

Service-Learning (SL) & Philanthropy Education

Academic Connections

- Infuse Philanthropy Education ([LTG lessons](#) aligned to standards) into **ALL K-12 Academic Content Areas**. Effective Service-learning projects should complement the academic instruction and make lessons fun and accessible for even the most disengaged students. To make service-learning even more meaningful, it should be connected to existing content. As a result, learning takes place in a “real-world” setting and is more likely to help students generalize the content and the skills that they develop for use in the long term.
- Infuse Philanthropy Education and the Service-Learning process into **Any Service Project** at your school and through familiar [calendar events](#) throughout the school year.
- **PBL** - Students work to solve an identified problem and demonstrate their solution to an audience. PBL/SL are complementary in their steps. Service-learning is PBL with social responsibility.
- **STEM** – SL provides students opportunities to apply knowledge in practical situations and develop skills from the experience of connecting theory with practice. The processes for STEM and service-learning are very similar. • STEM curriculum encourages an investigative model, the Engineering Design Process, that is like the IPARDE (Investigate, Prepare, Action, Reflection, Demonstration, and Evaluation) model used to complete a service-learning project. • By simply involving students in a service-learning project that employs the IPARDE process, students in ANY content area are engaged in STEM.
- **Universal Design for Learning (UDL)** – Representation, Action/Expression; Engagement: Offering information in more than one format. Hands-on learning through SL projects gives all kids a chance to access academic material in whichever way is best suited to their learning strategies
- **Special Education** - IEP Goals, Transition, and Functional Skills opportunities through service-learning.
- **New Graduation Pathways for Indiana** include **Service Based Learning, Project Based Learning and Work Based Learning Experiences.**
- **Developing Leadership Skills through real situations:** Character; Citizenship; Knowledge; Communication and Collaboration
- **Ethics** – Identify the RIGHT things to do; Become CIVICALLY involved; Understanding PHILANTHROPY and WHY WE GIVE; Understanding that it is My Job to Make a Difference.
- **SEL – Social Emotional Learning** - “is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”. LTG resources develop SEL through the purposeful intersection of cognitive, emotional, and social skills and practice. Philanthropy education and community building give purpose for learning and engage values, ownership, and civic engagement across environments (school, community, and home).
- **Virtual/Blended Learning** - Service-learning can be delivered through a virtual/blended format. It is an effective virtual/blended learning strategy because it involves instruction, inquiry, problem-solving, self-reflection, collaboration, communication, and demonstration both virtually and in person. Educators can engage students in meaningful lessons that involve critical thinking and problem-solving while delivering and reinforcing content.