

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR
**Community Service
and Volunteer**

WORK-BASED LEARNING
TOOLKIT

This Guide is Recommended for Grades:

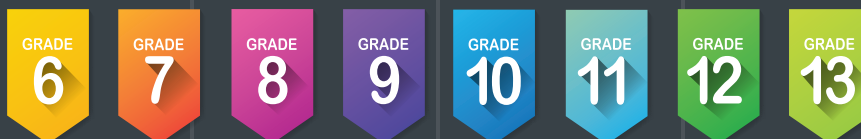




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INTRODUCTION

This guide will help you locate and arrange community service and volunteer learning opportunities that best fit students' individual career and academic plans.

Community Service and Volunteer Learning Overview

Service learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community. (National and Community Service Act of 1990)

Community service and volunteer learning can be a career exploration activity in which the method of teaching and learning combines ICAP interests with service and social action. Students complete planned series of activities and apply their skills and knowledge to help meet needs in the school or greater community. Community service and volunteer projects may be individual, team or classroom oriented. Community service and volunteer projects can be useful at any age level to promote soft skills of teamwork, communication, problem-solving and interpersonal skills.

All community service and volunteer learning experiences should include structured activity before, during and after the experience. Conducting these activities helps ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and community partner will help ensure success. It will also help students decide if any of the careers involved with the community service and volunteering are the right choice for them.

SAMPLE ACTIVITIES

for Community Service and Volunteer Development

Advocacy	Direct
<p>Advocacy community service and volunteer learning experiences allow students to create, educate or increase public awareness on a topic that impacts the community at large.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create a marketing strategy for a public health campaign. • Plan and execute community or public forums. • Work with elected officials to draft legislation to improve communities. • Invite a guest speaker to discuss a topic of interest in the community. 	<p>Direct community service and volunteer learning experiences allow students to have face-to-face involvement with service projects that directly affect individuals who receive the service.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Organize a coat drive. • Create a recycling program. • Join a student club/organization focused on community service. • Host a monthly game night at a local senior living community or senior center.
Indirect Research-Based	Research-Based
<p>Indirect community service and volunteer learning experiences allow students to help the community in a broader way.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Participate in a beautification or community gardening project. • Organize a collection drive to ask neighbors and school families to donate books, magazines, equipment, etc., to a local retirement center. 	<p>Research-based community service and volunteer learning experiences allow students to find, collect and analyze data to meet a community issue or need.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Have students research the best energy practices and learn what major/minor changes people can do to reduce costs and increase efficiency. Share this information with a local community center. • Research state and national laws on cyberbullying. Share the current legislation and data.
<p>ADAPTED FROM OKLAHOMA STATE DEPARTMENT OF EDUCATION</p>	



TEACHER CHECKLIST

for Community Service and Volunteer Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Community Service/Volunteer Opportunity

- Identify interested and qualified students.
- Make community partner contacts.
- Meet with community partners and discuss expectations for the experience.
- Distribute **Community Service and Volunteer Application forms**.
- Coordinate and implement orientation activities for students. Train students to prepare them for the project. Prepare students to be safety and health conscious.
- Using OKCareerGuide.org, review all ICAP materials.
- Start journaling career information.
- Determine a communication strategy for the experience.
- Collect signed **Community Service and Volunteer Application forms**.
- Go over the **Standards for Community Service and Volunteerism**.

During the Community Service/Volunteer Opportunity

- Provide student a worksheet/journal to keep track of experience.

After the Community Service/Volunteer Opportunity

- Provide opportunities for reflection throughout the experience.
- Make sure students and worksite representatives have the chance to complete the **Community Service and Volunteer Evaluation**.
- Coordinate and implement concurrent learning activities at school.
- Support students in working toward achieving ICAP objectives.
- Maintain ongoing communication with community partners.
- Support students in their next steps.
- Publicly recognize student work by allowing them to present the project to the school board or administration.
- Review the project and plan for the following semester.
- Document and record the experience.
- This experience along with the documentation could be used to document ICAP Work- Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



STUDENT CHECKLIST

for Community Service and Volunteer Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Community Service/Volunteer Opportunity

- Complete the **Community Service and Volunteer Application**.
- Work with your classmates to identify a need within the community that you or the group would like to address through your community service/volunteer.
- Turn in all signed parent permission forms.

