

Get Healthy SLV is a project of San Luis Valley Health

Never doubt that a small group  
of thoughtful, committed citizens  
can change the world.  
Indeed, it is the only thing  
that ever has.  
*-Margaret Mead*

# Service-Learning

## Student-Led Community Change



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# Who We Are




*Your Health. Your Voice. A Community Choice.*

## Why we are here

The US spends more on health care per capita than any other nation. Yet, we are not healthier overall. Today nearly one out of six San Luis Valley residents struggle with fair or poor health.

 No matter who you are or what you do, you should be able to get the care you need to stay healthy and see a doctor when you need to.

 **Be a part of the change and advocate for a health care system that works for you.**

Our health care system has been hotly debated recently. However your health isn't political. You should be able to get the care you need when you need it without going bankrupt. We need to work together to create healthier communities and a health care system that works.

Youth can be powerful advocates for change. As youth will soon inherit our current health care system, they are a crucial voice to be heard in this time of change. It is never too soon for them to begin to understand the complexities of our current system and what can be done to improve their own health and the health of their community.

## How we talk about health

Our message is simple and is shared by many across the state of Colorado:

**Our shared value is that you should be able to get the care you need when you need it.**

**And that decisions about your health are too important to ignore.**

**We can all take charge of our health by advocating for a better health care system and promoting health in our communities.**

**By working together we can create a healthier community and a health care system that works for everyone.**

This is the message we want to resonate with you the educator and the youth we work with for service learning. No matter what, we all need a health care system that meets our needs.



For more information about our project visit: [www.gethealthyslv.org](http://www.gethealthyslv.org)



# Service-Learning 101

## *Creating a SL Project & Lesson Plans*

- **Prep for Lesson 1**
- **Lesson 1: What is Access to Health?**
- **Lesson 2: Our Health Care System**
- **Lesson 3: Understanding Health Care Reform**
- **Lesson 4: Review**

*Be the change you wish to see in the world.*

-Mahatma Gandhi

## Creating a Service-Learning Project

Steps for creating a service-learning project can be divided into 5 distinct categories.

- **Preparation/planning**—Students learn about their health care system and community health issues. They brainstorm issues they would like to address in their community and think of action steps they can take to address these issues. This step included planning for materials and community events as well as getting permission from administrators and teachers.
- **Action** – Action is the direct result of preparation. How well the students plan and prepare their service-learning plan will determine how the service-learning project is implemented.
- **Reflection/Demonstration**-Students reflect on their learning through a survey, video presentation, or even an article submitted to local news sources. This is a chance for students to show what they learned and accomplished through their actions. It also gives students a chance to give feedback to the educator so that future projects can be improved.
- **Sustainability**- Continued learning can be accomplished by creating future service-learning projects in the classroom, or by students applying the lessons to their individual lives as they advocate for better access to health. The goal of any service-learning project is that students will take what they learn and apply it to future experiences and begin a long-term commitment to improving the health of the community.
- **Evaluations** - Can be used throughout the process to gauge student engagement and address any issues students may be having in their learning. Surveys are included in the lesson plan to give teachers an idea of when to use these tools.

The following outlines a lesson plan for implementing a service-learning project. Depending on how much time you the educator desire to devote to this service-learning project will determine which of the suggested activities you use with your students.

### Overview: Service-Learning Lesson Plan

Preparation: Educating students about their Health care System

**Prep for Lesson 1:** Getting a baseline evaluation of student engagement and understanding of access to health issues.

- **Activity 1:** (30 minutes) **page 11** - Have students complete the Service-Learning Pre-Evaluation form. They will find a copy of it in their student handbook. Use Activity 2 as an alternative.
- **Activity 2:** (10-15 minutes) **page 12-15** - Guide students through the “Where Do I Stand” activity. The signs needed for this activity are included. Keep records of student responses to have a baseline understanding of students’ engagement in access to health issues. This activity is a great way to get students talking and sharing their convictions about access to health.



### Lesson 1: Introduction to Access to Health

- **Activity 1** (10 minutes): **page 17**- Guide students through the “Your Health is Too Important to Ignore” activity. This activity is designed to start the conversation about health and help students understand the importance of health.
- **Activity 2** (10 minutes): **page 18** -Guide students through the “Introduction to Access to Health” activity. This activity helps students see that we all have a personal choice in making good health decisions, but even with the best personal lifestyle choices, unexpected accidents or illnesses make it necessary to have a health care system that meets everyone’s needs. **Poster 1** “What does ‘Access to Health Mean?’” can be used to review and continue the discussion.

### Lesson 2: Problems with Our Health care System

- **Activity 1:** (5 min)**page 20**- Refer to talking points to discuss the graphs on **Poster 2**, “Percentage of Total Population with Government-Assured Insurance” and “Total Per Capita Expenditures on Health Care” with students. These graphs show some of the problems with our current health care system.
- **Activity 2:** (5 min) **page 21**- Refer to talking points to discuss the graph on **Poster 2**, “Life Expectancy at Birth” with students. This graph shows how despite spending more, our health outcomes are not necessarily better.
- **Activity 3:** (5 min) **page 22**—Refer to talking points to discuss **Poster 3**, “We All Need Access to Health Care” with students. This poster frames the issue with the uninsured locally and shows why it is important that everyone has access to health care.
- **Activity 4:** (5 min) **page 23**- Refer to talking points to discuss **Poster 4**, “Health Issues in the Valley”. with students. This graphic shows regional access to health problems.
- **Activity 5:** (5 min) **page 24** - Use **Poster 6**, and the quote by Margaret Mead to discuss with students that yes, we do have a lot of health needs, but that each and every one of us has a voice and can advocate for change.

