

**Regina High School
CHRISTIAN COMMUNITY SERVICE**

**Student Information Handbook
Classes of 2009, 2010, and 2011**



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FOREWORD

“By making the entire community the classroom, service learning teaches students to be better students and better citizens.”

Harry Wofford, CEO
Corporation for National Service

Welcome to the Regina High School Christian Community Service Program. As a responsible and proactive educational community, Regina is proud to incorporate a service learning component into the current outstanding curriculum offered to students of our school.

The development of the program was carefully researched and its feasibility for application at Regina High School thoroughly discussed by the Advisory Board. A year-long study of schools in the tri-county area revealed that many public and most parochial schools require students to perform service hours. Based in part on this data, the Advisory Board overwhelmingly voted to add a service element to the academic requirements for Regina students.

Two important items were considered when developing the community service program. The program had to link the Christian values of Regina High School and the recommendations set forth by the State of Michigan Department of Education regarding service learning within the curriculum. The first idea was already inherent in Regina's Mission Statement; the school family responds to God's call to love one's neighbor through service to school, church, and community. The second goal was achieved by researching the Michigan Department of Education's guidelines regarding service learning in the school environment.

The State of Michigan Department of Education recommends that schools adopt components of service learning into their curricula. Although it is only a recommendation, it appears that the Department of Education views service learning as an important part of the overall education of the state's student population. Total Quality Education is a national reform movement that supports service learning as part of an integrated curriculum that increases academic effectiveness and student performance. Service learning is not an addition to the reform process, but rather a primary and integral component for meeting the educational needs of the whole child - mind, body, and spirit.

According to the Michigan Department of Education, service learning links the school and the community. It gives students the opportunity to perform community service that complements their classroom work. The Michigan Community Service Commission feels that service learning combines meaningful service and classroom studies “in a way that improves student learning and strengthens community.”

INTRODUCTION TO SERVICE LEARNING

Service learning is defined as an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive, responsible, and active citizenship.

According to the Michigan Community Service Commission, students are given an opportunity to perform community service work that complements their classroom work. Service learning promotes both personal and intellectual growth in students. It also helps students develop civic responsibility and gives students an opportunity for career exploration. Students learn by doing through a clear application of skills and knowledge while helping to meet the needs of the school or greater community. Given the faith-based mission of Regina High School, our students also serve their respective faith communities.

A well-organized service learning program incorporates four stages of development: preparation, service, reflection, and celebration. The preparation stage lays the groundwork for a successful program. Since service is intended to meet a need in the school, place of worship, or community, a period of preparation is used to clearly identify various needs and to develop a framework for action to efficiently meet those needs.

The next step is the actual service activity in which the student participates. Service learning takes place through activities which are divided into the following three types: direct service, indirect service, and advocacy, which are explained in greater detail in the “Service Learning Types” section of the handbook. The activity should be engaging, challenging, and meaningful. There must be a need for the service and the student should play a significant role in designing the experience.

The third component of a complete service learning program is reflection. Reflection is the step that enables the student to think critically about the service experience. Reflection should involve a variety of activities. Students should organize their thoughts in writing exercises, engage in dialogue with their peers and adult mentors, and share their thoughts with the greater community.

The final element is celebration. Praise and recognition for a job well done is an essential part of the human condition. It is important to give students a public pat on the back for completing a successful service experience. It indicates that someone does recognize the commitment and the time the student devoted to completion of a project. It also creates visible reinforcement for other students who would not have considered committing time and effort to help those in need. Public acknowledgment validates the fact that young people can make a difference and community involvement does matter.

In summary, service learning, integrated into the curriculum, requires students to apply knowledge gained in the classroom to real-life situations. It gives the student who may not see the need to learn a new focus for education. For students eager to learn, service learning clearly provides a way to expand their knowledge and more fully develop their talents and skills.

RATIONALE

According to information published by The United Way Community Service Learning Center (UWCSLC), "...distinct benefits occur for students, faculty, and communities where ***service learning*** experiences are provided for youth." The UWCSLC conducted studies to determine the benefits of service learning. The findings of these studies provided compelling reasons for the implementation of service learning in the academic environment. Results suggested that students involved in service learning programs as part of the regular curriculum gain in several areas: self-esteem, citizenship, academic skills, time management skills, and career education.

