Workshop Schedule
Day 2

Focus on Additional Skill-Building, Goal-Setting, and Planning

Transition: Highlights of Day 1

Jigsaw Activity: **Insights from the Readings (Model S-L Projects)**

S-L Video Clips/Debriefing

Experiencing the S-L Cycle Together: Investigation, Preparation, Action, Reflection, and Demonstration/Celebration

Imagine a World **(Investigation re: Local and Global Needs; Demonstration of MI)**

Planning for Success
>   Questions that Matter
>   Recommended Resources (Books, Websites, Assessment Tools, etc.)
>   "Capturing the Magic"
>   Guided Planning Time/Support Team Meetings

Sharing of Goals and Action Plans

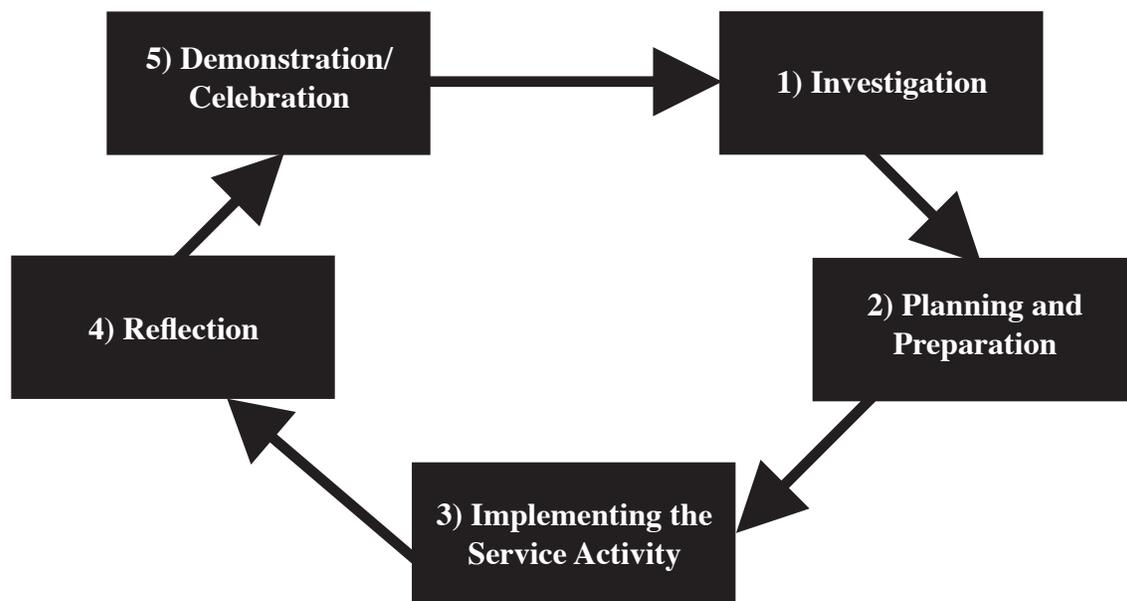*Elevator Speeches* **(Summarizing/Sharing Your Learning)**

Legacy Quilt **(Reflection Activity)**

Concluding Video and Next Steps

Workshop Evaluation and Closing Comments

K-12 Service-Learning Project Planning Toolkit
Service-learning: An Overview

```
5) Demonstration/          →          1) Investigation
   Celebration

4) Reflection                         2) Planning and
                                         Preparation

              3) Implementing the
                 Service Activity
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A typical service-learning project includes five components:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.

2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

3. **Action (Implementing the Service Activity):** The "heart" of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.

4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and

5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.