### Lesson 3: Explaining the Affordable Care Act

- **Activity 1:** (10 min)-Explain the Affordable Care Act to students using **Poster 5**. Use **page 26** to help guide discussion. Use Activity 2 to go more in depth.
- **Activity 2:** (30 min)- Affordable Care Act Game; this will give students a better understanding of our current health care system and explain what are the changes included in the Affordable Care Act.

### Lesson 4: Review/Evaluation

- **Activity 1:** (10 min) **page 28** - Review the learning points from the last section with the students.
- **Activity 2:** (10 min) **page 29** - Do the review quiz with students. Discuss any questions they could not answer.



## From Learning to Action

1-2 hours depends on level of teacher planning and student feedback.

**Planning a Project:** For the educator: Helpful tools and explanations of different types of service-learning projects are explained on **pages 30-37**. Use these tools to help brainstorm and plan a service-learning project.

- **Teacher planning form (page 34):** For teacher-led service-learning this form is a helpful tool. It can help you the educator address different learning objectives and better plan your service-learning project.
- **Student-led service-learning planning:** For student-led service learning, the tables on **page 32 and 33** can help you lead the discussion. Have students discuss health issues in their community to answer the critical question “What is the Biggest Access to Health Issue in your Community?” Work with students to develop a service-learning plan. Having different ideas and suggestions about projects is helpful at this point to help students develop an action plan.

## Project Implementation & Reflection

Time requirement depends on project.

- **Implementation of a project:** will depend on the health issue and the project chosen.
- **Reflection:** (min. 20 minutes) Student reflection is an important part of learning. Educators may use the reflection form on **pages 36 and 37**. or may create another way for students to reflect, such as having the students write an article for the local papers or present to administration on what was learned. Other ideas for reflection are listed on **page 35**.

# Prep for Lesson One

**Activity One:** Service-Learning Pre-Evaluation

**Activity Two:** Where Do I Stand?

# Service-Learning Pre-Evaluation Form

Name: \_\_\_\_\_

*Please answer the following questions.*

1. What does the phrase "access to health" mean to you?

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2. Access to health is an issue in the San Luis Valley. (Circle)

Strongly Agree      Agree      Disagree      Strongly Disagree

3. What are the biggest health issues you see in this community?

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4. Are you currently involved in a project that addresses a specific access to health issue? Would you like to be involved in the future with access to health issues?

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5. What do you hope to accomplish through this service-learning project?

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6. What is a health issue you are passionate about?

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7. What are specific skills that you have that would be an addition to this project?

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8. In what ways are you involved in the Valley community (clubs, organizations, community events, etc)

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9. Who is responsible for making sure that everyone has access to health (individual, community, government, combination, etc)?

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## Activity 2: Where Do I Stand

This activity can take the place of a written pre-evaluation. It is also an activity that gets students up and moving around the classroom and can be a great way to start a classroom discussion.

Activity Time: 10-15 minutes.

### Prep

1. Copy the Where Do I Stand? signs
2. Examine your room setting to insure easy mobility (look for electrical cords, table, etc)
3. Have the signs in three separate areas of the room
4. Copy the Where Do I Stand? questions/scenarios to consider for your use
5. Select the questions/scenarios you plan to use or **add questions of your own**

