



# The SLUSIK PLACE Model



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## The Challenge

An increasing number of young people in Europe are excluded from the political and social life of their communities, which often results in a sense of isolation from society at large. Experiences in education play an important part of a person's life journey. Leaving school early can result in fewer employment opportunities and lower levels of cultural and social participation in the community.

## The Response

Service learning in second level education seeks to address the risk of exclusion. The PLACE model enables both formal and informal learning within a 'real-world' context, targeted at making positive change in the lives of young people. The SLUSIK project has developed an upscaled model aimed at improving the social inclusion of young people in Europe.

## The Actors

### Teacher

The principle idea of service-learning is that knowledge is not only transmitted from teacher to learner, but can be gained by the learner through a guided interaction with the environment. Teaching concepts which can be applied within a real-world context, and as a result is mutually beneficial to both learner and the community partner.

### Community Partner

The partnership with the community is critical facet of service learning. The Partner identifies their needs and the challenges as they see them, serving as the key connection for the teacher and students. Presenting exciting 'real world' opportunities that helps students learn about themselves and the local communities.

### Role model

Demonstrates positive behaviours and attitudes towards community involvement, encouraging empathy and team work, while expanding the students' knowledge of challenges in their local communities and how they can affect change.

### Student

Service-learning presents students with a range of local issues and problems that cannot be neatly defined or solved. Students work together with their community partners and are empowered to take action, learning about themselves and the community by reflecting on their experiences, while also developing informal skills.

### PLACE Model Co-ordinator

Enables ongoing sustainability of the service learning, the PLACE Model Co-ordinator ensures that there is a consistent point in the network that intersects with all the contributors, facilitating partnerships, identifying third level role models, and maintaining a means of continuity for both teachers and community partners.



The PLACE model consists of the following five stages:

## Prepare

Designing and planning the service learning experience that best supports student learning goals.

## Link

Connecting young people with their community partners, Role Models and one another.

## Action

Linking learning to real-life issues, developing student ideas with community partners.

## Celebrate

Demonstration of what students have learnt and accomplished in partnership with the community.

## Effect

Reciprocal benefit is realised and students have made a valued contribution.



## Outcomes

Young people are involved in their communities and projects responding to local needs

Formal and informal learning is enhanced by the inclusion of role models

Role Model opportunities are integrated as part of service learning

Teachers are able to provide service learning within existing school curricula

Community partners have established ongoing collaborations with schools

Young people develop a stronger sense of inclusion in their communities

## Project Partners

European Volunteer Centre  
Out of the Box International  
University College of Teacher Education Vienna  
University of Rijeka

Matej Bel University  
University of Granada  
University of Limerick

Field Trials: Autumn 2021 / Spring 2022



# The PLACE Model

## **The Challenge**

An increasing number of young people in Europe are excluded from the political and social life of their communities, which often results in a sense of isolation from society at large. Experiences in education play an important part of a person's life journey. Leaving school early can result in fewer employment opportunities and lower levels of cultural and social participation in the community.

## **The Response**

Service learning in second level education seeks to address the risk of exclusion. The PLACE model enables both formal and informal learning within a 'real-world' context, targeted at making positive change in the lives of young people. The SLUSIK project has developed an upscaled model aimed at improving the social inclusion of young people in Europe.

## **The Actors**

### **Student**

Service-learning presents students with a range of local issues and problems that cannot be neatly defined or solved. Students engage with their community partners and are empowered to take action, learning about themselves and the community by reflecting on their experiences, while also developing informal skills.

### **Teacher**

The principle idea of service-learning is that knowledge is not only transmitted from teacher to learner, but can be gained by the learner through a guided interaction with the environment. Teaching concepts which can be applied within a real-world context, and as a result is mutually beneficial to both learner and the community partner.

### **Community Partner**

The partnership with the community is critical facet of service learning. The Partner shares their needs and the challenges as they see them, serving as the key connection for the teacher and students. Presenting exciting 'real world' opportunities that helps students learn about themselves and the local communities.

### **Role model**

Demonstrates positive behaviours and attitudes towards community involvement, encouraging empathy and team work, while expanding the students' knowledge of challenges in their local communities and how they can affect change.

### **PLACE Model Co-ordinator**

Enables ongoing sustainability of the service learning, the PLACE Model Co-ordinator ensures that there is a consistent point in the network that intersects with all the contributors, facilitating partnerships, identifying third level role models, and maintaining a means of continuity for both teachers and community partners.

