Project Based Learning: What's In It for Me?
Exploring the What, Why, and How of PBL and Service-Learning

March 14-17, 2017

Presented by Partnerships Make A Difference, ZETAC, University of New Mexico, and the Kellogg Foundation
What? Why? How?
"Essential Questions" to Guide Our Time Together . . .

♦ **What** should high quality Project Based Learning look like? What are its key elements?

♦ **Why** is PBL worth doing? What opportunities and outcomes do we want for kids, and how can high quality PBL help us provide/accomplish these?

♦ **How** can we effectively use PBL to help achieve Zuni Public School District’s goals and priorities?

Picking up trash on a riverbank is service. Studying water samples under a microscope is learning. When science students collect and analyze trash and/or water samples, document their results, and present findings to a local pollution control agency—that is service-learning.

NYLC (National Youth Leadership Council)
Project Based Learning: What’s In It for Me?  
Exploring the What, Why, & How of PBL and SL

March 14, 2017

Welcome and Introductions
Overview and Goals for Today
Participants’ Expectations
Transition from Monday
  I learned/realized…
  I enjoyed…
  I wondered…

Kid Figures Activity (part 2): “Portraits” of the Ideal Zuni Graduate

Video Case Study
Cells Gone Wild

Jigsaw Activity
Insights from Five Other Projects

Success Stories from Our Group

Investigation Activity
Verb List (p. 14)
Dreamtown (p. 94) or Imagine a World (p. 63)

Experiencing Other Elements of the PBL/Service-Learning Model
Water, Water Everywhere

Emerging Project Ideas

Video Case Study
PBL Geometric Sculpture Project

Closing Reflection Activity
This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.

### HIGH QUALITY SERVICE-LEARNING/ PROJECT BASED LEARNING

**A Planning Model for “Learning with Purpose . . . Serving with Passion”**

<table>
<thead>
<tr>
<th>Demonstration/Celebration</th>
<th>Investigation</th>
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<tr>
<td>&quot;Making Learning Visible&quot;</td>
<td>&quot;Exploring Possibilities&quot;</td>
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- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Assessment
- Academic + Social + Emotional Growth = "Learning that Lasts"

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<th>Reflection (ongoing)</th>
<th>Action/Implementation</th>
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<tr>
<td>&quot;Attaching Meaning&quot;</td>
<td>&quot;Becoming Changemakers&quot;</td>
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- What? So What? Now What?  
- Revision/refinement of products/services as needed  
- Truer, deeper learning

- "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

### Learning by Doing

21st Century Skills  
Multiple Intelligences  
Student Voice, Choice, and Passion  
Collaboration/Teamwork  
Career Development

### Preparation/Planning

- Continued Inquiry/Research  
- Necessary Knowledge and Skill Development  
- Community Partners/Mentors  
- Logistics
Definition of High Quality Service-Learning

Source: Corporation for National and Community Service

Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community. Integrated into the academic curriculum, service-learning helps students and schools meet academic goals. Service-learning enables young people to apply their knowledge in support of their neighbors and community, even as they gain knowledge and skills from meeting real community needs. Students build character and become active citizens as they work with others in their school or community to create service projects in areas like education, public safety, and the environment. [Note: Service-Learning is a form of Project Based Learning.]

Definition of Project Based Learning

Source: Buck Institute for Education

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.
Partnerships Make A Difference.
How Are You Smart?

Multiple Intelligences “Flower” Activity

Adapted from Creating A Legacy
High School Level of Everyday People Make A Difference
The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers.

Daniel Pink, author and business consultant

Give me the kid with a passion to learn and a curiosity to discover and I will take him or her over the less passionate kid with a huge IQ every day of the week. IQ still matters, but CQ and PQ ... matter even more.

Thomas Friedman, Pulitzer Prize-winning journalist
Multiple Intelligences

Dr. Howard Gardner began his research on intelligence when he realized that traditional I.Q. tests were not always adequate or accurate. He developed his Theory of Multiple Intelligences to identify and explain the variety of ways in which people are “smart.”

The original method of measuring intelligence was devised in 1905. Educators in Paris asked psychologist Alfred Binet to find a way of determining which children were likely to excel in school, and which ones might need tutors. He designed what we now know as the Stanford-Binet Intelligence Quotient, a test that is still in use today.

The SAT and ACT are other common IQ-related tests. Colleges use them to predict future success based mainly on a student’s verbal and mathematical abilities.

But in his book, *Frames of Mind*, written in 1983, Howard Gardner defined intelligence much more broadly than math and verbal skills. He said it is the ability to solve problems, express our creativity and interact with the world in a variety of ways.

Gardner’s work has demonstrated that many different gifts have been needed to “move the world forward.” Intelligence isn’t always about being able to read well or solve logic problems. Some people are “smart” at fixing cars, growing flowers or creating works of art.

Gardner believes that people possess at least eight (nine, if we choose to include “existentialist”) different intelligences, though as individuals each of us is stronger in certain areas. His extensive research has shown that each type of intelligence is connected with brain development in a specific way.

*So... How do you suppose your brain might be developing?? Let’s find out.*
How Are You Smart?

A Multiple Intelligences Preference List

As we said before, Howard Gardner’s work on Multiple Intelligences gives us insight on how people learn, process information, express creativity and interact with the world. Use this introspective activity to discover your areas of strength. Mark "T" for True if the statement is generally true of you. Mark "F" for False if the statement is generally false. If the statement is sometimes true and sometimes false, leave it blank.

1. ___ I’d rather draw a map than give someone verbal directions.
2. ___ If I am angry or happy, I usually know exactly why.
3. ___ I can tell when a musical note is off-key.
4. ___ It’s easy for me to say what I think in an argument or debate.
5. ___ I can add or multiply quickly in my head.
6. ___ I enjoy spending time in nature.
7. ___ It’s usually easy for me to get started on a new task or project.
8. ___ I like to work with calculators and computers.
9. ___ I pick up new dance steps quickly.
10. ___ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
11. ___ I’m good at word games like Scrabble or crossword puzzles.
12. ___ When I go somewhere new, I can easily find my way back home.
13. ___ When I have a problem, I would rather seek out another person for help than work it out on my own.
14. ___ I can identify various types of flowers and trees.
15. ___ I can easily keep time to a piece of music. (I have a good sense of rhythm.)
16. ___ I usually understand the drawings that come with new gadgets or appliances.
17. ___ I often count, spell or put items in sequential order in my head.
18. Learning to ride a bike or rollerblade was easy.
19. English and history are easier for me in school than math and science.
20. I can get other people to follow my plans.
21. My sense of balance is good.
22. I often see patterns and relationships between numbers faster and more easily than others do.
23. I enjoy woodworking, building models or sculpting.
24. I can see and understand the inter-relatedness of different parts of nature.
25. I’m good at understanding the precise meanings of words.
26. I can look at an object one way and imagine it turned sideways or backward just as easily.
27. I know the tunes to many different songs or musical pieces.
28. I like to set up little "what if" experiments. (For example, "What if I take a different route to school -- will I get there faster?")
29. I often sit quietly and reflect on my feelings.
30. I can remember exactly how a building that I saw last week looked, including its size, colors and details.
31. I play (or would like to play) a musical instrument.
32. I would describe myself as well-coordinated.
33. I enjoy learning about how animals live in the world.
34. I enjoy reading during some of my spare time.
35. I’m usually aware of my body language and the expression on my face.
36. I enjoy the challenge of teaching another person.
37. I keep a personal diary or journal.
38. I usually have an accurate sense of what another person is feeling.
39. I am usually comfortable in a large group of people.
40. I prefer spending time outdoors rather than indoors.
Your Brain in Bloom

Verbal/Linguistic

Visual/Spatial

Interpersonal

Bodily-Kinesthetic

Musical

12 Partnerships Make A Difference.
Directions: Choose a color.

Using your completed Multiple Intelligences Preference List, color in the petals of the items you marked “true” with your color. Leave the petals of the items you marked “false” blank. For the “sometimes” items you left blank on the preference list, color a few stripes on the corresponding petals.

What do your flowers show about your areas of intelligence?

Do the results of your flower design surprise you? Why? Why not?

Are your areas of personal interest reflected in your Multiple Intelligences?
**Verb List**

**Directions:** Quickly read over the verbs found on this list. Put a check mark next to each verb that you like to do. Then go back over the ones you checked and circle your five FAVORITE verbs.