Self-esteem: Students learn a sense of empowerment by engaging in community service where they are needed, valued and respected for their commitment.

Citizenship: Students learn that good citizenship requires an actively-engaged community life.

Academic Skills: Students' desire to learn is heightened by their experiences in community service. They learn to connect classroom experience with life in a community. Students begin to reflect more on important moral and ethical issues.

Time management: Students learn to balance their schedules to include extra responsibilities. Developing prioritizing skills becomes necessary when important activities are scheduled first and then remaining responsibilities are added to the student's time management plan.

Career Education: Students directly experience the world of work. Exposed to professionals in various employment situations, students gain knowledge of potential career paths.

Students are not the only beneficiaries when service learning is part of the curriculum. Teachers also gain because students' experiences bring a new dimension to the classroom dynamics. The curriculum is broadened to create a richer component of first-hand knowledge shared in the classroom. As students gain responsibility for experiential learning, teachers acquire new roles as mentors and guides as well as presenters of information. Through the heightened visibility of students in the community, mutually beneficial school-community partnerships are formed.

The ultimate beneficiary of this type of program is the community, since service learning contributes to community development and renewal. The recipients of service benefit from direct aid, human interaction, and personal empowerment generated through the involvement of young people. Additionally, under-funded community agencies profit from an infusion of manpower. The participating youth bring creativity and enthusiasm along with their work effort. Service learning helps present young people in a positive light. The contribution made to the common good by youth projects the view that students are one of the community's greatest resources, rather than the source of potential problems. Students also become community-minded citizens as a result of their service learning experience, and they recognize how their hard work makes a difference in the lives of others.

Considering the myriad benefits, the facilitation of such experiential service learning provides the students and faculty of Regina High School an opportunity to sow "seeds" of goodwill throughout the community. The Regina family as a whole, and students individually, reap the

rewards and satisfaction of utilizing their God-given talents to help and comfort those in need. This bountiful harvest of time, talent, and treasure given to the community allows all in the Regina family to truly live the call to stewardship.

Regina's Mission Statement clearly commits the Regina community to extending the classroom through service to others because it allows students to synthesize and apply what they have learned, to recognize themselves as contributors to society, and to gain experience in determining a direction and purpose for their lives. The educational team at Regina High School believes that young people bring vital resources to meet the needs in their community and, in turn, personally benefit from the experiential learning such involvement brings.

Service to the needs of others is a personal act of caring and reflects sensitivity to the interdependence shared by human beings. While the goal of service is to effect positive change in the lives of the persons served, important by-products for the server include affirmation of self and growth of character.

SERVICE LEARNING TYPES

There are three types of service learning: direct, indirect, and advocacy. These three areas are distinguished by responses to the following questions: Who is served and how are they served?

Direct Service: These service experiences require personal contact with people in need. This process is usually the most rewarding for students because they receive immediate positive feedback from those they are serving. Direct service teaches students to take responsibility for their actions. Students learn that they **can** make a difference. Examples of this type of service include working with senior citizens and reading to or tutoring young children.

Indirect Service: Indirect services include experiences which involve channeling resources to a specific problem rather than working directly with an individual who needs a specific service. Students won't necessarily come into direct contact with the people who benefit from their efforts. Nevertheless, indirect experiences are essential since they allow students to build or perhaps refine another type of skills set. Most indirect service is completed within the structure of a group, so students learn valuable skills like teamwork, setting goals, and organization. Collecting food for the poor and environmental projects are indirect services.

Advocacy: Advocacy requires students to lend their voices and talents to help eliminate the cause of a specific problem. Students may choose to make presentations to a specific group in the community or distribute literature to raise awareness within the community of a particular problem or issue. Students, therefore, learn to present their concerns to an audience. In doing so, speaking and writing skills, critical thinking, and problem-solving abilities are sharpened in order to present concise, articulate views and elaborate on possible solutions.

MISSION STATEMENT

Through the Christian Community Service Program, an experiential service learning plan, students have the opportunity to live the stated values of Regina High School. Bound by the Mission Statement they pledged to uphold, students participate in service to school, church, and community during their years at Regina High School. Through such experiences, they live the Christian value of service to others, learn to understand the responsibilities of good citizenship, and expand their knowledge of issues that affect the communities in which they live.

