

**SERVICE-LEARNING
UPSCALING SOCIAL INCLUSION
FOR KIDS**

TOOLKIT



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This Toolkit is designed to help Secondary School teachers implement the Service-learning model



INTRODUCTION

TO SERVICE-LEARNING

“PLACE”

Preparation, Link, Action, Celebrate, Effect

This model is an upscaled model, building on existing and successful Service-learning taking place in universities. The aim is to achieve a higher level of transferability of Service-learning into the school curriculum and support teachers to deliver Service-learning in schools.

Service-learning can be understood as a teaching and learning strategy that integrates meaningful community service with education and reflection. Service-learning, which can also be referred to as Engaged-learning, involves enabling students to engage with the local community in identifying common challenges and developing fitting solutions, with students at the heart of the process. SL can promote and support social inclusion of young people by enhancing the acquisition of social and civic competences and fostering knowledge, understanding and ownership of values and fundamental rights. Adding Service-learning into the curriculum can be an opportunity for students to learn about European Union Social Inclusion policies and the UN Sustainable Development Goals, including environmental and social issues in a real-life context. A service-learning project involves students engaging with others, applying their ideas and skills to make a difference in their communities. Service-learning can provide young people with community experience and contact with NGOs and volunteering in a structured and safe way regardless of their personal circumstances and family context. In this way reducing the chances of early school dropout and increases their chances of becoming socially included adults.

Service-Learning can be defined through key features and the PLACE model reflects these:

Service-learning is a pre-planned and organized student experience, gained through a service that responds to the authentic needs of the community. SL supports a change in solving problems and responding to community needs from the traditional assistive model (service for the community) to a horizontal model of solidarity (service with the community).

It is based on active student involvement in all stages of SL projects, from planning to assessment. Students should feel ownership of the project and act as leaders of activities, not only their implementers. SL works with real student experiences and involves metacognitive learning when the student is aware of how they learned, what they learned, what helped them learn, how they can use it in practice, and what they need to learn further. It relies heavily on non-formal and informal learning methodologies.

SL is intentionally integrated into the academic curriculum. There is a clear connection of service to the objectives and content of education. SL methodology can be incorporated into the curriculum of various subjects and it can be implemented within one subject or it can combine several subjects or teachers to solve interdisciplinary projects.

SL provides a temporal sequence that allows participants to reflect on the service-learning experience. Reflection in SL is seen as a meaning-building process that guides the learner through the community-oriented experiences, facilitating the in-depth understanding of relationships and the connections between experiences and the service-learning concepts.

SL aims to develop civic responsibility for students. From this strategy application in the process of education we expect not only the development of professional competences but also changes in the students' "civic characteristics," which determine the citizens' involvement not only during but also after implementing service-learning projects. Service-learning enables students to be introduced to the role of civil society and to the essential components for it to function, such as volunteering and funding mechanisms, as well as the importance of engagement of the local community in identifying challenges and developing appropriate solutions.

PLACE focuses on enabling young people (secondary school level) to acquire social and civic competencies, fostering knowledge and ownership of values and fundamental rights. Through the use of the PLACE model secondary school teachers can easily create quality opportunities for young people to engage with community partners on local and global challenges within a structured environment that fosters both formal and non-formal learning and, in this way, enhancing social and civic competences. Including the PLACE SL model as part of the curriculum your secondary school will mean that: young people develop a stronger sense of engagement with their communities; There is an increased number of young people involved in community projects responding to local and global challenges; The likelihood of becoming socially included adults is increased and the chances of social exclusion are decreased. In addition, the community as a whole will benefit from more young people with more highly developed social and civic competencies who are more engaged with the community around them, and an increased pool of potential volunteers in the community.

PLACE model brings secondary level schools and universities together at the nexus of community needs and service learning. This model offers the possibility to cooperate with universities and to set up sustainable relationships with them. This is done through the engagement of role models who were engaged in service-learning at the university and who can help facilitate and guide the service-learning at the secondary school. Role models will be willing, as volunteers or as part of their university course, to share their time, experience and enthusiasm with younger peers in secondary schools and accompany them as they go through their own Service-learning. For more information about the benchmarks for quality role model programmes see Annex 1.

The scope and size of the PLACE model implemented in each location can vary and it may be different lengths and have different themes (e.g., environment or social justice), respond to a specific localised need (e.g., crisis resilience).

Non-formal learning (NFL) is purposeful learning that takes place in a diverse range of environments and situations for which teaching, training and/or learning is not necessarily their sole or main activity. NFL methodology can provide the adequate impetus for effective implementation of the proposed actions as they are compatible with SL characteristics and scope of action.

Non-formal methods are based on the “learning by doing” approach and are customised to the needs and specific characteristics of each learner, by exploring their learning styles and perceptions and challenging their understanding of learning and education.

Non-formal learning methods include, Simulation exercises, Games, Outdoor activities, Expression, Debriefing, Reflection, Round discussions, Self-Assessment and evaluation, Role Play games etc.

KEY CHARACTERISTICS OF NFL CAN BE SUMMARIZED AS FOLLOWS:

- COEXISTENCE AND BALANCED INTERACTION BETWEEN THE COGNITIVE, AFFECTIVE AND PRACTICAL DIMENSIONS OF LEARNING.
- LINKING INDIVIDUAL AND SOCIAL LEARNING, TEACHING/LEARNING RELATIONSHIPS ORIENTED TO PARTNERSHIP, SOLIDARITY AND SYMMETRY.
- PARTICIPATORY AND LEARNER-CENTERED LEARNING.
- REAL-LIFE CONCERNS, EXPERIENTIAL AND LEARNING-BY-DOING ORIENTED TEACHING, PROMOTING INTERCULTURAL EXCHANGE AND ENCOUNTERS AS LEARNING TOOLS.
- PRIORITY TO THE TRANSMISSION AND PRACTICE OF THE VALUES AND SKILLS INHERENT IN DEMOCRATIC LIFE.

The set of proposed NFL activities in the following sections aim to support teachers towards implementing the PLACE Model p and consequently to help their students achieve their goals.

P **REPARATION**
Designing and planning the service-learning experience to support students learning goals. This stage is all about preparing and designing the service-learning experience. Understanding if you and your school are ready to start to implement service learning using the PLACE model and if not, what you need to do to be ready.

L **INK**
Connecting young people with their community partners, role models, and one another and choosing the type of community needs or activities that best supports student learning goals within the desired curriculum content and establishing a common understanding of each participants' role.

A **CTION**
Linking learning to real-life issues, developing students' ideas with community partners. Action is the stage for students to show they can link their learning to real-life issues and opportunities, developing responsible outlooks and behaviours towards the community within and beyond the school. Action is also about reflection of what was done and on what students learned from experience.

C **ELEBRATE**
Demonstration of what students have learned and accomplished in partnership with the community. Students have the opportunity to present their impact at a public event open to community partners including friends, families and policy-makers.

E **FFECT**
The effect stage is when student ideas are complete, they are able to apply their formal and informal learning and there is reciprocal benefit realised; the student has made a valued contribution to the community.

SECONDARY SCHOOL STUDENT:

Students participate in diverse SL experiences set in a 'real-life' context with not-for-profit community partners that combine both formal and informal learning outcomes. They work together and are empowered to take action, learning about themselves and the community by reflecting on their experiences, while also developing their knowledge, skills and social and civic competences.

WHY GET INVOLVED:

- Improve self-confidence/sense of empowerment by engaging in the community on the same level with "adult" roles.
- Provide an opportunity to develop 'soft skills' such as communication and empathy.
- Develop a greater understanding of others and knowledge of cultural differences.
- Enhance awareness and collaboration with community groups becoming more engaged citizens in the longer-term.

WHAT TO DO:

- Learning through doing, become active participants in a 'real-world' context with a community partner.
- Reflecting upon what happened during the experience itself and as a result of their engagement.
- Collaborating with teachers, role models and community partners in planning their own learning i.e. what they will be doing in the project.
- Building new relationships in the community, developing respect and mutual agreements with partners.
- Opens up awareness of 3rd level education for the students through their interaction with the role models.
- Developing insights into critical issues in Europe and around the world, such as clean energy and gender equality.
- Demonstrate what they did in the experience, sharing insights and achievements with others.

SECONDARY SCHOOL TEACHER:

In the PLACE model, teachers practice an

educational method that merges formal (structured) learning and informal learning within a framework of community partnership. They guide students in 'hands-on' experiences in the surrounding community, to pursue self-designed projects that affect social change; provide additional perspective on what students are learning, empower and expand civic engagement, while developing a greater understanding of their community.

WHY GET INVOLVED:

- Broaden and deepen the curriculum to create a richer context, by aligning 'real world' experiences and the growth of social and civic competences with formal learning outcomes.
- Provide an opportunity to reposition a traditional teaching role towards that of a guide and facilitator in an active learning environment.
- Promotes the engagement of students, enhancing their social and civic competencies and increasing learning ownership and sense of empowerment.
- Form mutually beneficial school and community partnerships, and increase wider public support.

WHAT TO DO:

- Liaising with the PLACE Model Coordinator regarding the SL learning programme and setting up the community partnership(s).
- Planning lessons to reflect curriculum content and identifying learning outcomes.
- Organizing a welcome session with role models and community partners.
- Establishing a framework for activities, assessment and reflection.
- Guiding students in developing a defined project to meet the community partner's needs.
- Facilitating discussion of information, encouraging students to seek information from multiple sources.
- Acknowledging student achievements, sharing what was done and the outcomes with the community partner(s) and wider public.

COMMUNITY PARTNER:

Any not-for-profit community organization or

group that can create a space for meaningful service-learning experiences set in a "real-life" context that meet real community needs. Community partners provide opportunities for young people to interact with adults and be acknowledged as valued, contributing members to society. They are willing to enter a partnership to enable learning within a school context, to meet curriculum requirements, and provide informal learning experiences that allow students to acquire social and civic competences.

WHY GET INVOLVED:

- Contributing to education and preparation of the next generation of change leaders.
- Opportunities to educate young people about current issues that impact their community.
- Possibility of seeking collaborative funding for projects.
- Additional capacity building, to help in the performance of needed project-specific tasks.
- Possibility of solving the challenge or problem, increasing the quality of services or quality of beneficiary's lives.

WHAT TO DO:

- Explaining the organisations or group's purpose and vision and the specific needs that students will help to address.
- Providing students with knowledge and understanding of the community/population they are working with.
- Assisting in scoping the challenge and projects that the

students will be involved in and answering questions.

- Participating in providing any orientation, training or supervision that may be required.
- Participating in the evaluation of a service-learning project.

ROLE MODEL

University students (undergraduate or postgraduate) with previous experience in service-Learning programmes and who can support school students in meaningful learning experiences set in a 'real-life' context are important for the PLACE model. They have an influential presence as an enabler for social change, by supporting the successful implementation of the PLACE Model in their local environment.



WHY GET INVOLVED:

- Contribute to a youth led education initiative that stimulates wider civic engagement.
 - Receive training to empower school students in service-learning project implementation.
 - Support teachers, students and community partners, on various projects that respond to issues in the local communities.
 - Relate their own knowledge and skills to co-created projects that support social inclusion at the local level and can contribute to possible advancement of the implementation of EU Social Inclusion policies and the SDGs.
- What to do:
- Contributing to initial group/team interactions through a story exchange and similar activities.
 - Assisting in guiding the student's journey from initial connection with the partners, development and implementation of their project, to public presentation of their solution(s).
 - Sharing their time, experience and enthusiasm with younger people in secondary schools and accompanying them as they go through their own Service-learning experience.

PLACE MODEL COORDINATOR:

Coordinators ensure that the service-learning model progresses through all stages in a way that provides ongoing continuity for both teachers and community partners. They act as a conduit between third and second levels and continually work to identify opportunities for future collaboration. The coordinator could come from the school or university already involved in the project or from another interested stakeholder group such as a local authority or local volunteer centre.

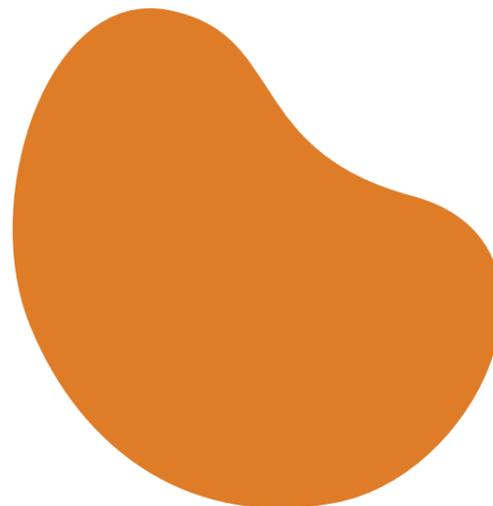
WHY GET INVOLVED:

- Provide consistency of the PLACE model, and promote the principles and practices ensuring engaged learning activities can run smoothly.
- Improve management of project interdependencies and relationships across service-learning in schools, minimising uncertainty and guiding them on potential partnerships.