- Achieved
- Acted
- Amused
- Assembled
- Budgeted
- Built
- Calculated
- Classified
- Coached
- Collected
- Communicated
- Conducted
- Constructed
- Counseled
- Created
- Danced
- Decided
- Delivered
- Designed
- Directed
- Discovered
- Displayed
- Dissected
- Donated
- Dramatized
- Drew
- Drove
- Dug
- Edited
- Entertained
- Established
- Explained
- Experimented
- Financed
- Fixed
- Found
- Gave
- Guided
- Had responsibility for
- Helped
- Hiked
- Imagined
- Improved
- Influenced
- Interviewed
- Invented
- Investigated
- Journaled
- Judged
- Kept
- Lectured
- Led
- Learned
- Lifted
- Listed
- Made
- Managed
- Mediated
- Memorized
- Mentored
- Met
- Modeled
- Motivated
- Observed
- Operated
- Ordered
- Organized
- Painted
-Performed
- Persuaded
- Photographed
- Planned
- Played
- Prepared
- Presented
- Printed
- Problem-solved
- Produced
- Programmed
- Proof-read
- Protected
- Publicized
- Purchased
- Questioned
- Raised
- Read
- Recorded
- Recruited
- Rehabilitated
- Remembered
- Repaired
- Reported
- Represented
- Researched
- Risked
- Sang
- Scheduled
- Sculpted
- Served
- Set up
- Sewed
- Shared
- Showed
- Sketched
- Sold
- Solved
- Spoke
- Started
- Studied
- Supervised
- Talked
- Taught
- Tested & proved
- Trained
- Translated
- Traveled
- Touched
- Typed
- Umpired
- Understood
- Won
- Worked
- Wrote

*Adapted from work by Daniel Porot, Mary Lynne Musgrove*
Multiple Intelligences . . .
How Are You Smart?

Verbal/Linguistic: Word Smart
Logical/Mathematical: Logic Smart
Visual/Spatial: Picture Smart
Bodily-Kinesthetic: Body Smart
Musical: Music Smart
Interpersonal: People Smart
Intrapersonal: Self Smart
Naturalist: Nature Smart
Existential: Wondering Smart
authentic experience

passion & purpose

knowledge not recitation
More about Multiple Intelligences . . .

A person who possesses this intelligence usually . . .

**Verbal/Linguistic**
- Has a good memory for names, places, dates or trivia
- Enjoys reading books and writing stories
- Likes to tell jokes and stories
- Spells accurately and easily
- Likes word games
- Likes to read, write and listen
- Has a well-developed vocabulary
- Is articulate—can “find the right words” when speaking

**Logical/Mathematical**
- Enjoys playing strategy games such as chess
- Does well in math
- Experiments to test things not easily understood
- Has fun with brain-teasers
- Classifies and orders data: analyzes, interprets and predicts
- Enjoys math and using computers
- Is curious about science

**Visual/Spatial**
- Thinks in images and pictures
- Daydreams
- Can see clear visual images when thinking or reading
- Reads maps, charts and diagrams easily
- Draws people and things accurately
- Likes video games
- Enjoys puzzles and mazes
Musical
Prefers to have music on when studying or working
Collects CDs
Is sensitive to a variety of sounds
Knows when musical notes are off-key
Keeps time rhythmically
Enjoys singing
Knows the words to many songs
Plays a musical instrument

Intrapersonal -- Self-Awareness
Has a deep sense of self-confidence
Has awareness of inner feelings, strengths and weaknesses
Motivates self
Likes to be alone to study and create
Reacts strongly, especially regarding controversial topics
Is sometimes different from others in dress and appearance
Is intuitive

Interpersonal -- Awareness of Others
Responds to moods and feelings of others
Serves as a mediator
Enjoys group activities
Organizes
Communicates effectively
Has many friends, is very social
Enjoys being around people

Naturalist
Enjoys spending time in nature
Hears and sees links in nature
Can name types of flowers and trees
Enjoys learning about how animals live
Appreciates the natural environment
Enjoys rocks, plants and animals
Likes to organize and classify items in groups or categories
Bodily/Kinesthetic
Learns through touch and movement
Enjoys sports and physical activity
Displays a keen sense of direction
Full of energy and a proactive learner
Enjoys manipulatives
Likes role-playing and simulation activities
Builds or constructs models

Existential
Has clear rules by which he/she lives daily life
Considers religion/philosophy an important part of life
Has a philosophy of life that helps make decisions/choices
Thinks often about truth, justice and goodness
Spends time frequently in reflection, meditation and/or prayer
Reflects on the nature of the universe and "mysteries of life"
Reflects on the "grand plan" that human beings are part of
Thinks about what is beyond the "here and now" of life
Spends time reading, discussing and/or thinking about philosophy and/or religion
Cares deeply about the "state of the world/universe"

◆ All of us have gifts; oddly, though, many of us have a difficult time identifying them. Ironically, the things we are best at are those which are most difficult for us to see. Most people can quite readily identify their weaknesses. Far fewer of us can say with assurance what our strengths are.

Richard J. Leider and David A. Shapiro, authors
*Whistle While You Work*
# Multiple Intelligences and Related Reflection Activities

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<tr>
<th>Type of Intelligence</th>
<th>Focuses On</th>
<th>Possible Reflective Activities</th>
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<tbody>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td>Capacity to use words effectively, to express what is on your mind and to communicate with other people.</td>
<td>Journal, Public speech, Poetry, Press release</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td>Capacity to reason well, the way a scientist or logician does; or to manipulate numbers the way a mathematician does.</td>
<td>Analysis of statistics, Field-based research, Timeline of events, Charts or graphs</td>
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<tr>
<td><strong>Visual-Spatial</strong></td>
<td>Ability to represent the spatial world visually in your mind, the way a pilot does in the large spatial world or the way a chess player does in a more circumscribed world.</td>
<td>Photo, slide, or video essay, Sculpture, Scrapbook, Drawing, collage, painting, Map of service site</td>
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<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>Expertise in using one’s whole body to express ideas and feelings. The most evident examples are people in athletics or the performing arts, particularly dance and acting.</td>
<td>Construction project, Dance performance, Skit or scene from the project, Theater production</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Capacity to perceive, discriminate, transform and express musical forms.</td>
<td>Songs which focus on the project, Music that reflects theme and feelings, Re-creation of sounds of project</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Ability to perceive and make distinctions in the moods, intentions, motivations and feelings of others.</td>
<td>Pair or small group sharing, Conference presentation, Service training for others</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Ability to understand yourself, to know who you are, what you can do, what you want to do, how you react to things, which things you avoid, and which things you gravitate toward.</td>
<td>Journal</td>
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<tr>
<td><strong>Naturalist</strong></td>
<td>Capacity to classify and discriminate among living things (plants, animals), as well as sensitivity to other features of the natural world.</td>
<td>Reflection session outdoors</td>
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<tr>
<td><strong>Existential</strong></td>
<td>Ability to ponder the “big questions” and engage others in this quest; a strong sense of caring for/concern about the world in a global sense.</td>
<td>Journal</td>
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Adapted from the work of Howard Gardner, Ph.D., Thomas Armstrong, Ph.D. and L. Richard Bradley, Ph.D.
"Mapping Your Heartbreak"

This activity is based on the work of Angela Maiers, educational consultant and author of *The Passion-Driven Classroom* and *The New Book of Classroom Habitudes*. Angela has also created a non-profit organization called Choose2Matter, which helps inspire students to become change-makers and social entrepreneurs.

Please use the paper and markers provided to "map your heartbreak."

1. In the center of your map, write and/or draw the things (issues/causes/needs) you are most passionate about (examples: poverty/hunger/homelessness).
2. Branching out from the center, write and/or draw what "breaks your heart" about each of these issues/causes/needs.
3. Branching out from your heartbreaks, write and/or draw your initial ideas for possible ways to address/resolve them. You might not feel quite ready to identify potential solutions, so just identify any initial impressions that come to mind. No worries—this is just a way of getting your thoughts and feelings flowing before you start planning/collaborating with others.
4. Somewhere on your map, be sure to include words and/or symbols that reflect several of your strengths/gifts/passions. These are important assets to recognize and utilize as you seek to become a change-maker.

Note: It's just as important to recognize and utilize the assets of your peers/colleagues. Together, we can have even greater impact on the challenges that concern us!
"Mapping Your Heartbreak"
List of Possible Issues/Needs

Directions: Read over the issues and needs found on this list. Put a check mark next to each issue/need you are interested in learning more about. Then go back over the ones you checked and circle the issues/needs you might want to work on.

