

Why Service-Learning is Bad – Sample Activities to Use in Class

1. Before reading the article, ask students to brainstorm in pairs: Why do you think the author thinks Service-Learning is bad? What might be 3-5 reasons why? How the idea that someone thinks service is “bad” impact your motive(s) for serving?
2. KWL Chart – what you know, what you want to know, and what you learned. Make a chart on the board or create a handout that looks like this:

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED?
<p>Ex: Sometimes service doesn't have the impact we hope.</p>	<p>Ex. Why does Eby think service-learning is bad? Did he have a bad experience?</p>	<p>We don't always ask community partners what they need.</p> <p>Sometimes volunteers operate from a deficit model.</p> <p>Hit and run service – never heard of that before</p>

The first two questions are asked one at a time BEFORE reading the article. The final column is completed afterwards.

3. In class, divide the students in small groups and assign each group one of the sections with a heading. Have them discuss and agree on two-three main points and report out to the rest of the group. This assignment works just as well if the reading was assigned as homework.
4. Jigsaw: Assign each group a section then reform groups with one person from each original group in each group. Ex: Five sections, five small groups of three. Then form three groups of five each with a “reporter” for each section. Provide time for discussion and then regroup and ask for, responses, reactions to each section.