During the Community Service/Volunteer Opportunity

- Reflect on the connection between what is learned at school and at the experience.
- Participate and complete reflection activities after assignments.
- Complete self-evaluation and reflection activities.

After the Community Service/Volunteer Opportunity

- Complete and send thank-you note for worksite supervisor/community partner. Electronic methods are acceptable.
- Update your resume on **OKCareerGuide.org** based on any new skills and experience.
- Update your **My Documents** on **OKCareerGuide.org** with documentation of your project.
- Meet with teacher to discuss your **Community Service/Volunteer Opportunity Evaluation** and grade.



WORKPLACE CHECKLIST

for Community Service and Volunteer Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Community Service/Volunteer Opportunity

- Indicate your interest in participating in service learning activities by completing your business profile on **Connect 2 Business** at <https://okcg-c2b.kuder.com>.
- Determine who will be the person working most closely with the students and the teacher.
- Inform other staff that a community service/volunteer opportunity will be at the organization.
- Review support materials provided by the teacher. This will help guide your role with students for the community service/volunteer opportunity.
- Provide workplace orientation for student(s).

During the Community Service/Volunteer Opportunity

- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the service learning project so the teacher can use them to enhance the value of classroom connections.

After the Community Service/Volunteer Opportunity

- Complete the **community service /volunteer evaluation** and send to the school.



BEFORE

the Community Service and Volunteer Project

Identify interested and qualified students.

Students may apply or be recruited to community service and volunteer learning projects. Let students know that community service and volunteer learning provides them the opportunity to apply the academic skills they learn in school to real problems in the community, while confirming their own ICAP direction. When students are given the opportunity to work in after-school and senior centers, tutor young children or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it and might enjoy it enough to pursue a career in this field.

Before students request community service and volunteer projects they should become familiar with these skills and attributes by completing the **OK Career Guide assessments**. The assessments and the supporting classroom activities will help students to become conscious of those they currently have and those they need to continue to develop.

Make community partner contacts.

Partner contacts are made by different staff members at each school. Appropriate partners for community service and volunteer learning projects include schools, nonprofit agencies and the community at large. Community service and volunteer learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and nontraditional settings—libraries, public agencies, parks, hospitals and other schools.

If you need assistance locating community partners, use the **Connect 2 Business** located within **OKCareerGuide.org**. If you make contact with new business and agencies, have them register on **Connect 2 Business** at <http://okcg-c2b.kuder.com>.

Meet with community partners.

Project coordinators should meet with community partners to discuss their expectations of the experience. Make sure that the specific expectations regarding student attendance and behavior are clearly articulated in the **Service Learning Contract** that will be signed by student, parents/guardians and community partner. Provide the community partner with an orientation to the **Community Service/Volunteer Evaluation** tool and the other supporting documents included in this guide.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing email addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact one another. Ideally, the students, teacher and community partner should feel comfortable contacting each other whenever the need arises.

Make sure everyone understands who will be the key contact person at the site and who will monitor student progress.

Secure signatures of students, parents/guardians and community partners on the service learning contract and work-based learning permission form.

The service learning contract and the work-based learning permission form are critical to ensuring the safety and legality of students' involvement in service learning projects.



BEFORE *(continued)*

the Community Service and Volunteer Project

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the project site. While site-specific safety and health training provided by the school and employer are critical, students also should have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their community partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise

at work. Students should be prepared to ask their supervisor questions about safety.

Coordinate and implement concurrent learning activities at school.

The classroom component of community service and volunteer learning continues to be important throughout the experience. Ongoing career research, reflection activities, career exploration and development of workplace skills provide school-based support to the community. **OKCareerGuide.org** can be used to help design classroom activities that support community service and volunteer learning experience.



DURING

the Community Service and Volunteer Project

Maintain communication with community partners.

Program quality and continuity are best maintained through ongoing communication with the community partners involved in the project. The partners themselves are assisting student learning and growth. Relationships are enhanced as agencies, citizens and local government officials find that their expertise and counsel is sought by the school. Learning occurs as youth-serving agencies, community residents and local government officials collaborate by sharing expertise. It is important to provide partners with

the support and encouragement they need and to encourage their participation. Let community partners know what classroom activities students are engaged in that can support their learning at the community service and volunteer site. Keep them informed of the academic concepts students are working with at school so that community service and volunteer opportunities can reinforce student learning experience.