Poverty
Hunger
Homelessness/Housing Needs
Violence
Crime
Community Safety
Child Care
Child Labor
Literacy
Bullying
Abuse
Animal Care
Natural Disasters
Emergency Readiness
Access to Education
Health Issues/Access to Health Care
Cancer
Diabetes
Nutrition and Fitness Concerns
Eating Disorders
Disabilities/Special Needs
Autism Awareness
Older Adults
Substance Abuse (Alcohol, Drugs)
Mental Illness/Mental Health Needs
Concussions/Traumatic Brain Injuries
Prejudice/Discrimination
Lack of Clean Drinking Water
Environment
War
Terrorism
Immigrants/Refugees

What other issues/needs would you add to this list? Be sure to check and/or circle these if you’re especially interested in them.
SERVICE-LEARNING/PBL PROJECT PLAN
A Hug for Kids in Chemo

Investigation—“Exploring Possibilities” (including Entry Event)
Discuss in pairs/table groups your experience with cancer and chemotherapy.
Discuss questions you and your group have about cancer (including pediatric cancer) and chemotherapy.
Write 2-3 questions on Post-It notes and bring up to front tables.
• 1 question to ask a family with a child with cancer or someone who works with childhood cancer (place on one table)
• 1-2 questions regarding cancer that can be answered with numerical values (place on second table)
Groups come up to front and choose a question from each table that is NOT theirs. Use electronic devices to search for answers.
Share questions and answers with whole group.
Share other information you found interesting.
Share something related that you are now curious about.

Additional Entry Event: view "Stand Up 2 Cancer." (Another suggested Entry Event: introduce a guest speaker from the Nationwide Children’s Hospital or Ronald McDonald House to speak about the needs of children in the hospital, and especially children receiving chemotherapy.)

Driving Question
Driving Question: What is Cancer? How Can We Help Children with Cancer?

Initial Inquiry
YouTube: The Chemo Experience Video: Beating Childhood Cancer: Ryan Rings His Last Chemo Bell (YouTube Search: Children’s Cancer & Chemo)http://youtu.be/W93NdSs4UeQ
Brainstorm some things we could do to help children with cancer.

Introduce "No Sew" Blanket Project as Possible Authentic Product for Authentic Audience
Break students into "Expert" Teams.

Planning and Preparation—"Becoming Experts"
Assign subject area "expert teams."

Mathematicians Team:
We are in need of some solutions. Consider these givens:
- We need to make blankets for 10 children.
- Polar fleece is 60” wide.
- Blankets should be 48” long to fit children 4’ and under in height.

1. Calculations Team
   a. How much fabric do we need?
   b. How much will it cost? Per blanket/total. (Don’t forget about tax applicable to Columbus, Ohio.)
   c. Where should we shop? Why should we shop there?
   d. If we get fabric donated, what is the value of the donation?
   e. Be prepared to share your findings with the class.
   f. Use Yellow Index Cards to create vocabulary words for the Word Wall.

2. Measurement Team
   a. What is the perimeter of each blanket?
   b. What is the area of each blanket? In yards, feet, inches?
   c. Use the butcher paper to create a sample blanket and teach the concepts of area, perimeter, how many inches in a square foot, feet in a square yard, etc.
   d. Use Yellow Index Cards to create vocabulary words for the Word Wall.

3. Statistics Team
   a. Research cancer statistics in Ohio, the U.S., the world.
   b. What about childhood cancer?
   c. Create a visual of the most compelling statistics we should know about.
   d. Use Yellow Index Cards to create vocabulary words for the Word Wall.

Political Scientists Team

4. Legislative Team
   a. What is happening nationally with cancer legislation?
   b. What is happening in Ohio with cancer legislation?
   c. How does cancer legislation become a law?
   d. Create a visual of the most compelling facts we should know about.
   e. Use Pink Index Cards to create vocabulary words for the Word Wall.
5. Policy Analysis Team
   b. Recommend to our Core Project Team whether or not we should write letters to our government officials to support any of these initiatives and include reasons why or why not.
   c. Create a visual of the most compelling facts we should know about.
   d. Use Pink Index Cards to create vocabulary words for the Word Wall.

Writers Team
6. Book Review Team
   a. Read the children's books provided on children's cancer. These books will be donated to a children's cancer library at Nationwide Children's Hospital.
   b. Create a "Read Me" Poster, including a short book review, for the books you recommend for children.
   c. Be prepared to give one-minute book review for each book.
   d. Create a visual illustrating your book review.
   e. Use Blue Index Cards to create vocabulary words for the Word Wall.

7. Letter Writing Campaign Team
   a. Research which fabric stores might be most likely to donate fabric for our project.
   b. Write a letter to the selected fabric store(s) requesting fabric donations for our project.
   c. Remember to use your persuasive voice and correct punctuation, spelling, and grammar.
   d. Create a visual illustrating your letter and identifying the parts of a good elementary-level persuasive letter.
   e. Use Blue Index Cards to create vocabulary words for the Word Wall.

8. Reflection Team
   b. As a group, create one or more Haiku poems that express your hopes for the child receiving a blanket.
   c. Print your poem(s) on the cards provided and attach a finished card or cards to each of the completed blankets.
   d. Use Blue Index Cards to create vocabulary words for the Word Wall.

Partnerships Make A Difference 27.
**Scientific Researchers Team**

9. Cancer Cell Research Team
   a. View the video at kahnacademy.org about cancer:
   b. View YouTube Video: 3D Medical Animation: What is Cancer?
      http://www.youtube.com/watch?v=LEpTTolebqo (RUN TIME: 1:30)
   c. Create a "Birth of a Cancer Cell" mural.
   d. Use Green Index Cards to create vocabulary words for the Word Wall.

10. Chemo Research Team
    b. Create a "Death of a Cancer Cell on Chemo" mural.
    c. Use Green Index Cards to create vocabulary words for the Word Wall.

11. R&D Team
    a. What are the latest developments in cancer treatment?
    b. Create a poster advertising for investors in one of these treatments.
    c. Use Green Index Cards to create vocabulary words for the Word Wall.

**Groups Share "Expert Team" Information with Core Project Team (5 minutes each!)**

**Take Action/Implementing the Service Activity/Authentic Product/Authentic Audience—"Doing the Work of Real People"
   Groups make no-sew blankets for children at the Nationwide Children's Hospital or Ronald McDonald House**

**Reflection—"Attaching Meaning"
   "We’re Helping Beat Cancer" Graffiti Wall**

**Demonstration and Celebration—"Making Learning Visible"
   Share with representative from Nationwide Children's Hospital or Ronald McDonald House, cancer researchers, cancer foundation(s)**
Critical Issue "Challenge"

Cancer and Other Diseases . . .
Help Wanted in the Search for Solutions

HELP WANTED!

DRIVING QUESTION . . .

How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?

What authentic products/services could we create/provide to authentic audiences/clients to take action to "become the voice" for kids with cancer and advocate for increased funding for pediatric research?
Grant Reed was diagnosed with Medulloblastoma in 2012, when he was just eleven years old. The tumor was very large, so just a few days after being diagnosed, he underwent an extensive brain surgery to remove the tumor. Following surgery Grant developed Posterior Fossa Syndrome. This syndrome left him with severe left-sided weakness, and an inability to eat or drink or speak. Since the physical deficits were so severe, he endured multiple weeks in the inpatient rehabilitation unit at Nationwide Children’s hospital. The rehab Grant received was miraculous, as evidenced by the fact that when Grant was discharged home he could walk with a walker, eat food, and talk once again.

Grant underwent a year of radiation and chemotherapy treatments the first time, taking it like a champ and amazing everyone with his ability to rebound. In August 2013 he went back to a mostly normal life, receiving just routine follow up for monitoring. Little did he know that in December of 2014 he would hear that he again had cancer. This was devastating to Grant and his family. Following the second diagnosis, Grant again underwent brain surgery to remove the tumor. Chemotherapy was much more intense this time, requiring Grant to spend most of the first six months of 2015 in the hospital. Once chemotherapy was completed, Grant was referred to Houston, Texas to receive proton therapy, a treatment not currently available in Ohio. Grant and his family spent all summer in Houston, thousands of miles from home, for Grant to receive the care he needed.

Fighting cancer twice has strengthened Grant and his family. It has been so difficult physically, financially, and mentally. But the entire family has learned to cherish each day. Grant hates to talk about cancer, so he calls cancer "Michigan." As a die-hard Ohio State fan Grant felt that since Ohio State always fights hard and finds ways to beat Michigan that he would do the same with cancer. At this time we are grateful to say that Grant is "Michigan" free! Grant was resilient throughout treatment but this was in part thanks to every doctor, nurse, therapist, social worker, family and community member that supported him along the way. Grant persevered thanks to faith, inner strength, and an amazing ability to push on even in the toughest of times.
Grant Reed: "Expert" and "Changemaker"

Some Important Notes
How can we become “experts” by learning more about issues/needs related to cancer? How can we become “changemakers” by taking action that matters? There are so many possibilities -- let’s try to identify as many ideas as possible.

