

**Tuscarawas Central Catholic
Junior Senior High School**

The Service Component

Overview

The Service Component at TCC is an opportunity for the students to apply gospel values to their daily lives. The component is revised from time to time, pursuant to the teachings of the church and the changing needs of the community and the broader society... All students are required to complete the TCC School Service Component. (TCC Saints Handbook, 2012)

The Service Component of the TCC curriculum requires the following of every student:

1. Completion of the Service Learning Module

AND

2. Satisfying the School Service requirement:

A. Seventh Graders: 10 hours of School Service

B. Eighth Graders: 10 hours of School Service and completion of the Confirmation service requirements of the parish. IF no such requirement exists, the student must provide 10 hours of service to one's church.

C. Grades 9-12: 10 hours per year of School Service

School Service is defined as assisting with projects, fundraisers and special events sponsored by TCC and its organizations, such as the Booster and Saints Clubs, in a service and support capacity, outside of the school day. In extraordinary circumstances, a special exception may be made for a student performing service during school hours that requires the student to spend extended time after school to make up missed work. Service time may also be used in support of special events at Immaculate Conception and Central Catholic Elementary, if approved.

School Service hours must be completed by May 15th of each school year. Hours completed over the summer will count toward the following year.

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1. Personal Survey

The student considers God-given skills and interests in light of the community and the needs of others.

2. Service Plan

The student selects a project that aligns with personal academic goals and the call for Catholic Social Justice. The student further considers what preliminary steps must be taken.

3. Plan Implementation

The student carries out the plan.

4. Service Log

The student maintains a log of service as part of a Service Portfolio.

5. Continuing Reflection

The student is guided through periodic reflection, which is crucial to the value of the experience and the student's final assessment.

6. Portfolio Building

The student collects relevant artifacts throughout the project to build a Service Portfolio.

7. Personal Assessment

Prior to completion of the project, the student will have the opportunity to assess personal growth in meeting academic goals, serving the interests of Catholic Social Justice and the project's impact on the community.

8. Plan Presentation

The student will present a summary of the Service Project and Portfolio to a small group that may include faculty, priests, community members and others.

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Personal Survey

Allow yourself plenty of time to reflect upon the following, and then attach your answers to these questions. Provide any additional information that you deem appropriate.

1. What service activities have you performed in the past?
2. In what ways was this helpful to the community?
3. What have you learned that might help you to be more effective in the future?
4. What are some of the needs in your community/parish that are important to you?
5. What do you know about these issues?
6. Would you like to learn more about this issue; if so, what?
7. What skills/talents/personality traits do you have that would be helpful in improving these issues?
8. How would you like to be involved in this issue?

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Service Plan

Allow yourself plenty of time to consider the following, and then attach your answers to these questions. Provide any additional information that you deem appropriate.

1. What do you want to do?
2. What arrangements must you make in order to do this?
3. With whom must you make these arrangements? Do you need special permission from anyone?
4. How will you fit this into your schedule?
5. The TCC Service Component places a special focus on the teachings of the Catholic Church about social justice. How does your service address these themes? (See Appendix A)
6. In addition to the benefits that others receive, service learning is designed to help the student learn, develop and strengthen academic skills. How might your service enable to you to strengthen these skills? (See Appendix B)
7. What artifacts will you be able to collect for your Service Portfolio?
8. When you are finished, how will you measure (evaluate) your success?

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Reflection Guide

Use the following prompts to guide your periodic written reflection. It is not necessary for you to answer all of the questions. Respond to what you think is most significant. You may also write freely about your experience rather than refer to these questions.

Objective Questions

1. What did you do; what did you observe?
2. Who else was involved?
3. What were the results of your work?

Reflective Questions

1. How did the experience feel?
2. Did your experience remind you of anything else?
3. Have you experienced personal growth as a result of your experience; do you feel more knowledgeable, confident, successful, or effective?

Interpretive Questions

1. What, in your experience worked well or did not work well?
2. What have you learned from your work?
3. Has there been a change in your thinking as a result of your work?

Decisive Questions

1. Will you act differently as a result of your experience?
2. Will your work affect your decisions or opinions?
3. Will your work affect your personal life, your career path, your future?

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Service Portfolio

Your portfolio is a collection of artifacts that show evidence of your work and accomplishments. It is a means for you to demonstrate the knowledge and skills you have gained and any personal growth you have experienced as a result of your experience. You should include all of the Project Components and any artifacts that are of significance.