AFTER

the Community Service and Volunteer Project

Provide opportunities for reflection throughout the experience.

It is important that students are given an opportunity to reflect before, during and after their community service and volunteer learning project so they may shape the course of their learning and adjust their ICAPs as they acquire more experiences. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them. See the **Standards for Community Service and Volunteerism** section of this guide for ideas about how to structure reflection activities for students.

Publicly recognize student work.

In large and small ways during the period of service, students should share what they have

learned. In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are sometimes perceived as noncontributing members.

Acknowledge publicly their achievements, the skills they have mastered and the time they have devoted to the community.

Document and record the experience.

Issue a document or certificate to students who successfully complete community service and volunteer learning. This documentation validates the experience and can be included in student portfolios. Make sure that students upload the documentation to **My Documents** in **OKCareertGuide.org**. They can also include it in their ICAP documentation.



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Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Teacher Checklist for Community Service and Volunteer Development

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TOOLS

Student Checklist for Community Service and Volunteer Development

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Before the Community Service/Volunteer Opportunity

- Complete the **Community Service and Volunteer Application**.
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- Turn in all signed parent permission forms.

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- Reflect on the connection between what is learned at school and at the experience.
- Participate and complete reflection activities after assignments.
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After the Community Service/Volunteer Opportunity

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Student Checklist for Community Service and Volunteer Development

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- Provide workplace orientation for student(s).

During the Community Service/Volunteer Opportunity

- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the service learning project so the teacher can use them to enhance the value of classroom connections.

After the Community Service/Volunteer Opportunity

- Complete the **community service /volunteer evaluation** and send to the school.

TOOLS

Community Service and Volunteer Application

This application should be filled out completely by the student with the assistance of a parent or guardian. Application must include parent's signature of approval.

Student's Name: _____

Return to: _____

Teacher's Name

Room #

Community Service / Volunteer: perform unpaid public services as a way to gain occupational experience. Students should be considered volunteers only if their intent is to donate their services to religious, charitable, government or nonprofit organizations for the public good. The service will also match up with students' individual career and academic plans.

Student Information

Name: _____

Address: _____

City: _____ State: _____ ZIP: _____

Telephone : () _____ Email Address: _____

Social Security No.: _____ Birth date: _____

Why do you want to enroll in this program? _____

List two ICAP careers you would like to pursue.

1. _____

2. _____

Do you have any physical limitations and/or chronic ailments? Yes No

If yes, please explain. _____

What are your hobbies? _____

Transportation

What means of transportation will you use to get to and from your community service/volunteer opportunity?

- Own car Parents will drive & pick up Parent's car
 Other (please explain) _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address (if different from student): _____

City: _____ State: _____ ZIP: _____

Telephone : () _____ Email Address: _____

I approve of the above transportation plan that will enable my son/daughter to participate in the community service/volunteer program.

Parent/Guardian Signature: _____ Date: _____



TOOLS

Community Service and Volunteer Journal

The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your community service and volunteer experience.

You may write about anything that relates to your experience in school or at the community service/volunteer or about experiences outside school that relate to the you that comes to school and learning. You may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once only or to repeat the topic if it seems useful or important.

While you may have entries about your ICAP experience the main thing you need to do is write after the service about what you did and compare it to what you were expecting to learn about a possible career.

This journal is specifically designed to help you process the learning that happens as a result of your community service/volunteer opportunity, though *it is not a private journal*. Your teacher will collect and check your journal as proof of your service. It will also be used to write a career reflection.

Basic Guidelines

- All entries should be numbered and dated.
- Each entry should be a minimum of 75 words.
- Content should be thoughtful, detailed and honest.
- Writing should be legible and written in standard English.
- You may address other issues not prompted below as they come up.



TOOLS *(continued)*

Community Service and Volunteer Journal

Journal Prompts

- Describe one job, person or department at your community service or volunteer opportunity that you would like to know more about. Why?
- Who at the workplace would you like to know more about? What do you need to ask that person to understand who he/she is as a person or how he/she got to hold this job? Write down the questions you would ask this person.
- Discuss the academic knowledge that you are receiving in school and how it is useful to you in your community service/volunteer experience.
- Write about something that you learned about one aspect of the industry in which you are serving.
- How does it feel to be in a new place?
- Write about a conflict, success or disappointment you're experiencing through your service.
- Write a dialogue between yourself and someone at your community service/volunteer site that deals with a personal conflict.
- Describe in detail your community service/volunteer site—the site, the location and the general surroundings. What are your duties and responsibilities? Approximately how much time did you spend during the experience on the various activities?
- What is the expected dress, work ethic and general behavior for professionals in your experience? Do these vary according to the day's duties? If so, how?



TOOLS

OKCareerGuide.org: Classroom Activity

This activity introduces students to the OKCG assessments and provides them with a self-assessment opportunity.

Explain to the students that while participating in their work-based learning opportunity they will learn about the job duties and associated skills needed to be successful. Next, ask the students what kinds of skills they think employers might want their employees to have. You might receive such answers as excellent reading and math skills, punctuality, neat appearance and honesty. List all responses on the board.

Explain to students that today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities and continues to learn new ideas and technology. Make it clear that in order to be successful, they need to acquire the new skill sets that today's employers are seeking.

Tell the students that there are basic skills and qualities employers want their employees to have. Stress that their potential earning power is related to their knowledge and skills. Tell them that they are now going to determine what kinds of skills and qualities they already have by conducting a self-study. Have them log into OKCareerGuide.org. Create an account if you do not have one or take the skill assessment again.

After the students have finished the skills assessment, ask how many of them had a range of skills (e.g., high in technology but low in systems). Explain that everyone has strengths in different areas. To get a good job, they will need to have at least a three (which is average) in all of the basic job performance skills. Their chances of being hired increases with additional threes and fours. Challenge them to look for these skills when doing community service or volunteer work.

Lead the students in a discussion about the skills assessment.

Questions for discussion

- What about your responses was a surprise to you? What stands out as a need you have?
- Where did you build the skills and competencies that you believe you have?
- Were you aware that you were building this skill or competency as it was happening?
- Which skills and competencies does school help you develop?
- If you are currently employed, which skills and competencies seem most important to your performance on the job?

TOOLS

Community Service and Volunteer Evaluation

_____ Schools appreciates your feedback and reflection on the community service/volunteer experience. This evaluation is designed for all partners in the experience. Please select N/A for any question that is not applicable to you or the type of experience you participated in.

Name _____

School or Organization _____

I am a: Student Teacher/Coordinator Workplace Partner/Supervisor

Please rate the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The materials I received were helpful for preparing and supporting the experiences.					
The guides were helpful in planning and coordinating this experience.					
I found the OKCG skills activities helpful in guiding my work.					
I understand how academics connects to activities experienced at the workplace.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to get help from student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in community service/volunteer again.					

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:



FACT SHEET

House Bill 2155 (The ICAP Bill)

There are five components to ICAP legislation. The checkmarked blue items are components within OK Career Guide that can help with ICAP implementation.

Individual career and academic plans include the following:

1. Career and college interest surveys.
 - ✓ Interest Assessment
 - ✓ Skills Confidence Assessment
 - ✓ Work Values Assessment
2. Written postsecondary and workforce goals and information of progress towards them.
 - ✓ My Ed Plan
3. Intentional sequence of courses that reflects progress toward the postsecondary goal.
 - ✓ My Ed Plan
4. Academic progress, including course taken; assessment scores and remediation; credit recovery; Advanced Placement; International Baccalaureate; concurrent enrollment credits; and earned career certifications and endorsements.
 - ✓ My Ed Plan
 - ✓ My Assessments
 - ✓ My E-Portfolio
5. Experience in service learning and/or work environment activities.
 - ✓ C2B- Related Opportunities



FACT SHEET

Laws Pertaining To Students

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.

Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students. See the Occupational Safety and Health Administration fact sheet¹ in this toolkit for more information.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces does not use age as a criterion so all OSHA standards apply to student employees. See the Occupational Safety and Health Administration fact sheet in this toolkit for more information.

¹US DOL Fact Sheet No. 013, Employment Relationship under the Fair Labor Standards Act

FACT SHEETS

14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, artwork, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.