For this activity, let’s not think of ourselves as “students” or “teachers” or “agency representatives.” Instead, let’s think of ourselves in each of the professional roles listed below. **How could we use our knowledge, skills, gifts, and passions to make a difference in each role?**

What authentic products/services could we create/provide to authentic audiences/clients to take action to "become the 'voice' for kids with cancer and advocate for increased funding for pediatric research"?

**EXAMPLES OF "PROFESSIONAL" ROLES**

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<td>Web designers</td>
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</table>
| Researchers | Musicians | Others???
| Mathematicians | Actors | |
| Statisticians | Translators | |
"Challenge" Instructions

**Step #1** Work with your team/group to brainstorm as many ideas as possible on the next page.

**Step #2** Select two of your best ideas and write them on the index cards provided on your table.

**Step #3** We'll share a few sample "Great Ideas" in large group. Then we'll collect all the completed index cards and create a master list to post on our website within the next few weeks.

**Driving Question**

*How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?*

**Example**

- **Writer**
  - Research and write a compelling letter to legislators advocating for increased funding.

- **Artist**
  - Design and produce poster campaign that raises awareness to need for increased research funding and post throughout community.

- **Scientist**
  - Create displays for community awareness night illustrating types/causes of pediatric cancer and affects of treatments.

- **Web Designer**
  - Create a website that includes facts about pediatric cancer and research needs, and promote it to parents and other students in your school.
"Challenge" Brainstorming

PROFESSIONAL ROLES

Writers
Video/film producers
Public speakers
Scientists
Researchers
Mathematicians
Statisticians
Politicians/legislators
Historians
Artists
Graphic designers
Musicians
Actors
Translators
Cartoonists
Reporters
Non-profit leaders
Web designers
Others???

"Great Ideas"

Driving Question

*How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?*
Instructions for No-Sew Fleece Blankets/Quilts

- Purchase 50-60” width polar fleece in desired increments (1/2 yard-2 yards, depending on the size blankets you want to make). Plan to use two companion pieces for each blanket, pairing either a patterned fleece with a solid color, or using two different solids.

- Place the two companion pieces of fleece on top of one another, trimming edges as needed to match (no need to be perfect on this, though—the process is quite "forgiving" in the end). Place the "brighter sheen" or "better side" of each fabric so that it faces the outside (one piece facing up, the other facing down against the work surface).

- Provide scissors for each person, as well as rulers to share within each group if needed.

- In each corner of fabric, keeping the two pieces together, cut out a square of 4-5” (same length as the slits you plan to cut to create fringe). Providing a paper or cardboard "guide square" of the proper size will be helpful, especially if it also shows the proper width (1”) between slits (less need for rulers if you have the guide squares).

- After corner squares are removed, carefully cut evenly spaced slits of the proper length all around the quilt, cutting through both pieces of fabric simultaneously. Try to keep the two pieces securely in place throughout this process.

- After all the slits have been cut, tie each matching pair of pieces (top and bottom) together in a double knot. This will secure the quilt while creating colorful fringe all around.
Cutting Guides:

5 inch by 5 inch, in 1 inch increments.
Guided Reading Questions

For tonight, please read the model project handouts. As you read, please consider the following and be ready to share your thoughts in small groups tomorrow.

What strategies did the teacher(s) use to engage their students, both emotionally and intellectually, in this project? (Focus on 1-2 especially effective strategies.)

What made this project special and/or impactful? (Focus on 1-2 positive characteristics or elements.)

What curriculum connections were especially strong and effective? (Focus on 1-2 of these, especially in relation to specific content standards.)

What was one of your favorite quotes contained in the article? (This could be from a student, parent, teacher, or community member.)
Reflection Guide - Day 1

• What have I learned today?

• What has moved me/resonated with me?
• Where does PBL/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?
  -- How can I continue to connect service-learning/PBL with "Excellent Teaching"?
40 Partnerships Make A Difference.
ADDITIONAL RESOURCES
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.)

Websites:
Partnerships Make A Difference: www.partnershipsmakeadifference.org
National Youth Leadership Council: www.nylc.org
National Service-Learning Clearinghouse: www.servicelearning.org
Saint Paul Public Schools: http://commed.spps.org/cp_servicelearning_resources.html
Youth Service America: www.ysa.org (You might want to sign up for their weekly online newsletter. Also, check out “Classrooms with a Cause,” especially the sample prompts to engage students’ interests in a variety of issues.)
West Virginia Department of Education: http://wvde.state.wv.us
Maryland State Department of Education: http://marylandpublicschools.org

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
New Tech Network: www.newtechnetwork.org
PBL PLANNING PRIMER

Where do ideas come from??? Starting Points…

- Standards
- Community needs/issues
- What people do in the world of work
- Students’ interests
- Previous projects (see list of helpful websites)

What’s this all about??? Why are we doing this???

Characteristics of an Effective Driving Question (DQ)

- "Snapshot" of the project
- Interesting, intriguing
- Open-ended and/or complex—no simple yes/no answer
- Compelling—creates a need to know/learn significant content and skills
- Authentic—focuses on a real issue, problem or challenge whenever possible (local context may add further value/appeal)

Types Of PBL DQs

Here are some examples of "Driving Questions" that create a "need to know" for Project Based Learning that may or may not include a service-learning focus.

Abstract/Conceptual (answered by conceptual analysis and logical argument): What is a hero? When is war justified?

More Concrete (answered mainly by the analysis of empirical evidence): Is our water safe to drink? Why did the dinosaurs become extinct?

Problem-Solving (answered by offering a reasonable solution): How can a local business attract more customers? How can we improve traffic flow around our school?

Design Challenge (answered by creating—and often executing—a design that effectively meets requirements): How can we create a work of art/piece of media to express our thoughts about diversity in our community? How can we design a community theatre that meets size limits and seats the most people?
Examples Of PB/SL DQs

When designing "Driving Questions" that create a "need to know," we recommend using both an "Inquiry" question ("What is . . . .") and an "Action" question ("How can we . . . ."). Look at the questions on the preceding page and compare them to the following questions.

• **What is** hunger and **how can we** raise awareness and take action regarding childhood hunger?

• **What is** diversity and **how can we** create a work of art/piece of media to educate others in the community about other cultures?

• **What is** equality? **How can we** ensure that every person in our school has an equal voice?

• **What is** needed in the play area of preschoolers? **How can we** create fun and educational seating areas for them?

*Why should I care???*  
"The Hook"... Examples of Entry Events

- Real or fictitious correspondence: letter, memo, email presenting a need/challenge
- Discussion of specific issue or event (current or historical)
- Website review/research
- Guest speaker
- Video/film clip
- Field trip
- Simulation or reenactment
- Demonstration or activity
- Provocative/motivating literature selection
- Startling statistics
- Photographs, songs, works of art

What can we do???  
Examples of Authentic Products for Authentic Audiences

**Written Products:** research report, narrative, letter, poster, brief, proposal, poem, outline, brochure, biography, autobiography, essay, book review, news story, short story, editorial, script
So…What should success look like in Service-Learning/PBL?

Authentic!
Rigor, relevance and relationships
21st Century Skills in action
Standards met or exceeded
"Truer, deeper learning"
Thinking grows over time.
Students do the work of real people.
They learn important content and skills.
They learn more about themselves.
They become "experts."
They’re passionate and engaged.
They assume ownership/leadership.
They feel proud and successful.
They collaborate and communicate effectively.
They "make a difference" in some way.
Their work and products matter to an "authentic audience."

Presentation Products: speech, debate, play, song/lyric, musical piece, dance, oral report, panel discussion, dramatic reenactment, newscast, discussion, data display (e.g., chart, graph, statistical representation), exhibition of products

Technological Products: computer database, computer graphic, computer program, website, graphic presentation, flow chart

Media Products: audio recording, slide show, video, drawing, painting, collage, sculpture, map, scrapbook, oral history, photo essay or album

Construction Products: physical model, consumer product, system, machine, scientific instrument, finished structure (e.g., greenhouse, playground equipment), museum exhibit

Planning Products: proposal, estimate, bid, blueprint, flow chart, timeline
As a child, one has that magical capacity to move among the many eras of the earth; to see the land as an animal does; to experience the sky from the perspective of a flower or a bee; to feel the earth quiver and breathe beneath us; to know a hundred different smells of mud and listen unself-consciously to the soughing of the trees.

-- Valerie Andrews, A Passion for this Earth
What is PBL?

*Educators from Zuni (NM) Public Schools recently participated in Project Based Learning/Service-Learning training with facilitators from Partnerships Make A Difference and the University of New Mexico. At the conclusion of the workshop, the Zuni educators helped shape these observations about the importance and impact of PBL/SL as an instructional strategy.*

**Definition**

PBL is an instructional approach (method of teaching and learning) that engages students in “doing the work of real people” through motivating, authentic projects. These projects are designed to answer important questions, solve significant problems, and/or address significant issues/needs in the community or world. PBL is generally done by groups of students working together toward a common goal.

**Key Elements**

High Quality PBL is characterized by:

- entry events that capture students’ interest and motivation
- in-depth inquiry/research through which students become "experts"
- clear connections to the curriculum (often interdisciplinary)
- clear connections to 21st Century Skills ("life enhancing," real-world competencies, including communication, collaboration, critical thinking, and creativity)
- design of authentic products/services for authentic audiences/clients
- opportunities to revise/refine these products/services to achieve high quality
- opportunities for student voice and choice
- use of multiple intelligences
- ongoing reflection to help students attach meaning to their experiences
- opportunities for students to demonstrate and celebrate their learning and impact

**Role of the Student in PBL**

- "Doing the work of real people" through PBL means that students become "more than students." They become scientists, writers, artists, mathematicians, etc. They become active investigators, problem solvers, and advocates. They may create new knowledge and share it with others. In many cases, "the student becomes the teacher" as part of PBL.
• In PBL, students are no longer passive "recipients" of learning. Instead, they are at the center of instruction and are actively engaged in the pursuit of goals that matter and learning that lasts.

**Role of the Teacher in PBL**

• In PBL, the teacher becomes more of a facilitator and coach—"Not the sage on the stage, but the guide on the side."
• This by no means minimizes the role of the teacher, merely shifts it in a different direction. In PBL, students rely on their teachers for inspiration, guidance, relevant resources, and opportunities for leadership and reflection. Teachers support necessary skill development and provide links to the curriculum. They help manage project timelines, provide framework for effective collaboration, and implement appropriate assessment strategies.

**Zuni Practitioners' View of PBL: A Unique Perspective**

"PBL is about the life of the person who is teaching and who is seeking to be taught. It is the whole package, meaning a holistic effect touching all areas of individual life: Family, Religion, Stories, Dreams, Experiences, History, Geology, and of course, the question of what the future holds. It is also being able to teach through personal experiences. Ultimately, it is a sense of belonging to a group that processes teaching and the gaining of purposeful knowledge through an ongoing learning process."

**Why is PBL worth doing?**

PBL is worth doing because:

• Students learn how to collaborate with their teachers, administrators, community members, and each other.
• Students design and construct real-life solutions to real-life problems.
• Students feel valued, validated, and empowered because they are carrying out important work and having real impact.
• PBL helps “build bridges” between the school and the community. Students have authentic opportunities to learn from and contribute to the community’s culture and legacy.
• PBL projects can touch all areas of the curriculum, as well as provide opportunities to use each of the multiple intelligences. Project tasks and concepts are integrated and interdependent—just like in real life.
How can we implement PBL effectively?

To ensure high quality in PBL, practitioners should:

• Use motivating "entry events" to capture students’ interest and emotional engagement at the beginning of each project.

• Enable students to think about real-life problems in their community and the world, then identify ways they might address these problems through PBL.

• Design projects that involve students in authentic work and inquiry, provide opportunities for creativity and leadership, and incorporate related curriculum standards.

• Provide opportunities for students to analyze, compare/contrast, apply, plan, and problem-solve.

• Make sure that students have a thorough understanding of the project, its goals, and their own responsibilities as part of it. Maximize communication and collaboration re: everyone involved.

• Celebrate the outcomes of the project with an exhibition/demonstration event so that students can be proud of the real work they’ve done, and others can learn and benefit from their efforts.

• Keep it real, and plan with the end in mind!
Workshop Facilitators

Ellen Erlanger was a teacher and administrator in Canton, Ohio and Upper Arlington, Ohio, for 30 years and was involved in service-learning, career development, character education, vocational education, guidance, staff development and community education throughout that time. In addition to fulfilling her local program responsibilities, she provided consultation, training and technical assistance to other public and private schools on a regional, statewide, and national basis. Ellen retired from the Upper Arlington City Schools in December 2002 and is now Vice President of Legacy Consulting Group and a consultant with Partnerships Make A Difference, a non-profit corporation providing training and educational materials development. Ellen has authored a variety of instructional materials and education-related articles as well as other books, works of poetry, and newspaper and magazine articles. During her leadership, the Upper Arlington City School District achieved the rare distinction of having all three of their secondary schools selected by the Corporation for National Service as “National Service-Learning Leader Schools.” Ellen holds a B.A. and M.A. from the University of Michigan.

Kathy Meyer, a teacher, guidance counselor, and administrator in Ohio for more than 30 years, served as an administrator for the Worthington City Schools from 1985 to 2000 and supervised service-learning, career development, character education, vocational education, guidance, science, and after-school and summer school programs. Under her leadership, Worthington was selected as a model school district by Learn and Serve Ohio. Kathy retired from the Worthington Schools in December 2000 and is currently President of Legacy Consulting Group. In addition, she is associated with Partnerships Make A Difference. In these roles, Kathy has authored and published a variety of instructional materials and related training programs in many public and private schools throughout Ohio and a number of other states. Over the years, she served in a number of leadership positions, including President of the Ohio Career Education Association. Kathy holds a B.A. from Wittenberg University and an M.A. from Wright State University.

Ellen and Kathy have provided in-depth professional development programs, curriculum development, and technical assistance in Project Based Learning, Service-Learning, and Career Development for a variety of school districts and organizations, including: Columbus City Schools (OH), Ridgemont Local Schools (OH), Zanesville City Schools (OH), Four-District Consortium (OH), Six-District Educational Compact (OH), Columbus (OH) Catholic Diocese, Fairborn City Schools (OH), Union Local Schools (OH), Northwest Ohio ESC (OH), Oakland County (MI) Schools, Birmingham (MI) Schools, Archdiocese of Los Angeles/Los Angeles Unified School District (CA), Loyola Marymount University (CA), University of New Mexico (NM), Gadsden Independent School District (NM), Albuquerque Public Schools (NM), Zuni Public Schools (NM), and Ohio Department of Education. Sponsors of their work have included American Electric Power Foundation (OH), ServeOhio, The Columbus Foundation (OH), Martha Holden Jennings Foundation (OH), Harry C. Moores Foundation (OH), Siemer Family Foundation (OH), Feinstein Foundation (national “Good Deeds” program based in Rhode Island), World of Children, Inc. (NY/NJ/MI/OH), New Mexico Commission For Community Volunteerism (NM), and Kellogg Foundation.

Partnerships Make A Difference is a nonprofit organization whose mission is to help young people develop a sense of passion and purpose for their own learning, and to enhance students’ belief that they can positively impact their own lives and the lives of others.

For more information, contact:

Kathy Meyer or Ellen Erlanger
Partnerships Make A Difference
1601 W. Fifth Ave., #106
Columbus, Ohio 43212
614.323.3741 (Kathy’s cell)
614.226.2115 (Ellen’s cell)
info@partnershipsmakeadifference.org
www.partnershipsmakeadifference.org
Transition from Previous Day

*Hole in the Wall: The Changing Role of the Teacher*

**Action Ideas: Brainstorming Potential Projects Re: Zuni Priorities**

*What could be next?*

- Authentic products/services for authentic audiences/clients

**Jigsaw**
The Changing Role of the Educator . . .
From Evolution to (R)evolution

- It took more than 700,000 years to move from the Stone Age to the Bronze Age to the Iron Age.

- The earliest known school was established around 143 BC, and students learned content and demonstrated knowledge in much the same way as my students learned content and demonstrated knowledge in 1971.

- Most educators didn’t touch a computer until 1985. Since then much has changed . . . or is about to change.

- Consider . . . educators (and students) find themselves in the middle of the fastest (r)evolution in history—the Digital Age.

Educational Timeline: 143 BC to 2016

143 BC 1971 2016
Project Idea(s) "Challenge"

Zuni Priorities . . .
Help Wanted in the Search for Solutions

HELP WANTED!

DRIVING QUESTION . . .

How can we become "experts" about our Zuni past, present, and future and become "changemakers" who support important Zuni priorities? 

What authentic products/services could we create/provide to authentic audiences/clients to support important Zuni priorities?
Next Steps . . .
Becoming "Experts" and "Changemakers"

How can we become "experts" by learning more about issues/needs related to the Zuni past, present, and future? How can we become "changemakers" by taking action that matters? There are so many possibilities -- let's try to identify as many ideas as possible.

For this activity, let's not think of ourselves as "students" or "teachers" or "agency representatives." Instead, let's think of ourselves in each of the professional roles listed below. **How could we use our knowledge, skills, gifts, and passions to make a difference in each role?**

What authentic products/services could we create/provide to authentic audiences/clients to take action that matters?

**EXAMPLES OF "PROFESSIONAL" ROLES**

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| Mathematicians   | Actors                  |                           |
| Statisticians    | Translators             |                           |
"Challenge" Instructions

Step #1 Work with your team/group to brainstorm as many ideas as possible on the next page.

Step #2 Select two of your best ideas and write them on the index cards provided on your table.

Step #3 We'll share a few sample "Great Ideas" in large group. Then we'll collect all the completed index cards and create a master list to post on our website within the next few weeks.

Example

Driving Question
How can we become "experts" about our Zuni past, present, and future and become "change-makers" who support important Zuni priorities?

Writer
Write a script for a play that tells the story of Zuni emergence and migration.

Scientist

Artist

Web Designer
Create a website that features interviews with Zuni artists and provides links to support Zuni e-commerce.
"Challenge" Brainstorming

PROFESSIONAL ROLES

Writers  Politicians/legislators  Cartoonists
Video/film producers  Historians  Reporters
Public speakers  Artists  Non-profit leaders
Scientists  Graphic designers  Web designers
Researchers  Musicians  Others???
Mathematicians  Actors  Translators
Statisticians

"Great Ideas"

Driving Question

How can we become “experts” about our Zuni past, present, and future and become “changemakers” who support important Zuni priorities?
Reflection Guide - Day 2

• What have I learned today?

• What has moved me/resonated with me?
Where does service-learning /PBL "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?
-- How can I continue to connect service-learning/PBL with "Excellent Teaching"?
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 freemort.com. (Free Spirit Publishing offers other good books by the same author, as well as several by Barbara Lewis.)

Websites:
Partnerships Make A Difference: www.partnershipsmakeadifference.org
National Youth Leadership Council: www.nylc.org
National Service-Learning Clearinghouse: www.servicelearning.org
Saint Paul Public Schools: http://commed.spps.org/cp_servicelearning_resources.html
Youth Service America: www.ysa.org (You might want to sign up for their weekly online newsletter. Also, check out “Classrooms with a Cause,” especially the sample prompts to engage students’ interests in a variety of issues.)
West Virginia Department of Education: http://wvde.state.wv.us
Maryland State Department of Education: http://marylandpublicschools.org

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
New Tech Network: www.newtechnetwork.org
Project Based Learning: What’s In It for Me?
*Exploring the What, Why, & How of PBL and SL*

March 16, 2017

Transition from Previous Session

Continuation of Jigsaw

Investigation Activities: *Dreamtown*

Video Case Study

Small Group Assignments:

1. **Investigation/Inquiry**—“Exploring Possibilities”: Why did students care about their inquiry? What did they become curious about? What “entry events” did the teacher use to “hook” the students’ interest and build emotional engagement/commitment? What other strategies can you envision in this regard?

2. **Preparation/Planning**—“Becoming Experts”: What were students becoming “experts” about? What knowledge and skills did students need to acquire to successfully complete the project? What scaffolding/support did the teacher provide to ensure the necessary learning and skill development? What curriculum connections did you see or could you envision?

3. **Action**—“Doing the Work of Real People”: What authentic products/services were students responsible for accomplishing/creating? Who benefited from their efforts? What additional products/services might have been a good fit?
(4) **Reflection—"Attaching Meaning":** What types of reflection and revision do you think occurred? If this were your project, what other strategies might you use?

(5) **Demonstration and Celebration—"Making Learning Visible":** How did the students demonstrate/celebrate their learning and impact? Who else was involved? What other culminating strategies could you envision if this were your project?

(6) **Student Voice and Choice:** What evidence did you see of student ownership and initiative? What choices do you think students had throughout the project? What other possibilities can you envision?

(7) **Assessment:** How do you think the teacher assessed student performance for the project? If this were your project, how might you define and measure "success"?

**Reflection Resources**

**Planning Time**
Dreamtown

Directions for today: Using the materials provided, design your group’s “Dreamtown.” Your map/concept drawing should include:

• Places that address critical issues/needs
• Places that enhance wellness
• A place designated by each group member -- “just because” -- non-negotiable

Please consider the overall layout of your community.

• What’s at the center?
• How do you ensure accessibility of various features?
• What makes your “Dreamtown” special or distinctive?

This activity contains the following steps (time can be lengthened based on your situation):

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 minutes</td>
<td>• Introduction</td>
</tr>
<tr>
<td>3-4 minutes</td>
<td>• Individual jotting re: places/buildings/features to include</td>
</tr>
<tr>
<td>7-10 minutes</td>
<td>• Small group “quick share” to generate master list of possibilities (individuals rapidly share one-two items at a time until all “new” entries are recorded)</td>
</tr>
<tr>
<td>20-25 minutes</td>
<td>• Discussion of potential layout/placement ideas -- what could/should go where?</td>
</tr>
<tr>
<td></td>
<td>• Sketching on smaller sheet (optional)</td>
</tr>
<tr>
<td></td>
<td>• Drawing/coloring on larger sheet(s)</td>
</tr>
<tr>
<td>7-8 minutes (optional)</td>
<td>• Sharing with adjacent group(s)</td>
</tr>
<tr>
<td>10-15 minutes</td>
<td>* Large-group de-briefing re: implications and possible “next steps”</td>
</tr>
</tbody>
</table>
Zuni Public Schools
Service-Learning/PBL Planning Notes

Theme/Topic

Brainstorming Team Members

THE BIG IDEA

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

Learning/Academic Focus: What will we be learning about? What could our "Driving/Essential Question" be? How will this service-learning project connect to your curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?

Project Idea: What can we do to address the identified need/issue? What community partner(s) might be involved? What opportunities could be provided for student "voice" and "choice"?

POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING PROJECT

Entry Event(s)—"sets the stage" and inspires student engagement in the project
Investigation/Inquiry—"Exploring Possibilities"—helps kids identify potential topics and become emotionally engaged.

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

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

Reflection—"Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?

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.
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.

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

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

<table>
<thead>
<tr>
<th>Preparation/Planning</th>
<th>&quot;Becoming Experts&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued Inquiry/Research</td>
<td></td>
</tr>
<tr>
<td>• Necessary Knowledge and Skill Development</td>
<td></td>
</tr>
<tr>
<td>• Community Partners/Mentors</td>
<td></td>
</tr>
<tr>
<td>• Logistics</td>
<td></td>
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</tbody>
</table>

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.

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"

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

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.

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.
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

Partnerships Make A Difference
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

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

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

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

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"

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

Reflection uses critical thinking skills to cement the learning that begins with brainstorming and planning a service-learning project. To ensure that students are making cognitive gains, reflection must be incorporated into the entire service-learning experience.

What? Reflection is planned, has objectives, and involves all the thinking skills.

When? Reflection is ongoing. The brain needs several minutes of reflection time to process all new experiences.

Where? Wherever learning is taking place: in the classroom, on a bus, or at the project site.

Who? Reflection is for everyone involved with the service-learning effort, not only the students.

How? Whether individually, in small group, or as a team, be sure to use many different forms of reflection to reach all the different learning styles. It is especially important to note that youths need to be taught how to reflect, and should be supported as they learn this new technique.

Following are some reflection ideas that address a range of learning styles:

Write: personal journals • group journals • stories • poems • essays letters to the editor • informational brochures • newspapers music lyrics

Read: articles about service • books related to the project • prose • poetry journals • data • reports about the project

Tell: class discussions • “think, pair, share” • discussions • debates; songs presentations • skits • cheers • dances • question-and-answer sessions

Do: collages • posters • photo essays • videos • service fair displays sculptures • scrapbooks • interviews • skits, musical performances storyboards • murals • doodles • mobiles • cartoons • puzzles

For more information on service-learning, visit NYLC at www.nylc.org, call (651) 631-3672, or write nylcinfo@nylc.org.
Reflection:
Learning from the Service Experience
Rich Willits Cairn
with appreciation to Kate McPherson and Gerry Ouellette

Why Reflection is Critical to Service-Learning:

"To say that experience is a good teacher does not imply that it’s easily or automatically so. If it were, we’d all be a lot wiser than we are. It is true that we can learn from experience. We may also learn nothing. Or we may, like Mark Twain’s cat who learned from sitting on a hot stove lid never to sit again, learn the wrong lesson. The key, as Aldous Huxley explained, is that ‘experience is not what happens to a man; it is what a man does with what happened to him.’"