## The PLACE model consists of the following five stages:

### 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

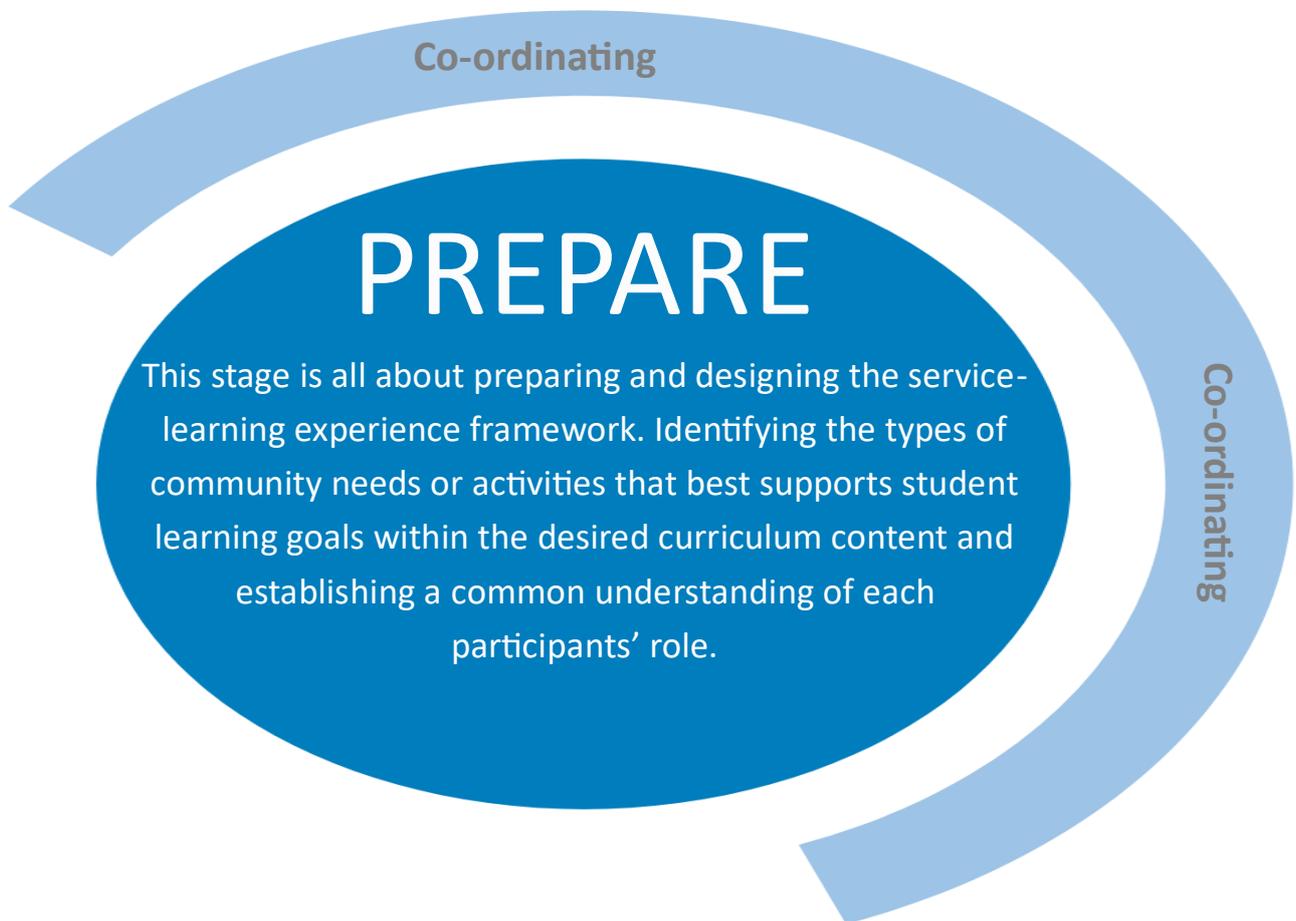
Demonstration of what students have learned and accomplished in partnership with the community. Students have the opportunity to present their impact at a public event open to community partners including friends, families and policymakers.

### 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.



## PLACE Model Lv.2: PREPARE



### Outcomes:

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.