FACT SHEETS

16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For further information or answers to specific questions regarding state law, visit the Oklahoma Department of Labor Child Labor Unit website at https://www.ok.gov/odol/Employment_Issues/Child_Labor/index.html

For information on federal laws and guidelines, contact the U.S. Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website, <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours Under the Fair Labor Standards Act, <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers, <https://www.osha.gov/youngworkers/index.html>, <https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act, <https://www.dol.gov/whd/regs/compliance/whdfs13.pdf>



RESOURCE

Standards for Community Service and Volunteerism

The Oklahoma State Department of Career and Technology Education has identified 11 standards for community service and volunteerism.¹

1. Effective community service and volunteer learning efforts strengthen service and academic learning.

Service learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level of the young person.

2. Model community service and volunteer learning provide concrete opportunities for youth to learn new skills, to think critically and to test new roles in an environment that encourages risk-taking and rewards competence.

The experience of serving in the community, however laudable, is not an end in itself. By performing meaningful work, students can develop and apply new skills, try on different roles and plan for their futures while constantly reinforcing connections between academic learning and the real world.

In making the immediate world the students' laboratory, has the potential to enable students to develop increased self-reliance in real settings. They learn to work cooperatively and to relate to peers and adults in new and constructive ways. Their self-image improves, not because of imagined good feelings but rather as a result of increased competence and positive experience.

Students who work at a senior center learn about aging, the demographics of community, available social services, government policy, history and human relations. Those who help supervise young children at a day care center learn about child development, parenting and social policy. School students who develop

a plan for school or community recycling and investigate local services develop an understanding of the promise of recycling as well as the challenges it poses. In each circumstance, students learn to plan, analyze problems and test out new and challenging roles.

3. Preparation and reflection are essential elements in service learning.

Two essential elements that give service learning its educational integrity and inherent quality are preparation and reflection. Preparatory study of the context, problems, history and policies enriches student learning as do deliberate discussion and other classroom (school-based) or related (community-based) activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Reflection is the framework in which students process and synthesize the information and ideas they have gained through their entire service experience (school and community-based) and in the classroom (school-based). Through the process of reflection, students analyze concepts, evaluate experiences and form opinions—all in the context of the school curricula or the predetermined learning goals of the community-based organization.

4. Students' efforts are recognized by those served, including their peers, the school and the community.

In large and small ways during the period of service as well as with a culminating event, students should share with the community and their peers what has been gained and given through service. Recognizing the work that children and youth perform reinforces the significance of the enterprise and the worth of the young people.

RESOURCE *(continued)*

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In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, can be perceived as noncontributing members. Credit for their achievements, affirmation of the skills they have mastered and appreciation for the time they have devoted to the community should be acknowledged publicly.

5. Students are involved in the planning.

When students are given the opportunity to work in after-school and senior centers, tutor young children or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve students at the very beginning of the work. Moreover, it provides teachers/coordinators with important opportunities to encourage curiosity and foster planning and analytical skills.

6. The service students perform makes a meaningful contribution to the community.

The service roles or projects that involve students in service learning will differ widely depending upon the age of the young people, the needs of the community and the specific learning goals that have been determined. However, whatever the activity, the following features are shared by high quality approaches/effective strategies:

- a. The service must be real; it must fill a recognized need in the community or in the school.
- b. The service activity must be developmentally appropriate.
- c. The school is also part of what makes up the community. Agencies alone may not be able to absorb all the student placements, so meaningful service can be performed at schools as well.

- d. A tangible or visible outcome or product results from the service. When possible, demonstrate the learning outcomes.

7. Effective community service and volunteer learning integrates systematic formative and summative evaluation.

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing the impacts of service learning are needed, particularly since the field of service learning is growing rapidly and demand for in-depth understanding of program models and approaches is high. Such assessment includes detailed documentation of program components and processes; the outcomes identified by and expected of all participants (students, community members, schools); and the impact of the service learning program on individual participants, youth organizations, schools and the community. Assessment processes can vary in extent and complexity, depending on the nature of the questions asked and on available time and resources.

8. Community service and volunteer learning connects the school or sponsoring development organization and its community in new and positive ways.