Dan Conrad and Diane Hedin,
Youth Service: A Guidebook to Developing and Operating Effective Programs

Without adequate provision for structured reflection, much of the potential power of service-learning will be lost. Students may simply go through the motions, providing genuine service, yet coming through the experience somehow unaffected or worse, with ignorance and biases reinforced. Take the example of a student who volunteered as part of a poorly run project at a shelter for the homeless and came away with the impression that, “Just like I thought, they’re a bunch of drunk old men who oughta get a job”.

Many of the outcomes claimed for service-learning depend on a strong component of reflection. (See box.) This is because, while experience provides a rich source of information, thoughts and feelings for students to learn from, the interpretation given this data determines its ultimate impact. Providing a thoughtful context in which students can make enlightened sense of their experiences is the job of reflection. It is a task that prevents reinforcement of preconceived biases and opens the door to real learning.

In the following excerpt, Jane Kendall, former Director of the National Society for Internships and Experiential Education, explains how reflection fits within experiential education:

"The work of theorists and researchers on human learning — from Piaget to Perry, from Coleman to Kolb, from Dewey to Schon — suggests that we all learn through the combination of thought and action, reflection and practice, theory and application. These complementary elements of learning are part of the larger experiential learning cycle.

Growing Hope

Available from the NYLC Resource Center at www.nylc.org.
Excerpted from “Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum” Copyright © 1995 National Youth Leadership Council. All Rights Reserved.
Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum

The recent research of David Kolb is particularly helpful in explaining the role of reflection and service in learning. This concept of the experiential learning cycle, slightly adapted by the author, is as follows:

Concrete experience & observation

▲

Testing of concepts in new situations

▲

Considered reflection

▼

Synthesis and abstract conceptualization

- Jane Kendall, former Executive Director of the National Society for Internships and Experiential Education, "From Youth Service to Service Learning," in Lewis, Facts and Faith: A Status Report on Youth Service.

Kolb's work suggests that complete learning is a four-part cycle:
- concrete experience and observation through service activities;
- considered reflection on that experience;
- synthesis and abstract conceptualization of thoughts, information and feelings gained through experience and reflection; and
- testing of these concepts in new situations, including future service experiences and observation — and so on.

Facilitating Reflection:

Note: In addition to the following discussion on means of facilitating reflection, please check the Index for a list of reflection exercises in Growing Hope.

The content of ongoing reflection cannot be taught. It can only be guided through wise and caring direction. Since what reflection does is to help the process of self-discovery and guide the synthesis of information and feelings unique to the experience of each individual, it is not necessary so much to "teach" in an experiential setting as to guide learning. Carefully selected placements or settings for the learning experience will ensure the quality of experience. The task then, is to enable the learner to make the most of what has taken place by drawing the essence of the experience back time and again for nurturing and growth.

Gerry Ouellette, The Marshall School, Duluth, Minnesota

Many educators beginning service-learning programs quickly decide that organizing the service projects themselves is relatively easy. The development of a structured program to bring that experience back into the classroom is the key to their programs; something most of them have little direct experience doing.

Fortunately, teachers are familiar with the tools of reflection, for they are the same tools used to facilitate learning of much classroom material: discussion, writing, multi-media presentations, a range of student-developed projects, and so on. A major purpose of school-based service-learning is, in fact, to connect real world experiences gained through service to the rest of the material covered in school. Any way that academic material can be brought to bear to help students make sense of a service experience is going to reinforce both the importance of that experience and the depth of learning of the material.
Whether reflection takes place in class discussions, through journaling or other written work, or through a variety of other media (See Options for Reflection in side box.), certain principles hold across the board:

**Elements of Quality Reflection:**

**Clear objectives:** “Reflection need not take so much a specific form as it needs to arrive at a specific goal. Good reflection will build upon the individual emphasis and help make the most of that which each learner needs to attain.” - Gerry Ouellette (see the list of possible outcomes for reflection in the side box).

**Effective structure:** Quality reflection must be well planned and organized — not left to chance. Program leaders must be trained. Methods chosen must be appropriate to the situation and to the participants. While many of the best opportunities for reflection will arise in the midst of the action, preparation and flexibility by leaders are necessary to capitalize on these “learning moments”.

**Engaging, ongoing process:** Reflection must be interactive and interesting, it ought to be a two-way street, and it ought to be integrated throughout the service experience — not just at the end. What students do and learn should shape future activities and learning. Students should be involved in planning service and reflection. Orientation and training also present excellent opportunities for reflection, as when students discuss issues relevant to their service with experts in the field or with members of a community being served.

**Curriculum connections:** In curriculum-based, and extra-curricular programs, reflection may be integrated throughout course work. The use of academic material to improve service and the application to academic material of lessons learned in field activities ought to be an interactive process. (For a list of projects related to various areas of the curriculum, see the list in the Sample Program Materials.)

**Varied methods:** A variety of methods are required to capture the possibilities of students’ experiences and to match their many ways of learning.

---

**Options for Reflection**

**Speaking:**
- one-on-one conferences with teacher/leader
class/group discussion
small group discussion
oral reports to group
discussions with community members or experts on an issue
public speaking on project
teach material to younger students
testimony before policymaking bodies such as school boards

**Writing:**
- essay, expert paper, research paper or final paper
journal or log – kept daily, weekly or after each service experience
case study, history
special project report
narrative for a video, film or slide show
guide for future volunteers/participants
self-evaluation or evaluation of program
newspaper, magazine and other published articles

**Multimedia:**
- photo, slide or video essay
paintings, drawings, collages, etc.
dance, music or theater presentations

**Activities:**
- analysis and problem solving
training, information gathering needed to serve
planning future projects
allocating program budget
recruiting peers to serve
recognition and celebration programs
simulation or role playing games
surveys or field based research
conference or workshop presentations
training other students, program leader
Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum

Many experiential educators organize their thinking on reflection with reference to the “three ‘Ps’):

- **Preparation**: Learning activities conducted prior to a student’s volunteer work;
- **Processing**: Assisting students during their service placement to understand the setting, their feelings, and to solve problems that arise; and
- **Product**: Activities designed to achieve closure and pull together the strands of experience.

(For elaboration on the “three Ps”, see Conrad and Hedin, Youth Service: A Guidebook for Developing and Operating Effective Programs, Independent Sector, 1987.)

It is important also for educators to remember that much of the most valuable reflection will occur beyond their knowledge or reach: on the way to or from a volunteer site, at home, in the halls, at parties, etc. On-site supervisors often serve as mentors to students, encouraging meaningful reflection. It is important to acknowledge and encourage this informal learning, while at the same time sticking to principles by grading students who fail to complete assigned projects accordingly.

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**Group Discussion:**

*A Case in Point:*

One of the most common methods of reflection is group discussion, before or after service projects. Students may meet regularly to review experience, share problems and feelings and to learn skills and background information that will apply to the service setting. Many of the open-ended questions used for journaling are also useful in getting group discussions going.

Teachers need to practice their non-directive small group discussion techniques for this kind of meeting. For example, most adults tend to avoid or fill in the silences that accompany genuine reflection. As a result, students do not learn to voice their complex experiences. Instead, they give the superficial responses they think the teacher wants to hear.

Discussions on-site at an agency or elsewhere in the community will have a character markedly different from that of a classroom. This sort of discussion especially should have the tone of a staff training or staff meeting. “Both setting and format must convey that these sessions are serious, significant, and a continuation of the students’ important roles in the community.” (Conrad and Hedin, Youth Service: A Guidebook for Developing and Operating Effective Programs. See Bibliography.)
Encourage children to reflect on their involvement in service-learning. Reflection fosters respect among peers and provides many opportunities for higher level thinking in young children.

Reflection is done throughout a service experience. Children are encouraged to share feelings about their involvement in each step of service. Children might share their ideas, concerns, and personal reactions at any time within their service.

Many people think writing and talking are the only way to reflect, but there are other creative ways to express thoughts such as painting and acting. Children learn best in different modalities, so vary your choice of reflection throughout the service-learning process.

Reflection at the end of a service experience allows children closure as they examine how they feel and perceive the service in which they participate. Reflection is possible at any age, if it is tailored to match the level of the students.

