PART 3
LEADERSHIP THROUGH COMMUNITY SERVICE

Grade Levels 9–12

PURPOSE
Build leadership skills while serving the needs of the community through a service project that improves health practices for the community members that participate.

GETTING READY
Review purposes and benefits of planning and participating in a community services activity using the Introducing Community Services handout.

ACTIVITIES
Student teams each select a community service health practices project from the Community Services Activities List.

- Each team creates an implementation plan for the selected project including details to be completed in preparation for the on-site event.
- Divide into teams as needed for the selected project with each team member accepting a specific assignment based on a review of the assessment in Part 1 Leadership: How Do I Rate? and information on the Personal Goal Setting form.
  - Determine the Roles and Responsibilities of Each Team Member.
  - Prepare a detailed list of the activity including resources needed and how each will be collected.
  - Select site for community service activity.
  - Meet with site “director/manager” for permission to present the activity.
  - Determine demographics of the population that will be participating based on selected activity site (elderly, young children, disabled, etc.).
  - Confirm the date and time for the event.
  - Prepare or gather permission slips for off-campus participation.
  - Arrange for transportation to the site if it is farther than walking distance.
• Build a Community Services Activity Timeline beginning with the date of the event and working backwards to the beginning of research and preparation.
• Complete assigned responsibilities and practices, individual role(s) in preparation for the on-site event.
• Review the Activity Rubric that will be used to assess results of the community service project for both team and individual scores.
• Participate in the community service project event.
• Keep a journal of the process and outcomes from the activity.

INSTRUCTOR ROLE
Divide students into teams of 5-8 depending upon complexity of the activity selected and the number of roles and responsibilities needed to successfully complete the project.

Review various community services activity options and assist student teams in making the selection most appropriate for the demographics (location, population) of the community to be served.

Guide timeline development to ensure it aligns with the school calendar and the confirmed date for the off-site event.

RESOURCES
1. Innovative and Community-Based Service-Learning Programs and K-12 School-Based Programs for project ideas: www.learnandservce.gov
3. Other projects: HOSA Competitive Events Program http://www.hosa.org/node/116
   MRC Partnership
   Community Service
   National Service Project
4. Students can capture community service hours for HOSA’s Recognition Event: Barbara James Service Award http://www.hosa.org/node/116

STANDARDS
Health Science and Medical Technology Anchor Standards
Communications (C2.3)
Interpret verbal and nonverbal communications and respond appropriately

Problem Solving and Critical Thinking (PSCT5.1)
Identify and ask significant questions that clarify various points of view to solve problems

Leadership and Teamwork (LT9.2)
Identify the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting
Common Core English Language Arts

Reading Standards for Informational Text (RSIT 11-12.7)
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WSLHSTS 11-12.10)
Write routinely over extended time frames (time for reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes and audiences

Common Core Mathematics

Math-(grade high school S-IC.5) Statistics and Probability
Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant