



Service-Learning Treasure Hunt



Write your initials on this sheet. Move around the room and invite people who fit the description in a square to initial the square. If you initial a square, jot down a descriptive word or two. We will call “time” to end the activity.

Guided youth to connect classroom content, literature and skills to community needs.	Can name a community need.	Led youth to experience success no matter what their ability level.	Can define the difference between community service and service learning.	Were involved in planning a service project.
Taught an educational program.	Found ways to help youth grow as individuals.	Helped youth gain respect for peers.	Conducted a service project over several months.	Believe youth can make a difference.
Worked with a community agency in doing a service project.	Celebrated service in some form.	Can name one subject area that can be enhanced through the practice of service learning.	Knows service-learning begins with youth voice and community involvement.	Raised funds for a worthy cause.
Showed youth how to apply academic, social and personal skills to improve the community.	Gave youth a voice in choosing and designing a service project.	Secured resources to support a service project.	Helped youth gain a deeper understanding of themselves, their community and society.	Can define “community” as it applies to service learning.
Learned something as a result of a service experience.	Has reflected upon a service project.	Used problem solving skills while doing service.	Worked as a team in delivering service.	Were featured in an article about service.