Reflection will be new to many young children. Keep in mind that even four-year-olds are able to reflect on an experience. Initially, reflection by children ages 4-8 may be brief and may seem superficial. With encouragement, children will become comfortable expanding on their ideas. Often having a young child explain a portion of their service to another person will provide insight into their reflections.

There is never a wrong thought when it comes to reflection. Children need their sense of dignity reinforced routinely. Statements to help a child to reflect more spontaneously may include: “Thank you for sharing. I like your ideas. I’m glad you told us about that.” Sometimes questions are needed to prompt young children to verbalize their reflections. “How did you like making that book? What did you like best about growing the flowers?”

Sharing reflections is another way of keeping families informed about classroom activities.
**Effective and Practical Methods of Reflection**

**Discussions:** When an adult leads the discussion about a project by asking prompting questions, children are able to express their thoughts and ideas. These discussions are an opportunity to introduce students to higher level thinking and to reinforce good listening skills. Another way to reflect is to have children share their experiences with a partner.

**Photos:** Take pictures throughout the service-learning project. Children may be able to help with this step. Put the photos up in a prominent place in the classroom. You will find your students proudly referring to the photos throughout the year. Display them for viewing at open houses or on parent-teacher conference day.

Photos also make great discussion-sparklers.

Once the service is completed, place the photos in an album on the classroom bookshelf where it will become a meaningful hands-on reflection item. Children can help write a letter or a story to accompany the photo album. It can then be rotated among families and other classrooms in the school.

Children might recite their sentences on tape and help make a "read-along" book to accompany the photos.

**Illustrations:** Young children might illustrate their favorite part of service-learning and share it with the class. These illustrations can be compiled into a class book to be shared by students and families.

Young children love to create murals depicting their service-learning experience. Display murals in common areas for others to enjoy.

**Interviews:** Teachers, volunteers, or students ages 10 and older, might interview children ages 4-8 to gather reflections on their service. These interviews could be written or spoken orally and possibly taped for other children to hear or to send to the recipient of the service.

**Creative Dramatics:** Children love to act out stories. Reflecting involvement in service-learning offers meaningful opportunities for creative dramatics. Puppet shows are another method of reflection for young students.

*A practical guide for understanding and practicing service-learning with children ages 4-8.*
Questions for Reflection

Reflection transforms service into service-learning, so it’s important that participants take time to process their experiences. The following questions serve as a guide through the layers of reflection, from observation to synthesis. Many of the questions are written in past tense, which is useful for reflecting after the project; participants can change the verbs to present and future tenses for reflection before and during the project.

What? (Observation)
- What are your observations from this project?
- What did you learn from this experience?
- What skills did you use?

So What? (Analysis)
- How did you feel about the service project?
- How was the project similar to what you expected? How was it different?
- Was this an educational experience? Was it similar to other educational activities? How was it different?
- What did you learn about the task you were doing?
- What did you learn about the people you were helping?
- What did you learn about yourself?
- What significant knowledge did this project teach you?

Now What? (New or Additional Applications)
- If, in the future, you decided to do a similar project, what preparation do you think the students and service recipients should have?
- How has your perspective changed since this experience? Have you formed any new opinions?
- What thoughts does this experience give you about the issues it addressed (e.g., homelessness, hunger, diversity)?
- What are you going to do now as a result of your experience? How are you going to apply your new understanding?

Closing (Synthesis)
- If you could file away one photograph in your mind from this service activity, what would it be?
- What will you remember most about this experience?
- What one word describes your thoughts about your involvement in this project?
Reflection Questions

Journalistic Questions

- Who was involved in the project? What were their roles?
- What was the issue addressed? How did you decide to address this issue?
- When did the service-learning project take place?
- Where were the service-learning project sites?
- Why was this issue critical to the community?
- Why did you choose to address this issue?
- How did you address the issue?

Questions that Encourage Critical Thinking

- What did you see, hear, read, or notice on-site?
- How is what you observed similar or different from your pre-service assumptions?
- Do any of these assumptions seem to belong together? Why?
- Could some of these assumptions belong in more than one category?
- How do you explain what is going on?
- What did you see or hear that agrees with this explanation?
- Is there any evidence that refutes this explanation?

Questions that Encourage Symbolic Thinking

- What object would you use as a symbol of this experience?
- Why would you choose this symbol?
- How does what you are doing make you feel like a garden (or a book, a river, etc.)?
- How are parts of your experience like parts of the garden (book, river, etc.) and why?
Reflection Activities

- Journal-writing, creative writing, personal essay, or op ed article
- Article for newsletter
- Podcast or public service announcement
- Online discussion groups
- Summaries of group learnings
- Presentations during or after the project, which may include video, computer slide shows, bulletin boards, panel discussions, websites, or persuasive speeches
- Directed reading on complementary topics
- Library research individually or in teams
- Research projects in which students analyze an issue and make recommendations for change
- Creative writing projects
- Discussion in pairs or small groups
- Murals, collages, banners, or musical displays
- Individual or small-group presentations of objects that symbolize the service-learning project
- Poster ad or PSA using a symbol to bring awareness to the issue
- Essay presenting the issue from several points of view
- Visual representations of the issue and the emotions it elicits: cartoons, collage, photos
- Interviews of community partners and beneficiaries of services
- Skit or dance that explains perceptions
- Dialogue journals, in which students are paired and discuss their experiences

Questions to Help Process Emotions

- What bothers you about the issue?
- What do you think about the people or things involved?
- Are your thoughts about the issue facts or opinions?
- Why do you have the opinion that you do?
- What other ways can you view the issue?
- What other facts and opinions might be important to consider?
- How would the issue change if viewed from another perspective?

Extension Questions

- What does this service-learning project mean to me?
- What does this service-learning project mean in terms of other people my age? Why should people my age be concerned with the issues that arise from this project?
- What does this service-learning project mean to my community? How do the ideas that arise from this service-learning project affect both my community and other communities?
- What does this service-learning project mean in terms of my country?
Progression of Questions for Reflection

The progression of questions for reflection is based on Bloom’s Taxonomy, a ranking of our different levels of thinking — from knowledge and comprehension (lower) to synthesis and evaluation (higher).

When reflecting before, during, and after a service-learning project, it’s useful for participants to ask themselves questions that make them think on more than one of these levels. This will deepen the participants’ understanding and involvement. Progressing through the questions in order, moving from lower-level to higher-level thinking, helps participants address the increasing complexity thoughtfully and completely.

Descriptions and Sample Questions
Below (listed from lowest to highest) are descriptions of how each level of thinking applies to service-learning, along with sample questions based on a project with a homeless shelter.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Sample Questions</th>
<th>Actions Associated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing opinions, and naming known facts.</td>
<td>What were your first impressions of the homeless shelter? How many homeless shelters exist in your community?</td>
<td>telling, listing, finding</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Sample Questions</th>
<th>Actions Associated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting a participant’s prev. understanding with what he or she learns from the project. Interpreting facts and finding meaning in them.</td>
<td>How was this shelter similar to or different from what you expected? Why does your community need the number of shelters it has?</td>
<td>explaining, interpreting, distinguishing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application</th>
<th>Sample Questions</th>
<th>Actions Associated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using understanding to act.</td>
<td>How can you use your service experience at the shelter to address the issue of homelessness? How can you relate on a personal level to the people served at the shelter?</td>
<td>solving, examining, classifying</td>
</tr>
</tbody>
</table>
### Progression of Questions for Reflection (continued)

#### Analysis
Explaining why something happened. Recognizing patterns, actions, and reactions.

**Sample Questions**
- What parts of the experience have been most challenging to you? Why is one shelter open 24 hours a day and the other one only at night?

**Actions Associated With This Level**
- comparing, contrasting, investigating

#### Synthesis
Using understanding to create new ideas.

**Sample Questions**
- If you were in charge of planning meals for the shelter, how would you balance the importance of serving high-quality healthy food with your limited budget? How would you raise funds to fix the shelter’s roof?

**Actions Associated With This Level**
- inventing, predicting, imagining

#### Evaluation
Making recommendations, critiquing, and assessing.

**Sample Questions**
- What changes would you recommend in how the shelter operates? What would you recommend to people who might volunteer there in the future?

**Actions Associated With This Level**
- choosing, debating, verifying
Reflection Guide - Day 3

- What have I learned today?

- What has moved me/resonated with me?
• Where does service-learning /PBL "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?
Project Based Learning: What’s In It for Me?  
Exploring the What, Why, & How of PBL and SL  

March 17, 2017

Transition from Previous Session

Reflection Activity: Imagine a World

Action Activity: Making Blankets for . . .

Sharing Project Ideas
Imagine A World

Poem Activity

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

2. 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.)

3. 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.

4. 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"