

Monarchs Across Georgia Service Learning Project Format

Need - What monarch need or problems will your project address? (e.g., awareness, food sources, pesticides, insecticides, habituation, habitat destruction) How will you determine the need or problem? (e.g. you determine project, collaboration on determination of project) What changes do you anticipate? (e.g., in your students, with collaborators, for monarchs)

Learning - What areas of the curriculum will your project address? (e.g., science, language arts, character development, social studies, technology) What skills and knowledge will your students need to complete this project? (e.g., process, content, legislation) What skills and knowledge will your students gain through this service learning project? (e.g., content, self-awareness, confidence, environmental, career)

Student(s) - What students will participate in the project? (e.g., a particular class, individual, small groups, all your classes, the whole school) What role will students play in project conceptualization, development, and implementation? (e.g., process for determining project, consensus, or vote-taking) What will students do in project? (e.g., educate, raise money, provide habitats)

Collaborator(s) - Who will be your partner(s)? (e.g., garden shops, environmental groups, PTO, County Extension offices, Master Gardener's, researchers, other schools) What role will each partner play in project development and implementation? (e.g., co-researchers, co-presenters, materials organizers, publicity)

Project - What will students do? (see section on student participants) What kind of preparation will the students need before doing the project? (e.g., general information about monarchs, factors affecting butterfly populations, research on monarchs, how-to's on service learning) What will others involved with the project do? (see section on collaborators) What kinds of documentation do you need? (e.g., field notes, surveys, photographs, artifacts) What is your projected timeline for the project? (e.g., two weeks, semester, academic year, multiple years) What resources do you need? (e.g., curriculum, binoculars, field guides, host plants, maps, Internet, digital cameras, money, collaborators)

Service - What service will the students be providing? (e.g., direct, indirect, awareness, additional habitats, resources, conservation easements, legislation)

Reflection - How and when will your students and collaborators reflect on their learning? (e.g., formal, informal, log of activities)

Evaluation - How and when will your students and collaborators reflect on their learning? (e.g., formal, informal, log of activities)

Publicity - How will you publicize your project? (e.g., celebrations, newspapers, public events, newsletters, web)

***Monarchs Across Georgia* Background information about Service Learning**

Service Learning is a philosophy and methodology involving the application of academic skills to solving real-life problems in the community.

Distinctions between Community Service and Service Learning

Community Service

- individuals become involved in service projects that are beneficial to others, their community or their environment
- individuals receive no direct monetary or material benefits
- individuals commit time and/or resources
- motivated based on either civic duty, religious conviction, or altruism

Service Learning

- individuals become involved in service projects that are beneficial to others, their community or their environment
- individuals receive no direct monetary or material benefits
- individuals commit time and/or resources
- motivated based on addressing a community need
- projects carried out with educational objectives in mind
- reciprocity between those doing service and those being served
- reflection important to process