PICKERINGTON LOCAL SCHOOLS

Exploring the What, Why & How of Service-Learning and PBL

Session 2: September 20, 2018

Transition: Reflections on Day 1

Jigsaw Activity: Insights from the Readings

HOW . . . Project Planning Simulation
  “Critical Issue” Challenge: Speaking Up for Kids with Cancer

The Importance of Reflection

Reinforcing Video(s)

Brainstorming Ideas and/or Planning Time

Closing Comments
HIGH QUALITY SERVICE-LEARNING/PROJECT BASED LEARNING
A Planning Model for “Learning with Purpose . . . Serving with Passion”

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.

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

**Investigation**
"Exploring Possibilities"
- Local and Global Needs
- Emotionally Engaging Entry Event(s)
- Project Idea(s)
- Driving Question(s)
- Need to Know
- Initial Inquiry
- Students’ Strengths and Interests

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

**Reflection (ongoing)**
"Attaching Meaning"
- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning

**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

**Preparation/Planning**
"Becoming Experts"
- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics
Critical Issue "Challenge"

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

HELP WANTED!

DRIVING QUESTION . . .

“What is cancer, and how can we help kids with cancer?”

What authentic products/services can we create/provide for authentic audiences/clients to take action that matters?
SERVICE-LEARNING/PBL PROJECT PLAN

“Speaking Up for Kids with Cancer”

Investigation/Inquiry—“Exploring Possibilities”—helps kids identify potential questions/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.

Initial Inquiry
Discuss in pairs/table groups: When you hear the word “cancer,” who and what come to mind?
Discuss questions you and your group have about pediatric cancer (causes, treatment, patient needs, family needs, research, etc.).
Select 2 questions for your group and 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.

Entry Event(s)
There are many choices that could be used to “emotionally engage” students in a particular topic or issue. These include, among other activities, real or fictitious correspondence (letter, memo, email presenting a need/challenge), discussion of specific issue or event (current or historical), guest speaker, video/film clip, website review/research, field trip, simulation or reenactment, demonstration or activity, provocative/motivating literature selection, startling statistics, photographs, songs, works of art.

For the purpose of our activity today, “Speaking Up for Kids with Cancer,” we’d like to introduce you to Grant Reed, a young person who was diagnosed with Medulloblastoma in 2012.*

* “On The Road: One Of Sports’ Most Bitter Rivalries Helps Boy Beat Cancer,” CBS Evening News, December 1, 2013. As part of the continuing series “On the Road,” Steve Hartman meets a seventh-grader named Grant Reed, a die-hard Ohio State fan. When he found out he had cancer, Grant decided to rename the disease “Michigan,” after his favorite football team’s biggest rival. (https://youtu.be/JLWhLHpgB9c)
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
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.

Expert Groups
For the purpose of today’s activity, each of you will be part of an “expert group,” engage in some brief inquiry/research activities to gather information that supports our project, and “teach” the rest of the class what your group has learned. Consider how you can use technology in your presentation.

Mathematicians Team:
1. 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 (or post-it notes) to create vocabulary words for the Word Wall.

Political Scientists Team
2. Legislative Team
   a. What is happening nationally with cancer and pediatric cancer legislation, including the Childhood Cancer STAR Act?
   b. What is happening in Ohio with cancer and pediatric 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 (or post-it notes) to create vocabulary words for the Word Wall.

Writers Team
3. Book Review Team
   a. Read the children’s books provided on children’s cancer.
   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 (or post-it notes) to create vocabulary words for the Word Wall.

4. Letter Writing Campaign Team
a. Imagine that your school/class is raising awareness regarding pediatric cancer and raising funds for related research through a run/walk.
b. Identify potential funders/sponsors in your community.
c. Write a letter to the selected donor(s) requesting support for your fundraiser to support pediatric cancer research.
d. Remember to use your persuasive voice and correct punctuation, spelling, and grammar.
e. Create a visual illustrating your letter and identifying the parts of a good persuasive letter.
f. Use Blue Index Cards (or post-it notes) to create vocabulary words for the Word Wall.

5. Reflection Team
b. As a group, create one or more Haiku poems that express your hopes for the child dealing with cancer.
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 (or post-it notes) to create vocabulary words for the Word Wall.

Scientific Research Team

6. Cancer Cell Research Team
a. View the video at kahnacademy.org about cancer:
c. Create a "Birth of a Cancer Cell" mural.
d. Use Green Index Cards (or post-it notes) to create vocabulary words for the Word Wall.
7. **Chemo Research Team**
   b. Create a "Death of a Cancer Cell on Chemo" mural.
   c. Use Green Index Cards (or post-it notes) to create vocabulary words for the Word Wall.