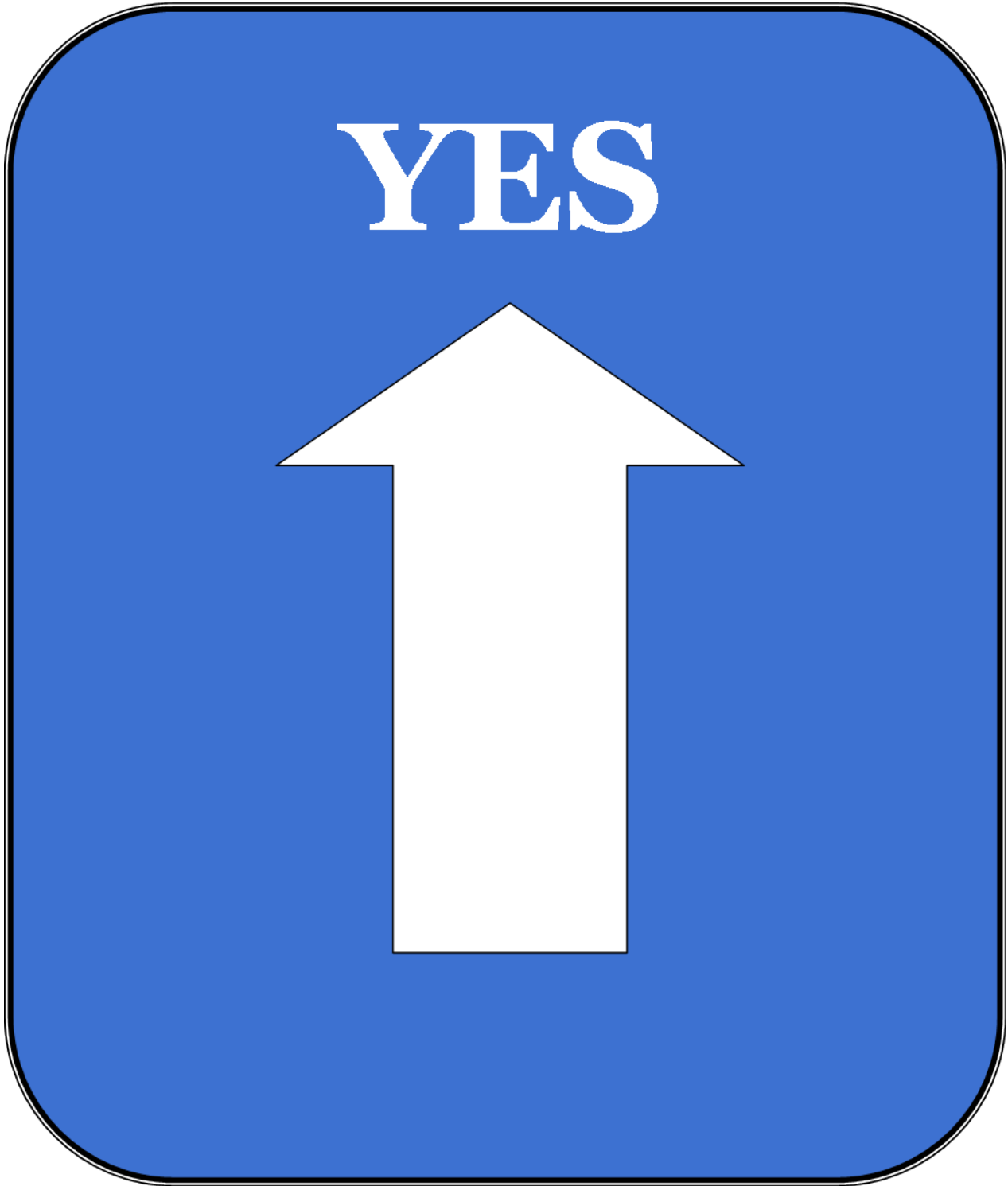
### Implementation

1. Identify the designated "Yes," "No," and "Undecided" areas of the room.
2. Instruct participants that you will read a statement and they will respond by going to the area of the room that best corresponds to their belief.
3. Have one student volunteer to be the recorder. This person will record the number of people that go to each area. Remind this person to count their own responses.
4. Read each statement, allowing time for students to move

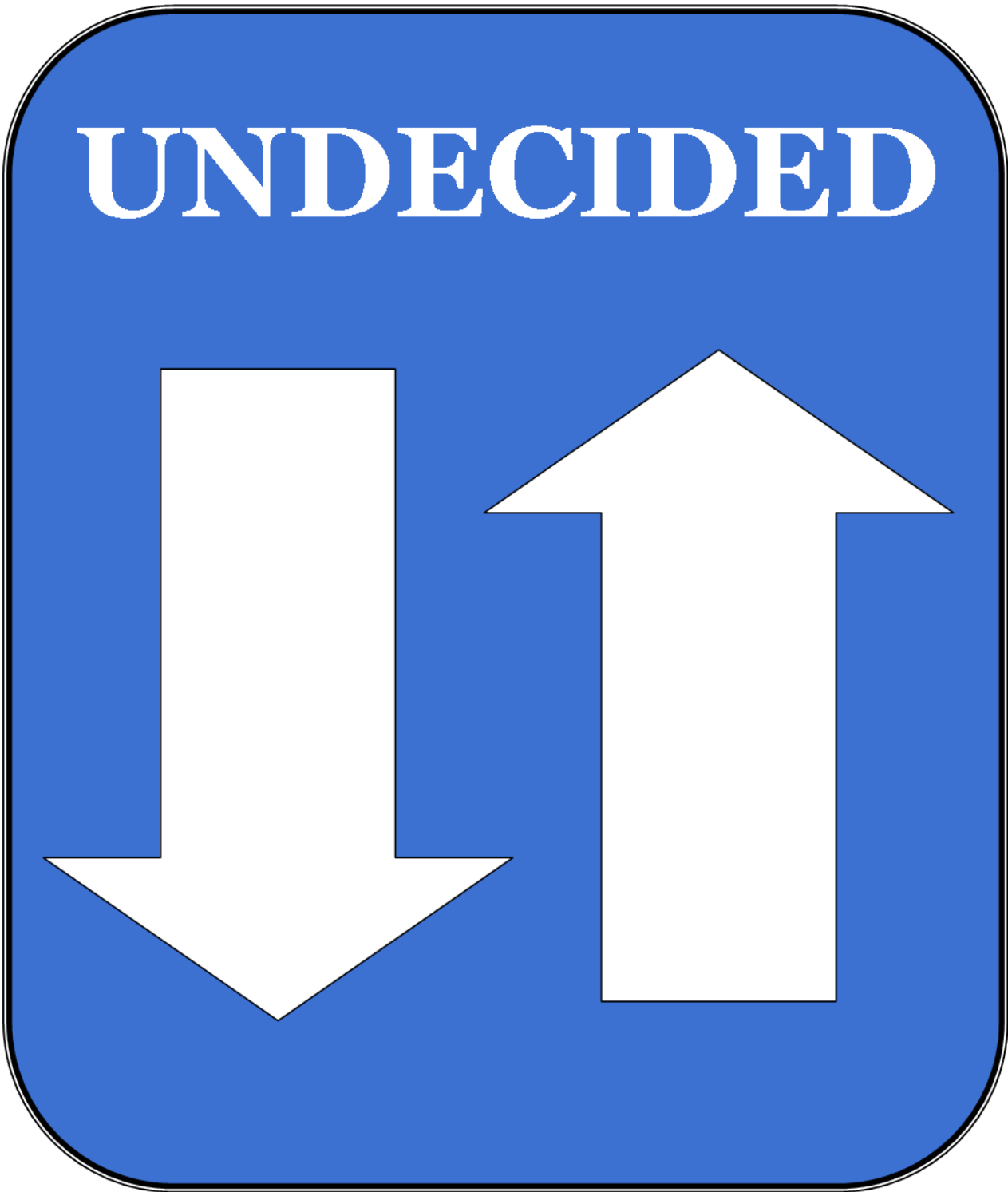
### Questions for "Where Do I Stand?"

Instruct students to stand near the sign that best matches their sentiments toward each statement.

