

# Student Service Validation

Please print:

Name \_\_\_\_\_ School \_\_\_\_\_ Grade: \_\_\_\_\_

Activity: \_\_\_\_\_

Type: (please circle one)    Direct    Indirect    Advocacy    Start date: \_\_\_\_/\_\_\_\_/\_\_\_\_    Finish date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Sponsoring Class/Organization \_\_\_\_\_

Adult Site/Project supervisor \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ Service hours \_\_\_\_\_

Student Service is comprised of three elements:

**PREPARATION** is a four stage process: a) identify and analyze problems, b) select a service project, c) learn service skills, and d) plan service activities.

Preparation: Describe how you prepared or received training for this type of service. \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**ACTION:** There are three types of actions: Direct Service, Indirect Service, and Advocacy. Direct Service activities put students face-to-face helping someone. Indirect service activities are performed “behind the scenes” such as food and clothing drives. Advocacy projects require students to lend their voices and talents and is the work of citizenship.

Action: Direct, Indirect, Advocacy. Circle appropriate action. Briefly explain what you did and where. \_\_\_\_\_

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**REFLECTION:** The third element of an effective service program is reflection. Reflection enables students to learn from their service experience and is most effective when regularly scheduled during the course of the service project. Reflection can take many forms from essays to small group discussions.

Reflection: a) What did you do to evaluate the effectiveness of your service? (Example: Journal writing, group discussion, presentation, etc.)  
b) How did you and your community benefit from your service?.

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Student Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Adult Site/Project Supervisor Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Principal/Designee Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_