

Introduction to Service Learning – SERVICE LEARNING 101

Description – This course concentrates on giving teachers the skills to use service-learning to enhance student learning outcomes. Participants will learn how to use service-learning across all academic disciplines, how to design and implement service-learning projects, how to recruit and work with community partners and how to engage students throughout the process.

Competencies/Objectives

Participants will:

1. know the skills and expertise that they individually have and can bring to service-learning.
2. understand the importance, impact, and rationale of experiential learning/service-learning/school-to-work for students.
3. know definitions of service learning and community service and to differentiate the two as a continuum.
4. understand the process of service-learning through the ICARE model and other helpful models.
5. know how to assist students in finding the authentic needs of the community that they will use to develop service-learning projects.
6. understand the purpose of writing a vision statement and have practice writing one
7. be able to use several options of service -learning design for any issue that students wish to address.
8. understand how to draw out the academic standards and curriculum connections of service learning projects.
9. recognize the benefits of service learning for a wide-range of students.
10. explore and recognize the steps service-learning implementation in HS, MS and Elementary Grades
11. know the variety of community members/agencies who can assist with service projects.
12. know the importance, and how to use reflection throughout the service-learning process.
13. be able to design methods of encouragement and celebration of service to encourage students to additional service and academic achievement.
14. have the tools, information and practice they need to write a service-learning mini-grant.

Course is designed to allow flexibility of time and course design. Each segment has an approximate time given for implementation. Depending on the class schedule, experiences can be organized in a variety of ways. Full day training sessions obviously require the most careful planning so that participants are not overwhelmed and/or disengaged. Lecturettes (short lectures) and discussion times allow the most flexibility. Faculty should consider their overall time frame design and use their discretion as to the time allotted for discussion and lecture. Breaks for participants should be scheduled in, especially when the course is taking place in full days. A total of 15 hours of course-work must be completed for students to receive their CEU. Trainers are required to document the time carefully.

Listed in the manual, are homework assignments that should be used when possible, as they will reinforce the course learning. Homework will be easily assigned when there are classes with time in between them for homework to be completed. If the course is given in back-to-back days, homework will have to be adapted. Instructors can require a final assignment to be completed and mailed to him/her before the final credit will be given if they wish to do so.

Pages listed for lecturettes are in the assigned faculty books for the course. Depending on the time frame these books may also be utilized by students also for additional readings. Mandatory readings for students are in the handouts that accompany this course.

Community Service-Learning

A Guide to Including Service in the Public School Curriculum

By Rahima C. Wade

SUNY Press ISBN 0-7914-3183-5

SL 101 – Portfolio

Participants are to keep all their handouts, reflections, examples and worksheets in a binder which will be their Service Learning 101 Portfolio. This portfolio will reflect their learning and skill development and will be utilized as a reflection and evaluation tool. If time and materials allow, participants can “personalize” their portfolio with drawings, clippings, etc.

Instructors should continue to remind participants to be completing their portfolio and keeping it current and complete. Teachers will see that this process can be repeated with their own students as a way to evaluate and track service-learning experiences.

TEACHING METHOD

Each experience should be introduced by first explaining the objective of the experience. Participants need to know what to expect and what they are to learn from the experience. Give an explanation of the process of the experience after they have been placed in their small groups. Participants can't listen when they are arranging chairs and moving to their places. Once in a small group review the steps they are to engage in. Always ask for questions and check that everyone knows what they are to do. When the small groups are working, stop in at each one and check that they are following the directions.

Experience #1 – Class Introductions - A Group Resume

(30 – 45 Minutes)

Materials: Paper, pencils

Objective: To have participants get to know one another and to learn the skills and expertise that they individually have and can bring to service-learning.

Procedure:

- Divide the class into groups of 3-4
- Each group is given the task of writing a “group resume”
- This group resume will reflect the full spectrum of talents and skills of the participants including hobbies, past experiences, computer skills, art talents, educational experiences, etc. Anything can be on the resume that the group wants.
- After the group meets for about 15 minutes sharing their information they are to write it down in some type of resume form for about 10 minutes.
- Each group will be asked to present their group resume to the larger group. Each individual in the group should also introduce themselves including their name and schools and grades they teach.
- Knowing the skills and talents brought to service is one of the key elements of the 1st component of service learning – IDENTIFY

NOTES:

Experience #2 – What do students need to succeed in careers, life and the future?