Community service can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their places as contributing community members; they discover that learning occurs in traditional and nontraditional settings—libraries, public agencies, parks, hospitals, etc. Relations are enhanced as agencies, community residents and local government officials find that their



RESOURCE *(continued)*

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expertise and counsel is sought by the school (school-based), while learning occurs as youth-serving agencies, residents and local government officials collaborate by sharing expertise (community-based). Through community service and volunteer learning, schools and an array of community institutions become genuine partners in the education and development of youth.

Just as school administrators and students have an obligation to support the coordinated implementation of community service and volunteer learning in the community, the community must be committed to supporting community service and volunteer learning in the schools (school-based) and the educational goals of service for the young people (community-based). For school-based community service and volunteer learning, communities must recognize and respect the curricular goals strengthened in the schools by community service and volunteer learning. Communities must work with the schools and other youth-serving agencies to ensure that students' service opportunities are structured to be consistent with learner outcomes.

9. Community service is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

School-based: For service learning to be accepted and succeed in any setting, it must receive support from district and building administrators for its philosophy and its financial requirements in addition to support from youth-serving organizations in the community.

While spoken recognition is important, what is significant is the provision of the time that goes into exemplary community service and volunteer learning. Teachers and youth program staff who implement

community service and volunteer learning, whether as a discrete class or project, as a part of their subject area lessons or with thematic or interdisciplinary learning, must be supported with planning and implementation time. As well as a reasonable budget for student incentives and expenses such as transportation and training and other outside resources that can be crucial to the success of the effort.

The development, implementation and coordination of service projects in the community or outside the classroom require a level of support that must extend beyond the efforts of any individual or group of teachers or youth program staff. Community service and volunteer learning can enhance school-community partnerships, but to do so it must be presented to the community in a manner that does not conflict with community interests.

To ensure the stability of these school-community (school-based) and community (community-based) partnerships, schools and school districts or youth development organizations implementing community service and volunteer learning must provide continuing and visible oversight as well as coordination among community interests and classroom teachers or youth program staff.

Administrators should ensure that the climate of the school or organization is open to service learning. Even those who are not directly involved in service learning should understand its significance.

Teachers and students must understand why some students have different schedules and may appear to be receiving special treatment as a result of doing service. The whole school community must be aware of the learning and service goals that enable students to pursue these goals.



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Similarly, at placement sites, even those who do not have direct contact with students must understand and welcome the young people. Students' roles must be clearly articulated and their tasks carefully defined with the awareness of the administration and clients of the agency so that the work students perform is respected.

The learning and service goals must be clearly defined and understood by all involved. Parents play a critical role in the service learning equation. At a minimum, their permission must be obtained for the students to serve. But they must be brought into the process at an early enough stage that they fully support the notion of service and the unique learning opportunities that service provides. A summary of the benefits of service and its impact on attitudes toward school and education and the relationship between work and service should be communicated so that support from the home is forthcoming. Service also provides a wide variety of options for parental involvement, as students learn about the community of which their parents are adult members.

Parents with busy schedules might offer ideas about resources or potential placement sites and when appropriate share with their children how their work and volunteer experience affect the larger community.

10. Skilled adult guidance and supervision are essential to the success of community service and volunteer learning.

The need for service learning is compelling, but the task of sustaining service learning is challenging. Teachers/coordinators employing

community service and volunteer learning in their classrooms must have opportunities for professional development. They must be given the tools, the training and the technical assistance necessary to implement meaningful service learning experiences. Issues of type of service, site selection, curriculum connections, reflection, recognition, tangible outcomes and evaluation must be considered along with the ever-present concerns of insurance, liability and logistics.

Learning takes place during all stages of community service and volunteer learning. Students must be afforded supportive supervision at placement sites. Supervision at the site should extend beyond the basic elements of taking attendance and keeping track of hours worked. With such rich opportunities for students to grow, to learn about others and to take on responsibility, a caring person must assume responsibility for overseeing student activities and supporting these efforts.

11. Pre-service training, orientation and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

If service learning is to assume real importance in educating students, it must be incorporated into pre-service and in-service training and staff development. It will be critically important, especially in this transitional period as service learning begins to find a place in the educational process, to provide high quality training.

¹Adapted from Alliance for Service Learning in Education Reform March 1995. Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592.