- Enhance collaboration, quality and timeliness, while also supporting flexibility of the model to change and scale (both locally and at a European level) as required.
- Manage risk by sharing lessons learnt and best practices in the PLACE Practitioners Community.

WHAT TO DO:

- Ensuring the policy, curriculum and legal requirements are met as appropriate to the local environment.
- Facilitating the PLACE meetings on a regular basis.
- Explaining the PLACE model to interested teachers, guiding initial implementation in the school.
- Providing examples of best practice and promoting opportunities for community partners to become involved.
- Managing the identification and integration of third level students as Role Models to support teachers and the young people.
- Assisting the schools in selecting the types of projects that the students may become involved in (aligning the school's strategic focus with local community partner needs) and responding to teachers' questions.
- Organising any orientation or training sessions that may be required by the volunteer Role Models and teachers.





PREPARE

For a full description of the PLACE model and the actions to be taken by other core partners in the PLACE Model see Annex 2. This section of the Tool Kit will go step by step through the PLACE model from the perspective of the secondary school teacher.

This stage is all about preparing and designing the service-learning experience framework. Identifying the types of community needs or activities that best supports student learning goals within the desired curriculum content and establishing a common understanding of each participants' role.

Before you decide to start implementing the PLACE model at your school, it is important to be aware of a few key facts that may affect your intentions and that you should think about. For a successful start, we recommend:

- Make a personal decision that implementing the PLACE model brings benefits to all stakeholders (school, students, you, and the community) in terms of modern educational principles, which also means knowledge of basic steps and philosophy of service-learning.
- Address the management of the school in order to incorporate the PLACE model into the school educational program.
- Address the teaching staff in order to clarify the philosophy of the PLACE model through their own subject and its potential for various educational areas / thematic areas of education.
- Address the parental public through the school board, parent associations, etc. with an emphasis on the benefits for students.
- Be inspired by examples of already implemented service-learning projects.
- Establish cooperation with an individual, institution, organization where service-learning has already been introduced in order to strengthen their own motives for implementing service-learning and avoid mistakes.

ANSWER THESE QUESTIONS:

1. What is the attitude of the school management to the activities of students in the community?
2. What is the attitude of other teachers to the activities of students in the community?
3. How can I motivate school management, other teachers, educators to be involved in the PLACE model?
4. What is the experience of the school and its students with activities in the community?
5. How can I motivate students to be involved in the PLACE model?
6. What do parents say about community activities of students?
7. What is my attitude towards volunteering and service-learning?
8. How much time do I want/can I devote to this activity?

The basic prerequisites for the successful development of the PLACE model at school are: an atmosphere and an environment that motivates everyone to take an interest in what is happening in our surroundings; to take an interest in helping others; the activities of students in the community are supported and appreciated. This atmosphere is not something that is present "automatically" at a school and it needs to be worked on elsewhere and can be one of the goals of PLACE model implementation. Such an atmosphere is largely shaped by the attitude of the school management towards volunteering, service-learning or community service but also by the attitude of other teachers and other staff. Count on the fact that you may not meet with a positive response from all your colleagues. For some people it may be "suspicious" why someone engages in such activities if they have never participated in it themselves. However, if you motivate students to participate in service-learning and at the same time your other colleagues speak mockingly or contemptuously about your activity, or express their disinterest, you will probably have to invest a lot of energy so that you not only get students to be involved in activities, but also keep them in it and that they feel good about it.

TASKS TO BE DONE BY THE TEACHER:

1. Think about the needs and aims of the PLACE model implementation that is specific for your school. Answer the questions: What are the school needs that the implementation of the PLACE model should respond to? What are the goals of implementing the PLACE model in relation to my school? What should the implementation of the PLACE model bring to my school?
2. Review the “Is my school ready for Service Learning” check list. (Annex 3)
3. Discuss and decide where in the general school curriculum the service-learning methodology will be used e.g., in one particular subject such as history, civic education, art-based subjects, or biology - or across several subjects with a cross curricular approach.
4. Identify colleagues who will support you in the service-Learning implementation especially if it will be done across several subjects.
5. Establish the partnership between your school and the university where the Role Models will come from.
6. Identify the PLACE model coordinator - it could be you or another actor as described previously.
7. Decide which social & civic competencies you will focus on as learning outcomes. (For a full list of possible social & civic competences see Annex 4.)
8. Include students and role models to start to think about what topic/field (e.g., environment, cultural, civic, poverty...) they would like to work on and why.
9. Conduct a scanning of possible local organisations that the school can engage with to meet local needs. Annex 5 is a useful resource that can help in this assessment.
10. Sign up to the PLACE practitioner community and participate in capacity building opportunities offered online and share your doubts, questions and ideas with other interested practitioners with different levels of experience.
11. Prepare the concept of the subject, lesson plans and timeline for the service-Learning implementation that can be from a few weeks to a few months depending on the possibilities and approach chosen. Evidence shows that in general, a longer-term service-learning experience leads to higher impact. However, shorter term experiences can also be of huge benefit to young people and increase their chances of social inclusion as young people and as adults. Preparing the concept of the subject and lesson plans requires setting its objectives, conditions and method of assessment, content, thematic plan and teaching methods. In preparation, you should answer in particular the questions:
 - What are the educational / learning objectives of the subject? What competencies do you want to develop within the subject?
 - What can be the service objectives coming from the needs defined by community partner/partners?
 - What size group of students will you work with?

- What will be the role of students in the individual phases of the implementation of service-learning? How will students be involved?
 - How will you work with the community? How will it be involved in the implementation process from planning to evaluation? What role will the partners in the community play?
 - How many teachers will be involved in a particular project?
 - What will be the time distribution of teaching?
 - How will the preparation of students for the implementation of service-learning activities take place?
 - How will you reflect on the activities with students?
 - How will you monitor and evaluate the service-learning experience?
 - What will be the conditions for evaluation and grading of the subject?
 - Which self-assessment and peer feedback methods can you use to increase students' involvement?
12. Explain to the students the basics of service-learning and support the motivation for the involvement in community work.
 13. Help students set up their personal objectives
 14. Help student set up the rules for the teamwork

LESSON 1

Introduction to service-learning and my personal objectives

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students are aware about the concept of service-learning and they are motivated to engage with the community partner.
 Students set up their own personal learning/development objectives.
 Students set up their rules for teamwork.

BRIEF CONTENT

Introduction to SL - what is and what will be the impact. Including presentations from one or several Role models who have already experienced service learning and will be accompanying the students throughout their experience.
 Reflecting about the personal objectives of students – what I want to learn, what I want to develop.
 Defining expectations and fears.
 Setting up the rules for teamwork.

GUIDING QUESTIONS FOR THE TEACHER

Is it clear for the student's what SL is and what they will do?
 Did students express their expectations and fears?
 Did students set up their personal development objectives?
 Are rules for team work set up?
 Did the story telling from the role models have the impact that you expected?

SUGGESTED TOOLS TO BE USED:

[Introduction to Service Learning](#)

GOALS: Learn what is Service Learning and its components
Create awareness for SL value for me and for the society
Be able to present to peers about SL

TIME: 1 hour

MATERIALS: Projector and internet access, A2 sheets of paper, markers of various colors.
Teacher introduces the concept by writing on the board Service Learning and announcing to the students that they are going to watch two short movies which explains what it is about.

<https://www.youtube.com/watch?v=7t30ZMX8uGw>

<https://www.youtube.com/watch?app=desktop&v=L9AXsV3eull&pli=1>

After the end of the second movie teachers encourage students to suggest words that relate to SL and by adding students' suggestions a conceptual map is created.

Teachers explains that SL is a process which includes five different stages and invite students to watch the following short movie:

<https://www.youtube.com/watch?app=desktop&v=kFd-yiAfrmE>

Teacher asks students to split into groups and each group is given a large piece of paper and markers. Each group of students is assigned the task to create an infographic which will explain in a clear and entertaining way their idea of what SL is and why it matters. When finished they present to the class their idea and the audience comments in a process facilitated by the teacher.

MOTIVATION FEARS AND EXPECTATIONS - ROLE MODEL STORYTELLING

GOALS: Get direct feedback from real life examples

Reflect on their own attitude, motivation and expectations towards getting involved in a SL project

TIME: 1 Hour

MATERIALS: A2 sheets of paper, post it notes, pens

Role models present their experience from their involvement to SL activities, they describe their initial fears and expectations and attitudes when first started their journey, emotions they experienced through the process and what they gained from this experience. At the end they answer questions.

Teacher post on the wall three A2 paper sheets, each one titled as follow:

YELLOW - My attitude towards volunteering and any previous experience

BLUE- My motivation regarding the service-learning implementation. Why I want to get involved

GREEN- What I expect from involvement in a service-learning project

Teacher shares coloured sticky paper notes and gives 10' minutes to students to write down their response to each statement.

Students take turns and present their thoughts

Teacher summarizes the responses and points out the most common responses among three statements and encourages students to comment on the findings.

THE BRIDGE – TEAM BUILDING ACTIVITY

GOAL: Reflect on the group's dynamics about cooperation and competition through teamwork
Raise the listening skills during the collaboration, to develop non-verbal communication.

TIME: 1 hour

MATERIALS/REQUIREMENTS: scissors, sheets of paper, pencils, plastic glass, cardboard, glue, etc. Materials can be chosen randomly, as the objective is not to build a perfect bridge, but the process of building. An open space (a corridor, large room) in order to separate the two teams.

OVERVIEW: this activity is based on the competition between and the cooperation within a team. Two groups have to build a bridge together in a limited time.

INSTRUCTIONS: the duration of the game is about 30 minutes. Two teams will be assigned to build a bridge in a limited time. There is one condition: the bridge must support a paper cup filled with water. Each team has to build a portion of the bridge which must be complementary with the portion of the opposing team. For this, each team has a number of tools and materials available to do their mission. Both teams have to choose a « leader » at the beginning of the game who will represent the group. During the construction of the bridge, several meetings are organized between the two leaders (one meeting every 5 minutes). The two teams can communicate together and speak about their task only during this meeting. When the time is finished, both teams bring their prototype in the middle of the room and try to unify the two pieces of the bridge. The teacher tests the bridge by putting on a paper cup full of water.

DEBRIEFING AND EVALUATION: seated in a circle, the participants explain one by one how they felt during the game. Teacher can ask: how can you define your position in the team? What about the position of the other people in your team? What do you think about the communication between each group's members? Did you manage the communication in order to cooperate? How could you improve teamwork? How did you like the leader's attitude? Do you think that this kind of experience could be useful for you in daily life?

TIPS FOR TEACHERS: 1. It's very important to respect the game's timing. The duration is limited and it has consequences on the collaboration/competition's dynamics within the team. 2. In order to better evaluate what has happened during the game, you need at least two people to observe each group and to check the time. 3. You can't help the teams during the game: the participants have to understand and organize their work by themselves. The way they organize themselves and deal with the difficulties that they encounter are part of the reflection and evaluation part of the game.

VARIATIONS: Two variations to the Bridge's game can be used: 1. The observer: one person has the task of observing both teams and of noticing the participants' behaviours. 2. For each group, one participant (the troublemaker) has the task of obstructing the process of building the bridge. Another one (the facilitator) has the task to facilitate the connections within the team. Any kind of verbal communication is forbidden during the teamwork. Only the leaders can speak during the meetings.

IDEAS FOR ACTION: take enough time for the debriefing: the participants are often frustrated if they had not been able to build the bridge, they feel stressed by the short time.

3 MONKEYS - TEAM BUILDING ACTIVITY

Goal: Working together on one goal, increasing creativity

Time: 15 minutes for groups work, 20 minutes for a reflection

Materials/Requirements: Blindfolds, ear plugs

Rules: There should be groups consisting of three people in each group. Each group of people needs to make some plans for a trip (note: find a place near you or even in a building that you are in). An important part of the game is that each participant of every group has one ability: one can only hear, another one can only see and the third one can only talk.

In this way, participants discuss as many questions about their trip as possible. Only 7 minutes are given for this trip arrangement and afterwards it is checked how many questions were answered. Did any of the group manage to plan a trip?

QUESTIONS FOR GROUPS:

- Where are they going?
- Where will they stay?
- When are they going?
- What do they need to bring?
- What will they do there?

MARSHMALLOW CHALLENGE – TEAM BUILDING ACTIVITY

GOALS: Practice group communication, leadership dynamics, collaboration, innovation and problem solving

TIME: 30 - 40 min

MATERIALS/REQUIREMENTS: 20 sticks of spaghetti, 1 metre of masking tape, 1 metre of string and 1 marshmallow. (tape measure to measure the structures at the end)

STEP 1: Create a marshmallow challenge kit for each team, with each kit containing 20 sticks of spaghetti, 1 meter of masking tape, 1 meter of string and 1 marshmallow. These ingredients should be placed into a paper lunch bag or envelope, which simplifies distribution and hides the contents, maximizing the element of surprise. Organize the group into teams of 3-6 people. Each team should sit around a table. The whole group should work in the same space, fairly close together (Covid19 regulations being respected).