PURPOSE

Since Regina students come from various parts of the metropolitan area, the service learning program links Regina High School to the communities represented by the student population. These service learning experiences are in three main areas: service to Regina, service to the faith community, and service to the community at-large.

The administration, faculty, and staff are active partners in the service learning experience of Regina students. They are first and foremost the mentors who provide the skills students need to successfully complete service activities. Every department and discipline can include service learning-related activities in the classroom. By doing so, the program is validated and takes on a more meaningful dimension. Students are encouraged to share their experiences through creative, evocative projects that allow for student discussion and reaction.

Encouraging students to perform service for their own parishes and faith communities maintains their connections to their churches even after having completed the requirements for the sacrament of Reconciliation. Service to a home parish reinforces the concept that faith is a continuing and developing journey that does not end with the reception of one sacrament only to begin again when it is time to receive the next one.

Service learning experiences promote personal and intellectual growth in students. Service helps Regina students to develop a sense of civic responsibility. Experiential learning allows students to apply skills and knowledge acquired in the classroom to help others. Additionally, community service provides students the opportunity to work with professionals in varied occupations, allowing for career exploration on a one-on-one basis. These are the immediate outcomes that directly benefit students.

SERVICE REQUIREMENTS

Program Requirements: Community service is considered an important part of the educational experience. Therefore, it has been determined that **all students must complete 60 hours of Christian Community Service and write seven reflection essays as a graduation requirement.** The reflection essays link the service experience to each religious studies course.

Required Hours: A set number of hours and an accompanying essay are **due at the end of each semester** as indicated below. Students have from the last day of the previous school year until a given due date near the end of the first semester to complete first semester hours. Second semester hours must be completed between the 1st semester due date and a given due date near the end of the second semester. The specific due dates are announced and posted at the beginning of each semester. At the end of the semester, a student who has **not** completed the hours and/or essay receives an “incomplete” grade for her religious studies class. Once the hours/essay are completed, the semester grade is recorded. Upon successful completion of all program components, students receive ½ credit in Religious Studies during the second semester of senior year.

Freshman year:	1 st semester – 5 hours/essay	2 nd semester – 5 hours/essay
Sophomore year:	1 st semester – 15 hours/essay	2 nd semester – 5 hours/essay
Junior year:	1 st semester – 15 hours/essay	2 nd semester – 5 hours/essay
Senior year:	1 st semester – 10 hours/essay	

Service hours that are turned in for the Christian Community Service Program **MAY NOT** also be used as service hours for organizations like National Honor Society or Student Council or as part of parish sacramental requirements. Students are encouraged to complete more than the minimum hours required for each semester. There are a number of national and local service awards and scholarship for extraordinary service contributions.

Service hours must be finished by the end of the first semester of senior year. Upon successful completion of all program components, students receive ½ credit in Religious Studies. The counselors grant credit upon notification from the Administration that a student has met all the specified requirements. **If a student fails to complete any element of the Christian Community Service requirements by the end of the first semester of senior year, the student must take an additional Religious Studies class the subsequent semester. A student does not receive a graduation diploma until all components of the Christian Community Service Program requirements are met.** Transfer students meet with an Administrator or Counselor to determine the amount of hours needed for graduation.

Service Areas: According to individual interests and abilities, students are encouraged to perform service at Regina, in their places of worship, and for **non-profit** organizations in the community. **At least ten (10) service hours must be completed for a non-profit organization at the community level.** A non-profit organization is able to verify its status and should have a tax-exempt I.D. number. When in doubt about whether service qualifies as non-profit, check

with the Christian Service Coordinator first. Working for no pay doesn't necessarily equal service for a non-profit organization. Freshmen complete a Student Interest Survey which helps them identify areas of service they might find the most interesting and worthwhile. In addition to students seeking out their own arrangements, various service opportunities are announced as they become available. To help students choose service opportunities that are varied and meet the requirements of the program, printing information classifies the service opportunities in the following manner: Regina High School, parish, and community (non-profit organization).