(30 Minutes)

Materials Needed: Newsprint

Objective: To begin to understand the importance and impact of experiential learning/service-learning/school-to-work on students. To start to understand the rationale behind service learning.

Procedure:

- Ask the group members the question.
What do students need to know to lead a successful personal life and career in the future?
(leadership, responsibility, group skills, etc.)
- List the answers on a chalk-board/newsprint.
- After the list is generated ask the following questions for a few of the answers on the board. Encourage a general discussion about teaching, the future and how service-learning may hold some answers.
How well are we teaching these elements in school?
What could we do to change the way we teach so these elements are included?
Is the community concerned about the way we are teaching our students?

NOTES:

Experience #3 – What IS service learning? Why does it work?

(45 Minutes)

Materials: SL Definitions Overheads
SL Outcomes Definition Handouts
Learning Pyramid Overhead
Is it Service Learning or Community Service? Quiz

Objective: To give definitions of service learning and community service and to differentiate the two as a continuum. Substantiate the SL methodology with the Learning Pyramid.

Procedure:

- Show Overheads
 - SL Definitions
 - Outcomes of SL
- Summarize Chapter # 1 in Wade.
Concentrate on giving a rationale for SL, and the “best practices” of SL.
- Describe the differences between service-learning and community service.
Concentrate on clarifying the academic components of service-learning.
- Discuss that there is a continuum flowing from community service to service-learning as teachers, schools and students evolve. Community service is not “wrong”, it is a positive experience for students, but service-learning takes a further step which benefits academics, personal skills, etc.
- Hand out the “**Is it SL or Community Service**” Quiz.
- Have individuals fill it out, and then in a group discuss the answers, clarifying and misconceptions about the differences.
- Show the slide of the Learning Pyramid. Discuss how Service Learning functions in the Discussion, Practice and Teaching levels. Ask participants to remember how they first learned to drive a car. They did not learn it by reading, or the Driver Ed films - they learned by the practicing of driving. If they have had to teach someone else to drive, they know that they REALLY learned the most at that point about how to really drive!
- Emphasize that the learning pyramid is well researched and substantiated, but it is used very infrequently in classrooms. Service-learning pushes learning to the practice and teaching part of the pyramid.

NOTES:

Experience #4 – What are the components of service learning?

(45 Minutes)

Objective: To give an overview of the process of service-learning through the ICARE model. Relate the I Care Model to other service-learning models.

Materials: ICARE Summary Form
ICARE BOX
Tape/Scissors

Procedure:

- There are many ways to conceptualize the steps of service-learning, all of which are helpful and can be utilized by teachers. For clarity, the format we will use is the ICARE model. This framework will help us organize this course and the subsequent CE courses. ICARE was developed initially by Alice Kaiser Drobney of Slippery Rock University and Cynthia Belliveau at a service-learning retreat in Washington. Alice has worked on the model for some time, developing the modules. The BUILD THE HOUSE OF SERVICE model developed by PSLA by Cyndi Wetmiller and Cynthia Belliveau. Build the House was the youth leadership model that grew from the ICARE model.
- Each component of the ICARE model will be presented along with the associated other frameworks and how they relate and exercises will be presented to really practice each component for understanding.
- Handout the **ICARE Summary** .
- Briefly discuss each component. Give some examples from your own service initiatives.
- Handout the filled in **ICARE BOX**. Each person will make their own box as a reminder of the components of service-learning.
- ICARE boxes must first be cut out, then folded to make a cube.
- At first, let participants “struggle” with making their boxes alone. After a few minutes suggest that they help each other, holding and taping together. Make the point that service-learning is a cooperative experience.
- After the boxes are complete discuss the similarities between ICARE and the other models;

Build The House of Service – The PSLA Model
SCANS - Secretary Commission for Acquiring Necessary Skills
NYLC – Essential Elements of Service Learning
6 A’s – (Jobs for the Future – Phila. School District)*
*Philadelphia Trainings only

Each section of the class will reinforce the relationships between the models. The important thing is to know that all the models are ways of framing “good” service-learning. They all are saying basically the same thing, with different words. The course will use mainly the Build the House model and I CARE which are really the same.