# PLACE Model Lv.2: LINK

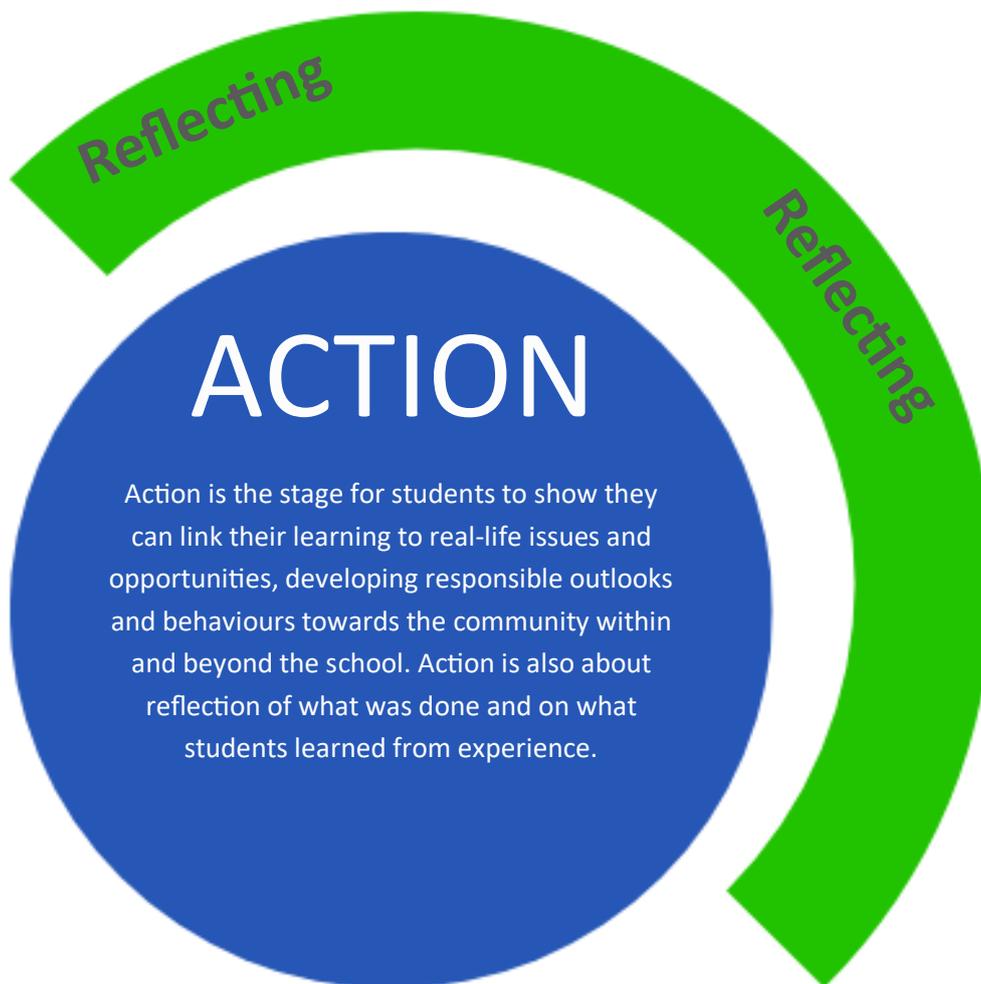


## Outcomes:

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.



## PLACE Model Lv.2: ACTION



### Outcomes:

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, students, role models, community partners and co-ordinator has been completed as planned.



## PLACE Model Lv.2: CELEBRATE



### Outcomes:

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



## PLACE Model Lv.2: EFFECT



# 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.

### Outcomes:

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.



## ROLE GUIDE *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.

### Who:

- 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:

- 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:

- 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.

### When:

- **Preparation** *\*\*[depends on approach taken i.e. short or long term]\*\**
- **First welcome session** meeting community partners and role models, learning about what they will do and the types of needs to be addressed, participating in activities to encourage collaboration.
- **Introduction to reflection** as students repeatedly consider their thoughts and feelings regarding essential questions and what they are doing; this both informs how the process unfolds and their own individual learning.
- **Throughout the project** asking questions to increase knowledge, agree the scope with the community partner and organise a plan for action, before implementing it.
- **Final demonstration and celebration** represents the whole experience, what has been learned, the process, and the contribution; telling the story of what took place during each stage. Students draw upon their skills and talents, using performance, art and technology.

### Notes

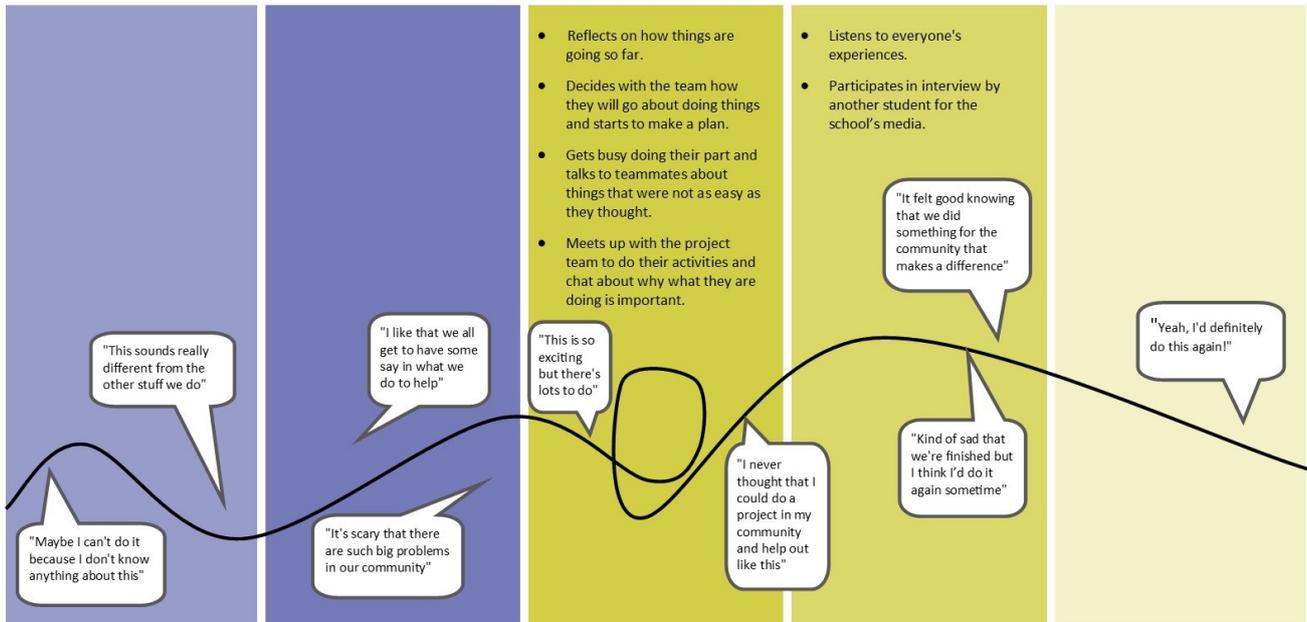
**MIKA**

Mika doesn't know what he/she will do after finishing secondary school, and is not sure where they fit in. For Mika the opportunity to work on something different with his/her classmates and contribute to the local community is exciting.