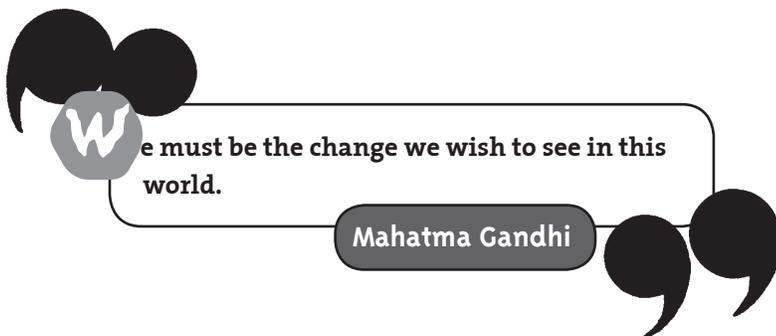
Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

K-12 Service-Learning Project Planning Toolkit. Created by RMC Research Corporation 8 for Learn and Serve America's National Service-Learning Clearinghouse
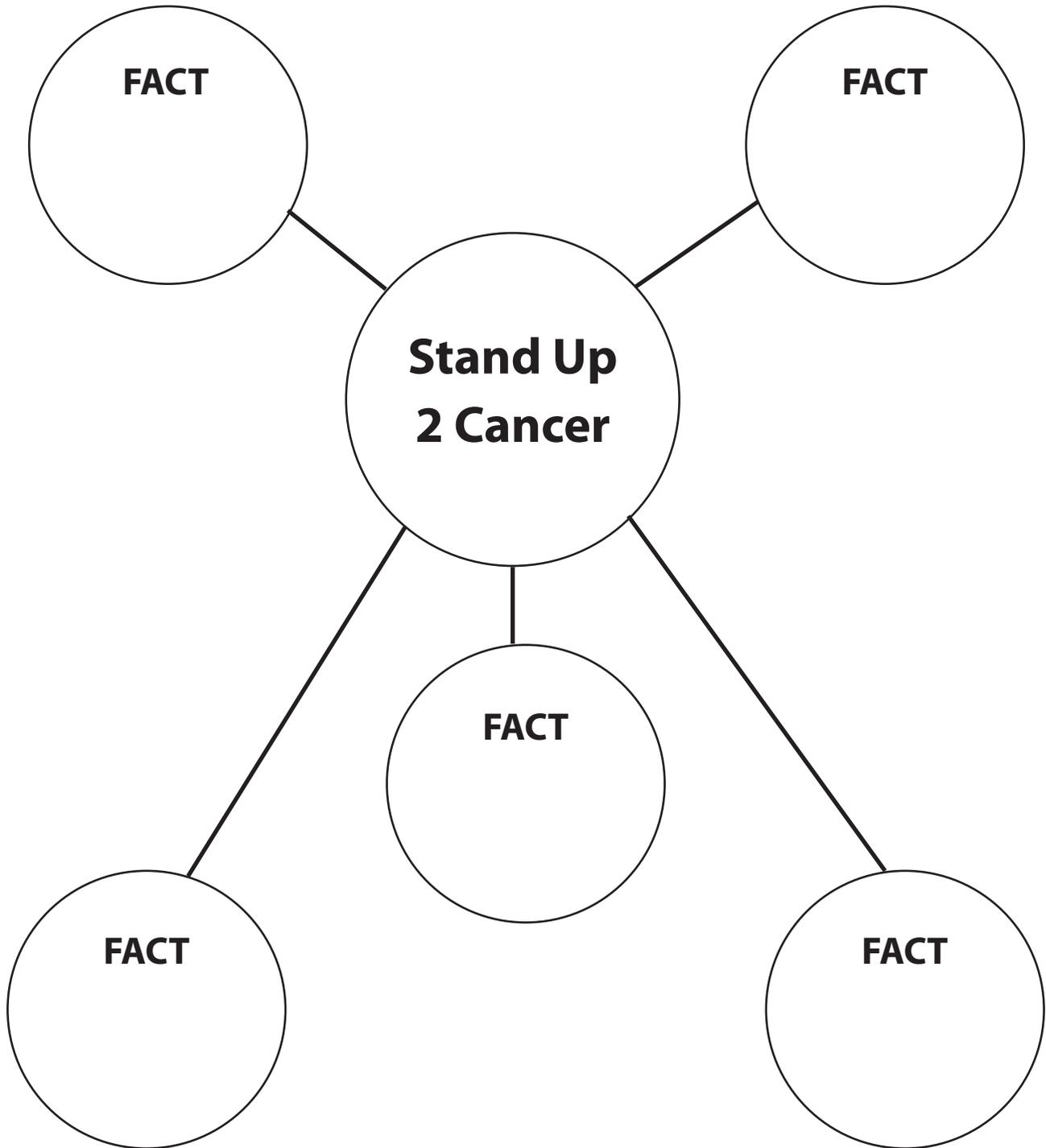
Imagine A World

Poem Activity

1. Group completes the global puzzle as directed (all members participate; clues are added gradually by facilitators as needed). [Symbolic message: At its best, service-learning utilizes our individual and collective gifts to help "put the world back together."]

2. Each member lists local and/or global issues and needs that he/she feels passionately about.

3. Together, group members share their responses with each other. (If time permits, they may also compile a master list of 20-30 such issues/needs that represent their collective thoughts and feelings.)