1. I think everyone should be able to see a doctor or counselor when they need to.
2. I eat well and exercise, I can keep myself healthy and never need to see a doctor about my health.
3. Seeing a doctor or counselor is a privilege that people should have if they have the money to pay.
4. I care that some people may not be able to see a doctor when they need to.
5. I care that seeing a doctor may be too expensive for some people in my community.
6. Most people in my community are able to afford going to a doctor when they need to.
7. I think health care in the United States works most of the time.
8. My family and I have struggled to pay our medical bills.
9. I want to get involved in helping my community be healthier.
10. I know how I can take action to help improve the health of my community.
11. I have a voice in creating a health care system that works for everyone.
12. I have a voice in improving the health of my community.









# Lesson One

**Activity 1:** Your health is too important to ignore

**Activity 2:** Introduction to Access to Health

## Activity 1: Your Health is too Important to Ignore

Activity Time: 10 minutes

Our health affects every part of our daily lives. Our financial situation, our ability to work, how we interact with family members and how we function in society. In this activity students think about what parts of their life their health affects. Students need to understand that their health is too important to ignore as it affects virtually every part of their daily lives.

### You will need:

- A paper for each student
- Ensure that everyone has a pencil

### Activity:

- Give students a piece of paper each or if available markers and coloring materials.
- Ask them to write a list or draw a picture answering the following questions;
  - What are the day-to-day things that your health affects?
  - What are the most important things it takes to be healthy:?
  - When was a time you realized the importance of health?
- This activity can help to organize students' thoughts for the class discussion as students share their drawing or lists with the class.

### Questions for discussion:

1. What are the day to day things that our health affects?
2. What are the day to day activities that you health **does not** affect?
3. What happens if you get sick?
4. What happens if you cannot see a doctor or get medicine?
5. As the students to share their stories of a time when they realized the importance of being healthy.

# What Are the Things You Need to be Healthy?



## Activity 2: Introduction to Access to Health

Activity Time: 10 minutes

1. Draw three empty circles. See above image for format. Ask the students “What are the things you need to be healthy?”
2. As students respond to the question, fill in the circles with their responses. For example students may say “healthy eating”, put this in healthy lifestyles circle, or a response may be “medications” this would fit under the health care services category.
3. After students have responded, fill in the labels for the three categories. In other words fill in “healthy lifestyles”, “health care services” and “health coverage” in the proper circles along with the responses students gave to the question.

If there are difficulties getting them to see all three aspects of the equation encourage them with these questions.

- What happens if you or loved one gets sick, what are the tools you would need?
- What if you can't pay? How will you pay? What are the tools we need?
- What can you do to improve your health? What the individual choices you can make?

**Poster 1** can be used to explain in further detail what the categories mean. For example, explaining that healthy lifestyle includes avoiding high risk behaviors, such as smoking.

- When using **Poster 1**, the teacher can define certain terms, such as *preventative care*, *mental health*, and *government coverage*.
- Explain to students that preventative care is a way to prevent illnesses, or catch them earlier, when they are easier to treat. This can reduce costs and improve outcomes.

Summarize to students: All parts of the equation are critical. Living a healthy lifestyle is important, but it is not the whole picture. Even people who exercise everyday and eat a healthy diet can run into unexpected health problems, when this happens, they need a health care system that meets their needs.

# Lesson Two

## *Problems with our health care system*

**Activity 1 and 2:** How does the US compare?

**Activity 3:** We all need access to Health Care

**Activity 4:** Health Issues in the Valley

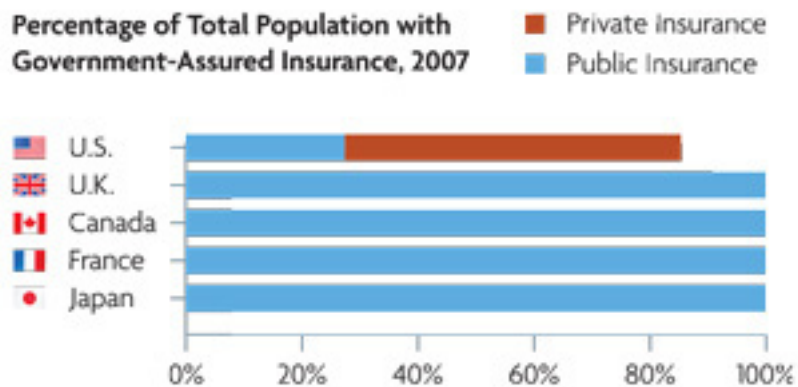
**Activity 5:** Youth Have a Voice

## Activity 1: How does the US compare?

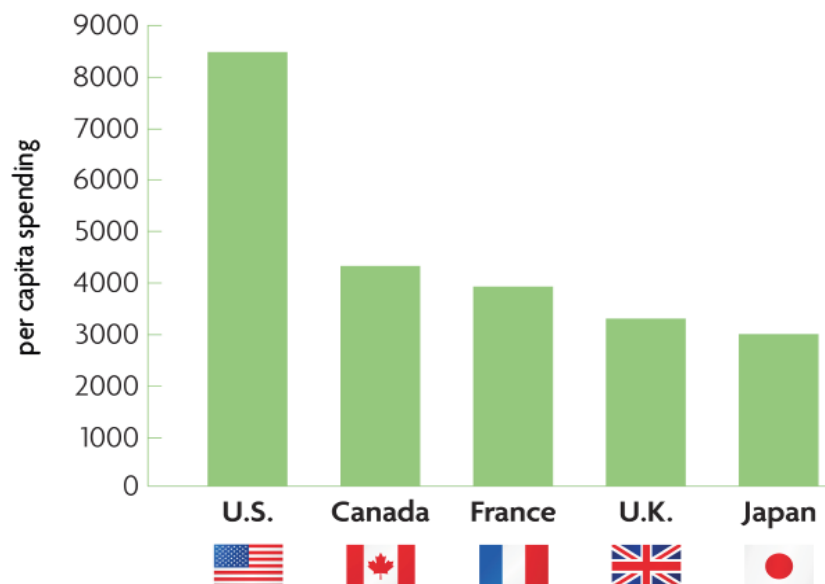
Post **poster 2** somewhere where all students can see it. Discuss the graph with the students. Allow them students to ask questions if they do not understand or share observations with other students. Keep in mind:

- We have the largest number of uninsured when compared to other countries with similar wealth. 80% of the uninsured are working families who cannot afford health insurance and do not qualify for Medicaid or Medicare.
- We spend more per capita on health care than any other country in the world.
- Explain to the students that the countries in the graph are all of similar GDP to the United States. GDP stands for "Gross Domestic Product" and is the market value of all official goods and services produced within a country. It is a measure of the wealth of a country.
- A great way to continue this discussion is to follow a country through out the graphs. What are the similarities and differences between the U.S. and other countries? What do students think about these differences?

