



# "Enhancing the Design"

## Investigation "Exploring Possibilities"

- Local and Global Needs
- Emotionally Engaging Entry Event(s)
- Project Idea(s)
- Driving Question(s)
- Need to Know
- Initial Inquiry
- Students' Strengths and Interests

**Investigation/Inquiry—"Exploring Possibilities"**—helps kids identify potential topics and become emotionally engaged

*Possible topics and project ideas are explored during this phase, and initial inquiry is set in motion. If possible, the teacher may provide experiences/activities that encourage students to think about the "big picture" regarding local and/or global needs/issues. What problems/challenges can be addressed through skills and knowledge that students are acquiring in your class? How can your students also use their strengths and interests to maximize impact? Preliminary inquiry and analysis can be undertaken using a variety of methods that will allow students*

*to become emotionally engaged in the topic(s). Effective "entry events" are especially important.*

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**Brainstorm as many ideas as possible on this page and the next to enhance/enrich/add rigor to the "Investigation" part of your project.**

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# "Enhancing the Design"

## Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics

**Preparation/Planning—"Becoming Experts"**— includes further research, project schedule/ logistics, and scaffolding (facilitated by the teacher as needed)

*As your service-learning project plan takes shape, students will continue their inquiry/research to find answers to questions that begin to surface. Students prepare to "do the work of real people," by acquiring necessary knowledge and skills,*

*developing more specific project plans, and attending to logistical details. Collaboration is an integral part of project planning, including students, teachers, and community partners/mentors.*

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**Brainstorm as many ideas as possible on this page and the next to enhance/enrich/add rigor to the "Preparation/Planning" part of your project.**

## Preparation/Planning "Becoming Experts"

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# "Enhancing the Design"

## Action/Implementation "Becoming Changemakers"

- "Doing the Work of Real People"
- Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s)
- Categories:
  - Direct Service
  - Education and Awareness
  - Advocacy
  - Philanthropy/Fundraising

**Action**—"Doing the Work of Real People"—includes Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s). The project design identifies "important stuff" that kids will create and/or accomplish and indicates who else will be part of/become aware of/benefit from the students' efforts.

*The key to high quality, curriculum-based service-learning is engaging students in authentic "professional" work that addresses significant issues/needs. Students become scientists, researchers, writers, filmmakers, historians, political scientists, website developers, statisticians, artists, etc. Their work products/services can take the form of direct service, education*

*and awareness, advocacy, and/or philanthropy/fundraising.*

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Brainstorm as many ideas as possible on this page and the next to enhance/enrich/add rigor to the "Action/Implementation" part of your project.

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# "Enhancing the Design"

## Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning

**Reflection—"Attaching Meaning"**—extends the learning by helping students attach individual and collective meaning to their experiences. As we plan for reflection, it is important to address the following. *What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we include?*

*Reflection is the connector between each stage of service and also summative. Through reflection students consider their thoughts and feelings (cognition and affect) regarding any overarching essential question or inquiry that is a driving force of the total experience. Reflection informs how the process develops, increases self-awareness, assists in developing future plans, and employs varied multiple intelligences.*

*Cathryn Berger Kaye, M.A., CBK Associates © 2012*

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**Brainstorm as many ideas as possible on this page and the next to enhance/enrich/add rigor to the "Reflection" part of your project.**



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WHAT IS

truly educated

# "Enhancing the Design"

## Demonstration/Celebration "Making Learning Visible"

- Assessment
- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Academic + Social + Emotional Growth = "Learning that Lasts"

**Demonstration and Celebration—"Making Learning Visible"**—makes learning visible, reinforces relationships, and "captures the magic of the project" by documenting the process, its outcomes, and related next steps

*Student demonstration captures or contains the totality of the experience, including what has been learned, the process of the learning, and the service or contribution accomplished. Beginning with investigation, students document all parts of the process, resulting in a complete and comprehensive ability to tell the story of what took place during each stage that includes key informative reflection. Students draw upon*

*their skills and talents in the manner of demonstration, often integrating technology. Cathryn Berger Kaye, M.A., CBK Associates © 2012*

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Brainstorm as many ideas as possible on this page and the next to enhance/enrich/add rigor to the "Demonstration/Celebration" part of your project.

## Demonstration/Celebration "Making Learning Visible"

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