4. Then, each member uses one of his/her items to complete the sentence stem: *"Imagine a world . . ."* (next words might include "where" or "in which" or "with" or "without"). This works best if group members first tell each other which issue/need they plan to use so that duplication can be avoided.

5. Group members put their *"Imagine a world . . ."* lines together to form a poem. Adjustments in wording can be made as desired to make the poem "flow" more effectively.

> We must be the change we wish to see in this world.
>
> Mahatma Gandhi

Graphic Organizer

FACT

FACT

**Stand Up
2 Cancer**

FACT

FACT

FACT

Curriculum Connections Activity

Review curriculum connections in model project.

Think back to the model projects that we discussed this morning. Write down one curriculum connection that stood out to you, either from the one you read, or from one that someone else shared.

_____

_____

Think about an agency or organization that helps cancer patients and/or families.

Based on what you have read, heard, and seen about the agency/organization, **what might they need? What else might they find useful?** (Think broadly: direct service, advocacy, marketing, etc.) Make a list of 4-6 possible needs.

_____   _____

_____   _____

_____   _____

Take action.

What might students at our grade level do to help the agency/organization? What actions can they take to make a difference? Also, be thinking about how students can do the work of real people . . . artists, researchers, mathematicians, scientists, photographers, writers, etc. Who might their "authentic audience(s)" be?

Include at least one "outrageous" or "think-outside-the-box" idea. Brainstorm a list of activities/actions.

_____   _____

_____   _____

_____   _____

Connect to the curriculum.

Choose your favorite 2 or 3 activities from your list. For each activity, what **academic skills** will your students need to use? What **grade-level content** might they learn, reinforce, and/or utilize?

Activity: _____

Skills/Content: _____

_____

_____

Activity: _____

Skills/Content: _____

_____

_____

Activity: _____
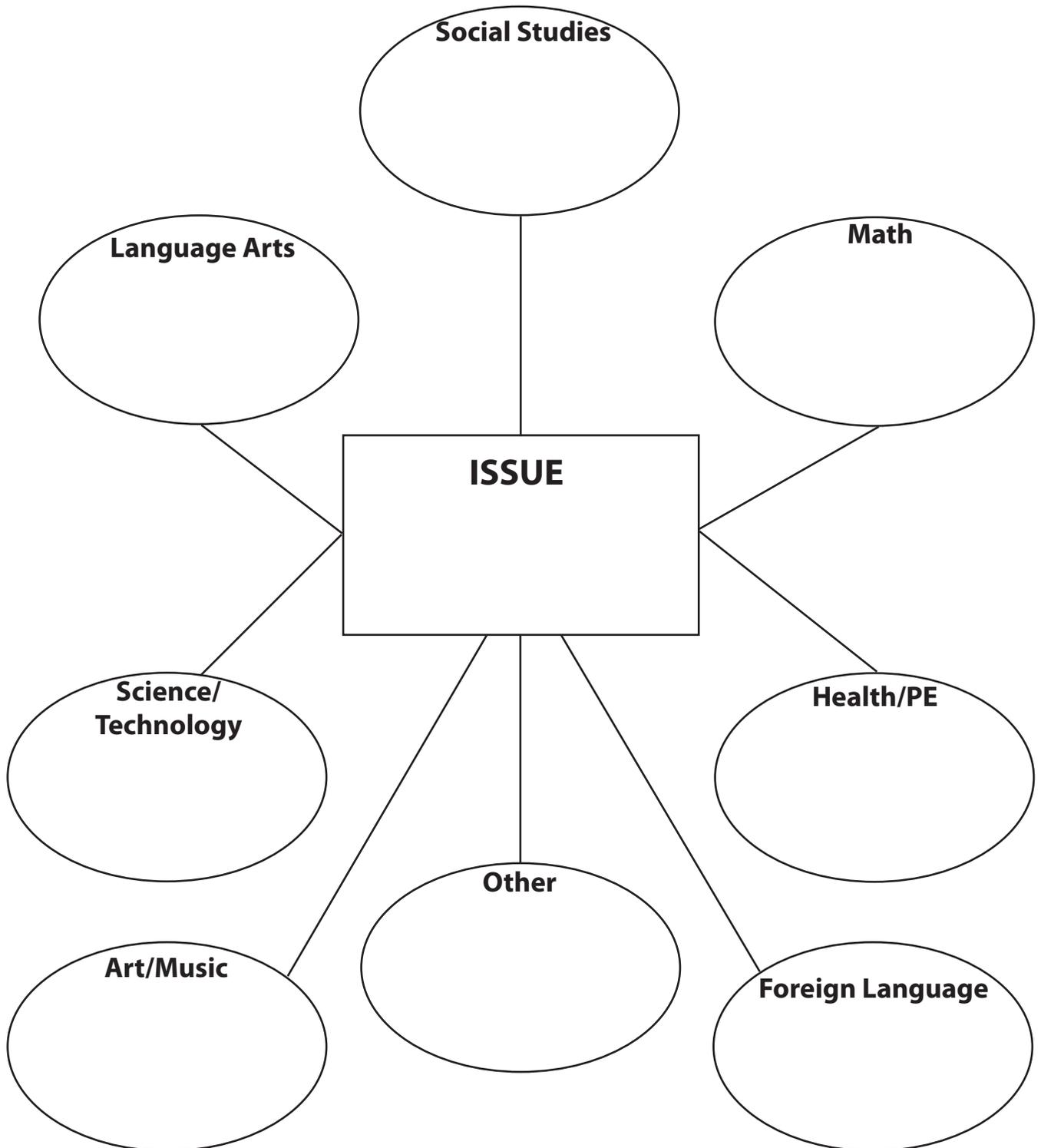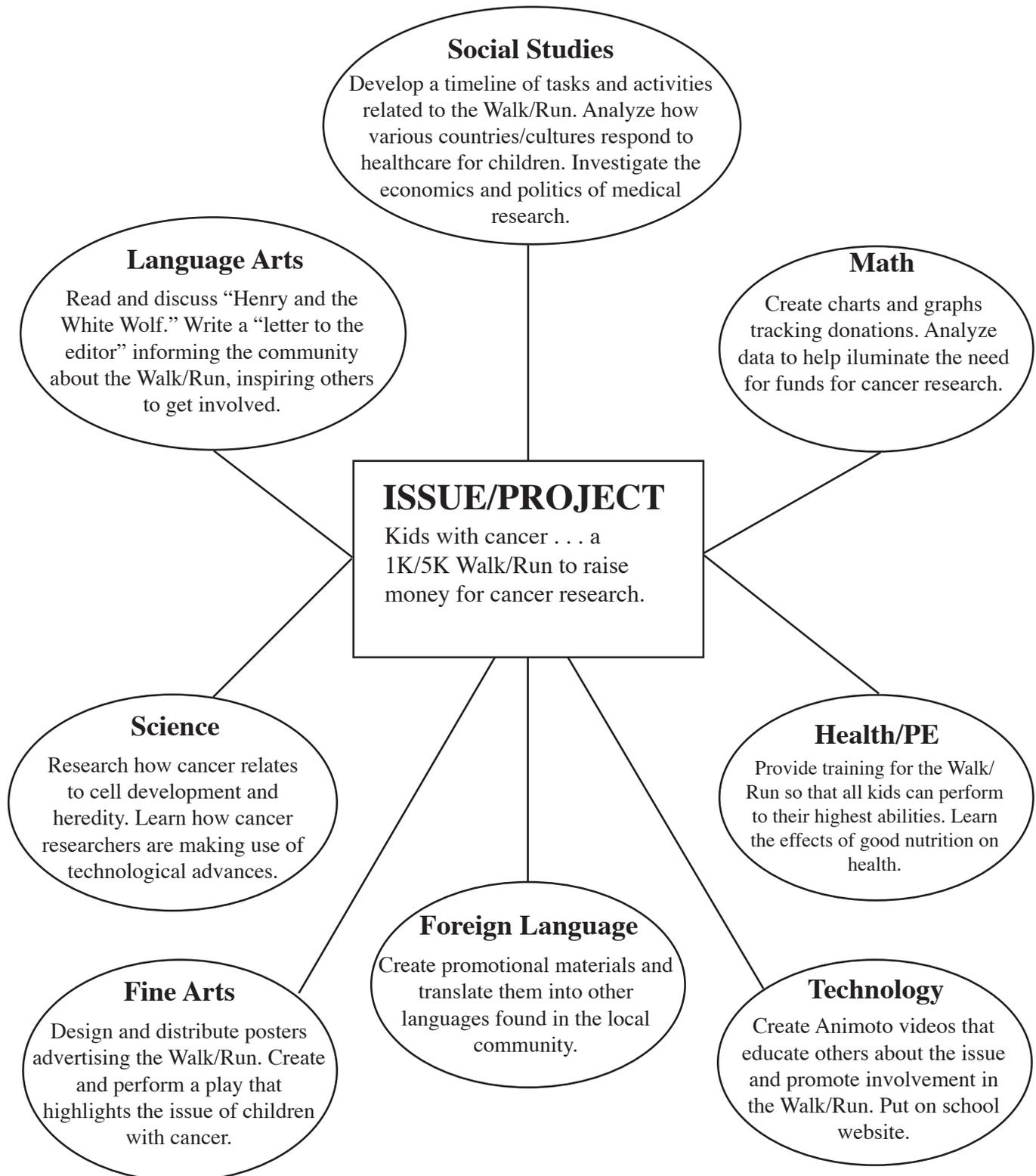
Skills/Content: _____

_____

_____

Once you have articulated each activity and its curricular connections on this worksheet, please record each one on the colored pieces of paper that were provided for display.