- **Regina High School:** Students serve the Regina community in specific and meaningful ways. The faculty, staff, and administration communicate their needs to the **Community Service Director** and students are then notified of service opportunities. **Grading papers is not included as an approved service activity.** Activities that qualify for service hours include aiding parent organizations, recruiting efforts, peer tutoring, office work, and assisting in end-of-the-year tasks.
- **Parish/church:** Students work on task-specific projects in their own parish, church or place of worship. The parish supervisor must get approval for the project from the Christian Community Service Director prior to the student's service.
- **Community (Non-profit organizations):** There are many non-profit organizations in the community that welcome student involvement. Hospitals, nursing care centers, libraries, county shelters, and youth programs are only a few of the types of worthy organizations who have requested help. In addition, students are encouraged to tutor and mentor at neighborhood elementary schools. Not only do they provide valuable academic assistance, Regina students are also role models of Christian charity and selflessness.

Each fall, a list of pre-approved non-profit organizations that have requested student assistance is made available. Freshmen receive this list with the handbook. Additional requests that come in during the school year are posted in the school on the CCS bulletin board and on the Christian Community Service webpage. Based on their individual interests and abilities, many students arrange their own service activities. **SERVICE AT AGENCIES NOT ON THE PRE-APPROVED LIST MUST BE AUTHORIZED BY THE PROGRAM COORDINATOR PRIOR TO THE STUDENT BEGINNING THE SERVICE.** The agency supervisor may be asked to complete additional forms in order to ascertain the suitability of the organization.

There are numerous opportunities for summer service experiences for students who find it difficult to devote time to service during the busy academic year. Many of these activities involve summer enrichment programs for children, camps for exceptional-needs children, sports camps, community beautification projects and other endeavors that allow for assistance in meeting specific community needs.

Reporting Hours: At the conclusion of a service experience, the student and the service organization supervisor complete a Christian Community Service Hour Documentation form. If the student is continuing with service over an extended period of time, documentation forms should be submitted monthly. **The completed form must be FAXED or MAILED DIRECTLY from the organization or parish.** Regina's fax number and address appear at the

top of the Christian Community Service Hour Documentation Form. Forms that are hand-delivered by the student are not accepted unless hours can be verified by the service organization. The process is undertaken at the discretion of the Program Coordinator. Documentation forms are available at school and can be downloaded from Regina's website. Documentation forms are available in the Front Office or may be downloaded from the CCS web page on the school website. **Only service performed during the current school year or its preceding summer months will be accepted and credited to the student.**

Recording Hours: Students should keep a log of completed service hours in order to ensure accurate records. Freshmen are given a data sheet in the Christian Community Service Handbook for this purpose. Once a student's documentation form is received and verified, the school personnel record the student's earned hours in the Christian Service database. The student's accumulated service hours appear on the semester report cards. Students should compare their data sheets with the totals given on the report card, so any possible discrepancies can be reconciled as quickly as possible.

Reflection Papers: In order to make service a true learning experience, students are required to complete certain reflective tasks. Each semester students compose a written reflection that asks them to consider their service within the context of what is taught in religion class. The reflection topics and guidelines are outlined in the handbook section entitled "Student Reflections." Each essay topic relates to the curriculum of that semester's religion class. In these written exercises, students are encouraged to evaluate the ways in which their service experiences impact their faith journey. **Reflection essays must follow the format guidelines given in the handbook. All essays must be academically acceptable or the student is asked to rewrite the reflection.** Essays are submitted to the Religious Studies teacher by an announced due date and ultimately placed in the student's confidential service file.

By the end of the 2nd quarter of senior year, all students must have completed at least 60 hours of community service and the specified writing tasks. Failure to complete these on or before the due date results in the loss of credit. When a student loses credit for the Christian Community Service requirement, the student is required to take a Religious Studies class the 2nd semester of senior year and must also complete the 60 hours of service.

STUDENT REFLECTIONS

Purpose:

- Use these reflection essays to become aware of your own growth and what challenges you need to overcome. Make sure you save a copy of your essay. Many colleges are placing greater emphasis for admissions decisions on a student's community involvement. Your reflections may one day provide the basis for college application essays.
- Set goals. Personal growth depends on your commitment to learning about yourself – who you are and who you want to become.
- To realize the full benefits of reflection, focus on your service efforts rather than on a final outcome.

How does this benefit me?

To help you understand the importance that service to others brings to the growth of your spiritual and physical well-being, the following passages were adapted from the book, He Touched Me.