STEP 2: Give the instructions. Be clear and concise about the goals and rules of the challenge. Build the tallest freestanding structure: The winning team is the one that has the tallest structure, measured either from the tabletop surface or from floor to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.

The entire marshmallow must be on top: The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.

USE AS MUCH OR AS LITTLE OF THE

KIT AS NEEDED: Teams can use as many or as few of the 20 spaghetti sticks as needed, and as much or as little of the string or tape. The team cannot use the paper bag / envelope as part of their structure.

Break up the spaghetti, string or tape: Teams are free to break the spaghetti, or cut the tape and string to create new structures.

THE CHALLENGE LASTS 18 MINUTES:

Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.

ENSURE EVERYONE UNDERSTANDS

THE RULES: Repeat the rules if necessary, and ask if anyone has any questions before starting.



STEP 3: Start the countdown clock and music at the start of the challenge.

Remind the teams of the time: Countdown the

time. It can be effective to call out the time at 12 minutes, 9 minutes (halfway), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second countdown. Call out how the teams are doing: Let the entire group know how the teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage participants to look around, and don't be afraid to raise the energy and the stakes.

REMINDE THE TEAMS THAT HOLDERS WILL BE DISQUALIFIED: Several teams will have the desire to hold on to their structure at the end to stabilize it because placing the

marshmallow on top will cause the structure to buckle. The winning structure needs to be

stable.

STEP 4: After the clock runs out, ask everyone in the room to sit down so everyone can see the structures.

Measure the structures: From the shortest standing structure to the tallest, measure and call out the heights. Identify the winning team.

STEP 5: Teams reflect on how they did: Have teams sit together and discuss their process. **INTRODUCE THE QUESTIONS BELOW TO HELP GUIDE THEM IN THEIR REFLECTION:**

How did we work as a group?

What role did I take? How did I contribute? Is there anything I held off from doing? Why? Who took the leadership in the group? How did it manifest in different moments?

What did I learn about myself and my behaviour? About other people and their behaviour? About the behaviour of groups?

What insights can I take from this experience that I could apply in other contexts?

CODE OF CONDUCT – RULE SETTING ACTIVITY

GOAL: The participants agree upon a set of guidelines for life on the island, which will then be transferred to behaviour within the service-learning programme.

Imagine that the seminar is on an island that we are trapped on. Now we have to find our own basic working principles.

STEPS:

1. Participants are divided into small groups of about 5 to 6.
2. Introduction: Each group finds itself on a small and isolated island. The task for each group is in 20 minutes to formulate and note down a set of guidelines to define life on the island.
3. In a plenary session, inhabitants of the island present their rules, followed by group discussion: "What are the rules for our service-learning programme?" This part takes around 30 minutes.

REFLECTION:

- What aspects came up quickly?
- What was easy to agree on and why?
- What was somewhat harder to solve?
- On which of the rules can we all agree for the duration of the service learning programme?

SETTING PERSONAL DEVELOPMENT GOALS EXERCISE FOR THE STUDENTS

[Bertelsmann-Stiftung Competency Cards](#) - These cards have been developed to assist in the identification of competencies amongst people from migrant communities, but they are a useful resource to use in a reflection exercise to consider which competencies could be the most important for your students.

OUTCOMES EXPECTED (CHECK LIST)

1. The co-ordinator builds knowledge and awareness of the initiative. They facilitate building of relationships with all stakeholders and develop a network of diverse range of initiatives addressing community needs.
2. The teacher plans to become a facilitator of knowledge, offering students a new learning experience in which they get the opportunity to become co-creators and co-producers of knowledge.
3. Role Models are identified, then trained how to best support the teacher and connect with the students. (For guidance on Role Model training and the role of the Role Models in the PLACE model see Annexes 1 & 2)
4. Lesson content is developed to inform students about various aspects of their community project, the engagement with partners and Role Models should allow opportunities for students to learn course content at deeper levels.
5. Students are aware about the concept of service-learning and they are motivated to work with community partners.
6. Students set up their personal learning objectives.



LINK

Connecting young people with their community partners, role models, and one another and choosing the type of community needs or activities that best supports student learning goals within the desired curriculum content and establishing a common understanding of each participants' role.

TASKS TO BE DONE BY THE TEACHER:

1. Act as a guide to facilitate the learning, supported by Role Models in the building of connections with not-for-profit community partners.
2. Plan group interactions and a focus on a common need, with constant interaction and debate, allow students to compare understanding with others and to construct new understandings.
3. Assist role models to connect with the students, organize welcome sessions, get students introduced to role models and community partners.
4. Support students in understanding the need analyses and preparing the plan for need analysis.
5. Ensure that the PLACE model coordinator has secured the agreement or agreements between the school, university and local partners identifying the roles and responsibilities of each.

LESSON 2

Needs analysis – concept and methods

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students understand what is the assessment of community need, why it is important and how it can be provided students understand what is the difference between community need and activity.

BRIEF CONTENT

Explaining needs assessment (NA): Needs assessment involves research and systematic consultation with community stakeholders and project beneficiaries before the project is designed and implemented. In that way NA helps to identify needs/problems and involve those (partner organisations, their beneficiaries, families etc.) who are meant to benefit from the service-learning project in deciding on the final project design.

Every SL project should begin with clearly stating the needs it will (try to) solve. Often, when planning a project, students tend to confuse what is an activity and what is a need. They usually find it easier or more fun to think about what they would like to do instead of thinking what is the real need/problem they should solve. Activities are basically the way we are going to solve a need/problem, but to be able to do that, you should firstly be sure what is the need/problem. Need(s) can be defined as a lack of something indispensable, desirable or useful, and usually are associated with problems that a specific group (i.e., youth, people with disabilities, etc.) deals with.

GUIDING QUESTIONS FOR THE TEACHER

- Is it clear for the student's what SL is and what they will do?
- Did students express their expectations and fears?
- Did students set up their personal development objectives?
- Are rules for team work set up?
- Did the story telling from the role models have the impact that you expected?

LESSON 3A

Matching and Initiation with the role's models (see Annex 1)

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students meet with their role models and are acquainted.
Students sign the commitment agreement document, including risk management policy.
Students are debriefed by their teacher to start the needs analysis plan.

BRIEF CONTENT

Using strategies likely to increase the probability that mentoring relationships will endure and be effective involve the following actions:

- match role models and secondary school students based on a thorough analysis of role models and school student's characteristics
- hold an initial session in the school in which they are introduced to each other, interact and initiate the mentoring relationship - Possibility to use NFL methodology for getting to know each other and "break the ice".

GUIDING QUESTIONS FOR THE TEACHER

- HAVE YOU:** Considered/analysed the characteristics of the role model and secondary school students?
- Arranged and documented an initial meeting between role model and secondary school student?
 - Introduced the role models and school students and signed a commitment agreement consenting to the program's rules and requirements and receive feedback on match preferences if necessary?
 - Ensured that the role models are prepared after the match to start their role?
 - Prepared students after the match to do their tasks?



LESSON 3B

Needs analysis plan

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

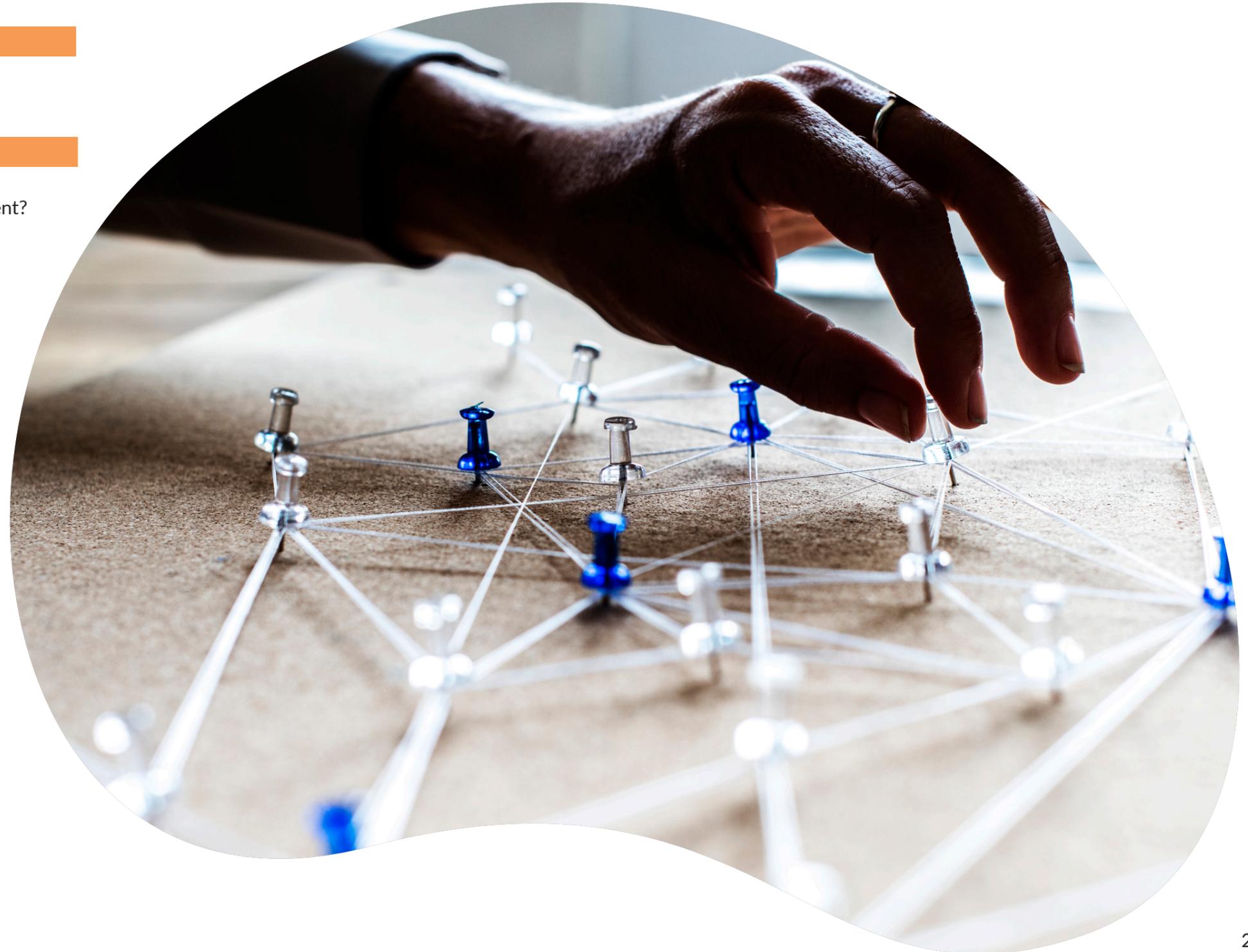
Students decide on the tools to identify community needs and also policies, initiatives, strategies that they want to respond to.
Students distribute the responsibilities for the need assessment.

BRIEF CONTENT

Designing the needs analysis plan with a student led approach.
Support from Role models in the planning of needs assessment

GUIDING QUESTIONS FOR THE TEACHER

Do we have a plan for the need assessment?
Is it clear for the students what their role is in the needs assessment?



SUGGESTED TOOLS TO BE USED:

MAPPING MY COMMUNITY – NEEDS ANALYSIS IN THE LOCAL COMMUNITY

GOALS: Learn the geography and layout of your local area
Determine areas of need for people, animals and the environment
Identify resources that may support efforts to meet community needs

TIME: 2 hours

MATERIALS: A4 paper, pens, markers, Google Maps, large sheets of paper, tape

PART1: INTRODUCTION - OBSERVING MY COMMUNITY

Teacher draws a brainstorming starter on the board with 3 core words (people, animals, environment). Then asks the students to think of their community and about the people, animals and the environment within the area and try to recall assets that their community possesses in relation to their community E.g., Human Assets (schools, libraries, hospitals etc) Animal Assets (species, dog parks, animal sanctuaries etc) Environmental Assets (Mountains, beaches, recycling units etc)
Teacher writes down student's answers.

PART 2: PREPARING THE MAP

Students split in groups of five and with the help of Google Maps (or another online map resource) they observe their community map and try to draw it on a big sheet of paper, marking each of the identified answers on the map. They can distinguish the three categories on the map by assigning each a unique identifier (i.e., colour, shape, stickers). For example, mark human assets in blue, animal assets in red, and environmental assets in green.

At the end each group takes turns and presents their map and answers questions.

REFLECTION ACTIVITY

Each group is given a list of guiding questions for reflection and 20' to discuss and prepare their answers. They are asked to give their answers in a creative and entertaining way.

Each group presents their answers to the class.

The mapping activity should leave students with several ideas on a potential service project, therefore, the teacher informs the student groups that they should decide on their project theme and come to the next lesson with a commonly agreed theme.

SAMPLE QUESTIONS LIST

Do any of the marked assets above serve more than just the one category? (Human, other animal and Environment) Example, a recycling centre benefits the environment but also provides a service to humans.

What are some of the assets above that support the people, other animals, and environmental habitat in your community?

What things do you like about your community?

- One quality about your community that makes it a great habitat for people
- One quality about your community that makes it a great habitat for animals
- One quality about your community that makes it a great environmental habitat

What makes you most proud (happy?) to live in your community?