Curriculum Connections Web

Social Studies

Language Arts

Math

ISSUE

**Science/
Technology**

Health/PE

Other

Art/Music

Foreign Language

Curriculum Connections Web

Social Studies
Develop a timeline of tasks and activities related to the Walk/Run. Analyze how various countries/cultures respond to healthcare for children. Investigate the economics and politics of medical research.

Language Arts
Read and discuss "Henry and the White Wolf." Write a "letter to the editor" informing the community about the Walk/Run, inspiring others to get involved.

Math
Create charts and graphs tracking donations. Analyze data to help iluminate the need for funds for cancer research.

ISSUE/PROJECT
Kids with cancer . . . a 1K/5K Walk/Run to raise money for cancer research.

Science
Research how cancer relates to cell development and heredity. Learn how cancer researchers are making use of technological advances.

Health/PE
Provide training for the Walk/Run so that all kids can perform to their highest abilities. Learn the effects of good nutrition on health.

Fine Arts
Design and distribute posters advertising the Walk/Run. Create and perform a play that highlights the issue of children with cancer.

Foreign Language
Create promotional materials and translate them into other languages found in the local community.

Technology
Create Animoto videos that educate others about the issue and promote involvement in the Walk/Run. Put on school website.

SERVICE-LEARNING PROJECT PLAN

Name: _____

Name of School: _____

Email Address: _____

Title of Proposed Project: _____

Grade level(s): _____ Approximate number of participating students: _____

Issue/Service Focus: *Who needs our help? What issue needs our attention?*

Learning/Academic Focus: *What will we be learning about?*

Project Idea: *What can we do to address the identified need/issue?*

Potential Strategies/Ideas for Each Stage of Your Service-Learning Project:
Investigation:

Preparation and Planning:

Action (Authentic Products or Services):

Reflection:

Demonstration to Authentic Audience(s):

Potential Opportunities for Youth Voice:

Potential Community Partners:

How will this service-learning project connect to your curriculum goals?

What 21st Century Skills might be addressed as part of this project?

SOME GREAT RESOURCES
TO GET YOU STARTED . . .

Service-Learning Resources

Books:

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action, by Cathryn Berger Kaye, available from amazon.com or freespirit.com.

(Free Spirit Publishing offers other good books by the same author, as well as several by Barbara Lewis.)

Service-Learning in Grades K-8: Experiential Learning That Builds Character and Motivation, by Kate Thomsen, available from amazon.com or corwinpress.com.

Websites:

National Youth Leadership Council: www.nylc.org

National Service-Learning Clearinghouse: www.servicelearning.org

National Service-Learning Partnership: www.service-learningpartnership.org

Learn and Serve America: www.learnandserve.gov

Youth Service America: www.ysa.org (You might want to sign up for their weekly online newsletter.)

Partnerships Make A Difference: www.partnershipsmakeadifference.weebly.com

PBL Resources

Buck Institute for Education: www.bie.org and www.pbl-online.org. (plenty of stuff you can download free, plus their books are very useful.)

Edutopia, from the George Lucas Educational Foundation: www.edutopia.org

High Tech High School: www.hightechhigh.org

WestEd: www.wested.org/pblnet/exemplary_projects.html

Take time to dream! In each creative mind a dream takes wings and moves in graceful flow until it permeates the soul in relentless and persistent longing. The dream keeps urging 'It could be.' It won't let go until the dreamer heeds and shapes it into reality.

Anonymous

How Did Our Service-Learning Project Go?
Student Survey
2011-2012

"Growing Together" Service-Learning Network

Name of Our Project: _____

Name of Our School: _____

Name of Teacher(s): _____ **Grade Level:** _____ **Date:** _____

DIRECTIONS TO STUDENTS:
Please think about our service-learning project. For each sentence below, circle the "YES" if you agree with it, or "NO" if you do not agree with it. If there is a word or sentence you don't understand, please raise your hand so it can be explained more clearly.