I am now deeply convinced that the power of love is from God. I believe that no humans can truly love unless God is active within them. I hear Jesus say, "Without me you can do nothing. You can bear no fruit. I am the vine, you are the branches. Cut off from me, you are dead." I hear St. John say that only the person who knows God can know the meaning of love. I hear St. Paul describe love as the highest and greatest gift of the Spirit. Wherever I have found love, I have felt the presence of God; God at work in the minds and hearts and muscles of us human beings.

My experience of God has been working this transformation in me, too. Oh, I am still a very selfish person. God is not finished with me yet. Others may not think of me as a very effective example of Christian love, but they do not know the before and after; they cannot read the motives of the heart. The process of "divinization," in which God makes us more and more to God's image and likeness is a slow, gradual and often painful process. I am still a pilgrim, but I have been touched and I am partially transformed. This is the basis for my hope. The God who has touched me in the past will act again and again in my life. Over and over again I will feel God's touch and find God.

Guidelines:

1. Students are required to complete five written reflection essays.
2. Each reflection must be written according to the guidelines recommended by the RHS English department.
3. The **minimum** required length is 1-1/2 to 2 typed pages, double-spaced, in 12-point font, with 1-inch margins. Longer papers are good, too!
4. Each reflection must have a cover page with the following information in the **lower right hand corner**:
 - a. Reflection # and Title (centered on the page)
 - b. Name of Student
 - c. Student ID Number
 - d. Date
5. Each of the first four essays should respond to a different topic. Certain service experiences lend themselves naturally to one or more of the topics.
6. The fifth reflection must be in response to the “Final Reflection Topic.”
7. Your reflection should include specific details about your service activities. Look at the reflection topics and craft a creative and meaningful response to the essence of the idea. Don’t answer each question as if it were a homework assignment, but rather relate the general ideas to your service experiences.

REFLECTION TOPICS

The following passages are intended to help you formulate your thoughts about your service experiences. Do not feel that you must answer every question that appears below each passage.

Reflection 1: WE ARE CALLED...

The word of Yahweh was addressed to me, saying: “Before I formed you in the womb, I knew you; before you came to birth, I consecrated you; I have appointed you as prophet to the nations.” I say, “Ah, Lord Yahweh; look, I do not know how to speak. I am a child!” But Yahweh replied, “Do not say, ‘I am a child!’ Go now to those to whom I send you and say whatever I command you. Do not be afraid of them for I am with you to protect you – it is Yahweh who speaks!” Then Yahweh put out his hand and touched my mouth and said to me: “There! I am putting my words into your mouth...” (Jeremiah 1:4-9)

- What service experience did you chose?
- Why did you choose this service experience?
- What did you hope to accomplish and learn in this service experience?
- How was the service experience surprising, interesting, exciting, and challenging?
- What were your concerns or fears about this service experience?
- What were some obstacles to service and how did you overcome them?

Reflection 2: WE ARE CALLED TO LOVE

“Be kind and merciful. Let no one ever come to you without coming away better and happier. Be the living expression of God’s kindness in your eyes, kindness in your smile, kindness in your warm greeting. In the slums we are the light of God’s kindness to the poor.”—Mother Teresa

Mother Teresa found compassion and love to be “spiritual food for the soul.” Unfortunately, our society does not always reflect this attitude. As you do your service, keep in mind the words of Mother Teresa and ask yourself these questions.

- Why are people unloved?
- What is the greatest obstacle you find in loving the “unloved?”
- What gifts has God given you to share with those in our society who are “unloved?”
- What would it feel like to be “unloved?”
- Have you made those who you have come in contact with feel loved or unloved?
- How has the service experience made you more kind and merciful?
- Have you had “kindness in your eyes, kindness in your smile, kindness in your warm greeting” as you discharged your duties in your service to others?

Reflection 3: WE ARE CALLED TO DREAM

“Ultimately, a great nation is a compassionate nation. No individual or nation can be great if it does not have concern for the ‘least of these.’ In the final analysis, the rich can not ignore the poor because both the rich and the poor are tied in a single garment of destiny... the agony of the poor diminishes the rich, and the salvation of the poor enlarges the rich.”—Martin Luther King, Jr.

Despite all the adversity he faced, Martin Luther King, Jr. followed his dream. His words are a calling to all who read them that they too must follow a dream. As you complete your service, ask yourself how you are helping others fulfill their dreams. Ask yourself if these experiences will add to the fulfillment of your dreams.

