Hwa Chong Institution (High School Section)
Projects Day Competition
Category 8: Service-Learning
Students Handbook 2013
1. **Service-Learning (S-L) Project (Category 8)**

Service-Learning places equal emphasis on *service outcomes* and *learning goals*.

There is a reciprocal relationship between the *service* rendered by the youths in identifying and meeting **real community needs** (Refer to *Appendix 1*), and the *learning* which occurs for the youths. Learning enhances the service and in turn the service enhances learning in a virtuous cycle, as community service becomes a rich learning environment for the development of our youths.

The hyphen in S-L symbolises the connection between serving and learning. **Reflection** is often the key to connecting the youths’ service experience to their learning and development.

2. **Characteristics of S-L (in a nut-shell)**

- Participant-led and participant driven
- Emphasizes facilitated reflection
- Service recipients determine the kinds of service to be rendered
- Reciprocal relationship between service and learning, each reinforcing the other

**Research:**

1. Research on target community to find real needs.

**Ready:**

1. Clear learning and service objectives
2. Hard and soft skills training
3. Mental preparation
4. Physical preparation

**Render:**

1. Perform the service

**Reflect:**

1. Reinforce learning

*“The longest journey in life is from the head to the heart.”*  
*Ravi Zachariah*
2. Pre-activity Planning

What should you consider when planning a S-L activity?

Stage 1: Meeting real needs

What needs can you identify in your community?
- **People** – children, youth, family, elderly, disabled, terminally ill etc.
- **Animals** – SPCA, Jurong Bird Park, Zoo etc.
- **Environment** – Beach, recycling, conservation etc.

Consider issues covered in the local media (eg TV, radio, newspaper, banners, magazines), during lessons in school or CCA, discussion among friends etc. Discuss your idea with your team-mates (refer to stage 2).

Exchange and examine your ideas.

Stage 2: Rallying team-mates with common interests

You are expected to work in a group of not more than 4 members.
Group project provides opportunity to sharpen interpersonal skills, creates synergy and provides service significantly on a larger scale.
Each member should be given a role so as to acquire skills and encourage ownership of the project. Group leader can help group members to remain committed to activities by engaging their heads, hearts and hands.

Stage 3: Identifying learning outcomes

S-L is a useful tool for facilitating interdisciplinary learning because it makes explicit the learning outcomes in terms of knowledge, skills and attitudes that you will use or acquire in meeting the needs of others.
Structure the activity so that both you and the community being served benefit from the service.

Draw up learning outcomes based on:
- What do you intend to do?
- What difficulties/obstacles may you encounter?
- What skills could you pick up or enhance?
- What training, research or logistics do you need to effectively carry out your project? Eg Learn dialects, sign language, sports
- How would your service benefit you, your team and the community?
- What attitude could be changed towards certain social issues?

Stage 4: Preparation for Service

Once the idea is fully developed, think about how to best prepare for the S-L activity.
- What background knowledge, skills or mental preparation will be necessary?
- Do you need the help of an appropriate expert to equip the team with the necessary skills (eg sign language, helping the aged and handicap, learning dialects, sports)?
- Is there a need to conduct a survey to identify the real need?
- Do you have a proper way to keep record of your service (eg journals, photographs, video)?
- What resources do you have access to?
- Does each member know his specific role?
- Establish timelines and deadlines, and honour them
Stage 5: Structuring the Reflection and Evaluation Process

Reflection is an **IMPORTANT** part of S-L as it reinforces learning. It enables the team to:
- focus on what they have accomplished
- examine how the activity can be improved upon
- think about the impact of your contributions
- identify how attitudes and behaviour have changed

*(Refer to Appendix 2)*

Each member is expected to keep a journal. Your entries in the journal includes:
- state the names of the members who are present, date, time and event for each entry
- proper records of an honest chronicle filled with sights, sound, smells, concerns, insights, doubts, fear, questions using appropriate audio-visual media eg photography, video, digital forms or simply pen and paper
- description of what was seen, felt, experienced- the good, the bad, the ugly, the unnerving, the exciting, the impressive, the troubling, etc.
- the lessons that you draw from the experiences. It is important to understand that learning does not necessarily emanate from things done right, there are also lessons to be drawn from mistakes or discrepancies that may occur
- your thoughts and feelings about your experiences as it encourages you to consciously observe your surroundings and be more aware of learning opportunities and the changes that may occur within you.
- effort made to mention about personal growth (social awareness, responsibility, maturity, discipline, empathy, leadership, teamwork etc.)

It is advisable not to postpone or do without scheduled reflection

There should be an ongoing, not episodic, evaluation of your service. It is necessary to validate the quality of service rendered, and the learning gained. Each member has to keep a record of the amount of time spent, in the Hwa Chong Student-Initiated CIP Form *(Refer to Appendix 5)*. This form can also be downloaded from the SMB.

