



Capstone – Service Learning

This capstone is for students who want to contribute to the community, learn leadership skills, and motivate others to make a difference in their school and/or community. It is also aimed at students who want to broaden or develop leadership traits such as commitment, accountability, initiative, resilience, and empathy by planning, organizing, and leading events that enable them to experience the value of community involvement while inspiring and motivating others to act. Students explore the different roles of a team when working toward a common goal and demonstrate a willingness and enthusiasm to actively participate in service experiences.

Process

Understand and interpret context

- Identify a community to contribute to, and work with community members to generate ideas and identify an issue/need
- Observe the community closely and with empathy to gather ethical, social, cultural, and/or environmental context
- Wonder and ask questions, determine gaps, and clarify priorities that will inform and shape vision

Plan and apply

- Formulate plans for a solution/change; determine a process (an approach with strategies), resources required, and a method to organize the information; describe intended outcomes
- Identify intended impact and possible unintended negative consequences, and consider different viewpoints and perspectives
- Build on prior knowledge, consider social and cultural implications and limiting factors, and generate possibilities and alternatives
- Consult with community and refine the plan based on feedback provided
- Reflect on and monitor the plan and processes

Implement

- Activate the plan using strategies, intended processes, and resources to effect change
- Monitor the plan, maintaining an open mind and the flexibility to be responsive and adjust as needed

Analyze and evaluate

- Communicate with, and seek feedback from, participating community members
- Critically evaluate the impact of the service (Was the intended outcome achieved? How were the community members affected?)
- Explain how the process contributed to the individual, family, community, and/or environment
- Recognize community needs for sustainability, and recommend further support required/follow-up procedures

Communicate

- Decide on how and with whom to share the service experience, impacts, and key learnings (e.g., video, display, concept map, testimonials from community members, pamphlets, etc.)
- Critically reflect on the processes, experiences, impacts, and personal growth