**EXPECTATIONS**

1. To do something different from normal class-based learning.
2. Participate in real world projects with the community.
3. Be contributing towards fixing a local / global problem.

PREPARE	LINK	ACTION	CELEBRATE	EFFECT
<ul style="list-style-type: none"> <li>Hears TY coordinator talk about an opportunity to be part of a local project working with an NGO.</li> <li>Looks at signing up and reads the information, also chats to friends and parents.</li> <li>Decides to sign up and receives an invitation to the project welcome session.</li> <li>Asked to do a simple exercise to 'think of a time when..'</li> </ul>	<ul style="list-style-type: none"> <li>Attends the welcome session and listens while the teacher gives an overview of what to expect.</li> <li>Meets some older students from the local university who are going to guide them through the project.</li> <li>Listens to the community partner talk about what they do and the challenges they face.</li> <li>Participates in a story exchange and starts to get to know the team.</li> <li>Discovers that he/she will be involved with everyone in the team in deciding exactly what they will be doing.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a session led by Local Council about the UN Sustainable Development Goals.</li> <li>Discusses with the community partner what specific goals they are contributing to.</li> <li>Explores ideas with his team as to what their project could do.</li> <li>Consults with the Role Models and looks for different inputs and viewpoints.</li> <li>Forms an agreement with their partner about what the team will be doing.</li> <li>Helps to present an idea summary.</li> </ul>	<ul style="list-style-type: none"> <li>Helps organise a way to demonstrate the results of their project to the community.</li> <li>Does a short presentation of what the team did in response to the challenge.</li> <li>Listens to what the community partner thinks and get good feedback from another project team who had done something very different.</li> <li>Meets up with lots of people from the community who are interested in what they have done.</li> <li>Acknowledge all the other project teams amazing ideas and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Knows more about the issue and how he/she can influence change in some way.</li> <li>Reads about the project in the student newspaper, school social media and his/her parents said it was on the radio too.</li> <li>Decides that he/she might like to volunteer in the summer, sends an enquiry to the community partner.</li> <li>Encourages a friend to take part who has been offered the same opportunity.</li> </ul>



**OPPORTUNITIES**

1. Students to see short video of others talking about their engaged learning project.
2. Students identify and invite experts to join their team.
3. Option to continue to be part of an alumni network.



## ROLE GUIDE *Teacher*

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The 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.

### Who:

- 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.
- They provide additional perspective on what students are learning, empower and expand civic engagement, while developing a greater understanding of their community .

### Why:

- 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:

- 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.

### When:

- **Preparation** of engaged learning experience and integration of SDG theme with the community partner and curriculum.
- **First welcome session** - introduce the community partners and role models to students, presenting an overview of what is involved and relevant assessment criteria.
- **Throughout the project** - guide students to agree the planned action with their community partner, encouraging good communication and reciprocity throughout.
- **Final demonstration and celebration** - support students telling the story of what took place during each stage, acknowledging their achievements.

### Notes

Provided with training of PLACE model and toolkit

Role models will be involved to support teachers and students.

Will be offered an opportunity to receive training for story exchange facilitation.

### LUIS

Luis has been teaching at the local Community School, and aims to make his lessons more relevant and meaningful for the students. In accordance with the school's ethos of fostering student empathy for others, Luis likes to offer his students opportunities to get involved in their local community.

### EXPECTATIONS

1. Foster new partnerships in the community and demonstrate the benefits of working with young people.
2. Increase awareness of the Community School in the local area.
3. Enhance student motivation to become involved in social issues.

PREPARE	LINK	ACTION	CELEBRATE	EFFECT
<ul style="list-style-type: none"> <li>Is contacted by the PLACE Model Co-ordinator enquiring if the school would be interested in an engaged learning opportunity.</li> <li>Meets with PLACE Model Co-ordinator to talk more about it and discusses ideas he has for possible partners.</li> <li>Approaches his principal and outlines the unique role of Role Models in the project.</li> <li>Confirms his school's interest with the PLACE Model Co-ordinator and attends the next meeting of the local committee.</li> <li>Attends a training session with other participants and receives a teacher toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a welcome session for the community partner and everyone involved.</li> <li>Participates in a story exchange for formal and informal learning objectives (empathy and communication).</li> <li>Listens to the community partner present their organisation's work and the challenges they face.</li> <li>Listens to an introduction to SDGs given by the Role Models to the students and discusses which SDGs the school would like to focus on.</li> <li>Asks for students to express their interest in an issue and assigns project teams accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Delivers lesson on UN SDGs.</li> <li>Outlines the assessment required.</li> <li>Facilitates student discussions about what they may want to do in their projects and encourages them to explore ideas.</li> <li>Supervises student team plans for the project which are facilitated by the Role Models.</li> <li>Works with students to develop a presentation to community partners outlining their ideas.</li> <li>Finalises with students their project ideas.</li> <li>Guides students through their reflections.</li> </ul>	<ul style="list-style-type: none"> <li>Guide and support students in setting up their final demonstrations.</li> <li>Listens to presentations by the teams about what they did in response to the issue.</li> <li>Records the celebration for local and school media highlighting the students achievements.</li> <li>Congratulates the teams for all their work and thanks community partners for their contribution.</li> <li>Chats with parents, guardians, partners and the general public about what they thought and gets ideas for future projects.</li> <li>Guides students through their final reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Decides to continue to include this initiative in the curriculum going forward.</li> <li>Helps several students to get volunteering opportunities for the summer.</li> <li>Talks to the PLACE Model Co-ordinator to reconfirm ongoing interest.</li> <li>Responds to enquiries from local community organisations interested in becoming involved with the school.</li> <li>Networks with teachers from other participating schools and exchanges ideas.</li> </ul>