NOTES:

I

Identify

ICARE!	BUILD THE HOUSE OF SERVICE	NYLC ESSENTIAL ELEMENTS OF SERVICE LEARNING	SCANS SKILLS	6 A'S
Identify	Site Plan	Goals Needs	Knowing How to Learn Creative Thinking Responsibility	Authentic Needs Active Exploration

Notes and Ideas!

Review **IDENTIFY** questions

Experience # 5 - How to find community needs and assets.

(30 Minutes)

Materials Needed: Poster Paper/Newsprint
Tape/Markers
Site Plan Handout
How to run a Focus Group Handout
Curriculum Integration with Community Needs Handout
Key Elements of SL Needs Assessments

Objective: To know how to assist students in finding the authentic needs of the community that they will use to develop service-learning projects.

Procedure:

- Ask:
What is a NEED?
What is an ASSET?
What is a needs assessment?
When and why are needs assessments necessary?
What could happen in SL without a needs and assets assessment?
- Hand out **Site Plan Handout**
- Briefly review the different types of needs assessments that can be utilized. Give practical examples of their implementation in a classroom.
- Hand out **How to Run a Focus Group** Handout
- Review the components of focus group facilitation.
- Hand out **Curriculum Integration With Community Needs** Handout
- Curriculum Integration handout shows that needs assessment work can be a component of academic curriculums. Often teachers hesitate to participate in needs assessments as they do not clearly see that this is not outside their role as a teacher. Teachers need to know that needs assessments can be very important learning experiences for students. The example of this handout is based on Students for Safe Schools, but the basic concepts remain the same no matter what the subject matter.
- Hand out and review the Essential Elements of Service Learning Needs Assessments.
- Reinforce, the critical importance of needs assessments. Without needs assessments, students and teachers are making assumptions about what a community needs.
- Break the group into groups of 4. If any teachers come from the same neighborhood/community, they should sit together in a group. In the group they are to pictorially represent their schools neighborhood in terms of needs and assets on a sheet of newsprint. Obviously, they have not completed a full scale needs/assets assessment and are relying on memory and experience.
- After they draw their picture, they are to present it to the group. They should explain the picture and describe the additional needs assessment methods they would undertake, if they were completing the process with their students.
- Encourage participants to implement a needs assessment experience with their students prior to the next CE class . If possible assign different types of needs assessments to different teachers so that there will be a variety of reports of experience.

NOTES:

Experience #6 – Writing a vision statement

30 minutes

Materials Needed: Vision Statement Handout

Objective: To understand the purpose of writing a vision statement and have practice writing one.

Procedure:

- Keep groups in the same configuration as they were in Exercise #5.
- Explain that once a need is identified by students and teachers, a vision statement which summarizes what they want to accomplish, can be very helpful. Vision statements help to keep projects on track.
- Handout the Vision Statement Handout. Discuss the concept of moving from “reality to ideal”.
- Ask each group to take one of the needs identified in the previous exercise and complete the handout. Ask them to more fully develop the need in terms of what would be the reality of the need in a community setting and what the ideal would be. (Each group chooses one need, which may or may not be a need in each of their own communities.)
- Each group is to discuss and write (together) a vision statement. They can use the format on the Site Plan handout, or they can use another format that they choose.
- Each group is to share their vision with the whole group.
- Post the vision statements on newsprint around the room as they will be used later in the course. (Statements can be transferred to newsprint paper.)
- Vision statements are also sometimes called Mission Statements, and these terms can be used interchangeably.

NOTES:

Experience # 7 - Direct, In-Direct, and Advocacy

(30 minutes)

Materials Needed: Direct, In-Direct, Advocacy Overheads/Handouts

Objective: To understand that there are always several options of service - learning design for any issue that students wish to address.

Procedure:

- Divide class into different groups than in the previous exercise. Make 1 group per vision statement posted around the room.
- Show each of the Direct, Indirect and Advocacy Overheads
- Explain each type of service-learning design and give examples.
- Ask each group to take one of the posted Vision Statements, and use that as a starting point for designing Direct, Indirect and Advocacy frames for addressing the need.
- After 20 minutes, groups are to share, briefly, their examples with the whole class.
- Do not be too concerned, or spend too much time discussing whether examples given are truly direct versus indirect or advocacy. These are guides and concepts which are helpful for design purposes, not hard and fast rule rules.