1.	During our project, I felt like we were doing something important.	Yes	No
2.	I learned some new things about our community or the world.	Yes	No
3.	I learned some new things about the people or group we were helping.	Yes	No
4.	I saw how some things we learn in school are connected with our project.	Yes	No
5.	I used something I learned in school to help with our project.	Yes	No
6.	I used "something I'm good at" (skills, talents, or interests) to help with our project.	Yes	No
7.	I enjoyed coming to school during the project.	Yes	No
8.	I worked with other people on the project, and that helped us get things done.	Yes	No
9.	The project helped me communicate and share my ideas with other people.	Yes	No
10.	This project helped me listen to and understand other people's ideas.	Yes	No
11.	During the project, I was able to show how I care about others.	Yes	No
12.	During the project, I was able to show how I can be responsible.	Yes	No
13.	I learned that I can help solve a problem, or at least make things better.	Yes	No

14.	After the project, our class talked and reflected about what we did.	Yes	No
15.	Helping others made me feel good about myself and what I am able to do.	Yes	No
16.	In the future, I want to keep helping other people in my community and the world.	Yes	No

17. Working on our project, I learned that . . .

18. We helped our community (or the world) by . . .

19. Our project helped me get better/more confident at doing these things . . .

20. Something about the project I'll never forget is . . .

    because . . .

This survey is an adaptation of the "Checklist of Personal Gains" (Conrad and Hedin).

How Did Our Service-Learning Project Go?
Student Survey
2011-2012

"Growing Together" Service-Learning Network

Name of Our Project: _____

Name of Our School: _____

Name of Teacher(s): _____ **Grade Level:** _____ **Date:** _____

READ TO STUDENTS:
Please think about our service-learning project. Color in the smiley face box if you agree with the sentence, color the frown if you don't agree. If there is a word or sentence you don't understand, please ask the teacher.

1.	During our project, I felt important.	🙂	☹️
2.	I learned about my community and world.	🙂	☹️
3.	I learned something new about someone else.	🙂	☹️
4.	I used something I'm good at to help.	🙂	☹️
5.	I liked coming to school to do this project.	🙂	☹️
6.	I worked with others to do this project.	🙂	☹️

7.	This project helped me talk and listen to others.	🙂	🙁
8.	I cared about the people I was helping.	🙂	🙁
9.	I learned that I can make things better for others.	🙂	🙁
10.	Our class talked about the project when we were finished.	🙂	🙁
11.	Helping others makes me feel good.	🙂	🙁
12.	In the future, I want to keep helping people.	🙂	🙁

13. Write or draw something you will remember about the project. *(Teachers please write short explanation of drawings if possible.)*

This survey is an adaptation of the "Checklist of Personal Gains" (Conrad and Hedin).

How Did Our Service-Learning Project Go?
Student Survey 2011-2012
"Growing Together" Service-Learning Network

Name of Our Project: _____

Name of Our School: _____

Name of Teacher(s): _____ **Grade Level:** _____ **Date:** _____

DIRECTIONS TO STUDENTS:
Please think about our service-learning project. Read each sentence below and circle the number that reflects how much you agree with it: (4) strongly agree, (3) agree, (2) disagree, or (1) strongly disagree. If there is a word or sentence you don't understand, please raise your hand so it can be explained more clearly.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	During our service-learning project, I felt like we were working on something important and "real."	4	3	2	1
2.	I learned new things about the issue, need, or problem we were trying to resolve.	4	3	2	1
3.	I learned new things about the people and organization we were trying to help.	4	3	2	1
4.	I saw how one or more of my school subjects was connected with our service-learning project. (English/language arts, social studies, math, science, art, music, health/PE, global languages, etc.)	4	3	2	1
5.	I used something I learned in school to help carry out our project.	4	3	2	1
6.	Working on this project helped me understand some of the things we have studied in school.	4	3	2	1
7.	I enjoyed coming to school during this project.	4	3	2	1
8.	During and after the project, our group reflected on our experiences and the difference we made.	4	3	2	1
9.	The project helped me think about and understand other people's opinions and experiences.	4	3	2	1

		Strongly Agree	Agree	Disagree	Strongly Disagree
10.	I learned some things about our community that I didn't know before.	4	3	2	1
11.	I worked with other people during our project, and working as a team helped us get things done.	4	3	2	1
12.	The project helped me to use and improve some of my communication skills, including listening, writing, speaking, and presenting ideas in various ways.	4	3	2	1
13.	The project helped me to use and improve some of my problem-solving skills.	4	3	2	1
14.	I learned that I have knowledge and skills that contributed to the success of our project.	4	3	2	1
15.	I was able to use some of my strengths (things I am good at) to help our group "make a difference."	4	3	2	1
16.	I also saw other people using their strengths to make a difference.	4	3	2	1
17.	During the project, I felt a sense of responsibility to my group or class.	4	3	2	1
18.	The project helped me feel more connected to my community (and/or the world).	4	3	2	1
19.	During this project, I was able to show how I care about others.	4	3	2	1
20.	During this project, I was able to show how I can be responsible.	4	3	2	1
21.	I learned that I feel good about myself when I help others.	4	3	2	1
22.	I feel a sense of accomplishment when I think about what I did as part of our project.	4	3	2	1
23.	I am looking forward to being part of other service-learning projects.	4	3	2	1
24.	I want to continue helping others in my community and the world.	4	3	2	1
25.	I have a sense of hope for the future, and I believe that I can make things better through my actions.	4	3	2	1

