

Service Learning

Students may complete 30 hours of service learning within their home as an alternative to 30 hours of substantive experiential learning. The intent is to allow students the opportunity to find ways to support their family during this time. Students should challenge themselves, where feasible, to learn new tasks within the family unit.

To complete the Service Learning assignment students should do the following:

- 1) Create a plan. Talk with your family and identify ways in which you can support your household. Set a timeline and treat these tasks as a scheduled job/service. Fill in the training plan sheet identifying the skills you will be learning and practicing. Obtain a parent/guardian's signature.
- 2) Complete your daily journal each time you complete the duties and tasks in your plan.
- 3) When completed have your journal sheet signed by your parent/guardian. Depending on your specific plan, you might use more than one journal sheet, or obtain more than one evaluation.
- 4) Submit a completed copy of your training plan, journal and evaluation to your Career Education Advisor. Emails are available on your school website.

Service Ideas:

- Wash all the family dishes for a week, or laundry, etc.
- Plan and prepare family meals
- Assist with spring cleaning duties – window, washing blanket, organizing cupboards, closets
- Yard work, mowing the lawn, weeding, planting a garden or creating patio planters
- Assisting younger sibling with homework
- Connecting with younger relatives via technology and reading them a book
- Connecting with elderly relatives via phone – or writing a card (big print) and mailing it
- Learn a new skill from a parent or relative (learn a skill, use a tool, learn a hobby, help with home maintenance, or car maintenance)
- Volunteering virtually: <https://www.govolunteer.ca/covid-19-volunteering>

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STUDENT TRAINING PLAN

Student:

Program:

Start Date:

End Date:

- Use this form to outline student's personal goals for learning and skill development for the work experience credit.
- This plan needs to be signed off by the student and parent/guardian **prior** to starting the work experience hours.

What to do? Make a plan with family. What can you help with during this time? Whenever possible try to do a new task.

For example: meal preparation, teaching a younger sibling, organizational or house cleaning, yard work, acts of kindness, assisting with house maintenance projects (window cleaning, cleaning blinds, repairing, painting, cleaning closets, cupboards)

General Description of the work / tasks to be performed. How is this helping the family unit?

What time frame do you plan to complete these tasks? Explain how the 30 – 40 hours should be completed. These tasks / duties should be scheduled, just like it would be done in the workplace. For example, if your role is to prepare dinner, what start time do you need to start, when do people need to eat? Try your best to explain in as much detail as possible your plan.

Skills to Develop During Your Work Experience

Workers require a combination of essential skills, employability skills, job readiness skills, and job specific technical skills. This plan outlines the **skills** the student is developing during these hours.

Essential Skills to focus on:

- | | |
|--|---|
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Document Use |
| <input type="checkbox"/> Working with Others | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Continuous Learning | <input type="checkbox"/> Digital Skills |
| <input type="checkbox"/> Reading Text | |

Employability Skills: Indicate the employability skills you want to develop.

Personal Management Skills:

- Demonstrating positive attitude and behaviours
- Being responsible
- Being adaptable
- Continuous learning
- Working safely

Fundamental Skills:

- Managing Information
- Using Numbers
- Thinking, analyzing, and solving problems

Teamwork Skills:

- Working with others
- Participating in projects and tasks
- Giving and/or receiving feedback
- Demonstrating initiative

Job Skills specific to area(s) of interest:

- _____
- _____
- _____

Parent / Guardian Signature:

Student Signature:



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STUDENT'S DAILY WORK RECORD & JOURNAL

Student: _____ Student# _____ Grade: _____
(First and Last Name)

Starting Date: _____ Finishing Date: _____

Duties	What tasks, chores or duties did you perform during your service experience hours?
Plan	Name the specific skill(s) you chose to develop as per your Student Training Plan:
Indicate the date of each shift	Keep a daily journal (below) – include the date with a start and finish time in the left column. Briefly explain the task you completed. Identify skills you are developing. Whenever possible assist with a new task – provide an explanation of your thought process and your learning.

Student's Performance Evaluation for Service Volunteering

Student Name		Grade	
Date		Cell:	
Email			
Type of Volunteering completed	Total Hours Completed:		
CE Advisor		*Supervisor	
School		Phone	

*Supervisor may be a parent or guardian.

Entry Level Employability Skills	Always	Usually	Sometimes
the student shows a positive attitude and is enthusiastic to participate and assist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the student is cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the student is attentive, listens and follows directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the student was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Overall attitude: Excellent Good Fair Poor

***Supervisor's Signature** _____ **Date:** _____