<ul style="list-style-type: none"> <li>Briefly meets with the community partner and Role Models to discuss ideas about what the students might work on.</li> <li>Reviews the toolkit and thinks about his study plan to include a story exchange facilitated by Role Models.</li> <li>Confirms with the PLACE Model Co-ordinator their community partners and co-signs an MOU.</li> </ul> <p>"I think this would be really different for my students"</p> <p>"I wonder will this just be more work for me and can I fit it in?"</p>	<ul style="list-style-type: none"> <li>Initiates a reflection exercise and asks for the Role Models to guide the students.</li> <li>Suggests SDGs that would be of interest for the school to focus on.</li> </ul> <p>"The students seemed really motivated!"</p> <p>"I wasn't sure at first if the Role Models would be useful"</p>	<ul style="list-style-type: none"> <li>Liaises with the PLACE Model Co-ordinator to provide feedback and plan for celebration.</li> <li>Encourages students to use social media to promote their activities in the community.</li> </ul> <p>"Wow the students have fantastic ideas I'd never have thought of and are really enjoying this!"</p> <p>"Will the students stick with this and stay interested for the whole time?"</p>	<p>"I'm so proud of what the students achieved with the community!"</p> <p>"I hope the Principal is interested in keeping this going"</p>	<p>"So glad I signed up to try the PLACE model—it really worked!"</p>
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### OPPORTUNITIES

1. To build an engaged learning network for teachers with other participating European schools.
2. Potential co-funding for the school linked to UN SDGs.
3. Explore professional development options



## ROLE GUIDE *Community Partner*

The 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.

### Who:

- 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:

- 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:

- 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.

### When:

- **First welcome session** to give students information about the community-based organisation and the nature of their projects. This would likely take place either in class or at an outside-of-class meeting.
- **Second orientation** should take place at the location where students will be undertaking the majority of their activities with the community partner – as a way for students to become aware of any site procedures and rules.
- **Throughout the project** as open communication is essential. Opportunities for interaction with the students will be ongoing to continually enhance the learning experience.
- **Final demonstration and celebration** when students share their experiences with others.

### Notes

Representatives would be asked to do a story exchange

Role Models will be involved to support you and guide students

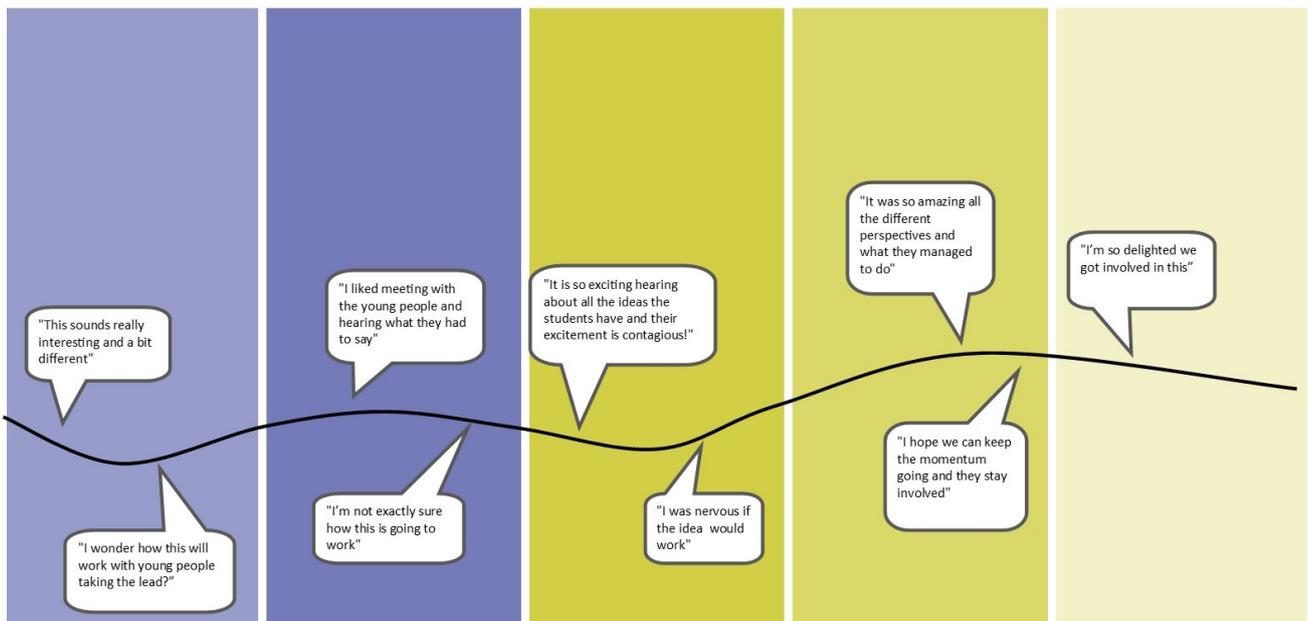
**CLARA—Project Co-ordinator**

For several years Clara has worked for an NGO that supports local community development in regards to social justice. Whilst they have run numerous successful projects, she is now finding it harder to come up with different ways to tackle local issues and get members of the community interested. Clara would like to involve young people in the projects and embrace their enthusiasm so has been exploring ways to do this.