Learning should also be revealed in performance. Service beneficiaries should evaluate your service *(Refer to Appendix 3)*, before Semi-Finals and Finals Judging of the project. Each team is expected to present a group reflection and inserts of a few personal reflections with at least 5 photographs or/and video clips at the Semi- Finals and Finals Judging.

**ALL THE FIVE STAGES ARE IMPORTANT**

“All labour that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence”

*Martin Luther King*

Hereby affirming with you, gentlemen, that you have embarked in a meaningful project that leaves significant ‘prints’ in lives. Beyond just achieving ACE points and LEAPS points, you will see yourself maturing as you discover your strengths and weaknesses and as you learn to relate with people and help in organisations outside the school context. Such intrinsic development will last your lifetime.

“The attitude, knowledge, values and cognitive skills that are valuable learning outcomes of S-L are not an end to themselves.”

*Janet Eyler & Dwlight Giles*
3. **Other Useful Information:**

1. **LEAPS Points** (Leadership, Enrichment, Achievement, Participation, Service)
   
   **Service:**

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<th>Hours</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
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<tr>
<td>Community service over 4 or 5 years ≥ 100 hours</td>
<td>5 points</td>
<td>80-99 hours</td>
<td>60-79 hours</td>
<td>40-59 hours</td>
<td>24-39 hours</td>
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2. Download form A, B and C from SMB or school website and submit all forms to your respective consortium CIP coordinators required information:
   1. Name of CIP activity
   2. Activity Type
   3. Organisation and **the organisation stamp**
   4. No. of hours
   5. Start Date

   **Please remember to submit the “Start Date”**

3. May include the S-L activity as entry under CIP involvement in NYAA and scholarship/award application (GIC Study Award, HAT Award, North West CDC OARS Award, Hwa Chong All-Rounder Excellent Award etc)

4. Consortium CIP Coordinators:
   - Aphelion: Mrs Ng-Ong Ec Chin Jean (jean@hci.edu.sg)
   - Ispark: Mdm Shirley Lim (limgp@hci.edu.sg)
   - Ortus: Miss Susan Soh (sohss@hci.edu.sg)
   - ProEd: Mr Chia Kok Pin (chiakp@hci.edu.sg)

5. Judging rubrics are found in **Appendix 4**

6. Useful website on S-L, community service and volunteer welfare organisation:
   - [http://www.ncss.org.sg](http://www.ncss.org.sg)
   - [http://www.heartware.org.sg](http://www.heartware.org.sg)
   - [http://www.nvc.org.sg](http://www.nvc.org.sg)

7. If you have any query, you may ask your teacher mentor who is trained in S-L. Alternatively, you may direct the queries to Mr Chuan Chia, via email: limcc@hc.edu.sg
Meeting real community needs. Who can you help?

A. Children and Youth:
- Children and youth from disadvantaged families
- Primary or secondary school students

*Services Required:*
- Tuition
- Before and after school care
- Befriending
- Sports, games, camps, excursions
- Art, handicraft, computer training, music and other indoor activities

B. Disability:
- People with physical, intellectual or multiple disabilities

*Services Required:*
- Assist teachers and therapists in the classrooms
- Sports, games, camps, excursions
- Art, handicraft, computer training, music and other indoor activities
- Transportation and administrative work

C. Elderly:
- Residents staying at homes for the aged
- Residents staying at their own homes
- Senior citizens at day care activity centres

*Services Required:*
- Assist in therapy
- Befriending
- Escort them to hospitals and clinics, and administrative work
- Meal and groceries delivery
- Home visits
- Organise simple recreational activities

D. Health-Related:
- Patients with progressive incurable illnesses and their care-givers

*Services Required:*
- Patient care at hospice
- Organise recreational activities
- Befriending

E. Animals:
- Animals which are abandoned or ill-treated

*Services Required:*
- Animal care
- Helping the staff in animal hospitals and SPCA

F. Community (MP attachment):
- Residents in a certain constituency
Suggested Questions for Reflection (I):

(A) The **Mirror** (Reflection of Self)

- Who am I and what are my values?
- What have I learned about myself through this experience?
- How have I matured in the area of empathy/ responsibility towards society?
- Has my sense of ‘community’ been altered?
- Did I manage to overcome personal barriers or fears?
  (Eg language/dialects, inconveniences, fear of the sick and aged)
- Have my motivations for volunteering changed? How? Why?
- Has my experience challenged my stereotypes/ prejudices towards the community of elderly, handicapped, team members?
- What would I do differently if given the chance again?
- How will my experience change the way I act or think in future?

(B) The **Microscope** (Making small experiences large)

1. What happened? How do I feel about it?
2. What would I change about my experience?
3. What have I learned about the people who received my help?
4. Describe a moment of failure/ success/ indecision/ doubt/ humour/ frustration/ happiness/ sadness/ any worthwhile or memorable experience etc. How do I feel about it?
5. How does what I have learned apply in other areas of my life?
6. Which of my actions had an impact on the community?
7. What more can be done for these people, animals?