NOTES:

Experience # 8 - Identify Academic Connections

(45 min)

Materials Needed: Service to Content or Content to Service Overhead

Objective: Participants will understand how to draw out the academic standards and curriculum connections of service learning projects to assure that they are opportunities for students to acquire and show mastery of academic content skills.

Procedure:

- Developing the academic connections to service-learning is one of the most important tasks that teachers must facilitate in service-learning design. Without the academic connections made, most projects end up being community service and not service-learning.
- Show the Service to **Content/Content to Service Overhead**. Describe that there are two ways of evolving service learning's academic connections. If a project has been designed by students to meet a need, then the teacher can help draw out the academic skills that will be involved. Teachers soon realize that every well designed service-learning project is so rich with learning that it is very easy to relate needed class content standards to any project.
- The other way for design to occur is to go from the content standards to a project. Basically this can occur as teachers and students ask the question, "Who in the community could benefit from the skills and knowledge we are acquiring in this class?" After answering the question they realize that they have expertise that can serve the community. But, in this model, there still needs to be a needs assessment procedure to assure that there really is an authentic need that the course content can address.
- Ask the group to form pairs. Pairs should be made up, if possible of teachers who teach in the same grade level – HS, MS, Elem.
- They are to take one of DIRECT, INDIRECT or ADVOCACY ideas generated previously and list 5 academic **content** standards that the service-learning project would meet. (If they do not remember the exact wording of their content standards, that is OK, just as long as they get an academic standard in some form.)
- Try to encourage specific standards, not generalizations such as, "Students will learn to write better.")
- Small groups can then report out to the larger group, or just post their ideas for feedback.

NOTES:

Training
Quality
Reflection
Collaboration

Personal Reflection In your own personal life what are some of your own needs?
How do your personal needs mirror community needs.

Homework Ask participants to try one of the needs assessment methods
with their own classroom students to identify community needs in their school
neighborhoods. Ask them to notice the process by which their students think through the
needs and how they articulate them and react to the experience.

C Collaborate

ICARE!	BUILD THE HOUSE OF SERVICE	NYLC ESSENTIAL ELEMENTS OF SERVICE LEARNING	SCANS SKILLS	6 A'S
Collaborate	Subcontractors	Collaborate Diversity Youth Voice	Social Integrity/Honesty Speaking Writing	Adult Connections

Notes and Ideas!

Review **COLLABORATE** questions.

Experience # 9 Who can help with service-learning projects?

30 Minutes

Materials: Index Cards
 “Sub-contractor”/Community Partner Chart handout/overhead

Objective: Participants will know the variety of community members who can assist with service projects.

Procedure:

- Divide the class into groups of 3.
- Each group member is to write a brief description of a service project they believe would work to support a course that they teach. In this opportunity they are moving from course content to service; making an assumption about the need that exists in the community, which can't be verified as this time.
- Participants are to write their ideas on index cards. (We will use these cards in additional course experiences.) Students are to put their name on one side, and the project idea on the other side of card.
- Collect all the service idea cards
- Redistribute the cards, giving students cards from someone else.
- They are to read the cards and discuss who in the community/school could assist each project. Groups discuss the projects together so the group members can help one another.
- The groups can use the “sub-contractor” chart handout to assist in finding potential community members.
- NOTE: Additional practice and in depth skill development in relationship to working with the community will be developed through CE courses;
 - SL 103- Service Learning and Community Networking
 - SL 104- Teachers and Students as Community Change Agents

NOTES:

Experience # 10 - Collaboration among curriculum content areas.

(60 minutes)

Materials: Curriculum Webbing Handouts/Overheads
Webbing Examples

Objective: To give teachers practice in expanding service-learning projects to integrate several curriculums.

Procedure:

- Return service-learning idea cards to their original authors.
- Briefly explain the idea of curriculum webbing and the concept of how service learning projects expand out from their original idea so that many curriculums can be involved.
- Walk through one or more of the Curriculum Webbing Overheads.
- Ask;
 - Why do we not have more cross-curricular projects in schools?*
 - What are the roadblocks to successful cross-curricular project implementation?*
 - What are some suggestions for how to work with other teachers to evolve a service-learning project?*
- Using their card's service idea, the participants are to fill out the Curriculum Webbing Handout, seeing how many different curriculums could work with the one service-learning idea.
- NOTE: This can be a homework assignment if course structure allows.

