Quality Makes a Difference! IPARD/C

The *Semester of Service*™ program is built upon a proven service-learning and project development model designed to guide teachers and students through five processes: Investigation, Preparation and Planning, Action, Reflection, and Demonstration/Celebration. *Students* work through the five stages to transform their ideas into action. *Teachers and other adults* provide guidance, introducing curricular knowledge, applicable skills, and career and workforce readiness strategies along the way.

Investigation

Students begin by identifying and researching community needs of interest and importance to them and to their community. They first look to their own experiences, observations, and passions, expanding upon these to develop surveys, conduct interviews, seek out community partners, research books, videos and the Internet. As students identify and begin to understand a particular problem or need, they establish a baseline from which they will monitor their impact and progress. Gathering resources to address and solve the identified problem, students assess the various skills and interests that they and their peers possess, brainstorm what else they might need, and evaluate the feasibility of proposed solutions.

Teachers and other adults guide student research and serve as expert resources during this stage. Building upon student engagement with an issue, they associate and introduce related academic content and skill development to enhance student understanding and acquisition of knowledge.

Preparation and Planning

Students design and establish a plan to meet the identified community need. As a team, they come together around a common vision, determine both service and learning goals, and agree upon how they will measure their progress. They develop work plans and time lines, outline logistics, assume and assign roles and responsibilities, and prepare budgets. They leverage their impact by recruiting other students to help them, and by reaching out to media and public officials, adding visibility to the addressed need and to their response.

Teachers and other adults continue to provide expert guidance, introducing needed academic content and skills within real world applications – for example, mathematics into budget development, language arts into media outreach, STEM skills into project design and implementation, civics and government into engagement of public officials.

Action

Students implement their programs to respond to their need or issue "**ASAP**", by raising **A**wareness, performing direct or indirect **S**ervice, initiating an **A**dvocacy campaign around an issue, or through **P**hilanthropy.

Teachers and other adults support student action, introducing and assessing career and workforce awareness and readiness, and enhancing skill development in areas such as personal management, problem solving, teamwork, and communications.

Reflection

Students are engaged repeatedly in intentional reflective activities, designed to help them connect to their experiences, new knowledge, and acquired skills. "How does this all relate to me, to my community, and to my world?" they ask. "What am I doing and learning, why is it important, and what difference does it make?"

Teachers and other adults introduce structured opportunities to help students analyze and assess their actions and impact, reinforcing emerging student self-awareness and self-efficacy as an engagement strategy.

Demonstration/Celebration

Students share with peers, teachers, and the community what they have learned and what they have accomplished. They encourage others to take action, demonstrate how to replicate their actions, and introduce plans to continue or expand upon their efforts. Students celebrate the successes of both their learning and their service.

Teachers and other adults help students to develop effective demonstration activities that showcase outcomes in learning, achievement, and impact on the community. They celebrate student accomplishments, and encourage them to consider opportunities for sustainability and replication.

Section III: IPARD/C Activities for your Semester of Service™

Use the IPARD/C model to help you identify and implement service and learning activities throughout your *Semester of Service*™:

Investigate: Identify a local, national, or global community need you would like to address.

In order to:	**Identify the community that will be the focus of your *Semester of Service*™**	**Assess the community need**	**Identify possible community partners**	**Establish a baseline**	**Develop a common vision around a plan of action that responds to the community need**
You could:	· Develop a list of all the communities to which you belong. · Think about your previous personal experiences with service.	· Design and administer a survey of your peers. · Take an exploratory walk around the neighborhood. · Conduct research using various media.	· Visit a nonprofit organization or agency responding to the need you identify. · Invite an expert to talk to you. · Identify possible other stakeholders in your issue.	· Collect evidence of the "before" status of the need you will address. · Discuss what you already know about your issue, and what you will need to learn.	· Inventory personal, team, and community assets. · Evaluate the feasibility of proposed solutions.

Prepare and Plan: Develop a strategy for change and a common vision for success.

In order to:	**Identify the service and learning goals**	**Create your action plan**
You could:	· Decide what impact you want to make on the community need. · Investigate your learning goals and how they connect to your service activities. · Develop a method to track progress towards meeting goals.	· Develop a timeline for your *Semester of Service*™ and add it to the calendar. · Determine individual roles and responsibilities. · Plan your outreach to a diverse group of participants.

Act: Implement the service activity to make a difference.

In order to:	**Document your activity**	
You could:	· Take photographs to use in a "before and after" photo collage. · Record what you are doing to develop the story of your *Semester of Service*™.	· Invite the media to your activity. · Monitor your progress throughout your *Semester of Service*™ and collect information on the outcomes of your project.

Reflect: Think about how your service and learning relate to you, your community, and your future.

In order to:	**Reflect during and after your service and learning**
You could:	· Plan a forum to discuss how things are going, and what you might want to do differently. · After your *Semester of Service*™, share in small groups how you changed the community, and how you changed yourself. · What will you do after your *Semester of Service*™?

Demonstrate/Celebrate: Showcase your results and celebrate your outcomes.

In order to:	**Share what you have done and what you have learned**
You could:	· Use technology to create a web scrapbook or a video to tell the story. · Submit your story or video to semester@ysa.org. · Present your learning and community impact to elected and public officials. · Join with your community partners to celebrate your success, and plan for your next *Semester of Service*™.