### We have the fewest people with health coverage



### Total per capita expenditures on health care (2010)

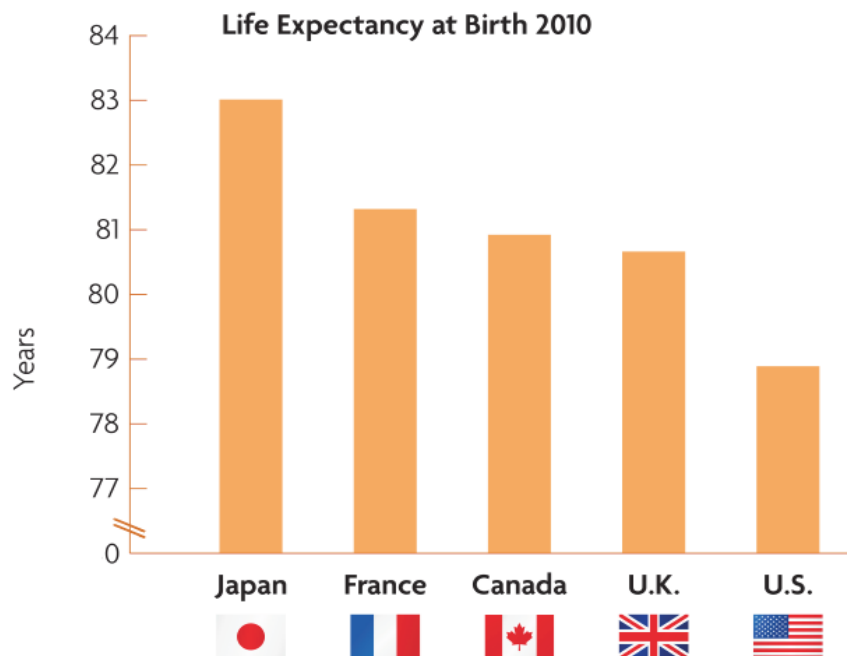


## Activity 2: Health Outcomes

Post **poster 2** somewhere so all students can see it. Discuss graph with students. Allow students to ask questions if they do not understand or share observations. Keep in mind:

- We may spend more on health care, but we are not a healthier population.
- One student pointed out that this statistic could be because so many people in this country are unhealthy and don't take care of their health. Yes it is true that making healthier lifestyle choices is important to reducing costs and improving outcomes, but it is important to not look too critically at things like lifestyle choices without acknowledging the role that health care plays in this equation. With the large number of uninsured or underinsured and the huge cost of health care, individuals are unable to get the care they need. Sometimes people will wait to go to the doctor and so health problems become more expensive to treat and less likely to have positive health outcomes. Studies have shown that the problems in our system cannot be blamed on people's lifestyle choices.

### We have the lowest life expectancy at birth



### Activity 3: Why we all need access to health

Hang **poster 3** somewhere in the classroom so all the students can see it.

Explain that our national health care system is facing major challenges. Regionally we are also struggling with serious access to health issues.

Discuss this graph with students and compare it back to national statistics. Below are some guiding questions/ideas:

- There are more uninsured in the San Luis Valley than Colorado's or the nations average. This means many Valley Residents are unable to get the care they need when they need it.
- Uninsured or underinsured individuals are more likely to postpone or avoid getting the care they need because they cannot afford it. This means health outcome are less likely to be positive and treatment will be more expensive as illnesses go longer untreated.
- Often the uninsured will use the emergency room to get care because they delayed care or cannot get treatment elsewhere. This increases the cost of care for the uninsured and the health care system as a whole.
- What are the counties with the highest number of uninsured? What are the students' concerns for their community?

### What about all of our neighbors without health insurance?

Do you have any kind of health care coverage, including health insurance, prepaid plans such as HMO's, or government plans such as Medicare?