NOTES:

A Act

ICARE!	BUILD THE HOUSE OF SERVICE	NYLC ESSENTIAL ELEMENTS OF SERVICE LEARNING	SCANS SKILLS	6 A'S
ACT	BUILD!	Think Prepare	Reading Listening Problem Solving Decision Making	Applied Learning Academic Connections

NOTES AND IDEAS!

REVIEW ACT QUESTIONS

Experience #11 - Service-learning supports multiculturalism and diversity experiences for students

(15 minutes)

Materials Needed: Service Learning and Multi-Culturalism Overhead/Handout
Newsprint
Markers

Objective: To give teachers an opportunity to reinforce the benefits of service learning for a wide-range of students.

Procedure:

- Divide the class into two groups.
- Give each group several sheets of newspaper.
- Tell them they are competing against the other group in a race.
- Each group is to write down as many benefits to service-learning as they can.
- Give 3 minutes for the groups to write down their lists. Make it fun!
- Post the lists of both groups on the wall.
- Ask the following questions.
 - Which of these are meaningful in terms of supporting multi-culturalism?*
 - Which of these are meaningful in terms of supporting diversity including special education, migrant education, ESL?*
- Have a general discussion concerning the benefits of service-learning.
- Reinforce the discussion by showing the overhead of multiculturalism and SL

NOTES:

Experience # 12 - Service-learning Across Grades.

(1 hr and 15 min)

Materials Needed: Copies of Chapters 9, 10, 11 of Wade.

Objective: To explore service-learning implementation in HS, MS and Elementary Grades

Procedure:

- Ideally this experience should be utilized as a Homework assignment if time schedule allows.
- Divide up the class in groups according to the grade level they teach (HS, MS or Elementary).
- Give each group copies of Chapters 9,10,11 , in the Wade Book, depending on the grade level they teach.
- Each group is to read their chapter and discuss the contents in relationship to their own experience as a teacher in HS, MS or Elementary School.
- Each group is to design a 1 page teacher information sheet about SL in the assigned grade levels.
- Each group presents to the total group about their age level and service learning.
- Suggestion: Each of the 1 page information sheets can be typed and teachers in the group can use them for distribution to their school district.

NOTES:



ICARE!	BUILD THE HOUSE OF SERVICE	NYLC ESSENTIAL ELEMENTS OF SERVICE LEARNING	SCANS SKILLS	6 A'S
Reflect	BUILD!	Reflect Assess Evaluate	Self Management Seeing Things in the Minds Eye Mathematics Arithmetic	Assessment

NOTES AND IDEAS!

Review **REFLECT** questions

EXPERIENCE # 13- What is reflection?

(45 minutes)

Materials Needed: Reflection Overheads/Handouts
Index Cards

Purpose/Objective: To know the importance of reflection to the service-learning process. To understand how to use reflection throughout the service-learning experience.

Procedure:

- Explain what reflection is and why it is important to the service-learning process. (Chapter 6 in Wade).
- Reflection is very important to service-learning because it is “thinking about learning”, which is how we really learn.
- All reflection is basically trying to acquire answers to –
WHAT (Summarize what happened during service.)
SO WHAT (What was the meaning and impact of the service.)
NOW WHAT (What will happen next?)
- Give examples of reflection experiences you have designed or seen.
- Explain that reflection is explored in much greater depth in CE Course - SL 105 – Assessment and Evaluation of Service Learning.
- Review the definitions of reflection on the overheads .
- Emphasize the importance of making reflection a component of the whole process of service – pre-service, service and post-service
- Ask;
 - What types of reflection have we used already in this class?*
 - Why is reflection important to the students you work with?*
 - Why is reflection not used more frequently in classrooms?*
- Review the Reflection Overheads/handouts that have examples of reflection in different categories; “**reading, writing, speaking, doing**”.
- Review the overhead, “**Questions to Generate Reflection**”. Explain that these are good reflection questions which can be used in a variety of ways to generate reflection.
- Using the questions on the overhead, ask class members to individually write questions that will be used to help the rest of the class reflect on the experience of being in SL 101 class.
- Class members can write their questions on an index card. Collect the cards, which will be used as the last experience of the SL 101 class to help class members to reflect on their learning.