**EXPECTATIONS**

1. To try something different and get young people involved.
2. To develop interesting projects that address self-identified community needs.
3. To enhance motivation in the local community that is inclusive of all generations.

PREPARE	LINK	ACTION	CELEBRATE	EFFECT
<ul style="list-style-type: none"> <li>Hears about an opportunity on social media to work with secondary school students on real projects.</li> <li>Meets with PLACE Model Co-ordinator to talk more about the opportunity and type of project that her organisation could suggest.</li> <li>Briefs her colleagues and garners their interest to get involved.</li> <li>Contacts PLACE Model Co-ordinator to confirm interest and attends the next meeting of the local committee.</li> <li>Reviews the summary guide and talks to her colleagues about what to expect.</li> <li>Gets confirmation of their partner school and co-signs an MOU.</li> </ul>	<ul style="list-style-type: none"> <li>Meets the teacher and Role Models who will be guiding the students through the project.</li> <li>Talks with her colleague about becoming involved in the project.</li> <li>Attends a welcome session in the partner school and meets everyone involved.</li> <li>Participates in a story exchange and really starts to get to know some of the students.</li> <li>Gives a presentation on the work of her organisation and the challenges they face.</li> <li>Listens to the link to SDGs made by Role Models and responds to questions and suggestions by the students.</li> </ul>	<ul style="list-style-type: none"> <li>Gets an understanding of how the students will work and develop their ideas.</li> <li>Meets with the team and Role Model to discuss the issue they will be trying to address.</li> <li>Keeps in regular contact with the students and meets with them if required.</li> <li>With her colleague listens to the student team outline their ideas and makes some suggestions.</li> <li>Talks to her colleague about sending through some more information to help the team.</li> <li>Forms an agreement with the students about what they will be doing.</li> </ul>	<ul style="list-style-type: none"> <li>Invites her colleagues along to see what the students have done.</li> <li>Views public display of project work and considers the ideas.</li> <li>Listens to presentations by the teams about what they did in response to the issue.</li> <li>Participates in an interactive session giving feedback.</li> <li>Congratulates and thanks team for all their work.</li> <li>Networks with other community partners.</li> <li>Participates in interview with students for school podcast.</li> </ul>	<ul style="list-style-type: none"> <li>Looks to make one of the student ideas an annual event.</li> <li>Contacted by several students offering to volunteer during their summer holidays.</li> <li>Talks to the PLACE Model Co-ordinator to reconfirm her organisation's ongoing interest.</li> <li>Responds to enquiries from local community members interested in becoming involved in a project.</li> <li>Applies for funding for similar projects with a view to increasing student involvement.</li> </ul>



**OPPORTUNITIES**

1. Develop initiatives led and actioned by local young people that broaden cross-generational appeal.
2. Participate in a community partner network across European countries.
3. Access funding with schools for new SDG projects.



## ROLE GUIDE *Role Model*

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The 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.

### Who:

- University students (undergraduate or postgraduate) with previous experience in service-Learning programmes
- Supporting 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:

- 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:

- 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.

### When:

- **Training and preparation** activities with the school teacher and PLACE Model Co-ordinator.
- The **first welcome session** to facilitate students and community partners in a Narrative 4 story exchange, guiding interactions, and engaging the SDGs as a catalyst for learning (either in class or in a required outside-of-class meeting).
- **Throughout the project** as open communication is essential, support and guidance will be ongoing to continually enhance the students learning experience.
- The **final demonstration and celebration** when students share their experiences with others.

### Notes

**ANNA**

Anna is just starting 2nd year of her university studies. She is looking to do something fun where she can meet new people and get to know the local area a bit better and perhaps help out through some volunteer work. She would really like to develop some extra skills that may also help her in the future when looking for a job.

**EXPECTATIONS**

1. Try something new to experience something different.
2. Make new friends and get to know more about the local area.
3. Gain extra skills in areas that aligns with her interests.

