Service Learning K-5
EARCOS Echo Workshop

May 8, 2015

What do we want from our kids ?

Kid President

Change the World

Workshop Goals

- Service Learning Overview
- Exploring the PARC Model
- Looking at Service Learning Projects around the Globe

Service

- Direct
- Indirect
- Advocacies

Learning

- What we teach

Service learning is a **teaching model/ strategy** that integrates service in the community with classroom curriculum.

Service Learning puts pieces together, it helps find reasons for what we are learning.

*1995 Conference- service learning pioneers determined that there were two primary strands that came together in service-learning. A number of proponents saw the practice as a way of addressing issues of social and economic justice. Others saw the practice as a way of transforming our educational institutions.

*The pedagogy of service-learning was given a boost in the '70's and early '80's through the work of cognitive psychologists such as Lev Vygotsky and Jerome Bruner. These psychologists pointed out that learning involves the creation of meaning and is highly individualized. Service-learning educators have been able to point out the validity of using out-of-classroom experiences in helping students make meaning of rather abstract theories and concepts.

*1990’s educators and service learning advocates looked at SL as a pedagogy/method of teaching

*new millennium - Cathy berger Kay - IB integration vs CAS

In A glance:
Service Learning: lens not add on but means to teach
Developmental Milestones
Making it visible = culture building

Benefits of Service Learning

learn beyond the classroom

communities as places of learning

integrated

Reflection

giving without expectation

active participation

meet real community needs

academic, leadership and employment skills

lifelong commitment to service for the community

KEY PLAYERS

Admin responsibility - know all areas of planning
Student voice -
Teacher facilitation
Administrative Responsibility
The principal should be knowledgeable about the administrative aspects of all areas of service learning. In addition, he or she should be familiar with the information in this section pertaining to transportation, costs, and any liability issues that may arise while students are volunteering as part of a school project off-campus.

Teacher Facilitation
The primary role of the service learning teacher is to facilitate. Facilitating does not mean allowing students to have free choices without guidelines, nor does it mean applying undue influence so students have no real responsibility. Successful service learning projects not only have clear guidelines and objectives, but also balanced responsibilities.

Student Voice
The most effective service learning projects involve students as resources, with a voice in every aspect of the project. Students should be guided to undertake as much of the planning and implementation of the project as possible. Student input will vary, depending on each one's grade level, experience with decision making, and familiarity with the proposed projects. One way to guide the students' decision about which project they will undertake is to have student groups evaluate different project ideas.

Preparation

Action

Reflection

Celebration

Preparation

Teacher makes preliminary plans to integrate service learning into the curriculum.

IN A NUTSHELL:

- Student Self-assessment
- Community assessment
- Choose an issue
- Research
- Create a Plan

Self Assessment

With the myriad of service choices, it's important that students first spend some time exploring their own interests, skills, and experiences so they can select a project they will truly enjoy and at which they will be successful. Service learning is not about "assigning" students a service project. It's about empowering them to address an authentic community need that truly interests them. During this step in the service learning process, students should be encouraged to identify their individual experiences, talents, skills, and interests.

Community Assessment

One of the things that make service learning so valuable to students and to the community is that students are addressing an authentic community need. Through the process of identifying this need, students learn they are part of a larger community and that their responsibility as an active citizen is to try to improve that community.

When students learn that they can make a real difference, it can be very empowering for them.

Choose an Issue

After the Community Needs Assessment, students should have a list of community needs or problems. Now they must choose the one need that they would most like to address in their service learning project. If they are working as part of a group, they will need to find one issue or problem on which they'd all like to work. But, how?

Conduct Research

Now that students have selected their issue, they should spend time learning as much as they can about it from as many different sources as possible. This will help them as they try to determine a plan of action for their service learning.

The specific steps students take during the research phase are really guided by the project they've chosen.

However, there is some basic information they will want to learn regardless of the issue. This includes:

- What they already know
- The history of the problem
- The current situation
- What will happen in the future if the problem is not addressed
- What's already been done to address it
- Potential collaborators
- Possibilities for change

Action Plan

Now that students have identified and learned about an issue, they should be ready to develop an action plan to address it. This is the step in which they create the type of service learning that will address their community need or problem, determine the feasibility of their plan, ensure that it connects to curricular goals and/or their IEPs, and identify the collaborators with whom they'll work

Action

1. Teacher and students take the necessary steps to implement service learning.

2. Teacher facilitates students' participation, using ongoing evaluation, and makes any changes deemed necessary.

Action Activities

- Keep an ongoing journal
- Checklists
- Code of Conduct

IN A NUTSHELL:

- Implement the plan

ACTION
: Implement the Plan

The plan is in place. Now it's time to carry it out! This is where you will see your students in action conducting their service learning projects! It likely will be the step that students are most excited, and potentially most nervous, about. But even though students have spent a lot of time and energy developing their plan, they may see that the "doing" part doesn't go exactly as they had planned. It's important that students (and you) are ready for anything! They must be willing to be adventurous, flexible, and resourceful (qualities they'll need throughout their lives) and ready to make adjustments to the initial plan as new information and circumstances arise.

Reflection

Teacher provides opportunities for individual and group reflection activities throughout the process. (Unanticipated and challenging occurrences should be viewed as an opportunity for reflection.)

IN A NUTSHELL:

- Evaluation

Samples of Reflection Styles

- Keep an ongoing journal
- Compose a letter to keyplayers
- Write an article for the school paper
- Construct a detailed timeline of the service experience
- Draw the place where you volunteered and present
- Create a video
- Choose a song that captures the heart of service
- Put on a skit

EVALUATION

The evaluation process should flow naturally from your curricular objectives. Its form can be quantitative, such as service learning logs, hours of service, number of people served, gains in test scores, or surveys. It also can be qualitative, such as observation, reflection logs, or interviews with key participants.
*Look at action plans- did it go as planned? Flexibility

Celebration

1. At the project's end, teacher and students decide how to celebrate the group's accomplishments, whom to invite (e.g., parents, media, recipient of the service),how to publicize the project and event, and how to share evaluation findings.

2. Students complete tasks involving the celebration and recognition of those involved in the project.

IN A NUTSHELL:

- Everyone Celebrates!

A party or reception
- Development of a website, book or video
- A school or community display
- A ceremony
- A press event
- A family night
- Certificates or pins
- Participation in national recognition programs

CELEBRATION

Celebration

Celebration is a very important piece of the service learning experience. It shows young people how others value their work and is an important way to say thank you to those involved, affirm partnerships, and renew the commitment to service. In large and small ways, during and after periods of service, participants and projects should be recognized, and participants should celebrate what they've gained and given through service. **Participants should play a role in celebrating

Service Learning Projects Across Elementary

Service Learning Projects Across the Specials Curriculum

Next Steps

- Translate in a non PYP curriculum
- Start small - create a culture of service learning 1 project at a time
- Choose 1 that you see where you can bring in service learning where students contribute through actions
- Think of a service learning opportunity at your school
- Choose a provocation tool
- Plan a reflection discussion

Resources/Links

- Learn & Serve San Diego
- National Service Learning Network
- Service Learning Primer
- Disney Service Learning Toolkit
- IB Meets Service Learning
- **Ideas for Service Learning Projects:**
    - Kids Consortium
    - US Environmental Protection Agency
    - YSA Environmental Service Projects

It's more fun~tastic in SUBIC

Think Global. Act Local.