8. **New Therapies Research Team**
   a. What is gene therapy? How is it different from conventional chemotherapy?
   b. What types/categories of gene therapy are emerging as tools to fight cancer?
   c. What is immunotherapy? What promise/hope do you associate with it?
   d. Create a visual illustrating your research findings.
   e. Use Blue Index Cards (or post-it notes) to create vocabulary words for the Word Wall.

**Researchers Team**

9. **Hospital Resources Team**
   a. What are the 8-10 top-rated pediatric cancer hospitals in the United States? Try to confirm using at least two reliable sources.
   b. Which two of these hospitals are closest to your location? What is the distance from your location to each of these hospitals?
   c. What appears to be the top-rated pediatric cancer hospital in New Mexico? How many pediatric hospitals are within three hours (driving) of Albuquerque, NM? How many pediatric hospitals are within three hours (driving) of Columbus, Ohio.
   d. Share a bit more information about the #1 rated hospital in the nation. What characteristics seem to make it stand out from the rest?
   e. Create a visual illustrating your research findings.
   f. Use Blue Index Cards (or post-it notes) to create vocabulary words for the Word Wall.

**Groups Share Highlights with Core Project Team (briefly!)**
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.
Next Steps . . .

Becoming "Changemakers"

We've explored how can we become "experts" by learning more about issues/needs related to cancer? How can we now 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." 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 for authentic audiences/clients and "become the voice" for kids with cancer?**

**EXAMPLES OF "PROFESSIONAL" ROLES**

<table>
<thead>
<tr>
<th>Writers</th>
<th>Politicians/legislators</th>
<th>Cartoonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video/film producers</td>
<td>Historians</td>
<td>Reporters</td>
</tr>
<tr>
<td>Public speakers</td>
<td>Artists</td>
<td>Non-profit leaders</td>
</tr>
<tr>
<td>Scientists</td>
<td>Graphic designers</td>
<td>Web designers</td>
</tr>
</tbody>
</table>
| Researchers                    | Musicians               | Others???
| Mathematicians                 | Actors                  |              |
| Statisticians                  | Translators             |              |

\( (x \times y) 4^2 - 26 [7(x)]\)
"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 be prepared to share them.

**Step #3** We'll share a few sample "Great Ideas" in large group.

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**Example**

**Driving Question**

*What is cancer, and how can we help kids with cancer?*

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

- **Scientist**

- **Artist**

- **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 (Examples)

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

What is cancer, and how can we help kids with cancer?
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

Reflection Activities

“We’re Helping Beat Cancer” Graffiti Wall
“Speaking Up for Kids with Cancer” Acrostic Poem
(See additional “Reflection” articles at the end of this handout packet.)

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

Video Case Study

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

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

**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

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.

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/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
"Enhancing the Design"

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?

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

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

WHAT IS  truly educated
"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.

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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"

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"
Partnerships Make A Difference
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(s)" be? How will this service-learning/PBL 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?

Student “Voice and Choice”: What strengths, interests, passions, and local/global awareness do students “bring to the table”? How can we build upon and utilize these assets?
POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING/PBL PROJECT

Entry Events—emotionally engaging “kick-off” activities that “set the stage” and serve as a “hook” for student interest and active learning

Investigation/Inquiry—“Exploring Possibilities”—helps kids identify potential topics/sub-topics, become emotionally engaged, and conduct initial inquiry/research

Preparation/Planning—“Becoming Experts”—includes further research/“expert groups,” project schedule/logistics, and scaffolding (facilitated by the teacher as needed)

Action—“Doing the Work of Real People” and “Becoming Changemakers”…

**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.
ADDITIONAL RESOURCES
Service-Learning Tip Sheet

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
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.

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**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
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.)
Reflection

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?

SOURCES


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 alter 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>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing opinions, and naming known facts.</td>
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</tbody>
</table>

Sample Questions
- What were your first impressions of the homeless shelter?
- How many homeless shelters exist in your community?

Actions Associated With This Level
- telling, listing, finding

<table>
<thead>
<tr>
<th>Comprehension</th>
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</thead>
<tbody>
<tr>
<td>Connecting a participant’s previous understanding with what he or she learns from the project. Interpreting facts and finding meaning in them.</td>
</tr>
</tbody>
</table>

Sample Questions
- How was this shelter similar to or different from what you expected? Why does your community need the number of shelters it has?

Actions Associated With This Level
- explaining, interpreting, distinguishing

<table>
<thead>
<tr>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using understanding to act.</td>
</tr>
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</table>

Sample Questions
- 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?

Actions Associated With This Level
- solving, examining, classifying
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