Is your community meeting the basic needs of people and animals?

Is your community environmentally sustainable?

What things could be improved for your community?

- One quality your community could improve to make it a better habitat for people
- One quality your community could improve to make it a better habitat for animals
- One quality your community could improve to make it a better environmental habitat 1

PROBLEM TREE – INVESTIGATING THE ISSUE

GOALS: Acquiring a more spherical 360° understanding of the issue

Identify causes and effects

Reflect on possible solutions

TIME: 1 hour

MATERIALS: A3 paper, markers

Teachers ask the groups to reveal the chosen theme of their project and explain the reason why they selected the certain issue. Teacher explains that they are going to create their problem tree, an activity that will help them to better understand the issue they are dealing with.

In this activity students will illustrate a tree that represents three components of a problem:

The Problem (trunk) – What is the issue or challenge that we are addressing?

The Causes (roots) – What are the reasons that this problem exists?

The Effects (branches) – What are the consequences of this problem?

TEACHER GIVES THE FOLLOWING GUIDING STEPS IN ORDER TO HELP STUDENTS INVESTIGATE THEIR ISSUE IN DEPTH:

STEP 1: Draw the trunk of your tree and write the problem inside of the tree trunk. Remember to leave enough space below and above the trunk for the roots and branches of your tree.

STEP 2: Next, you will need to determine the causes of the problem. The causes of the problem will be represented by the roots of the tree. For each individual case, you will draw a single root from the tree trunk.

STEP 3: Often, the cause of a problem has other underlying causes. For each case you identified, ask “why?” to discover any underlying causes. Write each underlying cause as an additional root that branches off the original root. The more you ask “why,” the deeper the roots of your tree will be.

STEP 4: Next, you will determine the effects of the problem. The effects of the problem will be represented as the branches of the tree. For each individual effect, you will draw a single branch from the tree trunk.

The effects of a problem often have additional impacts. To find any additional impacts, ask “then what happens?” for each effect. Write each additional effect as a branch or leaf off the main branch. The more you ask “then what happens?” the more branches and leaves your tree will have.

Students take 20' to discuss and draw their Problem Tree. When time is over, each group presents their problem tree to the class and answers questions.²

'SPEED DATING' WITH THE ROLE MODELS

GOALS: Encourage communication between role models and students

Get to know each other

Break the ice

TIME: 30 - 45 minutes

MATERIALS: Small pieces of paper with questions written on them according to the number of the group

Group forms two lines of equal numbers and each person stands facing each other across the line. Each one is given a piece of paper with a question on it. One line is chosen to ask their questions first and they will be those who will be moving between questions. Each person in this line asks the person standing opposite a question. The one asked has 1 minute to answer. Then the teacher says 'switch' and the other student asks a question. One minute later the teacher says 'rotate' and the one line takes a step down to the next person, while the person at the very end

of the line rotates to the beginning. This goes on again, and again, until all persons in one line have engaged with all other in the other line.

After the activity is over, group sits on a circle and have a group reflection on the activity about what kinds of things learned through the activity. Teacher asks questions to encourage people to share their experience (most interesting answer, most unexpected etc.).

SAMPLE QUESTIONS

- Where did you grow up? What was it like?
- What is something you're passionate about?
- Can you tell me some things about your family?
- What is your favourite thing to do around town?
- Are you more of a morning person or a night person?
- If you could visit any place in this world, where would you go and why?
- What is something you're most knowledgeable about?
- What is something good that happened to you in the last days?
- Which is your favourite movie/show and why?
- What is something you wish you could change in today's world?
- What are some little things that bring happiness into your everyday life?
- What is your favourite thing to do with your friends?
- What was an embarrassing moment of your life?
- What is your most funny childhood memory?
- What is one thing that you absolutely cannot stand?



OUTCOMES EXPECTED (CHECK LIST)

1. Students are introduced to community partner(s) and recognise the needs or goal that they will be working towards.
2. Students are introduced to role models and can relate their goals to the experiences of the role models
3. Students understand what is the assessment of community need, why it is important and how it can be provided
4. Students decide on the tools to identify community needs and also policies, initiatives, strategies that they want to respond to.
5. Formal agreements are set with local organisations to work with.



ACTION

Action is the stage for students to show they can link their learning to real-life issues and opportunities, developing responsible outlooks and behaviors towards the community within and beyond the school. Action is also about reflection of what was done and on what students learned from experience.

TASKS TO BE DONE BY THE TEACHER:

1. Discuss with coordinator regularly the process and monitor the development of the program
2. **SUPPORT STUDENTS** to conduct the needs analysis and provide feedback
3. **INVITE ROLE MODELS** to school for the suggested lessons
4. **ORGANIZE EVENT** to bring community partners and students together to present the needs analysis results
5. **ENHANCE THE OVERALL BENEFITS OF THE SERVICE-LEARNING EXPERIENCE.** Through the implementation of service-learning projects, the process of student development takes place.
6. **CLARIFY COMMITMENTS, EXPECTATIONS AND ROLES.** The most common problems in the implementation of service-learning activities arise in connection with vaguely defined obligations, tasks and expectations from the behavior of students. Therefore, it is important to constantly clarify these aspects in the community service phase.
7. **MAINTAIN A FOCUS ON LEARNING AND DEVELOPMENT GOALS.** Activities that students carry out during community service are not automatically linked to their learning objectives. Therefore, it is necessary to create a link between service and learning directly during the phase of service in the community, for example by continuous reflection.
8. **SUPPORT STUDENTS DURING THEIR SERVICE.** New environments and tasks related to the implementation of service-learning activities can be a challenge for students, but they can also be a deterrent for them. Regular instruction, encouragement, and guidance can help students overcome feelings of insecurity, anxiety, and nervousness.
9. **PROMOTE INTERPERSONAL AND INTERCULTURAL EXPERIENCE.** Community service can contribute to the development of students' interpersonal and cultural competencies by coming into contact with people of different ethnicities, social and economic statuses or ages. They also have the opportunity to teach others about their own situation and status.
10. **HELP MANAGE CHANGES DURING THE IMPLEMENTATION OF A SERVICE-LEARNING PROJECT.** Despite thorough preparation, things may not go as planned by their service-learning team. If change occurs, it is important to help students effectively and creatively manage the change. Not every service-learning project has to succeed as originally foreseen. Even with failure, people learn.
11. **PROVIDE OVERSIGHT AND SAFETY.** When serving in the community, it is important to ensure the safety of students through regular monitoring. In case of any threats or problems, the teacher should be a contact person able to ensure safety.
12. **MAINTAIN ENERGY AND ENTHUSIASM.** With longer-term service in the communi-

ty, students may lose energy and enthusiasm, so it is important to encourage them to fulfil their tasks and achieve their goals through informal support.

13. **DOCUMENT EXPERIENCES AND PREPARE REFLECTIONS.** In order for students to get the most out of their service-learning experience, it is important that they document their experiences, learning and questions in various ways and ways during the actual implementation of service-learning activities. There are several ways to reflect during community service, such as:
 - Ask students what they are doing, why they are doing what they are learning, what they are confused and/or upset about.
 - Encourage them to write down the keywords of their experiences, feelings or learning process.
 - In team projects, ensure that a person is identified who will be responsible for taking photos or videos.
 - Encourage them to write diaries and use other reflection techniques.

14. **BE ACTIVE.** If students decide to clean up a space, do creative workshops for others or help in a facility for the elderly, it is necessary to also get involved.

15. **DO NOT TAKE RESPONSIBILITY FOR THE IDEAS OR FOR THE FORM OF SERVICE-LEARNING ACTIVITIES AND PROJECTS OF STUDENTS.** They have to feel it's theirs, not your project. Try to give up the idea of how an activity would be planned or carried out by an adult (teacher, educator). You are in the role of a consultant in the creation not that of creator.

LESSON 4 OR MORE AS NEEDED

Conducting the needs analysis.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students conduct need analyses and prepare a report about results.

BRIEF CONTENT

Based on the plan prepared in the previous lesson, students conduct needs analyses and prepare reports. Role models and teachers can help with the process of conducting data and preparing the report.

GUIDING QUESTIONS FOR THE TEACHER

What are the results of the needs analyses?
Do we know what are the needs, problems, and challenges that we can work on in the SL project?

LESSON 5

Discussion on results of the needs analysis.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students reflect results of need analyses and decide about the needs or challenges they want to contribute to solve

BRIEF CONTENT

The starting point is to identify a need or problem of the local community which the project will address. It is essential that the activity undertaken is sensible, and contributes to the development of project participants' competences, as well as supports the local community wisely. Based on the results of the need analyses students discuss which need/problem or challenge they want to react to in the project. They also try to describe more precisely the selected problem.

GUIDING QUESTIONS FOR THE TEACHER

Which problem or challenge is interesting for the students?
In which they are to be involved?
What do they know about the selected problems?

LESSON 6

Meeting with community partners.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students meeting with the community partners to present the results of the needs analysis and co-design the possible solutions and get feedback.

BRIEF CONTENT

Meeting with community partners to discuss the results of the needs analyses and get feedback.

GUIDING QUESTIONS FOR THE TEACHER

What do community partners think about the needs analyses?
What is their feedback? What are their recommendations?
Is the community need well identified?
Is it essential for the community?
Was the community involved in the need assessment?

LESSON 7 OR MORE AS NEEDED

Planning the service-learning project.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students set up together with community partners the objective of SL projects and plan activities.

BRIEF CONTENT

At this stage, the objective of learning and service should be defined. The type of project activities should be planned in consultation with people who know the topic and the needs of the group you want to work for, or directly with representatives of the local community. Once the topic and scope of the project are identified, it is time to move on to the preparation of the activity. Depending on what kind of project the students are going to implement, they have to plan slightly differently, but the planning will always involve: the definition of tasks and their distribution, communication in the group, preparation of the project schedule, and budget planning. The students may also need to get some extra training in specific issues - gain specific knowledge or develop certain skills.

GUIDING QUESTIONS FOR THE TEACHER

Are service objectives defined? Are service objectives connected with the identified need?
Are learning objectives defined? Are learning and service objectives connected?
Are planned activities connected with the objectives?
Are responsibilities and duties in the team defined? Is the timeline of the project defined?
Is there a budget planned for the activities? Do we have sources to implement the project?
Is there a plan for monitoring and evaluation of the project?
Is there a plan for project promotion?

LESSON 8-12 OR MORE AS NEEDED

Service-learning project implementation, putting service in practice, developing competences.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students put in practice the service-learning with timely moments for evaluation and reflection on the progress and impact.

Students meeting with Role Models to share their experiences so far.

BRIEF CONTENT

The next step is the actual activity students have prepared for. Sometimes, the activity itself takes less time than the preparation. It depends on the types of the activities. Longer commitment is advisable, service-learning projects should be sustainable in the long-term.

A service can take place in a variety of ways:

PERSONAL (DIRECT) ACTIVITIES: this is a personal service in which pupils are directly involved in a service-learning activity (e.g. tutoring, cleaning a selected area, organizing a leisure activity, etc.).

DISTRIBUTED (INDIRECT) ACTIVITIES: this is an impersonal, i.e., indirect service of pupils for a selected organization / community (e.g. distribution of food or clothing, organization of a collection, involvement of other entities (people, professionals, organizations)).

CIVIC ACTIVITIES: these are activities aimed at promoting change in the community. Examples are lobbying, advocacy, campaigns and more.

When the activity is recurrent, there will also be time to reflect on it between individual events, discuss the learning process and emerging difficulties, look for solutions and introduce any modifications.

Reflection is considered a key “ingredient” that transforms experience from SL activity into learning, it has a vital role in awareness-building and transforms service-learning into critical pedagogy, with a potential to determine personal transformation and social change (Jacoby, 2015).

There are different ways to inspire reflection among students. Teachers can simply have a discussion with the group or talk individually to each student, asking the questions which lead to deeper understanding of the learning process. However, there are different tools which can be used to help students to reflect. The inclusion of elements of art and creativity into work with young people helps to activate the right hemisphere of the brain – logical thinking and drawing conclusions.

Metaphorical cards, paintings, photos, music, allegorical stories, poetry or even simple words which can refer to deeper meanings can help students to name the phenomenon or the problem. Self-reflection very often brings better results when it is inspired by something from the outside. Also encouraging creativity, for example by creating collages, comics, drawing, blogs, videos or different forms of diaries, gives participants an opportunity to think outside the box and to notice and understand more of the learning process.

GUIDING QUESTIONS FOR THE TEACHER

Do you enhance the overall benefit of the service-learning experience during the service-learning activity / project?

Do you identify clear commitments, expectations and roles?

Do you control or maintain a focus on the goals and objectives of the student’s development?

Do you support students during the activity / project, during the event with your personal participation?

Are you giving them regular instructions, encouraging them and guiding them to help each other?

Do you help students to overcome feelings of insecurity, anxiety and nervousness?

Do you help them to promote interpersonal and cultural experiences? (e.g. you eliminate prejudice, intolerance, xenophobia, etc.)