Project Components

- Personal Survey
- Service Plan
- Service Logs
- Written Reflections
- Personal Assessment

Relevant Artifacts

- A Personal Journal
- Notes
- Pictures
- Brochures
- Handbooks
- Communications
- Training Materials
- Newspaper Articles

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Personal Assessment

Part I. Evaluation: Use the following scale to answer the statements below.

A. Strongly agree **B.** Agree **C.** Not Sure **D.** Disagree **E.** Strongly Disagree

- _____ 1. The service I provided filled a real-life need in the community.
- _____ 2. I feel more connected to my community as a result of my service.
- _____ 3. My time was well spent.
- _____ 4. My service helped me better understand some basic learning concepts.
- _____ 5. My service contributed to my education.
- _____ 6. My service helped me become more interested in solving a community problem.
- _____ 7. As a result of my experience, I plan to continue serving my community.
- _____ 8. As a result of my experience, I would recommend this process to others.

Part II. Extended Questions

- A. Provide any significant details about questions 1-8 that will help clarify your thoughts.
- B. Identify the two greatest barriers to your experience.
- C. Identify the two most important benefits from your experience.
- D. What was the most valuable thing you learned as a result of your service?

Part III. Final Reflection: Summarize your experience by answering the pertinent questions of your choice from the Reflection Guide.

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The Service Component Implementation

The Class of 2013

1. Complete a Reflection and Personal Assessment as they relate to service experiences from freshman year through the present. This assessment will be completed during the first semester.
2. Seniors will serve as Student Advisors under the direction of Faculty mentors. Duties will include communication with underclassmen, deadline reminders, and assistance in verifying the completion of the various phases of the Service Component.

The Class of 2014

1. Complete the Personal Survey and compose a Service Plan as if one were able to carry out such a project over a longer period of time. These two phases will be completed during the first semester of junior year.
2. Complete the Reflection during second semester of junior year with a focus on service completed from freshman year through the present.
3. Submit a Service Log of any service accomplished during the year at the end of the second semester of junior year.
4. Complete the Personal Assessment during the first semester of senior year.
5. Serve as Student Advisors under the direction of Faculty Mentors during senior year.

The Class of 2015

1. Complete the Personal Survey and Service Plan during the first semester of sophomore year.
2. Begin Plan implementation, a Service Log and Portfolio Building during second semester of sophomore year.
3. Continue with implementation and maintenance of the Service Log and Portfolio, and complete a Reflection during each semester of junior year.
4. Complete the Personal Assessment during the first semester of senior year and the Presentation before the end of the third quarter. Serve as Student Advisors under the direction of faculty mentors during senior year.

The Class of 2016.

1. Complete the Personal Survey and create a Service Plan during the first semester of freshman year.
2. Begin Plan implementation, a Service Log and Portfolio Building during second semester of sophomore year.
3. Continue with implementation and maintenance of the Service Log and Portfolio, and complete a Reflection during each semester of sophomore year.
3. Continue with Implementation and maintenance of the Service Log and Portfolio, and complete a Reflection during each semester of junior year.
4. Complete the Personal Assessment during the first semester of senior year and the Presentation before the end of the third quarter. Serve as Student Advisors under the direction of Faculty Mentors during senior year.

Notes:

1. Portfolios will be housed in the school office. Students may have access to them most any time, outside of class, to add items.
2. A student who determines that a change is needed since the original plan was developed should consult the Faculty Mentor. Upon approval, the student may complete a new Service Plan and proceed as directed.

Seven Themes Of Catholic Social Teaching

Life and Dignity of the Human Person

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. The intentional targeting of civilians in war or terrorist attacks is always wrong. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Call to Family, Community, and Participation

How we organize our society -- in economics and politics, in law and policy -- directly affects human dignity and the capacity of individuals to grow in community. Marriage and the family are the central social institutions that must be supported and strengthened. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

Rights and Responsibilities

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society.

Option for the Poor and Vulnerable

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

The Dignity of Work and the Rights of Workers

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.

Solidarity

We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that if you want peace, work for justice. The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.

Care for God's Creation

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

Academic Skills Overview

Education should enable students to attain knowledge and skills at lower levels within these domains, and then progress to the higher level knowledge, attitudes and skills.