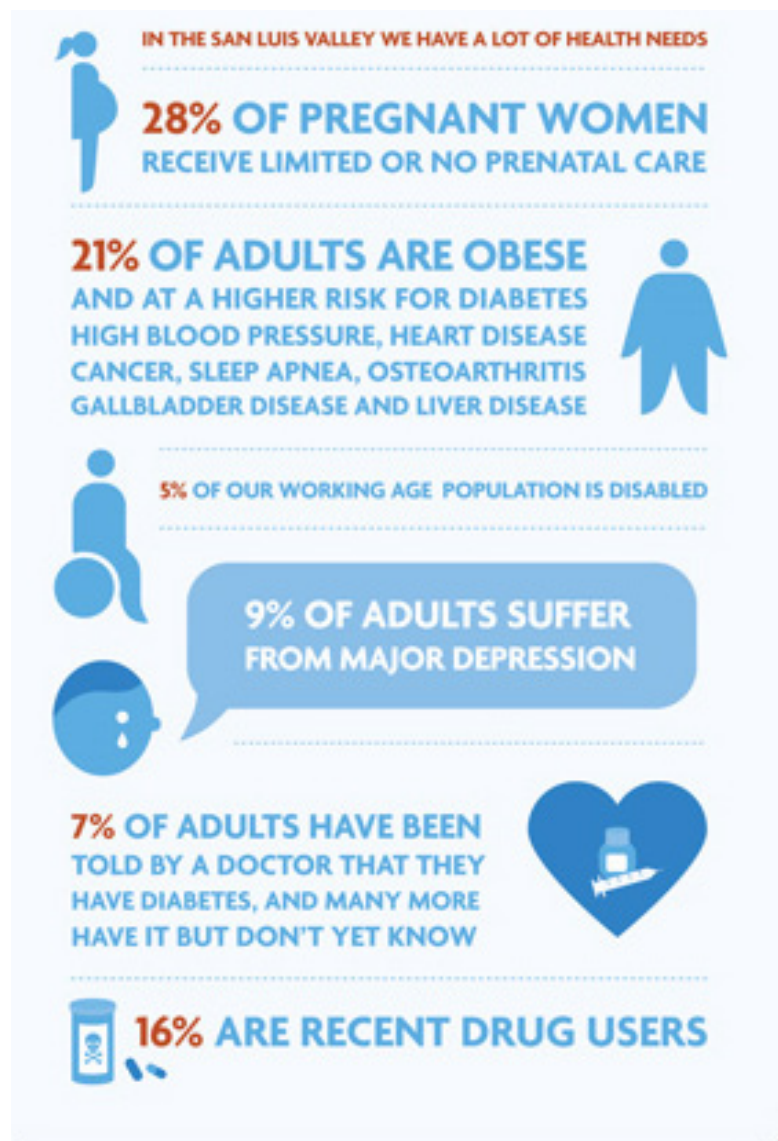
## Activity 4: Health Issues in the Valley

Post poster 4 somewhere in the classroom so all students can see it. Discuss graph with students.

Our national health care system is facing major challenges. Regionally we are also struggling with serious health issues.

### Discuss this graphic with the students:

- How do they feel about these statistics?
- What can they do?



## Activity 5: Youth Have a Voice

Post poster 6 somewhere in the classroom so all students can see it. Have students discuss the different actions they can take to advocate for health in their community.

Ask them:

**“How do you have a voice?”**

**Your Voice Matters**

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

-Margaret Mead



# Lesson Three

**Activity 1:** Understanding the Affordable Care Act

**Activity 2:** Affordable Care Act Game

## Activity 1: Explaining the Affordable Care Act

If you think that your students will not get much out of a discussion about the Affordable Care Act then it is best to summarize this section. Older students seem to get much more out of a discussion about the Affordable Care Act. Use **poster 4**, "Affordable Care Act" as a guide.

### Summary of Affordable Care Act (ACA) Priorities

To address the many problems in our Health care system, the ACA was signed into law by President Obama in 2010. In the past sections we have discussed some of the problems with our health care system. The Affordable Care Act addresses some of the problems with our current system by;

- *Controlling costs*: by reducing the number of uninsured and working to improve the efficiency of our current health care system.
- *Expanding Coverage*: through Medicaid and Medicare expansion and by requiring those who can afford it to buy health insurance.
- *Preventing Illness and Promoting Health*: Improving work-site wellness programs and care for chronic illnesses such as diabetes.

For more information about the priorities of the ACA, visit:

- <http://www.gethealthyslv.org/health-care-101/>
- <http://www.healthcare.gov/law/timeline/index.html>

## Activity 2: Play the ACA Game



# Lesson Four

**Activity 1:** Review Quiz

**Activity 2:** Post-Quiz Discussion

## Activity 1: Review Quiz

5-15 minutes

This activity is a review of the last section to insure that students understood the lessons. This gives the teacher a chance to reiterate any information that the students did not understand.

### You will need:

- Healthy snacks such as fruit, one for each participant in the class.

### Implementation:

1. Ask students the review questions (bellow) one-by-one. Have students raise their hands if they think they have the correct answer
2. Call on the first person to raise their hand and allow them to answer the question. If their answer is correct, reward them by giving them a fruit or snack.
3. Do this until everyone has a snack. If someone raises their hand more than once, allow them to answer, but don't give them another snack. The goal is to give everyone a chance to respond.

### Review Questions:

- What are the tools we need to access health? Name 1?
- What is one problem with our health care system?
- What does it mean to be uninsured or underinsured?
- Why is being uninsured such a big deal?
- Why should we care that others can't get care?
- What country spends the most per capita on health care?
- What is the Affordable Care Act?
- Name one goal of the Affordable Care Act?
- True or False? The Valley has more uninsured than the state average?
- What is Medicaid?
- What is medicare?
- True or False? We spend less on health care and our health outcomes are better than any other country.
- Why is mental health important?
- What is preventative care?
- True or False. If you eat well and exercise, you will NEVER need to see a doctor.
- What are actions we can take to raise our voice for change?

Post-presentation lesson survey: Have students complete the survey on the following page once all lessons are completed.

## Activity 2: Post-Quiz Discussion

Review with the students what has been learned. Use this time and the equation to discuss with the students the importance of policies that make it easier for all of us to live healthier lives.

Remember, these are three tools you need to access health:

$$\begin{array}{c} \text{A healthy lifestyle} + \text{health services} + \text{health coverage} \\ = \\ \text{Access to Health} \end{array}$$

### How does the United States Compare?

- The U.S. spends more on health insurance than any other country.
- We have the largest number of uninsured individuals compared to other developed countries.
- On the whole, our population is not healthier despite spending more.
- And regionally we have a lot of health needs:
  - 27% of Valley residents responded that they didn't have health insurance.

Whether or not you have insurance, rising costs will soon make issues in our health care system something that affects all of us.

To address some of the issues in our health care system, Obama signed the Affordable Care Act into law in 2010...

It is designed to :

- Reduce costs
- Expand coverage
- Promote health and wellness

Your voice matters! There are ways that we can get involved to raise our voice for change.