Do you help students cope with changes during the implementation of the service-learning project?

Do you provide supervision and especially security?

Who do students communicate with when problems arise during the activity? (it should be you)

Are you the passionate teacher, who maintains energy and enthusiasm in the team of students?

Do you document the experience of the activity?

Do you have a reflection ready?

Do you ask students what they do, why they do it, what they learn, what makes them confused or upset?

Do you encourage them to write down the keywords of their experiences, feelings, or learning process?

Do you work with diaries or other reflection techniques?



SUGGESTED TOOLS TO BE USED:

MY PROJECT CANVAS – PROJECT DESIGNING ACTIVITY

GOAL: Learn what is canvas model and its purpose

Visualize their project main elements

Develop teamwork skills

TIME: 2 hours

The Canvas model is a useful activity that helps students to visualize their project idea and present their project in a summarized, graphical and comprehensive fashion.

The canvas consists of 9 boxes, each one connected to the others. In these boxes student groups will capture concisely and accurately various aspects of their project. For the implementation of a SL project, the canvas contains the following boxes:

1) **SOCIAL VALUE CREATION:** This box represents what the project will offer to the community. This should be expressed as a positive statement, not as a problem, and should clearly outline what the project is about.

E.g., Build a school greenhouse for supplying fresh vegetables and fruit for school lunches

2) **TARGET COMMUNITY GROUP:** This box identifies the members of the community with which actions will be undertaken and who will benefit from the implementation of the project.

E.g., Students of primary schools in the community

3) **SPECIFIC ACTIONS:** This box will contain the field actions that will be carried out in order to reach out to the target community and produce the intended result. You should not include any planning or preparation activities; rather, you should include only those that will help the project materialize. These actions need to be defined in time and space.

E.g., Deliver 5 boxes of greens in every school on daily basis

4) **COMMUNICATION AND NETWORKING:** This box describes the communication channels that will be used ex. social media pages, emails.

5) **KEY RESOURCES:** This box describes the resources (both human and material) that are essential to the development of the project.

E.g., Construction materials, earth, water pipes, plants etc.

6) **KEY ACTIVITIES AND ACTIONS:** If the project's objectives are to be met, a number of activities will have to be carried out in a specific order.

E.g., Meetings with potential supporters and sponsors, organization of training for student farmers, delivery of the construction material for the greenhouse etc.

7) **KEY PARTNERS:** These are the partners without whose participation the achievement of objectives is at risk. E.g., School board, Local DIY store, Viticulture experts etc.

8) **ORIGIN OF RESOURCES:** How will you obtain the resources required for the project?

E.g., Fundraising school fair, sponsors, volunteering parents etc.

9) **COST STRUCTURE AND TIMELINE:** In addition to defining how you will obtain the resources you need, it will be essential to determine how they will be used, which ones will need to be replenished/replaced and how often. E.g., Water bill X 12 months, ...kg of compost, ... kg of ecological fertilizers per 3months supply etc. It is also important to clarify that the Canvas is a "living system" that will change and evolve throughout the life of the project. After the presentation of the SL Canvas, students are given one hour to develop the draft of their canvas and pre-

pare their presentation. When time is over each group switches their canvas with another group and another fifteen minutes are given for the group to review the other's group work and write down on an A4 paper their main comments. Later on, each group presents their own canvas and the reviewing group makes comments. Students from other groups can also comment during the discussion. Based on the comments received, each group adapt their canvas accordingly.³

ACTION PLAN – PROJECT DESIGNING ACTIVITY

GOALS: Link activities to objectives

Assign responsibilities

Set timeframes

TIME: 2 hours

MATERIALS: A4 paper, pens

Teacher explains that each objective usually requires a number of different activities to be carried out and each activity can be broken down into a number of tasks to help group members track what needs to be done.

EXAMPLE:

GOAL #1: To reduce violent crime in Gotham City.

OBJECTIVE #1: Increase the number of superheroes living in Gotham by 100% by the end of the year.

ACTIVITY #1: Host a first-class meeting and tour of Gotham City for every superhero in the world.

ACTIVITY #2: Work with Gotham real estate agents to develop an attractive package for superheroes.

Groups take 1 hour to prepare a table where for each objective they add a number of activities and for each activity a number of tasks to be implemented. For each task a responsible person is assigned, specific materials needed and a deadline. Teacher moves around the groups and facilitates the process, making comments, giving feedback and helping students overcome possible obstacles. By the end of this activity, the students should have a clear view of their action plan and what is needed in order to implement their project activities.

DEFINE OBJECTIVES – OBJECTIVE SETTING ACTIVITY

GOALS: Learn about objectives and its significance in project planning stage

Learn how to set SMART objectives

Link objectives to activities

TIME: 2 hours

MATERIALS: A2 paper, markers

BACKGROUND INFO:

Canvas offers a quick and comprehensive view of your project. However, since many details are not included in the canvas, it is necessary to create a set of objectives which will give you a clear view of what you need to achieve and how to do it. Objectives describe the things you will do to achieve your goal. If all the objectives are successfully done, this means you should have achieved your goal. One goal = a number of objectives.

EXAMPLE of how objectives flow from the goals

If Batman's project goal is:

- To reduce violent crime in Gotham City.

Then his objectives might be to:

- Increase the number of superheroes living in Gotham by 100% by the end of the year.
- Double the high-tech crime fighting tools available to police within two years.
- Strengthen the current police force's "bad guys" surveillance system within 2 months so it includes all people convicted in the last 6 months.

SETTING SMART OBJECTIVES

Objectives should be SMART! The objective needs to be written clearly enough so that you know what you need to do. If well written, it will also help you effectively measure your success after the project is done.

A SMART OBJECTIVE IS:

- Specific – it is written very clearly and precisely
- Measurable – it includes targets that you are trying to reach (e.g., number of community members will benefit from your project)
- Achievable – it is something you can achieve (e.g., you have the skills and resources to do what you do what you say you are going to do)
- Realistic – it is practical and doable (e.g., you aren't trying to cover all schools and colleges in the community all at the same time)
- Timely (or time bound) – it includes a timeline for when you will complete the objective (e.g., "in three months", "by the end of the year")

EXAMPLES of SMART objectives

- Improve the cultural knowledge of 10 local teens by 50% in the next year.
- Increase the number of superheroes in Gotham by 100% by the end of the year.
- By the end of next year, increase the amount of parent-child reading in homes with preschool children so reading activities are happening at least one more time a week than before the project.

Teachers introduce students to objectives and explains the significance of setting objectives within the process of a project design, and also explains the what and why it is important to set SMART objectives.

Following the introduction, the group takes 30 minutes to discuss and draft the objectives of their project taking into consideration their SL canvas. After the drafting of the list of objectives, they take 30 more minutes to create an infographic which presents their objectives in a clear and comprehensive way.

Then each group presents their charts and gets feedback from the audience.

ELEVATOR PITCH – PRESENTATION AND PERFORMANCE ACTIVITY

GOAL: To "sell" own ideas to others

To exercise in giving effective presentations in a short time

TIME: 45-50 minutes

MATERIALS/REQUIREMENTS: Nothing specific

An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does and lasts as long as an elevator ride. You can also use it to create interest in a project, idea, or product.

After a short introduction by the teacher, each group gathers together and they are given 20 minutes to prepare a short pitch, no longer than 3 minutes, about their project idea and its main components in order to persuade community partners to participate in their project.

Then groups present their ideas to the class in a convincing way and the activity is finalized with a reflection.

WORLD CAFÉ: MEETING WITH COMMUNITY PARTNERS

TYPE OF ACTIVITY: Discussion

GOALS: To present their project idea to community partners

To develop persuasive skills

To exercise their presentation skills

PART 1 Each group performs the elevator pitch that was already prepared in class and answers short questions from the audience.

PART 2 Set tables and chairs in a chill out café style. Add candles and soft lights to create the chill out mood. (Arrangement should be ready before the event's starting time). Teacher acts as the employee of the café, serving some drinks and snacks, while explaining and clarifying when needed. In each table a different project is discussed. On each table there is the SL canvas chart and the objectives' infographic. The students discuss with community partners in more detail about the project and get feedback from them. A designated member in each table is taking notes. **COMMUNITY PARTNERS AND ROLE MODELS** can drop in and out freely in each table and add their own contributions according to their experiences.

DURATION 60 min.

MATERIALS: Paper, markers, drinks and snacks, candles, games, music and speakers, plates, etc. At the end, the teacher asks each table to present the main findings and share the learning achievements within the activity.

FIVE FINGERS - PERSONAL REFLECTION ACTIVITY

GOAL: To reflect on their experience

To assess their learning achievement

TIME: 30 minutes

MATERIALS: A4 paper, pens

Aiming to get feedback from students, summarize what new each of them have learnt, the "Five Fingers" evaluation activity can be a useful way to engage all students in the discussion.

Teacher asks students to draw their hand on a paper. For each finger of a hand there is a specific question:

- What did you like the most?
- What you didn't like?
- What is the most important thing you learnt?
- Did you discover anything new about yourself and if so, what is it?
- Small details that touched you spiritually.

After answering the questions, everyone is invited to share and reflect on their answers.

A PROJECT ON WHEELS - GROUP PROJECT REFLECTION ACTIVITY

GOAL: Develop analytical thinking

Promote the analysis of the project's direction and the introduction of relevant changes

Promote student leadership

TIME: 1 hour

MATERIALS:

Teachers introduce the activity by stating that it is important to make space for scheduled reflection.

tion activities whilst the development of the project in order to leverage work done and make quick adjustments as moving forward

Students are asked to imagine the project as a car and to match the components of the project with each part of the vehicle and draw them.

Each group take a piece of paper and markers and starts discussing the following questions as a guide to help them draw their project car:

- What is the car like: big, small, firm, unstable?
- Which components are the wheels of the car? What moves it?
- Which is the fuel/power source? Does it have enough?
- Where is it going?
- Who travels in it? Who is the driver and what role do the others play?
- What obstacles are there on the road?
- Are there any other cars on the same road? What are they like?
- What luggage do we carry in the car?
- What safety features does the car have? What is there in the first-aid kit?
- What stops should we make along the way?
- What things need urgent mechanical assistance?

After 30 minutes, each group presents their vehicles to the class.

OUTCOMES EXPECTED (CHECK LIST)

1. Community projects are set up in ways that allow students to have significant community impact, meeting a public need predetermined by an open collaboration between the teacher, PLACE Co-ordinator, Role Models from universities with experience in service learning, and community partners.
2. Students identify a project/activity responding to community partner need/problem
3. Students present plans to community partner and receive advice and/or feedback
4. Students develop social and civic competencies and a sense of empowerment. They must have a belief that their behaviour, ideas, or approach, will make a difference for them in the learning context and for their future life opportunities.
5. Students are not acting in isolation doing their own thing and whatever suits them, there is a connectedness with the community partner and project team members.
6. Students develop awareness of responsibility for their own actions on the environment and others.
7. The intervention plan in reference to teachers has been completed as planned (fidelity concept in program evaluation)
8. The intervention plan in reference to students has been completed as planned
9. The intervention plan in reference to role models has been completed as planned
10. The intervention plan in reference to community partners has been completed as planned
11. The intervention plan in reference to coordinator has been completed as planned



This is the stage where students have the opportunity to present their outcomes and impact at a public event open to the local community, to acknowledge & celebrate their achievements. The students can show what they have learnt and accomplished throughout their partnership in the community.

TASKS TO BE DONE BY THE TEACHER:

1. Support students to organize an open event to present their achievements.
2. Communicate with community partners and role models to include them in the event
3. Take steps to increase the publicity of the achievements
4. Assist students to prepare their final demonstration and provide feedback
5. Encourage students for self-reflection on the impact of the implementation
6. Help to prepare the report and deliverables (photos, posters, website content etc) on the implementation to be used in the school as sample for the next implementations



LESSON 13

Develop ideas about the upcoming final demonstration event.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Student set up the plan for celebration of the results and achievements of the project.

BRIEF CONTENT

The celebration of a service-learning project is a moment in which efforts and achievements are recognized, and participants let everyone know they have reached a new landmark – managed to get results in the community while also developing knowledge and skills.

How students choose to celebrate is up to the team, but there are some parts that should not be missing:

- The presentation of the results achieved through the project,

- The recognition of the participants activity – certificates are very appreciated,

- The „Thank you” moment for everyone involved.

In addition to these key moments, it is recommended that they choose other activities that are either connected to the project, designed to attract more people to the event or both. They can create an exhibition of photos taken during the project, a video screening of the process or something connected to the topic, a concert or artistic moment, a moment in which the direct beneficiaries show their gratitude or present themselves.

Make sure you plan a type of meeting or trip that will conclude the whole process, and give you the opportunity to show and appreciate your student’s achievements.

To plan the celebration, think about: timing, agenda, location and organizing team.

GUIDING QUESTIONS FOR THE TEACHER

Do we have a plan for the celebration?

Is it clear who will be involved in the celebration?

Is it clear how the celebration will look like, when and where it will happen?