(C) The **Binoculars** (Bringing distance to the fore)

1. Identify an underlying or overarching issue which has contributed to the particular community need addressed
2. What can be done to change the situation?
3. How does the larger political/ social sphere affect the beneficiaries of my service?
4. What does the future hold for these people? How do I feel about it?
Suggested Questions for Reflection (II):

(A) Before the activity:

1. Who are the people I will serve?
2. What are their hopes and dreams?
3. What needs to be done to provide the service?
4. What do I need to know to provide the service?
5. What academic skills or information do I need to provide the service?
6. What are my biggest challenges?
7. How can I make a difference?
8. What can I learn from the service experience?

(B) During the activity:

1. What am I learning from the service experience?
2. How are the people responding to me?
3. Which needs of the community have I been able to meet?
4. What more needs to be done?
5. How can the quality of service be improved?
6. What happened when I have taken certain action?

(C) After the activity:

1. What was my biggest challenge?
2. What did I accomplish?
3. How could I have done better?
4. What skills or information did I use?
5. Whom did I get to know?
6. How did the people respond to me?
7. How can the service rendered be made more meaningful?
8. What advice can I pass on to others?
9. How did I make a difference?
To: *Mr/Ms/Mrs Ng-Ong Ee Chin Jean (Aphelion) / Susan Soh (Ortus) / Chia Kok Pin (ProEd) / Shirley Lim (Ispark)  
Hwa Chong Institution (High School)  
661 Bukit Timah Road  
Tel: +65 64651085 / 64651076 / 64651071 / 64651073  
Fax:+65 64681063

*del where appropriate

Name of student : ___________________________  
Class : _____  
Index No.: ____

<table>
<thead>
<tr>
<th>No</th>
<th>Start Date</th>
<th>No. of hrs</th>
<th>Officer’s Signature</th>
<th>Nature of Activity</th>
<th>Name of Organisation</th>
<th>Stamp of Organisation</th>
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Organization Information

Name and designation of officer in charge: _______________________________

Contact number: ____________________________

Contact Email: ________________________________________________
Community Involvement Programme
HWA CHONG INSTITUTION

FORM B: Student Feedback Form

Name of the welfare organisation:
_______________________________________________________________________________

Brief description of activity:
_______________________________________________________________________________

Start date of activity: ___________ Sec 1/2/3/4
(Please circle where appropriate)

The school would like to thank you for your efforts in the Hwa Chong CIP Programme so far. Admittedly, the programme is not perfect. Nevertheless, your involvement has instilled in the school the belief that student volunteers must form the backbone of the CIP Programme.

This is the CIP Feedback form and you are encouraged to spend uninterrupted time filling in this form. Please take this seriously as it will also become an opportunity to reflect on your work as a volunteer, as well as, for the school to improve on the programme, which in turn will help to give more meaning to the effort that you have put into the programme. Thank you.

Please tick where appropriate:

<table>
<thead>
<tr>
<th>Questions</th>
<th>SAgree</th>
<th>Agree</th>
<th>Disagree</th>
<th>SDisagree</th>
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<tbody>
<tr>
<td>1) I had fun and enjoyed this CIP activity</td>
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<td>2) I have benefited from this CIP activity</td>
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<td>3) I find this programme useful and enriching</td>
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<td>4) There are learning pointers in this programme</td>
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<td>5) I like spending time with my clients/beneficiaries</td>
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<td>6) The duration for the CIP activity is just right</td>
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<td>7) The duration for the CIP activity is too short</td>
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<td>8) I wish to continue with this CIP activity in the future</td>
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Best- 5 Worst - 1
My Overall Rating for this learning experience is (1-5): ___

2 things about the CIP activity that I liked/that made me happy:
_______________________________________________________________________________
_______________________________________________________________________________

2 things about the CIP activity that I dislike:
_______________________________________________________________________________
_______________________________________________________________________________

Any other Feedback/Suggestions
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
To: Lim Chuan Chia  
Hwa Chong Institution (High School)  
661 Bukit Timah Road  
Tel: +65 64651080  
Fax:+65 64681063  
Email: limcc@hc.edu.sg

Dear Sir,

Community Involvement Programme

Name of organisation:__________________________

Please give a brief description of the nature of service or contribution:

___________________________________________________________________________________________________________

Please give your feedback regarding the CIP collaboration and/or the student volunteers:

___________________________________________________________________________________________________________

___________________________________________________________________________________________________________

___________________________________________________________________________________________________________

Please tick where appropriate:

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<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Quality of service</td>
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<td>Relevance of service to organisation</td>
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<td>Students’ attitude</td>
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<td>Students’ helpfulness and responsibility</td>
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<td>Students’ punctuality</td>
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Reported by:

Signature: __________________     __________________

Stamp of organisation

Name: __________________________

______________________     Date: ________________