# Planning a Project

# Planning a Service-Learning Project

There have been successful service-learning projects implemented in the Valley and elsewhere to address various community health needs. Here are a few:

## **Past Service-Learning Projects:**

- **Center High School** students take a stand against bullying with their “buddies not bullies” campaign. Activities include creating articles to share with the newspaper and other news agencies, and creating a variety of different school-based activities to help raise awareness about bullying.
- **Del Norte High School** students created healthy smoothies and gave them out at school. They showed that fruit smoothies can be a healthy breakfast that is fun to make and eat.
- **Antonito Youth Group** students in partnerships with Area Health Education Center planned and hosted a community health fair, where community members could come to get free screenings and blood tests.
- **Mountain Valley School** students hosted a Family Prevention Bingo Night that featured bingo games that encouraged healthy teen choices. They invited family and community members to share in the game to better understand the importance of avoiding destructive decisions.
- **Crestone Charter School** students created educational and artistic posters that talked about why to avoid drug and alcohol abuse and the importance of abstinence. After they finished the posters, they shared what they had learned with the high school students at Crestone Charter School.

For articles and more information about these and other service-learning projects visit:

<http://ww.gethealthyslv.org/who-we-are/service-learning/>

## **Fitness Awareness That Makes a Difference**

Oklahoma, United States

- Fifth-graders and a physical education teacher created a school fitness program to address obesity in their school. They wrote an e-mail to a state Representative, spoke before a legislative committee, and worked with local media. The students’ recommendations were part of a bill that was signed into law.

<http://www.nylc.org/resources/projects/fitness-awareness-makes-difference>

## **Teens Against Teen Pregnancy**

Wisconsin, United States

- In the Teens Against Teen Pregnancy project, 8th grade students in an English class wrote, designed, and participated in the production of a public service campaign. Their PSA for TV began airing statewide during Teen Pregnancy Prevention Month. Their companion print piece was circulated across the state. Projecting direct, no-nonsense messages, the campaign received first-place honors in a national contest.

<http://www.nylc.org/resources/projects/teens-against-teen-pregnancy>

## Choosing a Project

A service-learning project can take virtually any form. Students can create and share a video or other media form to engage the community on different health issues. Students can also host a community event or create a campaign to educate the community about an issue. Students can even be part of a community initiative to clean up litter or build walking paths. The form a service-learning project takes really depends on the teaching goals of a project and the ideas of students, educators, and community members working on the project.

There are several different ways to decide on a service-learning project:

- **Teacher-chosen topic/project:** The educator chooses a health issue to address and plans the actions students will take to address this issue. This is a good idea for teachers who have set learning goals that they want to accomplish with the service-learning project. Use the next few pages to plan a project.
- **Student-chosen topic/project:** Students identify a community health need and decide what steps they can take to address it. This gives more ownership and buy-in from the students, but brainstorming and planning may take more time.
- **Community-chosen topic/project:** This project would come from a community request or need. This could be in response to a concern raised by a community member or built on projects that already exist in the community. This is a great way to build community partnerships and can help the sustainability of a project.

As the educator, you get to decide how a project is created and implemented.

### **Planning a service-learning project – Student chosen project**

Draw the table below on the board and work with the students to fill it in.

Have one student copy the table on a separate piece of paper to save for future reference.

To make it more student-driven, you can also appoint a student secretary and a student to be the conversation mediator and call on people who want to speak.

Examples of feedback given by students are in red.

Issue/Problem	Why does this problem exist?	How do we overcome the problem?
<i>Weight Problems</i>	<p>People don't get enough exercise.</p> <p>There are not enough community activities.</p> <p>Eating junk food is convenient &amp; fun.</p>	<p>We need to create more activities in our communities. Some should involve physical activity.</p> <p>Create demonstration to show how to eat healthy.</p>
<i>Drug &amp; Alcohol Abuse</i>	<p>Kids succumb to peer pressure.</p> <p>There aren't enough activities for students.</p>	<p>We need to create more activities for youth.</p>

## Moving Forward with the Students

Once students have brainstormed several ideas of issues they want to address and what general actions they can take, it is time to pick a specific action or project to create. First have students vote on what issue they want to target. When voting on the different options, allow students to have an open discussion about the options. Tell students they can advocate for one issue or another. Take down the vote for each topic and action idea and use the one with the most votes. For example students may vote to “**Create a community exercise event** to address **weight problems** in their school”.

Draw this table on the board and work with students to fill it out. **Examples of feedback from students are in red.**

<i>What is the issue and how will we address it?</i>	<i>What specifically are we going to do?</i>	<i>What do we need?</i>	<i>Who will do what?</i>
Obesity: Create a healthy food demonstration	Smoothie Act!- Students create smoothies for school to give out in commons area	<ul style="list-style-type: none"> <li>• A recipe</li> <li>• Ingredients</li> <li>• A place to hold the event</li> <li>• Fliers to advertise</li> <li>• Info about why eating healthy is better</li> </ul>	<ul style="list-style-type: none"> <li>• All students research different recipes</li> <li>• All students create a flier telling about healthy eating and showing the recipe (a poster competition will determine which flier is used)</li> <li>• Educator will shop for ingredients</li> <li>• Student A and B will ask permission from principal to use cafeteria</li> </ul>

# Teacher Planning Form

Grade level: \_\_\_\_\_

Curricular Connections/Class (*objectives or state standards met*)

\_\_ English/Language Arts

\_\_ Social Studies History

\_\_ Mathematics

\_\_ Science

\_\_ Languages

\_\_ Art and Music

\_\_ Other: \_\_\_\_\_

\_\_ Other: \_\_\_\_\_

\_\_ Other: \_\_\_\_\_

1. Health need (*what issue affecting students needs to be addressed?*):
2. Barriers to Change (*What are the barriers to change: opinion, motivation, need of materials, resource, etc?*):
3. Service Idea (*What actions can you take to address this need or overcome barriers?*):
4. Preparation/Resources Needed (*What resources will the students need to implement their project?*):
5. Action (*What does this plan look like? What are the students' roles?*):
6. Reflection/Assessment (*How will you determine success?*):
7. Sustainability (*How will this project continue? Will it continue?*):
8. Community Contacts for Projects (*Who can you contact now to get started?*):

## Action: Implementing a Service-Learning Project

The actions your students take will depend on the service-learning plan put together by the student or teacher.