Is there a clear agenda for the celebration? Does the agenda include: results achieved, recognition and thank you moment?

Are roles and responsibilities for the celebration defined?

LESSON 14

Celebration time.

OUTCOMES OF THE LESSON FOR THE STUDENTCOME

Students organize with support of teacher and Role model celebration.

BRIEF CONTENT

For the students it’s a moment to reflect on the whole adventure, and have their actions and their learning recognized. For the beneficiaries a celebration brings closure. For the possible partners, sponsors, other people or organizations involved, this can be a moment to understand exactly what their support means for the community and the project team. For the organizers – either school or a non-profit organization – it’s a great occasion to let everyone know about the projects they are developing, the way we involve the young people and the impact they have on our community. For the public or the community participants are active in, it’s an opportunity to get to know them, the projects, and the ways in which anyone could get involved and support the activity.

SUGGESTED TOOLS TO BE USED:

GALLERY WALK – PREPARING THE FINAL EVENT

TYPE: Discussion technique, team work

MATERIALS/REQUIREMENTS: paper, markers, masking tape

OVERVIEW: This discussion technique allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. In a particular situation the activity will be used as an idea development tool for the final demonstration/celebration event.

IMPLEMENTATION STEPS:

1. **WRITE** - Create six questions or prompts about the final demonstration/celebration event, and write each one on a piece of chart paper. Hang or place the questions or prompts in various places around the classroom to create six stations.

GUIDING QUESTIONS:

WHO will be involved in the event?

WHEN and WHERE it will take place?

HOW the event will look like?

WHAT activities will be included in the event?

2. **BEGIN** - At their first station, groups will read what is posted, and one recorder should write the group's responses, thoughts, and comments on the chart paper. Having different coloured markers for each group is also an option.

4. **ROTATE** - After five minutes, groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station.

5. **MONITOR** - It is important for the teacher to monitor the stations while the students participate. It may also be needed to clarify or provide hints if students don't understand or misinterpret what is posted at their station.

6. REFLECT

Students go back to their previous stations to read all that was added to their first response. Then the class gathers back together to discuss and reach agreement about the content of the final celebration event, allocate responsibilities and set a timetable for completion.

MENTIMETER TIME- EVENT EVALUATION

Mentimeter.com is a free access online presentation platform which offers various features and possibilities for creating interactive presentations but also for collecting polls, data and opinions from participants using smart devices and for getting insights on participants with trends and data export. For collecting students' feedback on the celebration event, teacher organizes a Mentimeter poll with the following **QUESTIONS**:

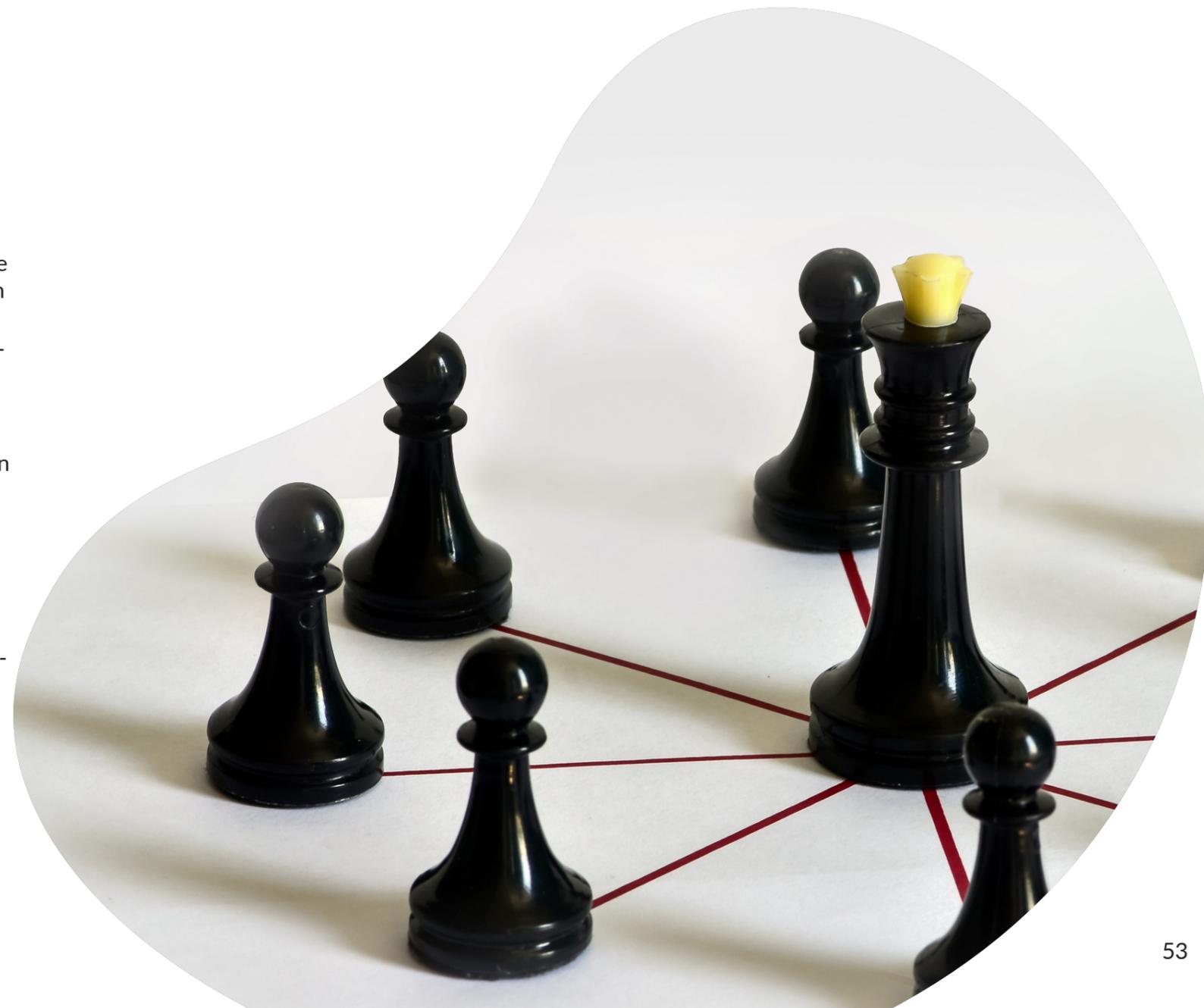
- What went well that you'd like to repeat on future projects?
- What didn't go well that you'd like to avoid doing on future projects?
- Did you achieve your goal?
- Did the outcomes turn out like you expected?
- Were all the requirements met?
- Were all the tasks completed?
- How satisfied do you feel regarding your contribution?

Based on a scale numbered from 1 to 10 please choose your satisfaction level regarding the event as a whole.

After each question, the teacher randomly asks students to comment on the results of the poll and give their explanations.

OUTCOMES EXPECTED (CHECK LIST)

- Students have the opportunity to perform, display and/or speak about what they have done.
- Students receive feedback from their community partners and their peers.
- Students reflect and provide thoughts on their experience and what they have learned.





EFFECT

The effect stage is when student ideas are complete, they are able to apply their formal and informal learning and there is reciprocal benefit realised; the student has made a valued contribution to the community.

TASKS TO BE DONE BY THE TEACHER:

1. Arrange reflection sessions at school to multiply the effect of the program and to raise the awareness among students about such opportunities.
2. Encourage students to share their experiences with the wider school community.
3. Measure and assess student progress against the learning objectives and targeted competencies (social and civic) pre-established with the instruments pre-selected.
4. Inform students about the long-term impact achieved in the local community (can be in the coming school years).
Because of the specifics of service-learning projects, focusing both on the learning and the service, it requires evaluation of both the goals set for the service in the community and the achievement of the educational objectives of the project: knowledge and competencies acquired and applied (Regina, Ferrara, 2017). Having that in mind, assessment as a form of evaluation can be defined as the method of testing the level that student's youth have achieved in learning (academic) and the SL outcomes that are set by teachers at the beginning of formal or non-formal education (subject, course, training etc.). We can also define it as grading, but having in mind that young people are being graded on the academic product (learning outcomes), not on their hours of service. On the other hand, evaluation represents the feedback from different stakeholders in the process of service-learning. The aim of the evaluation is not to grade or assess, rather give feedback on the whole process. Each project needs evaluation not just of the content, but of the whole project itself (Brozmanova Gregorova et. al, 2020). Therefore, the evaluation may consist of:
 - a) Students evaluating teachers and community partners
 - b) Community partners evaluating the students and teachers
 - c) Teachers evaluating the community partners
 - d) Teachers engage in self-evaluation based on all proposed evaluations. (Brozmanova Gregorova et all, 2020)

LESSON 15

Final evaluation of the SL experience.

BRIEF CONTENT

Because of the specificities of service-learning projects, focusing both on the learning and the service, it requires evaluation of both the goals set for the service in the community and the achievement of the educational objectives of the project: knowledge and competencies acquired and applied. Having that in mind, assessment as a form of evaluation can be defined as the method of testing the level that students have achieved in learning (academic) and the SL outcomes that are set by a teacher at the beginning of education (subject, course, training etc.). We can also define it as grading, but having in mind that young people are being graded on the academic product, not on their hours of service. When looking at the impact of service learning on students, it is important to realize that service learning is not a traditional teaching strategy, so it is not possible to carry out evaluation in the traditional way, for example only in the form of tests. When applying service learning to any subject, the learning process takes place through the mutual integration of knowledge and experience.

On the other hand, evaluation represents the feedback from different stakeholders in the process of service-learning. The aim of the evaluation is not to grade or assess, rather give feedback on the whole process. Each project needs evaluation not just of the content, but of the whole project itself. The evaluation in the service-learning strategy returns our attention to the goals that were set in the preparatory phase of implementation. Therefore, we can focus on several aspects in the evaluation. You can focus the evaluation on the students, cooperation with the organization, the community, the service itself, the school and the service-learning application.

GUIDING QUESTIONS FOR THE TEACHER

- What did students learn?
- On which level they achieved learning outcomes?
- Did the preparation process match the implementation of the activities? Is the problem solved? Or was the support provided only accidental? Would it make sense to repeat the activity in the future? Would it require any modification or perhaps a complete change? etc.
- How do students evaluate the course?
- How do community partners evaluate the SL project and cooperation with the school?
- How do teachers evaluate SL projects?



SUGGESTED TOOLS TO BE USED:

6 THINKING STICKERS – PROJECT FINAL EVALUATION

GOAL: Reflect and think about the activities that took place during project design and implementation and assess both group work and also individual contribution.

TIME: 1 hour

MATERIALS: flipchart paper, markers, post it notes in different colours

6 Thinking Stickers is an evaluation exercise, based on De Bono's 6 Thinking Hats method. However, this exercise can be used both for individual and for group evaluation. Also, it can be used as a Self-evaluation method.

PART 1 - Teacher prepares a big paper (6 Flipcharts taped to each other) and paints just circumspectly any word: for example: THANK YOU! Also prepares 6 different colour stickers: white, red, yellow, pink, green and blue.

Teacher puts big taped Flip chart and colour stickers on the floor and writes on the whiteboard descriptions of the colour stickers:

White - Data, Information, Facts - on the white sticker's participants write just facts which they can remember happened.

Red - Feelings and Emotions - What feelings and emotions they had during the SL Programme?

Yellow - Positive things - participants answer the question: What positive things happened during the process?

Pink - Contribution. What were their contributions during the project?

Green - Creative thinking and ideas. What was the most interesting and new for them, which engaged them to create something new?

Blue - Summaries, conclusion. What conclusion do they reach after the training? How they summarized it for themselves.

Teacher gives participants 20-30 minutes to fill each colour sticker and attach stickers randomly on the words written on the flip chart.

Better if the teacher uses some background music.

When all participants finish their task, teachers, together with volunteers, hang the flip chart on the wall to show everyone what a colourful and diverse picture they have created together.

PART 2 - The Teacher distributes evaluation forms to students and gives them 15 minutes to complete and return them to the students providing support and when is needed.

EVALUATION OF THE SERVICE-LEARNING EXPERIENCE FOR YOUNG PEOPLE

1. Through participation in service-learning project:

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Neither Disagree nor Agree
- 4 = Somewhat Agree
- 5 = Strongly Agree.

I gained a deeper understanding of things I learned	1	2	3	4	5
I learned to apply concepts to real situations	1	2	3	4	5
I better understand the role of a professional in this field	1	2	3	4	5
I became more interested in a career in community work	1	2	3	4	5
I learned about the community	1	2	3	4	5
I learned how to work with others effectively	1	2	3	4	5
I learned to appreciate different cultures	1	2	3	4	5
I learned to see social problems in a new way	1	2	3	4	5
I became more aware of the community of which I am a part	1	2	3	4	5
I am planning to be involved in volunteering in the future	1	2	3	4	5
I am planning to implement other service-learning projects in the future	1	2	3	4	5

2. Thanks the participation in service-learning project I developed:

- 1 = Strongly Disagree
- 2 = Somewhat Disagree
- 3 = Neither Disagree nor Agree
- 4 = Somewhat Agree
- 5 = Strongly Agree.