EXPERIENCE # 14- Reflection Practice

(45 minutes)

Materials Needed: Sheets of Paper with Agree, Strongly Agree, Disagree, Strongly Disagree

Purpose/Objective: To actively participate in reflection experiences.

Procedure:

STAND AND DECLARE

- Ask all class members to stand in a group in the middle of the room.
- In each corner of the room place one of the sheets of paper with agree, strongly agree, etc. on them.
- Explain that you will be making a statement and asking each member of the group to walk to the poster which most represents their opinion on the statement given.
- Encourage members to move and take a stand. They can not just hang out in the middle of the room.
- You can make up any statements you want. Here are a few for starters.
 1. All HS students should be required to serve for 30 hours, outside of class time, before graduating.
 2. Parents should be required to attend at least 1 parent-teacher conference a year.
 3. All teacher education programs should include service -learning as a core methodology.
 4. All high school students should be required to complete 40 hours of service before graduation.
 5. All teachers in Elementary Education should include service-learning as part of their teaching.

CONCENTRIC CIRCLES

- Ask the group to stand and form two circles, an inner circle and an outer circle.
- Each person in the inner circle should have a partner in the outer circle and be facing each other.
- You, the facilitator, will ask a question or make a statement.
- First, the outer circle person speaks for 1 minute answering the question, then the inner circle person answers the question for 1 minute. While one person is answering, the other is to listen intently, but not respond.
- After each question, the outer circle moves one space, making new partners.

I have learned _____ from this class so far.
I think service learning is _____.
What I still need to know about service-learning is _____.
I am concerned about _____.
When I get back to my school I will _____.

NOTES:

E **E**ncourage

ICARE!	BUILD THE HOUSE OF SERVICE	NYLC ESSENTIAL ELEMENTS OF SERVICE LEARNING	SCANS SKILLS	6 A'S
Encourage	Open House	Validate	Self Esteem	

Notes and Ideas!

Review **ENCOURAGE** questions

Experience # 15 - Celebrating and Encouraging Service (45 Minutes)

Materials Needed: “Open House/Ways To Celebrate” Overhead and Handout
Encouragement Scale Overhead and Handout

Purpose/Objective: To be able to design methods of encouragement and celebration of service to encourage students to additional service and academic achievement.

Procedure:

- Discuss the benefits and need for celebration in service-learning work. (Chapter 7 in Wade)
- Ask questions of the group to encourage a discussion
 - Why is encouragement and celebration important to learning?*
 - Why don't we do more of it in schools?*
 - Are intrinsic or extrinsic rewards important to YOUR students?*
 - How can celebrating with the community help sustain service?*
- Review the Encouragement Scale with intrinsic and extrinsic rewards.
- Discuss how Encouragement activities are meaningful and especially impactful when designed with the service recipients. For example, students working in a nursing home can celebrate their work with residents, sharing a meal **and** reflection time.
- Divide the class into 4 groups.
- Each group is to design one of the following Celebratory items;
 - Develop A Service Learning Certificate
 - Develop A Service Learning Recognition Ceremony
 - Develop A Service Learning Bumper Sticker
 - Develop A Service Learning Logo
- After about 15 – 20 minutes ask each group to share their ideas with the rest of the group

NOTES:

Experience # 16 – Developing Support for Service-Learning

(60 min)

Materials Needed: PSLA Mini Grant Application (2)
PSLA “How To” Write a Mini-Grant Information
www.pitt.edu/~psla

Objective: To give participants the tools, information and practice they need to write a service-learning mini-grant.

