

# Service-Learning Leadership Seminar: Level 1

## September 7, 2016



Welcome Back and Re-Introductions Via Verb List

Transition from July Sessions

Revisiting Key Elements of Service-Learning/PBL

Group Doodle: "Great Projects"

Video Case Studies

Focus on Reflection (see pp. 45-46 and 109-120)

Guided Project Planning Time/Peer Feedback

Emerging Topics

Examples of Key Elements: Driving Questions, Entry Events/  
Investigation Activities, Curriculum Connections, Preparation/  
Planning Strategies, Authentic Products/Services for  
Authentic Audiences/Clients, Reflection Strategies,  
Demonstration/Celebration Plans

Review of Course Calendar, Assignments (see pp. 51-52), and Available Support

Future Class Sessions: October 12, November 9, and December 7  
(Snow Date: December 14)

Talking Points for November/December Presentations

Closing Comments and Next Steps

WHAT IS

truly educated



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

*Adapted from work by Daniel Porot, Mary Lynne Musgrove*

# 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"

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



### 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



Authentic Issue or Need  
Compelling Topic or Question  
Academic Focus  
Curriculum Integration/ Standards

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## Learning by Doing

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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



# 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.



# Video Case Study Guide

## 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 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”?



# FROM OHIO TO HAITI: SERVICE LEARNING WITH "GOALS" AND HASTINGS MIDDLE SCHOOL

Source: <http://goalshaiti.org/2015/08/from-ohio-to-haiti-service-learning-with-goals-and-hastings-middle-school/> (August 31, 2015)

At GOALS, there's many reasons why we use soccer as a tool to spark long-term change in rural Haiti. Besides providing access to areas which lack both infrastructure and community programs, sport is effective at increasing gender equality and developing leadership, teaches life skills and critical health lessons right on the soccer field, and provides hope and opportunities for children who need it most.

Another reason why we love soccer? As a universal language, it provides a great way for children around the world to get involved and make a difference!

Students at Hastings Middle School, in Columbus, Ohio, for example, recently conducted a service-learning project about Haiti with their French teacher, Miss Kelly. After researching the language, culture and history of Haiti, students chose to raise donations of soccer balls to send to GOALS.

I'll let one fourteen year old student tell you all about their experience:

*A Difference, by a Hastings Middle School student from Columbus, Ohio*

The Haiti Service-Learning Project definitely was something that changed my view of the world. When I first heard that we would be doing something to help Haiti, I thought to myself, that's likely to ever happen, like they need our help. But then we started the research.

My group was assigned to make a video clip about the conditions in Haiti. At first glance, I assumed that we'd be able to blow our project off and just come away with some sort of scrap material. I was convinced that Haiti needed no help whatsoever . . . But as I scrolled through the pictures, I began to see that that wasn't true at all. It wasn't always safe there, the streets were filled with junk, there was nowhere that even grass could grow because the ground was a mass of rubble and houses stood only partially built.

I was stunned. I felt like I was almost always right . . . But this time, I'd been horribly mistaken. Haiti really did need help.

While gathering information on Haiti's conditions, I also learned about One World Futbol, and what they were doing. Children in Haiti were being given balls to play soccer with, because soccer was one of their ways of staying happy and fit even in a home that was in such poor condition. In pictures showing children playing soccer before they were given the indestructible balls by One World Futbol, I saw deflated soccer balls, balls made from trash, and balls that had been stuffed full of plant material and tied back together with a string. Balls that never lasted more than one game.

But One World Futbol has been changing that, one ball at a time. They've been donating soccer balls to help the children of Haiti keep on playing soccer with balls that can't be broken or deflated, balls that will last for hundreds of soccer games instead of just one.

Seeing what One World Futbol and GOALS Haiti were doing made me want to do something to help out. If an organization such as this one was making such a huge impact on people in need, then I wanted to do what I could to help. This was a way in which I could help, a way in which I could make a difference.

I definitely feel like I did make a difference in this project. I learned so much, and now I can pass that knowledge on to other people. Also, working on the project is helping my class be able to spread awareness and raise money to donate to One World Futbol and GOALS Haiti. Even if we just raise enough to donate one ball – one ball – I know that we will make a huge difference.

And I'm proud of that. I gained a lot of empathy and knowledge from this project, and I hope that everyone else did, too. I know that everything we did for this project will stick with me forever. And I'm happy that it will. I know that I'm helping to make a difference in the world, and that feeling is like no other.

A huge thank you to the student who wrote this, to all the students who participated in the project and their friends and families who supported them, and especially to Miss Kelly, who is clearly an incredible teacher! Here's what she had to say about the project:

*Is play important? Why?* 8th grade French students at Hastings Middle School have been asking themselves and others these questions while working on a service learning project to raise awareness about the power of play.

In discovering more about the Francophone country of Haiti and about the difficulties that impede play opportunities in poverty-stricken countries like Haiti, we were able to get a glimpse into what life might really be like in a world where play opportunities are limited. What we realized made us want to help!