Ability to adequately communicate in mother tongue	1	2	3	4	5
Ability to work with information	1	2	3	4	5
Ability to actively listen to others	1	2	3	4	5
Ability to participate in a discussion	1	2	3	4	5
Ability to communicate in a foreign language	1	2	3	4	5
PC skills	1	2	3	4	5
Internet skills	1	2	3	4	5
Critical attitude to available information	1	2	3	4	5
Ability to perceive and analyse problems and to solve them in an independent and creative way	1	2	3	4	5
Ability to make a decision and to think critically	1	2	3	4	5
Ability to handle stress and to work in demanding and difficult situations	1	2	3	4	5
Ability to learn and to use new knowledge	1	2	3	4	5
Self-motivation to learn	1	2	3	4	5
Ability to develop and manage one's own personality	1	2	3	4	5
Self-respect and self-confidence	1	2	3	4	5
Ability to work in team	1	2	3	4	5
Adaptability and flexibility	1	2	3	4	5
Responsibility and reliability	1	2	3	4	5
Ability to tolerate others	1	2	3	4	5



Entrepreneurial attitude and thinking	1	2	3	4	5
Ability to manage projects	1	2	3	4	5
Ability to present and promote something	1	2	3	4	5
Time management	1	2	3	4	5
Ability to plan and organize one's own work	1	2	3	4	5
Ability to adapt for working conditions	1	2	3	4	5
Ability to lead a meeting	1	2	3	4	5
Ability to lead other people	1	2	3	4	5
Ability to focus on a client	1	2	3	4	5
Respecting laws and regulations	1	2	3	4	5
Ability to provide help in critical situations	1	2	3	4	5
Protection of cultural traditions	1	2	3	4	5
Environmental protection	1	2	3	4	5
Ability to be oriented on the needs of individuals, groups and communities	1	2	3	4	5

Ability to actively participate on solving the community problems
 Personal and social responsibility – to feel a sense of responsibility, be prepared to act responsible, to believe that taking responsibility can influence the environment and to act responsible.

3. How much time did you spend with the preparation, implementation and evaluation of the service-learning project in total in hours?

4. Please evaluate the cooperation with the youth worker as a tutor of your service-learning project. Which support did you receive? What did you miss?

5. Please try to evaluate your overall participation on service-learning project

excellent good average poor terrible

- a. If your experience was excellent or good, what made it excellent or good?
- b. If your experience was average, what made it average?
- c. If your experience was poor or terrible, what made it poor or terrible?

OUTCOMES EXPECTED (CHECK LIST)

1. Community partners are satisfied with student participation and provide feedback to the school and coordinator.
2. Interpersonal development such as team work, leadership, and communication skills are improved for the students.
3. Students have improved satisfaction with school and society and are motivated to continue learning.
4. Students have a greater sense of social responsibility and enhanced citizenship skills that will reduce the risks of social exclusion.
5. Schools have a stronger bond with the university that provided the role models
6. Community partners receive support from young people while providing them engagement opportunities

ANNEX 1 - ROLE MODEL TRAINING AND QUALITY BENCHMARKS

For effective mentoring, six core standards of practice are needed: (1) Recruitment, (2) Screening, (3) Training, (4) Matching and Initiation, (5) Monitoring and Support, and (6) Closure. These Standards cover the aspects of role model programs that directly support their mentoring relationships.

1. RECRUITMENT

When recruiting potential role models from universities for service-learning programmes being implemented in secondary schools, it is important for the programmes to set realistic expectations regarding what a role model relationship is and what it can achieve. Role model programmes need to build upon their positive reputation and image to promote engaging as a role model and mentoring others as a compelling and worthwhile activity. Recruitment materials need to be designed to attract and engage appropriate target audiences whose skills and motivations best match the goals and structure of the programme. The importance of the role can be publicized to a wide range of students from different disciplines. The following benchmarks are proposed:

- The programme engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being a role model in the service-learning program.
- The programme utilizes recruitment strategies that build positive attitudes and emotions about being a role model.
- The programme recruits role models whose skills, motivations, and backgrounds best match the goals and structure of the SL programme.
- The programme encourages role models to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the programme, to also become role models.
- The programme communicates to role models about how acting as a role model, mentoring

and volunteering can benefit them.

- The programme has a publicly available written statement outlining eligibility requirements for role models in the service-learning programme.
- The programme uses multiple strategies to recruit role models (e.g., direct ask, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis.
- The programme conducts awareness and information sessions for potential role models.

2. SCREENING

Screening prospective role models helps to determine whether they have the time, commitment, and personal qualities to be safe and effective in their role. The following benchmarks are proposed:

- The programme has established criteria for accepting role models into the programme as well as criteria for disqualifying unsuitable applicants.
- Prospective role models complete a written application that includes questions designed to help assess their safety and suitability for mentoring young people.
- The programme conducts at least one face-to-face interview with each prospective role model that includes questions designed to help the program assess their suitability for mentoring a young person.
- The programme conducts a comprehensive criminal background check on prospective role models.
- Prospective role models agree in writing to a minimum time commitment that is required by the service-learning program.
- Prospective role models agree in writing to participate in face-to-face meetings with their matched secondary school students at a minimum frequency and number of hours that are required by the service-learning program.
- The programme uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective role model relationships.

3. TRAINING

Training prospective role models in the basic knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship using culturally appropriate language and tools. The following benchmarks are proposed:

- The programme provides a minimum of two hours of pre-match, in-person, role model training.
- The programme provides pre-match training for role models on the following topics: (a) program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination); (b) participants' goals and expectations for the role model relationship; (c) participants' obligations and appropriate roles; (d) relationship development and maintenance; (e) ethical and safety issues that may arise related to the role model relationship; (f) effective closure of the role model relationship; (g) sources of assistance available to support role models; (h) opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant; and (i) initiating the role model relationship.
- The programme provides pre-match training for the role models on the following risk management policies that are matched to the program model, setting, and population served: (a) appropriate physical contact; (b) contact with the service-learning programme (e.g., who to contact, when to contact); (c) relationship monitoring requirements (e.g., response time, frequency, schedule); (d) approved activities; (e) mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidally; (f) confidentiality and anonymity; (g) digital and social media use; (h) overnight visits and out of town travel: Money spent on secondary school student and mentoring activities; (i) transportation; (j) emergency and crisis-situation procedures; (k) health and medical care; (l) discipline; (m) substance abuse; (n) inclusion of others in match meetings (e.g., siblings, secondary school student's friends); (o)

photo and image use; (p) evaluation and use of data; (q) grievance procedures; and (r) other program relevant topics.

4. MATCHING AND INITIATION

When matching role models and secondary school students, and initiating the role model relationship using strategies likely to increase the probability that mentoring relationships will endure and be effective is important. The following benchmarks are proposed:

- The programme considers the characteristics of the role model and secondary school student (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of role model, secondary school student, and parent or guardian; goals; strengths; previous experiences) when making matches.
- The programme arranges and documents an initial meeting between the role model and secondary school student.
- The programme staff members should be on site and/or present during the initial match meeting of the role model and secondary school student.
- Role model, secondary school student, a service-learning program staff member, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with the program), and risk management policies.
- The programme matches secondary school students with a role model who is at least three years older than the secondary school student.
- The programme sponsors a group matching event where prospective role models and secondary school students can meet and interact with one another and provide the program with feedback on match preferences.
- The programme ensures that the initial match meeting occurs at the school.
- Programme staff members prepare role models for the initial meeting after the match determination has been made (e.g., provide role models

with background information about prospective secondary school students; remind role models of confidentiality; discuss potential opportunities and challenges associated with mentoring and supporting the proposed secondary school student).

- Programme staff members prepare secondary school students for the initial meeting after the match determination has been made (e.g., provide the secondary school student with background information about the selected role model).

5. MONITORING AND SUPPORT

When monitoring role model relationship milestones and child safety and support matches through providing ongoing advice, problem-solving, training, and access to resources for the duration of each relationship the following benchmarks are proposed:

- The programme contacts role models and secondary school students at a minimum frequency of N* times per month for the first month and the following ones.

- At each role model monitoring contact, the programme should ask role models about mentoring activities, secondary school student outcomes, child safety issues, the quality of the role model relationship, and the impact of mentoring on the role model and secondary school student using a standardized procedure.

- At each secondary school student monitoring contact, the programme should ask secondary school students about the mentoring activities, secondary school student outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the secondary school student using a standardized procedure.

- The programme follows evidence-based protocol to elicit more in-depth assessment from role models and secondary school students about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools.

- The programme contacts a responsible adult in each secondary school student's life (e.g., parent, guardian, or teacher) at a minimum fre-

quency of twice per month for the first month of the match and once a month thereafter.

- The programme regularly assesses all matches to determine if they should be closed or encouraged to continue.

- The programme documents information about each role model-secondary school student meeting including, at a minimum, the date, length, and description of activity completed.

- The programme provides role models with access to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, experienced role models) to help role models address challenges in their mentoring relationships as they arise.

- The programme provides secondary school students and teachers with access or referrals to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, available social service referrals) to help them to address needs and challenges as they arise.

- The programme provides one or more opportunities for post-match role model training.

- The programme provides role models with feedback on a regular basis regarding their secondary school students' outcomes and the impact of mentoring on their secondary school students to continuously improve secondary school student outcomes and encourage role model retention.

- The programme conducts a minimum of one in-person monitoring and support meeting with role models, secondary school students, and teachers.

- The programme hosts one or more group activities for matches and/or offers information about activities that matches might wish to participate in together.

- The programme hosts one or more group activities for matches and secondary school students' families.

- The programme thanks role models and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.

6. CLOSURE

To facilitate bringing the match to closure in a way that affirms the contributions of the role model and secondary school student, and offers them the opportunity to prepare for the closure and assess the experience the following benchmarks are proposed:

- The programme has a procedure to manage anticipated and unanticipated closures, when members of the match are willing and able to engage in the closure process.

- The programme has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.

- The programme conducts exit interviews with role models and secondary school students.

- The programme has a written policy and procedure, when relevant, for managing re-matching.

- The programme documents that closure procedures were followed.

- Regardless of the reason for closure, the service-learning program should have a discussion with role models that includes the following topics of conversation: Discussion of role models' feelings about closure; discussion of reasons for closure, if relevant; discussion of positive experiences in the mentoring relationship; procedure for role model notifying the secondary school student and their parents/guardians, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the secondary school student for closure; review of program rules for post-closure contact; creation of a plan for post-closure contact, if relevant; creation of a plan for the last match meeting, if possible; and discussion of possible re-matching, if relevant.

- Regardless of the reason for closure, the service-learning program should have a discussion with secondary school students, that includes the following topics of conversation: Discussion of secondary school students' feelings about closure; discussion of reasons for closure, if relevant; discussion of positive experiences in the mentoring relationship; procedure for notification of role model, if relevant, about the timing

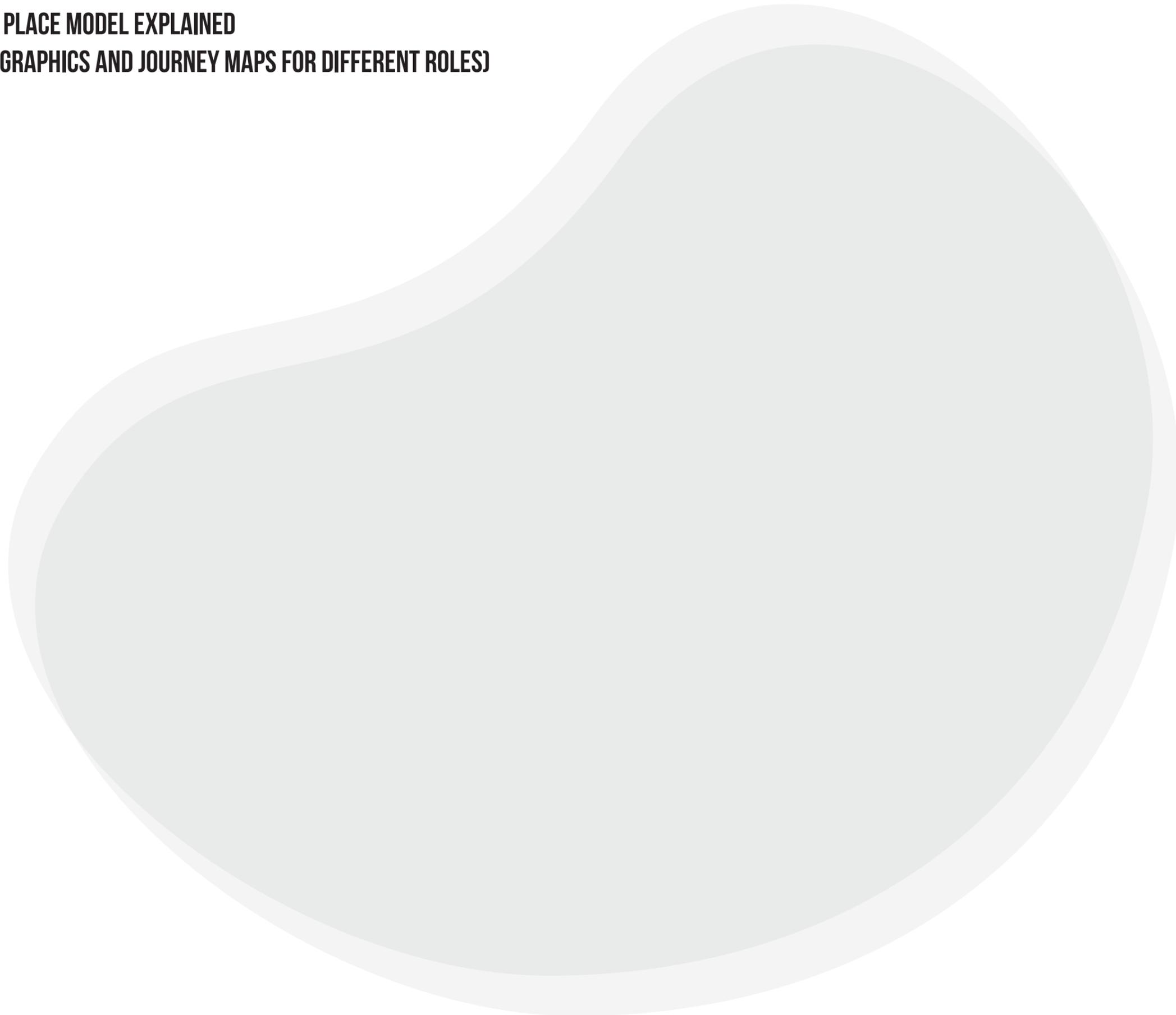
of closure; review of program rules for post-closure contact; creation of a plan for post-closure contact, if relevant; creation of a plan for the last match meeting, if possible; and discussion of possible re-matching, if relevant.