- Creating community partnerships is an important part of this process. Get Healthy SLV staff can help in identifying suitable community partnerships and making connections to improve student-led projects.
- As the students implement their service-learning project it is important to have ways to acknowledge their work. For example having the media present a different events is a good way to help students see that their voice matters and they can be powerful advocates for change.
- Get Healthy SLV is a perfect web platform for student-created content. Letting students document their activities in a video or article and then posting on the Get Healthy SLV web site is a great way to acknowledge student work.

## Reflection

Offering a chance for student-reflection brings home the learning points of the project. It also gives the educator a chance to receive feedback from the students. Reflection helps in sustaining student engagement in access to health issues and insuring that students gained valuable knowledge from the experience.

Depending on the goals of the project, reflection can take many different forms including:

- Students complete the “Reflection on Service Project” form on the next page, this can be used by the educator and students to reflect on their project and plan for future activities. It is designed so that the responses can be compared to the “Where do I Stand” activity at the beginning of the lesson plan.
- Students write an article or create a video reflecting on their experience.
- Students present info about their project to the community verbally or in writing.
- Student develop guidelines and advice for future service-learning participants.
- Students design an art piece to describe their experience to others.
- Students write a reflection piece on their experience.

## Sustainability

**Projects that continue year-to-year offer more opportunities for both students and communities.** Because of this, when planning a project, you may need to consider:

- What is a project that can continue or be expanded on?
- What are the life lessons you want student to get from a project? How can they continue their learning and engagement?
- How to continue finding funding and resources?



## Self-Assessment/Reflection

Name: \_\_\_\_\_

	Not at all interested	Not very interested	Somewhat interested	Very interested
1. Thinking back, how would you rate your <u>interest</u> in access to healthcare issues prior to the start of this project?				
2. How would you rate your <u>interest</u> in access to healthcare issues now?				



	Not at all knowledgeable	Not very knowledgeable	Somewhat knowledgeable	Very knowledgeable
3. Thinking back, how would you rate your <u>knowledge</u> about access to healthcare issues prior to the start of this project?				
4. How would you rate your <u>knowledge</u> about access to healthcare issues now?				

5. Access to healthcare is an issue in the Valley (please circle your response)

Strongly Agree    |    Somewhat Agree    |    Somewhat Disagree    |    Strongly Disagree

6. What are the biggest health issues you see in this community?

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7. Please put an X in the box that best describes your opinion about each statement:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I think everyone should be able to see a doctor when they need to.				
I eat well and exercise; I can keep myself healthy and never need to see a doctor about my health.				
Seeing a doctor is a privilege that people should have if they have the money to pay.				
I care that seeing a doctor may be too expensive for some people in my community.				
Most people in my community are able to afford going to a doctor when they need to.				
I think health care in the United States works most of the time.				
My family and I have struggled to pay our medical bills.				
I want to get involved in helping my community be healthier.				
I know how I can take action to help improve the health of my community.				
I have a voice in creating a healthcare system that works for everyone.				
I have a voice in improving the health of my community.				
I feel excited about the poster assignment				
I acquired new knowledge and skills				
I feel that the poster I created will make a difference				

8. What was the most valuable aspect of the Get Healthy SLV class series?

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9. What was least valuable?

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10. Was there any part of the Get Healthy SLV class series that was confusing or unclear?

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11. What could the Get Healthy SLV staff have done to improve the classes?

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12. Would you recommend a similar experience to other students? Why or why not?

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*Thank you for providing us feedback!*



# **Additional Resources**

## Helpful Resources for Service-Learning & Access to Health Information

**National Youth Leadership Council**— This web site has great resources for service-learning including book resources and connections with other teachers trying to improve their classroom and communities with service-learning.

Visit the site at: [www.nylc.org](http://www.nylc.org)

**Raising the Bar for Service-Learning Practice** by the National Youth Leadership Council— This web site contains interviews with educators, students and others involved in service-learning. There are a variety of excellent resources to guide educators in connecting service projects back to curriculum, engaging students, planning projects and much, much more.

Visit the site at: [www.lift.nylc.org](http://www.lift.nylc.org)

**National Service-Learning Clearinghouse**—This web site has resources for creating and continuing service-learning projects. It has links to projects and curriculum created by educators around the nation for service-learning as well as books and resources related to service-learning.

Visit the site at: [www.servicelearning.org](http://www.servicelearning.org)

**The Complete Guide to Service Learning**, by Cathryn Berger Kay—This book is a great resource that gives all the information needed to effectively create and implement a service-learning project. It includes examples of other student service-learning projects, project-planning forms, and driving questions to ask students when working on a project.

**Health Care Reform: What it Is? Why It's Necessary, How it Works**, by Jonathan Gruber—This is a great resource for educators and students wanting to learn more about the Affordable Care Act and our health care system. It is a graphic novel and is easy to read and comprehend.

**Get Healthy SLV**—Our web site offers a platform for educators and students to connect to local health issues and information. It also allows students a place to submit content and articles that are relevant to their health and the health of their community.

Visit the site at: [www.gethealthyslv.org](http://www.gethealthyslv.org)

**Get Healthy SLV**  
***A project of San Luis Valley Health***

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