused and on task
• Create safe spaces where participants feel comfortable reflecting on their experience by establishing guidelines for participation, generated by the group
• Encourage participants to discuss challenging or controversial events respectfully
• Model polite conversation: don’t interrupt, raise your voice or use offensive language
• Be an active facilitator – stay present in the moment
• Encourage youth to differentiate between fact, belief and opinion
• Encourage participation from everyone – use smaller groups if necessary

Facilitating Meaningful Reflections

Depending on the group you are facilitating and working with, youth may provide detailed responses or single word responses. When single word responses are given, consider asking the following questions in an effort to draw out deeper and more meaningful connections...

- Can you talk more about that?
- Why do you think that happens?
- What evidence do you have to support this?
- What does this remind you of?
- Do you see a connection between what you experienced and another part of your life?
- How else could you approach that?
- What do you think will happen if...
- What do you want to see happy and why?

Making a Change

Going beyond all of the technical aspects of service learning, most individuals report they engage in service-based projects to make a change. While the impact(s) of contributions to others may not be immediately observed, they exist nonetheless. When immediate impacts are not readily available, one way to keep youth engaged is by connecting what they have done to who they are as an individual – this can be achieved by developing personal mission statements.

Answering the following questions will help youth in writing their personal mission statements:

• What is my life about?
• What do I stand for?
• What action(s) am I taking to live what my life is about and what I stand for?
Resources

**Youth Service America (YSA)**
Resource: Download the 2017 Global Youth Service Day Toolkit; grants to support service initiatives

**National Youth Leadership Council**
Website: [https://nylc.org/](https://nylc.org/)
Resources: Various resources and toolkits focused on youth development, service learning and community engagement

**Youth.Gov**
Website: [http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning](http://youth.gov/youth-topics/service-learning/what-are-benefits-service-learning)
Resources: Various links to policies governing service learning; educational initiatives and standards

**YMCA**
Website: [http://www.ymca.net/service-learning-resources/](http://www.ymca.net/service-learning-resources/)
Resource: Download their service learning guide
Resource Guide: [http://www.ymca.net/sites/default/files/service-learning-resources/service-learning-resource.pdf](http://www.ymca.net/sites/default/files/service-learning-resources/service-learning-resource.pdf)
Successful completion of the training module will be documented by your results certificate.

To access the assessment, please click on the link below:

CLICK HERE TO BEGIN YOUR ASSESSMENT:

https://www.classmarker.com/online-test/start/?quiz=jqt58c7f34be7091

Please Note: Following completion of the assessment, please save the results certificate and then email the certificate to your RAPM.
You have now completed the Learning Through Service module. Congratulations!