26.   As a result of this project, I think I am better and more confident at these kinds of skills or activities . . .

27.   As a result of this project, I learned that . . .

28.   Our project met an actual community or world need. The need or issue we were working on was (in your own words) . . .

29.   Something about the project I'll never forget is . . .

        because . . .

This survey is an adaptation of the "Checklist of Personal Gains" (Conrad and Hedin).

After climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come, But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.
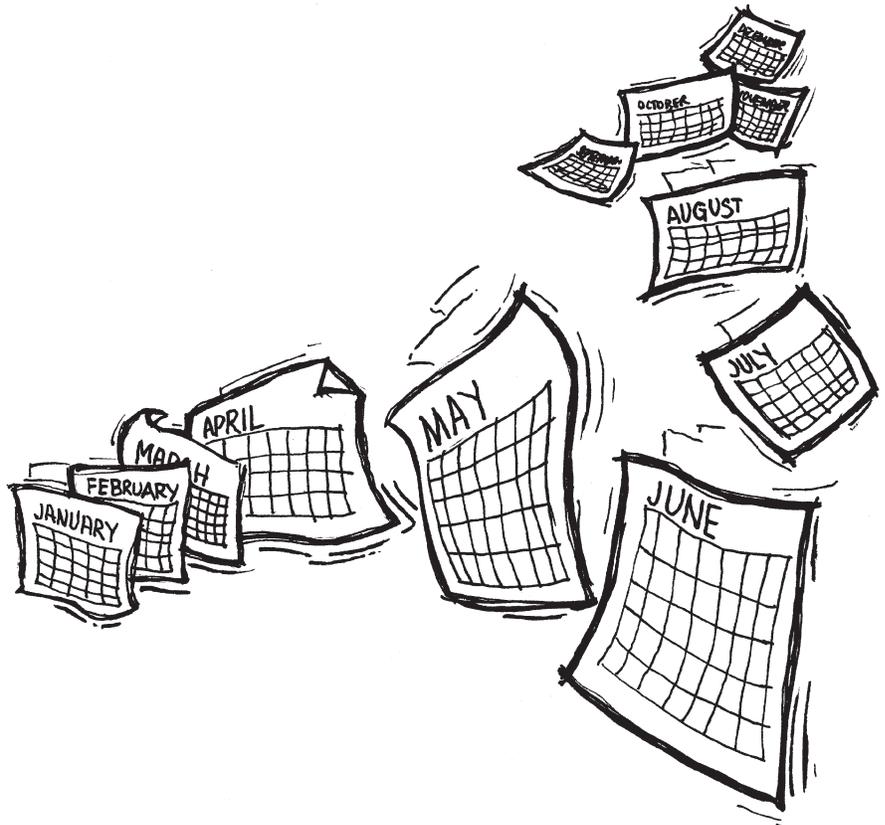
Nelson Mandela

Goals and Commitments

School _____

Contact Person _____

- Existing efforts I/we plan to enhance . . .

- New service-learning ideas/possibilities I/we plan to explore . . .

- Strategies for involving additional staff members . . .

- Agencies/organizations with whom I/we would like to collaborate . . .

- Resources/support/assistance I/we need . . .

"Elevator Speeches"

Small Group Instructions . . .