PREPARE	LINK	ACTION	CELEBRATE	EFFECT
<ul style="list-style-type: none"> <li>• Goes along to University Clubs &amp; Societies event and gets information on the university's volunteering programme.</li> <li>• Registers with the Volunteering office.</li> <li>• Applies for an opportunity advertised on the Volunteering website to become a Role Model, as her skills and motivations match the goals and structure of the programme.</li> <li>• Attends briefing session and interview for the role.</li> <li>• Accepts offer and submits requested paperwork.</li> <li>• Attends training session with the PLACE Model Co-ordinator and meets other selected students.</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with the community partner and PLACE Model Co-ordinator to discuss their needs and the UN SDG's they are interested in addressing.</li> <li>• Attends welcome session in the school for students, teachers, and community partners.</li> <li>• Give presentation on SDG's and their role in addressing societal needs.</li> <li>• Prepare for and facilitate a story exchange for the students and community partners.</li> <li>• Facilitate session with students and their teacher to see which SDG's they are interested in doing a project on.</li> </ul>	<ul style="list-style-type: none"> <li>• Help students understand and find out more information on their selected UN SDGs.</li> <li>• Work with each student team to develop their ideas about what they want to do in their projects.</li> <li>• Assist students with their presentation to community partners outlining their ideas.</li> <li>• Liaise with community partner to see they are happy with progress.</li> <li>• Update PLACE Model Co-ordinator on progress of the projects and highlight any issues as they occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Help with the preparation of the celebration venue and clean up at the end.</li> <li>• Support students in setting up their final demonstrations.</li> <li>• Welcomes visitors to the venue and acts as guide where needed.</li> <li>• Listens to presentations and records proceedings to use for publicity.</li> <li>• Congratulates students on what they have achieved and chats to them about opportunities to continue working in the community.</li> <li>• Receives thanks and has their contribution recognised.</li> </ul>	<p>Decides to apply again to be a mentor in the following semester.</p> <p>Keeps in touch with other role models through the Role Model network established by the PLACE Model Co-ordinator.</p> <p>With a couple of her new role model friends, volunteers to work for the summer with a climate action NGO.</p> <p>Receives more invitations to interview as a result of the addition of the Role Model experience added to her CV.</p>

<ul style="list-style-type: none"> <li>• Participates in training to become a story exchange facilitator.</li> <li>• Studies Role Model toolkit and learns more background information on the UN SDG's.</li> </ul> <p>"This could be really interesting!"</p> <p>"I wonder will this take up a lot of my time?"</p>	<p>"Being able to contribute to something like this with the community, is so much fun"</p> <p>"I was so nervous about facilitating the story exchange but it seemed to help everyone get to know each other."</p>	<ul style="list-style-type: none"> <li>• Attends one-to-one support meetings with the PLACE Model Co-ordinator for an opportunity to receive feedback.</li> <li>• Record materials with students for promotion on social media.</li> </ul> <p>"This is unlike anything I've ever done before and feels so rewarding to be part of the students work."</p> <p>"I'm really nervous – what if the young people don't like me?"</p>	<p>"I'm really proud of what my team did- It's amazing how it all came together!"</p> <p>"I think I made a real difference to some of students and I'd definitely do this again"</p>	<p>"So glad I did this and made new friends and contacts outside of my day-to-day studies"</p>
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**OPPORTUNITIES**

1. To enhance job prospects by having this work experience.
2. To develop personal graduate attributes.
3. Gain in-depth knowledge of localised implementation of UN SDG's.



## ROLE GUIDE *PLACE Model Co-ordinator*

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.

### Who:

- 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:

- Provides consistency of the PLACE model, and promotes the principles and practices to ensure engaged learning activities can run smoothly.
- Improves management of project interdependencies and relationships across engaged learning in schools, minimising uncertainty and guiding them on potential partnerships.
- Enhances collaboration, quality and timeliness, while also supporting flexibility of the model to change and scale (both locally and at a European level) as required.
- Manages risk by sharing lessons learnt and best practices across the network.

### What:

- Ensures the policy, curriculum and legal requirements are met as appropriate to the local environment.
- Facilitating the PLACE 'innovation tank' meetings on a regular basis.
- Explain 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 volunteers to support teachers and mentor 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 mentors and teachers.

### When:

- **Preparation** of the school/teacher to incorporate the PLACE model, liaising with potential community partners as required, and advertising opportunities for student volunteer mentors, ahead of arranging appropriate training sessions.
- Co-ordination of the **first welcome session**, assisting in establishing communication between the teacher and relevant Role Models, overseeing logistics and setting expectations with community partners.
- **Throughout the project** ensuring timely responses to queries and that any conflict is managed, prompting participants for the collection of materials for communication purposes, and identifying opportunities for enhanced experiences.
- Assisting with **final demonstration and celebration** logistics, promoting the event locally and across the PLACE practitioners European network.

### Notes:

Set up of SDG matching framework with community partners.

May be asked to help in story exchange facilitation training for SDG Mentors.

**JORDAN**

Jordan works for a University in the Student Engagement team. As part of her role Jordan frequently interacts with a wide range of innovative projects and is often asked by the community representatives how to get the schools more involved in their work. Jordan is asked to explore ways that the University can enhance aspirations of young people to attend third level education and encourage their involvement in the local community.

**EXPECTATIONS**

1. To offer more opportunities for community groups to engage with schools on local issues in the area.
2. To enhance existing university activities by offering a sustainable engaged learning model to secondary schools.
3. Be a facilitator and conduit for the PLACE model and corresponding network(s).