Cognitive Skills (Knowing)

Knowledge

- Memory of previously learned material, recalling facts, terms and basic concepts
- Knowledge of specific terminology and facts
- Knowledge of ways of dealing with conventions, trends, methods
- Knowledge of principles and generalizations, theories and structures

Comprehension

- Demonstrative understanding of facts and ideas
- Organizing, describing, comparing, translating, interpreting and stating main ideas
- Translating, interpreting, extrapolating

Application

- Using new knowledge
- Solving problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way

Analysis

- Examining information and breaking it into parts by identifying motives
- Making inferences and finding evidence to support generalizations
- Examining elements, relationships, organizational principles

Synthesis

- Compiling information together in different ways by combining elements in new patterns
- Proposing alternative solutions
- Producing unique communication
- Producing a plan or proposing a new set of operations

Evaluation

- Presenting and defending opinions
- Making judgments about information based on a set of criteria

Affective Skills (Feeling)

Affective skills describe the way students react emotionally and their ability to relate to others. They focus on the awareness and growth in attitudes, emotion, and feelings, moving through the lowest order processes to the highest.

Receiving

The student passively pays attention so learning can occur.

Responding

The student actively participates in the learning process, attends to a stimulus and reacts in some way.

Valuing

The student attaches a value to an object, phenomenon, or piece of information.

Organizing

The student puts together different values, information, and ideas and learns to compare, relate and elaborate on what has been learned.

Characterizing

The student forms a particular value or belief that influences behavior.

Psychomotor Skills (Doing)

Psychomotor skills focus on the development of behavior and physical abilities.

Perception: The ability to react appropriately to various stimuli

Set: The readiness to act with a desire to learn a new process

Guided Response: The early stages in learning that include imitation, practicing and trial and error.

Mechanism: The intermediate stage in learning a complex skill where responses have become habitual and can be performed with some confidence and proficiency.

Complex Overt Response: Performing complex movements with a quick, accurate, and highly coordinated performance, requiring a minimum of energy

Adaptation: Modifying responses to fit special needs and responding effectively to unexpected experiences

Origination: Creating new responses to particular situations or specific problems using highly developed skill

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Student Mentors

Responsibilities

1. Serve as student service team leader.
2. Establish a mentoring relationship with team members, individually and collectively.
3. Promote unity among the team; insure that each student is valued and respected.
4. Maintain communication with team members throughout the year.
5. Assure that each team member complies with the timeline for document completion.
6. Review portfolios periodically.
7. Report to Faculty Mentors on a regular basis.
8. Be a positive reflection of the team, the service component and the school.

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Parent Support for Service Component

Why Service Learning?

While the TCC Service Component is based in current research and practice reflected in similar programs in schools, colleges and universities all across the country, it is not a specific, secular model of Service Learning. Rather it reflects a dynamic that is based in Catholic Social Justice teaching and grows from a long-standing tradition of service that has enabled TCC students to become involved in the community for many years. This component takes the dimension of Christian service a step further, encouraging students to focus on the discernment of personal gifts and ways in which one may use those gifts in service to others according to the call of the gospel while applying academic knowledge and skills to real world situations. Ideally, students will form stronger partnerships within the community and the organizations they serve. Further, this model provides the essential opportunities for personal reflection, perhaps the most important aspect of the experience.

Goals:

1. Animate student knowledge of Catholic Social Justice teachings and provide opportunities to apply them to real life situations
2. Foster a lifelong commitment to service
3. Develop leadership skills
4. Extend learning beyond the classroom and integrate service with academic goals
5. Provide for structured reflection, discussion and writing about one's experiences.

Support: Parents can be most supportive by considering the following:

1. Talk with your student about his/her God-given gifts and skills, providing a framework for the student to ponder during the initial survey.
2. Assist with, but do not assume, the responsibilities of organizing the student's service making contacts, keeping logs, etc.
3. Help the student to monitor task completion
4. Provide transportation as necessary
5. Talk with the student about the experience as it progresses. Ask about what the student may have learned, the people involved, how it is helpful and so forth.

Portfolios: Since Service Portfolios will be housed in the office, parents may peruse them most any time. Parents should not, however, add or remove any documents. Please keep in mind that this is the student's portfolio and the student must eventually present it to a faculty panel as the student's own work.