In your small group, prepare a **30-40 second "elevator speech"** designed to tell your colleagues (those with little or no familiarity) **three significant highlights about service-learning**. Specifically, please follow the instructions below:

1. If you are in a **"What?"** group, you need to identify **three key characteristics** of service-learning that help answer the question, **"What is it?"**
2. If you are in a **"Why?"** group, you need to identify **three reasons** that help answer the question, **"Why is it worth doing?"**
3. If you are in a **"How?"** group, you need to identify **three implementation tips** that help answer the question, **"How do you carry it out effectively?"**

How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank

LEGACY QUILT INSTRUCTIONS

• Distribute crayons/markers and various colors of construction paper (enough for one sheet per person). It's best to use bright colors on which writing will show up easily; also, it helps to select colors that will form an attractive pattern when assembled together.

• Have each group member design a "quilt piece" using his/her sheet of construction paper. Make sure everyone positions his/her sheet in the same direction—all horizontally, or all vertically. Each quilt piece should be a tribute to a role model selected by the group member. Together, the pieces will form a "legacy quilt."

• Each quilt piece should contain the following components:
  -- The honoree's name, prominently displayed
  -- The honoree's major role or connection to the "designer"
  -- Words/phrases that capture the honoree's spirit, strengths and accomplishments. Feel free to use ideas from previous activities like the *Verb List*, *Calling Cards* and *Multiple Intelligences Inventory*.
  -- At least one visual symbol
  -- Border "stitching" around the perimeter

• Assemble the pieces together into a unified quilt. You may or may not choose to use a pre-determined color pattern; but in either case, the finished produce will look better if same-color pieces are not placed side by side. You can hang pieces individually, or tape together (on the back side) units of 4-6 pieces prior to hanging. "Velcro for posters" is an ideal product for attaching quilt pieces or units to the wall or other surface.

• Have group members share the highlights of their tribute pieces with one another, encouraging mutual feedback throughout the process.
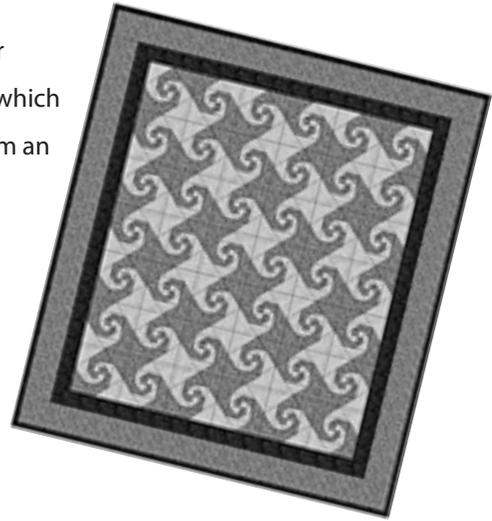
Reflection Guide-Day 2

- What have I learned today?

- What has moved me/resonated with me?

- Where does service-learning "fit" for me?
  - -- How does it reflect/support my personal beliefs and values?
  - -- How does it reflect/support my professional beliefs and values?
  - -- Where does it fit in the legacy I hope to create?
  - -- What gifts and passions can I bring to the process?

partnerships
make a difference

Union Local Schools Service-Learning Workshop
High Quality SL: What? Why? How?

Name/Level (optional): _____

Please rate the following by circling the appropriate number:

	VERY HELPFUL		NOT HELPFUL		

1. Workshop Content (overall)

a. Content was geared to participant needs:	4	3	2	1	0
b. Handouts were helpful and relevant:	4	3	2	1	0
c. Content is applicable to my situation:	4	3	2	1	0

Comments:

2. Workshop Process (overall)

a. Helpful variety of methods and media:	4	3	2	1	0
b. Relevant examples and applications:	4	3	2	1	0
c. Sufficient time for questions and discussions:	4	3	2	1	0

Comments:

3. Presenters (overall)

a. Well-prepared:	4	3	2	1	0
b. Competent:	4	3	2	1	0
c. Interesting, easy to listen to:	4	3	2	1	0

Comments:

Complete the following:

Regarding your understanding of high quality service-learning methods and resources, where did you start (prior to the workshop)?

Very limited
understanding

Moderate
understanding

Thorough
understanding

Where are you now?

Very limited
understanding

Moderate
understanding

Thorough
understanding

What aspects of the workshop were most beneficial in promoting your growth and depth of understanding?

What changes/improvements would you suggest?

Would you recommend this workshop to your peers? Why or why not?

Name (optional): _____

On behalf of Partnerships Make A Difference, we thank you for your participation in this workshop.