Procedure:

- Handout the mini-grant application.
- Explain that because they are taking the CE course, they are eligible to apply for these funds. These funds are usually made available on a 1 per school basis. But, because of taking the course, the PSLA will allow more than 1 per school to be made.
- Funds are for up to \$250.00. Teachers should NOT ask for more than they need.
- Hand out the “How To” sheet. This information is also on the PSLA web-site which all students should be aware of. At some point, the PSLA will have a section just on CE courses. At this site, teachers who have taken the CE courses will be able to comments and projects and connect with other teachers implementing service-learning.
- The PSLA will continue to give out mini-grants to CE participants while funds are available. There may be a point where the funds are not available. These maximum amount of 250.00 for teachers attending the SL 101 class is less than the regular mini-grant amount of 500.00 so that more monies can be given out.
- If their school has or is trying to receive one of the regular PSLA mini-grants they can still apply for CE mini-grants also. (We still only allow 1 of the regular, \$500.00 mini-grants to be given per school.)
- If there are questions about the grants, how many they can receive, etc. students and trainers can contact a PSLA staff member.
- Review the “How To” sheet and the application.
- Ask participants to go back to some of the ideas generated in the previous experiences.
- Individually, or in groups from the same school, they are to practice answering the questions on the application about a project.
- Of course, the students know that GOOD service-learning is a process by which the students design the project, so though they are practicing writing the grant in class, they should return to their own class and work WITH their students to write a real application. They can use their 2nd copy for their “student generated” project.

NOTES:

Experience #17 – SL 101 Reflection (? Min)

Materials Needed: Course Competencies/Objectives Sheet

Objective: Students design reflection and evaluation methods to assess the SL 101 CE Course.

Procedure:

- Hand out the SL 101 Objectives/Competencies Handout.
- Explain that each objective/competencies was related to one of the experiences in the course.
- Depending on the size of the class, take each of the objectives/competencies and form a group to address that competency. If it is a small class, each competency can be addressed by an individual.
- Ask the class to design a reflection experience that would show whether a person had or had not acquired the competency.
- For example, Competency #3 states that a student would know the difference between service-learning and community service. In the class we used a question/quiz format which had participants check whether an experience was SL or Community Service. How else could this have been assessed? Students could have put on a skit where they acted out the differences or students could have had to write a paragraph explaining each, etc.
- After the groups/individuals have worked on their reflection design for 10-15 minutes, ask each to report out to the group what type of reflection they designed.
- As time permits, choose a few of the experiences designed and actually implement them in the class to see how much individuals have learned.
- Please keep track of the reflection experiences designed so that they can be used in future classes.

NOTES:

SL 101 (Introduction to Service Learning) Planning Format

EXPERIENCE	ESTIMATED TIME FRAME	DAY/SESSION	NOTES TO REMEMBER
#1 – Class Introductions - A Group Resume	30 – 45 min		
#2 – What do students need to succeed in careers, life and the future?	30 min		
#3 – What IS service learning?	45 min		
#4 – What are the components of service learning?	45 min		
#5 - How to find community needs <u>and</u> assets.	30 min		
#6 – Writing a vision statement	30min		
#7 - Direct, In-Direct, Advocacy	30 min		
#8 – Identify Academic Connections	45 min		
#9 – Who can help with service-learning projects?	30 min		
#10 - Collaboration among curriculum content areas.	60 min		
#11 Service-learning supports multiculturalism and diversity experiences for students	30 min		
#12 – Service-learning across grades.	1 hr and 15 min		
#13 - What is reflection?	45 min		
#14 – Reflection Practice	45 min		
#15 – Celebrating and encouraging Service	45 min		
#16 – Writing a PSLA mini grant	60 min		
#17 – SL 101 Reflection	? min		
Optional			
Optional			

COURSE PLANNING

Plan class exercises on the above chart. Exercises can be put in different orders depending on class scheduling.

Videos can be interspersed through the classes so that there is some down time for students and instructor. Videos are listed in the tool kit materials.

Breaks should be given so that the group can have time to relax and “reflect”. Instructors need to use their discretion as to the number and times of breaks.

Trainers are encouraged to change and/or adapt the course experiences. Please send changes, suggestion, etc. to;

Cynthia Belliveau, Ph.D.
University of Pennsylvania
PSLA
3440 Market Street
Suite 440
Philadelphia, PA 19140

The trainers manual will be amended to include new ideas as the course progresses.

E **E**ncourage

TRAINING

Summary of what was learned and how to train students in this component.

QUALITY

How to assure “high quality”, academically based service, when implementing this component.

NETWORKING

How to build support and collaborate with others.

REFLECTION

Reflection/evaluation of learning.

Trainers Toolkit

What else is in the trainers tool-kit to assist with this section if needed?

