

Service-Learning Leadership Seminar: Level 1

Decemer 9, 2015



Service-Learning Presentations, Part 2

Talking Points (3-4 minutes—Please stay within this timeframe!)

- What issue/authentic needs(s) will your students be addressing?
- What authentic product(s)/service(s) will they create/provide?
Who will be their authentic audience(s)/clients?
- How will the project be connected to your curriculum standards (and others)?
- What “entry event(s)” will you use to inspire student engagement?
- How will you “capture the magic” of your project and its impact?

Sharing/Reflection re: Life Portraits

A Very Special Teacher: *The Last Lecture*

Legacy Quilt Activity

Closing Comments/Next Steps

WHAT IS

truly educated





CREATE NEW KNOWLEDGE

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

NAME	PROJECT HIGHLIGHTS

NAME	
PROJECT HIGHLIGHTS	

Reflection Questions

Please reflect on the following questions and be ready to share your thoughts in small groups.

What was one of your childhood dreams? What connection(s) do you see between the content and "spirit" of that dream and "who you are now"?



Identify 1-2 professional projects or accomplishments that have brought you a special sense of pride/fulfillment. Why do these experiences stand out?

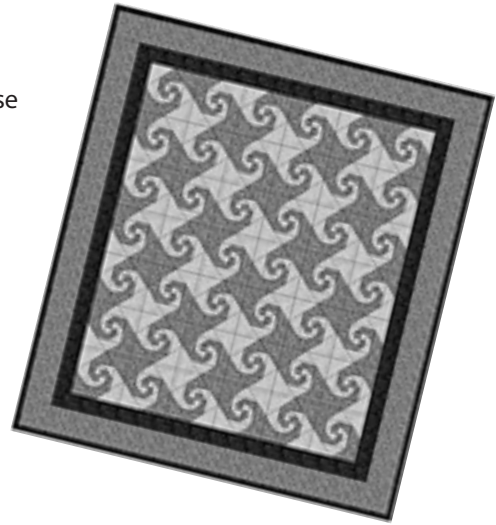
Identify 2-3 "messages" that you feel strongly about conveying to your students and others. Why are these ideas/values important to you?

What type of "reflection product" can you imagine creating as a lasting representation of the items above and/or other aspects of "what you stand for"? Feel free to identify more than one possible product.



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.



Service-Learning Leadership Seminar: Level 1 Educator Pre/Post Inventory



Name _____ Date _____

How familiar/comfortable are you with each of the items below? Please use the following key for your responses:

- 1= Unfamiliar (Pretty clueless for now)
- 2= Slightly familiar/comfortable (Have heard of it but probably couldn't apply it yet)
- 3= Moderately familiar/comfortable (Know enough to explain it or try it a little)
- 4= Quite familiar/comfortable (Fairly confident and competent)
- 5= Extremely familiar/comfortable (Ready to go! Let me fly!)

1. Key characteristics/standards of high quality service-learning	1	2	3	4	5
2. How to design a high quality service-learning project (components of the overall planning and implementation process)	1	2	3	4	5
3. Connections between service-learning and project-based learning (PBL)	1	2	3	4	5
4. Connections between service-learning and 21st Century Skills	1	2	3	4	5
5. Connections between service-learning and curriculum standards	1	2	3	4	5
6. Connections between service-learning and Multiple Intelligences	1	2	3	4	5
7. Connections between service-learning and Excellent Teaching (as defined by Jensen, Martha Holden Jennings Foundation, et. al.)	1	2	3	4	5