- The programme has a written public statement to parents or guardians, if relevant, as well as to role models and secondary school students that outline the terms of match closure and the policies for role model / secondary school student contact after a match end (e.g., including contacts using digital or social media).

- The programme hosts a final celebration meeting or event for role models and secondary school students, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.

- The Service-learning program staff provide training and support to secondary school students and role models, as well as, when relevant, to parents or guardians, about how secondary school students can identify and connect with natural role models in their lives.

ANNEX 2 - THE PLACE MODEL EXPLAINED (ROLE GUIDES, GRAPHICS AND JOURNEY MAPS FOR DIFFERENT ROLES)



ANNEX 3 - "IS MY SCHOOL READY" CHECK LIST

[Service learning school checklist](#) – a starting point

1. Does your principal/head of college/head of sub-school's support service-learning initiatives?
2. Do you have a number of passionate, knowledgeable teachers to be a driving force for service learning in your school?
3. Has your school appointed a service-learning coordinator, and given time release for that person to adequately coordinate?
4. Has your school formed a small committee to meet and plan the direction for service learning in your school context?
5. Has your school developed a vision and definition for what service learning will look like in your school?
6. Have teachers considered what they already do, and what can be turned into service-learning initiatives without too much additional work?
7. Has your school been realistic in time needed for planning and developing units of work incorporating service-learning initiatives?
8. Does your school have targets in place for what it wants to be achieved after one year? Two years? Longer term?
9. Has your school discussed and planned for staff professional development in meetings and PD days?



ANNEX 4 - LIST OF SOCIAL AND CIVIC COMPETENCIES

SOCIAL COMPETENCES are related with social interaction and interpersonal communication.

1. Constructive collaboration with others
2. Interpersonal relations
3. Understanding the codes of conduct generally accepted in different societies and environments (E.g. adapting manners and behaviour to local and external situations, considering cultural diversity)
4. Understanding the rules of communication generally accepted in different societies and environments (E.g. adapting language and communication to local and external situations)
5. Empathy (E.g. considering others' difficulties and limitations)
6. Understanding different viewpoints (E.g. listening to others' contributions and suggestions, respecting their validity and considering them)
7. Showing tolerance
8. Ability to negotiate (E.g. ability to reconsider one's own goals and give in, and to constructively meet an agreement)
9. Ability to manage conflicts (E.g. ability to deal with different interests and viewpoints in a conflictive situation in order to find a reasonable and fair solution)
10. Ability to collaborate in teams (E.g. being able to manage workload and communication during shared tasks)
11. Creating confidence (E.g. acknowledge of others' value and contributions, showing availability and understanding)
12. Attitude of collaboration (E.g. Initiative to contribute with one's own capabilities and time)
13. Assertiveness (E.g. communicating one's own viewpoint, goals or interests in a constructive manner and considering others' situations)
14. Being prepared to compromise (E.g. respecting agreements with partners, employers and co-workers)

CITIZENSHIP COMPETENCES have been divided into responsibility, awareness and participation aspects. These competences encompass key knowledge, skills and attitudes for the development of values in the framework of an active citizenship. The outcomes of the learned individual and collective actions are bound to sustainability improvement, democracy reinforcement and a better coexistence within communities.

a) **RESPONSIBILITY:** personal actions aimed at contributing to the promotion of social values

1. Active support for gender equality
2. Support for sustainable lifestyles (E.g. questioning consumption patterns)
3. Promotion of culture of peace and non-violence (E.g. supporting financial companies that do not invest in weaponry)
4. Readiness to respect the privacy of others (E.g. privacy-friendly social network behaviour)
5. Readiness to take responsibility for the environment (E.g. participating in initiatives aimed at protecting the environment)

b) **PARTICIPATION:** collective actions aimed at contributing to the promotion of social values

1. Engagement with others in common or public interest (E.g. participating in action networks, political parties, or interest groups)
2. Skills to develop constructive participation in community activities (E.g. voluntary community

service, participating in neighbourhood-level initiatives)

3. Ability to access, have a critical understanding of, and interact with traditional forms of media (E.g. newspapers, magazines, TV, regardless print/digital version)

4. Ability to access, have a critical understanding of, and interact with new forms of media (E.g. digital social networks, blogs)

5. Willingness to participate in democratic decision-making at all levels and civic activities (E.g. leveraging existing mechanisms to influence formal politics)

c) **AWARENESS:** showing interest and understanding citizenship-related frameworks and phenomena

1. Knowledge of basic concepts and phenomena relating to individuals, groups, work organizations, society, economy and culture

2. Awareness of the aims, values and policies of political and social movements

3. Awareness of climate change at the global level and their underlying causes

4. Awareness of demographic change at the global level and their underlying causes

5. Knowledge of European integration

6. Understanding of the multi-cultural and socioeconomic dimensions of European societies (E.g. knowledge of demographic diversity of other European societies regarding language, ethnicity, religion, etc.)

7. Understand the role and functions of media in democratic societies

8. Critical thinking (E.g. critical consumption of media, critical understanding and adoption of viewpoints)

9. Interest in political developments

10. Interest in socioeconomic developments

11. Interest in humanities

The **EUROPEAN COMMON VALUES** are listed in the Charter of Fundamental Rights of the European Union and include:

- Human dignity
- Freedom
- Democracy
- Equality
- Rule of Law
- Human Rights
- Rights of minorities
- Pluralism
- Tolerance
- Justice
- Solidarity

ANNEX 5 - COMMUNITY PARTNER ASSESSMENT TOOL

[Community partner assessment tool](#)

ANNEX 6 - METHODS OF EVALUATING STUDENT PERFORMANCE

1. <https://www.rootsandshoots.org/wp-content/uploads/2019/09/Roots-Shoots-Toolkit-2017-fm.pdf>
2. https://digitalpromise.org/global_project/problem-tree/
3. [Resource book for the development of Service-Learning projects/CLAYSS](#)
4. <https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/simple%20steps.pdf>
5. <https://www.salto-youth.net/tools/toolbox>
6. <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1009&context=sliceval>

ANNEX 7 - GLOSSARY

A method or technique that has been generally accepted as superior to any alternatives because it produces effective results.

CIVIC AND SOCIAL COMPETENCE: A combination of knowledge, skills, attitudes and values that enable a person to perform real-world tasks. Civic competences equip people to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

CIVIC RESPONSIBILITY: Actions and attitudes associated with democratic governance and social participation. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, environmental or quality of life issues.

NEEDS ANALYSIS: A formal, systematic process of identifying and evaluating training that should be done, or specific needs.

NON-FORMAL LEARNING: Purposeful but voluntary learning that takes place in a diverse range of environments and situations, for which teaching/training and learning is not necessarily the sole or main activity

SECONDARY SCHOOL: Formal education establishment for students between the age of 11- 16 years

SERVICE-LEARNING: Teaching and learning strategy that integrates meaningful community service with education and reflection.

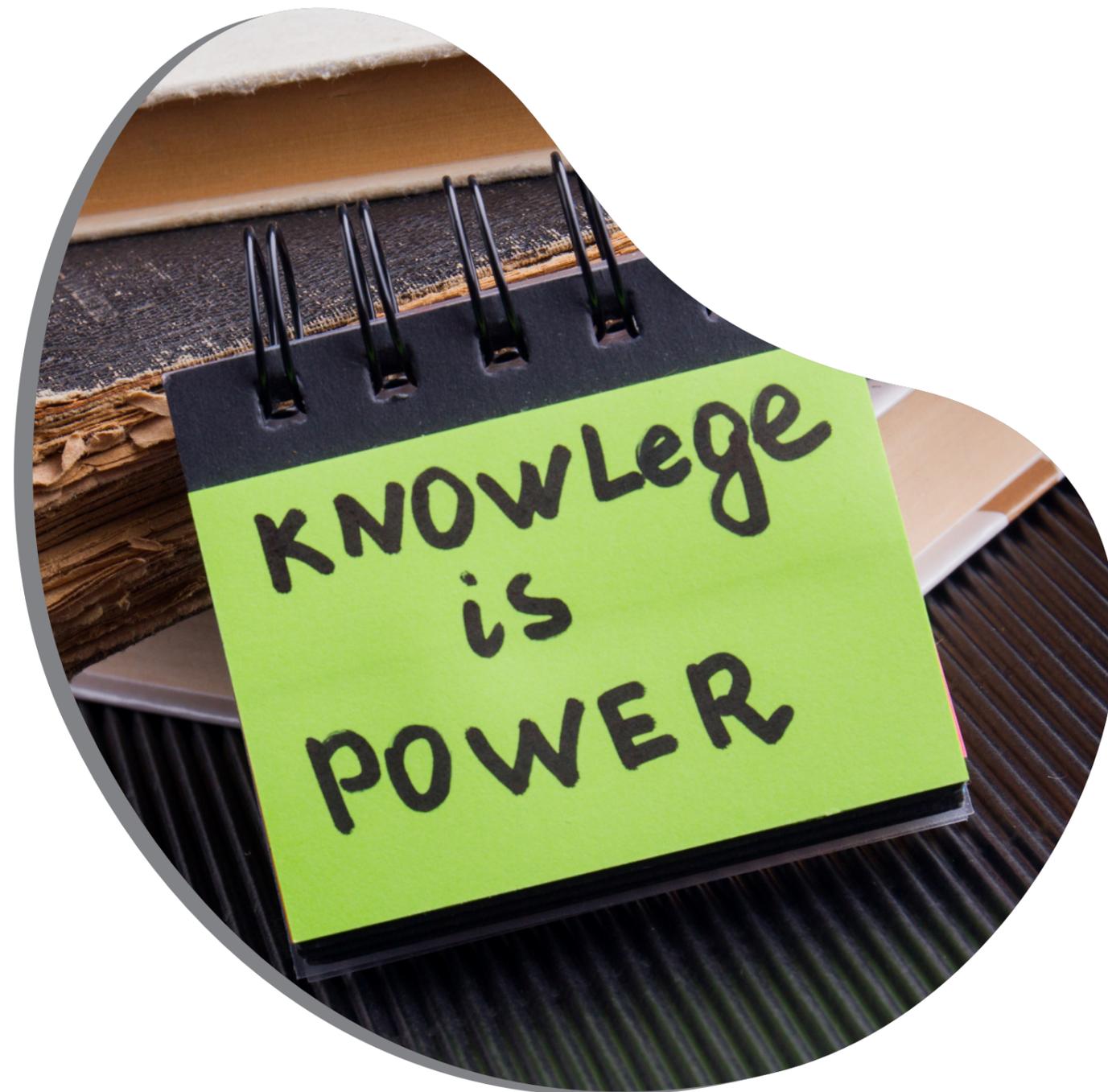
SERVICE-LEARNING PROJECT: A project that can achieve learning outcomes through community service and enhance the development of civic and social competencies.

SERVICE-LEARNING CURRICULA: Lessons and academic content taught in a school or in a specific course or programme for service-learning.

SOCIAL INCLUSION: The process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity or situation.

SOCIAL EXCLUSION: The process in which individuals are blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group.

UPSCALING: The facility for or process of redesigning to increase the effectiveness and outreach.



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**SERVICE-LEARNING
UPSCALING SOCIAL INCLUSION
FOR KIDS**

TOOLKIT



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