PREPARE	LINK	ACTION	CELEBRATE	EFFECT
<ul style="list-style-type: none"> <li>Identifies local secondary school teacher who may be interested in using the PLACE model with transition year students.</li> <li>Meets with teacher and outlines the model, discusses the SDG areas of interest and any existing community partners.</li> <li>Confirms that school wants to become involved, invites them to next PLACE innovators meeting and agrees to help facilitate a community partnership in the area of mental health.</li> <li>Attends University Clubs &amp; Societies event and provides a video montage on volunteering to be a Role Model.</li> <li>Updates the online opportunities listing for Role Models.</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the Role Models to the teacher and community partner.</li> <li>Assists in organising a welcome session in the school and provides advice to a teacher using the PLACE model for the first time.</li> <li>Listens to the community partner present and observes Role Models explain SDGs and the relevance to what the students will be doing.</li> <li>Offers any assistance the teacher needs in deciding which SDG's the project(s) will focus on and what's achievable in the timeframe.</li> <li>Collates any feedback following the welcome session.</li> </ul>	<ul style="list-style-type: none"> <li>Answers a question from the teachers &amp; Role Models, providing a new contact in the local area that may be useful for the students to talk with.</li> <li>Liaises with community partner regarding issues and hears how excited they are to be involved in the initiative.</li> <li>Encourages the Role Models for each school to update the Instagram account with stories.</li> <li>Discusses with the teacher and Role Models ideas and plans for the final celebration to be held in the local park.</li> </ul>	<ul style="list-style-type: none"> <li>Helps prepare the celebration venue, ensuring that local authorities will allow the students to display work.</li> <li>Sends out invitations and promotes the event internally in the university and with local media.</li> <li>Organises certificates of recognition or acknowledgement tokens for the students.</li> <li>Acts as an MC on behalf of teacher as required and ensures that all health and safety requirements are implemented.</li> <li>Networks and notes potential interest from a new partner about becoming involved in future.</li> </ul>	<ul style="list-style-type: none"> <li>SDG potential partners and projects, updates this following a phone call from a local NGO regarding a climate awareness week.</li> <li>Updates Role Model alumni and reviews the feedback for possible improvements to training.</li> <li>Contacts the community partner who indicated they might be interested in becoming involved.</li> <li>Agrees to go present at their board meeting about the initiative and invites an Role Model alumni to come along.</li> <li>Disseminates several articles about the students engaged learning projects for internal newsletters.</li> </ul>

• Contacts the suggested community partner regarding potential involvement, answers questions.  
 • Arranges and conducts the selection of Role Models with appropriate input.  
 • Organises training session with teachers and provides them with the toolkit, liaises with colleagues regarding training (blended) of Role Models as story exchange facilitators.  
 • Coordinates with teacher/school about plans for the welcome session and communicates with Role Models regarding expectations.

"It's great being able to help teachers offer something different to students"  
 "There's a lot of preparation and ensuring that everyone knows what they are doing"  
 "This is really rewarding work and everyone is involved – young and old!"  
 "Some of the mentors are more confident than others in connecting with the students, it's important that we tell them what to expect."  
 "When they start doing stuff and hearing the excitement of the partners makes my day."  
 "It's always a bit unknown though – in terms of what the students will actually end up doing."  
 "It's amazing how it all came together so well!"  
 "At the moment it's difficult to keep up, there's so much interest"  
 "Not everything goes to plan, sometimes expectations just can't be met."

**OPPORTUNITIES**

1. Share the local framework of partners and projects with counterparts in other European locations to encourage joint initiatives across national boundaries.
2. Consider expanding the PLACE model to apply to primary level in conjunction with other internal departments.
3. Engage with international students home institutions to promote volunteer opportunities.



# Appendices

## PLACE Model Assumptions

No	Assumption
1	Reciprocity underpins the model – both with students and community partner and all involved and considered equal contributors.
2	Prepare, Link, Act, Celebrate, Effect (PLACE) are the stages of the model.
3	PLACE model works irrespective of the length of service learning.
4	PLACE Model coordinator assists in setting up volunteers and community partnerships ensuring that base requirements can be met e.g., police vetting.
5	Role Models are 3 <sup>rd</sup> level student engaging as volunteers or part of their course requirements.
6	One role model per 8 students (approx.)
7	Reflection activity is introduced in the Link stage and undertaken throughout the Action and Celebrate stage.
8	That the model has to be sustainable for everyone involved and is therefore based upon dispersed burden.
9	Role Models are focused on supporting student teams in their own learning and role modelling behaviours.
10	Depending on whether it was short or long form the preparation stage would be larger or smaller.
11	Teacher and PLACE Model Co-ordinator initiate the work jointly with the community partner.
12	Celebration is open to the public as well – this may stimulate interest from other schools and community groups wanting to take part.
13	Celebration includes a final reflection from students.
14	There is a feedback loop from teachers to the PLACE Model co-ordinator into the ‘innovate PLACE’ team (local committee).
15	Community partners would receive some guidance on their involvement prior to the welcome session during Link stage.
16	Role Models receive training from 3 <sup>rd</sup> level institution .
17	Some form of formal record of agreement in place between the school and the partner overseen/ facilitated by the University.
18	Student teams are given time to work together in a guided but not taught capacity.
19	Teachers will receive training, toolkit, and they will become part of ‘innovate PLACE’ team chaired by the PLACE Model Co-ordinator (local committee).
20	Some engaged learning activities can be blended delivery, and the use of digital where appropriate.
21	All supporting documents are available in home country language.