The Hastings Middle School French students raised 44 soccer balls through One World Play Project to donate to GOALS, and enough money to pay the shipping costs!

If you're a teacher looking for a creative service-learning project, or you need a project for your Bar Mitzvah, Bat Mitzvah, Girl Scouts or Boy Scouts, senior service project or any other community service requirements, you can learn more about how to collect new or gently used to donate to GOALS kids in Haiti [here](#), or send an email to [contact@goalshaiti.org](mailto:contact@goalshaiti.org) to get in touch!

# 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" 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

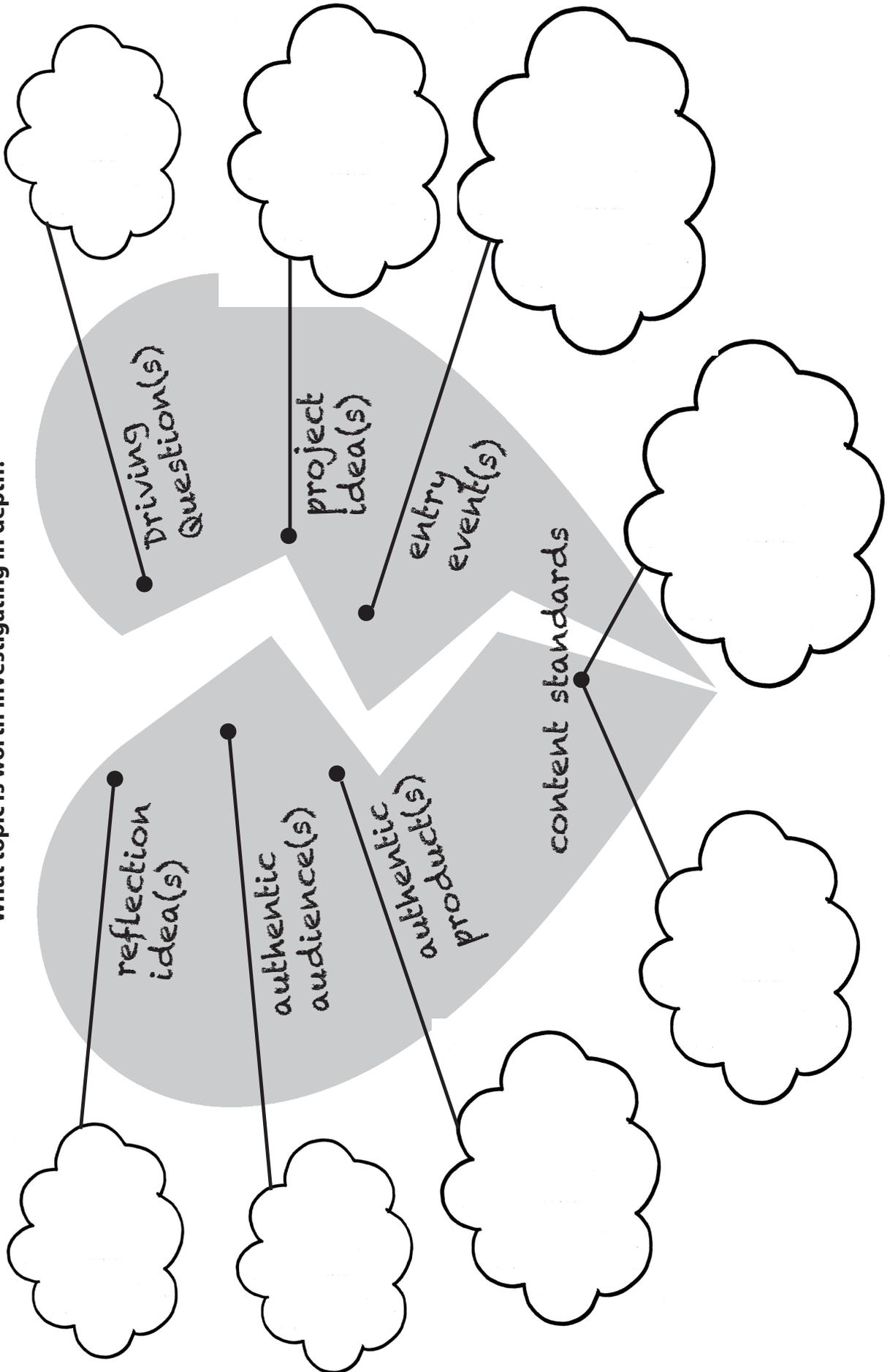
**Reflection—"Attaching Meaning"**—extends the learning by helping students attach individual and collective meaning to their experiences. *What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?*

**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

# Topic/Issue/Service Focus:

Who needs our help? What issue needs our attention?

What topic is worth investigating in depth?



# Talking Points for November/December Presentations

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

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