- When you think of the future, what are your dreams for the community and world in which you live?
- What do **YOU** need to do to make your “dream” a reality?
- As you serve your community, where do you see the “dream” is not a reality?
- What is one way that you can begin to make a difference in helping others attain their dreams?
- How will the service you provide help you realize your “dream” for the community?

Reflection 4: WE ARE CALLED TO FOLLOW JESUS

“But now it is with the voice of our contemporaries that He speaks; with the eyes of store clerks, factory workers and children that He gazes; with the hands of office workers, slum dwellers and suburban housewives that He gives. It is with feet of soldiers and tramps that He walks and with the heart of anyone in need that He longs for shelter. And, giving shelter or food to anyone who asks for it, or needs it, is giving to Christ.”—Dorothy Day

Dorothy Day presented a contemporary look at the charge Jesus gave all of us: “What you do for the least of my brothers, you do for me.” This message of Christ is a call to do for others. As you complete your service, ask yourself daily if you are putting Christ’s message into practice. Are you indeed portraying the qualities of a Christian to all you come in contact with—are you doing as Jesus asked?

- What qualities have you discovered within yourself while doing your service?
- What qualities do you realize you still need to develop?
- What could help these qualities to grow in you?
- How has the service experience helped you to better understand Dorothy Day’s message?

Reflection 5: WE ARE CALLED TO LAY DOWN OUR LIVES

“Several times I have decided to leave El Salvador. I almost could except for the children, the poor, bruised victims of this insanity. Who would care for them? Whose heart could be so staunch as to favor the reasonable thing in a sea of their tears and loneliness? Not mine, dear friend, not mine.”—Jean Donovan

Dedicating one’s life to work in conditions that most would not even consider human is a sacrifice. Are we called to sacrifice our comfort for others? In what ways has this service experience helped you understand the magnitude of the sacrifices made by Jean Donovan? Would you sacrifice the comforts you have to help others? Ask yourself the following questions:

- How are you able to **give** when all you **have** possesses me?
- What excuses do you use when trying to explain why service is difficult?
- What is most important to you?
- Have your values and what you think is important changed in any way since you began to do for others?
- How has your service helped you clarify your life’s priorities?
- What did you see in the faces and hearts of those you helped? How did you feel about leaving those you met when your period of service was completed?

Reflection 6: WE ARE CALLED TO WORK FOR JUSTICE

“It is my belief that only by giving our lives do we find life. I am convinced that the truest act of courage...is to sacrifice ourselves for others in a totally nonviolent struggle for justice. To be a full human being is to suffer for others. God, help us be full human beings.”—Cesar Chavez

Cesar Chavez dedicated his life to changing the conditions of migrant farm workers. He gave voice to the injustices and mistreatment of those workers. He worked alongside them to understand the issues that faced the workers. He was willing to walk in their shoes, to know what they felt. Jesus calls us to work for justice and the betterment of the human condition.

- What is the source of a person’s courage and willingness to sacrifice?
- In what ways can you meet the challenge of sacrificing for others?
- Do you think that Cesar Chavez is right about what it means to be a “full human being?”
- What is your definition of “social justice?”
- How has your service experience opened your eyes to “injustice?”
- How can you, one person, help right the wrongs in society?

Final Reflection Topic: WE ARE CALLED TO TAKE A RISK

As students at Regina High School, you have been asked to take a risk. You have been asked to step out of the comfortable world you live in. You have been asked to help others realize a dream. You have helped those who are frail of body or mind. You have given witness to the suffering of people. You have given of your talents to help others grow in knowledge and expertise. In all ways, you have given to others; you have stepped out of your comfort zone. Reflect on the service experiences you have had over the past few years and respond to the following questions:

- Have you accomplished what you set out to accomplish?
- What did you learn that you did not anticipate learning?
- What surprised you most about your service experiences?
- What happened to your initial hopes and fears?
- How can you avoid obstacles of cynicism and fear in the future?
- What role does service play in achieving your goals?
- What did you learn about yourself while completing the service requirement?
- How have the service experiences helped to make you a better person?
- What role will service to others play in your future?
- You are receiving ½ credit in Religious Studies for completing the service requirement. How does service qualify as a learning experience? How have you integrated what you learned in the classroom and church with your service experiences?