

# **SERVICE LEARNING**

**Engaging, Relevant, *Real***

You must be the change  
you wish to see in the world.

Mahatma Gandhi

**Cathryn Berger Kaye, M.A.**  
**CBK Associates**

All materials in this packet  
unless otherwise noted  
have been developed by  
Cathryn Berger Kaye, M.A.  
CBK Associates  
All Rights Reserved

Select pages excerpted from:  
*The Complete Guide to Service Learning* Revised 2<sup>nd</sup> Edition  
by Cathryn Berger Kaye, M.A. ©2010  
Used with permission from  
Free Spirit Publishing, Inc., Minneapolis, MN;  
1-800-703-7322; [www.freespirit.com](http://www.freespirit.com)  
All Rights Reserved

Documents also excerpted from  
*Strategies for Success with 21<sup>st</sup> Century Skills:*  
*A Learning Curriculum that Serves*  
by Cathryn Berger Kaye, M.A. ©2010  
All Rights Reserved

To duplicate all or select pages of these materials,  
please contact:  
**Cathryn Berger Kaye, M.A.**  
**[cbkaye@aol.com](mailto:cbkaye@aol.com)**  
**310/397-0070**

Visit **[www.abcdbooks.org](http://www.abcdbooks.org)**  
for free curriculum, to order books and for additional  
service learning resources and for Cathryn's Travel  
Schedule for Consultations and Conferences

# KEY CONCEPTS for SERVICE LEARNING

## SERVICE LEARNING always has . . .

- Academic Relevance, Rigor & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice & Choice
- Authenticated Need
- Aspects of Social & Emotional Integration
- Inquiry Based: Purpose and Process
- 21<sup>st</sup> Century Skill Integration
- Emphasis of Intrinsic over Extrinsic
- Reciprocal Relationships
- Career Ideas
- Global Connections
- R e f l e c t i o n
- Literature

## “What is an Expert Student?”

by Robert Sternberg, Ph.D.

### Four Kinds of Intelligence

A \_\_\_\_\_

C \_\_\_\_\_

P \_\_\_\_\_

(Plus E \_\_\_\_\_)

“Wisdom, the opposite of foolishness,  
is the application of successful  
intelligence and experience toward

\_\_\_\_\_.”

## With 21<sup>st</sup> Century Skills, students can:

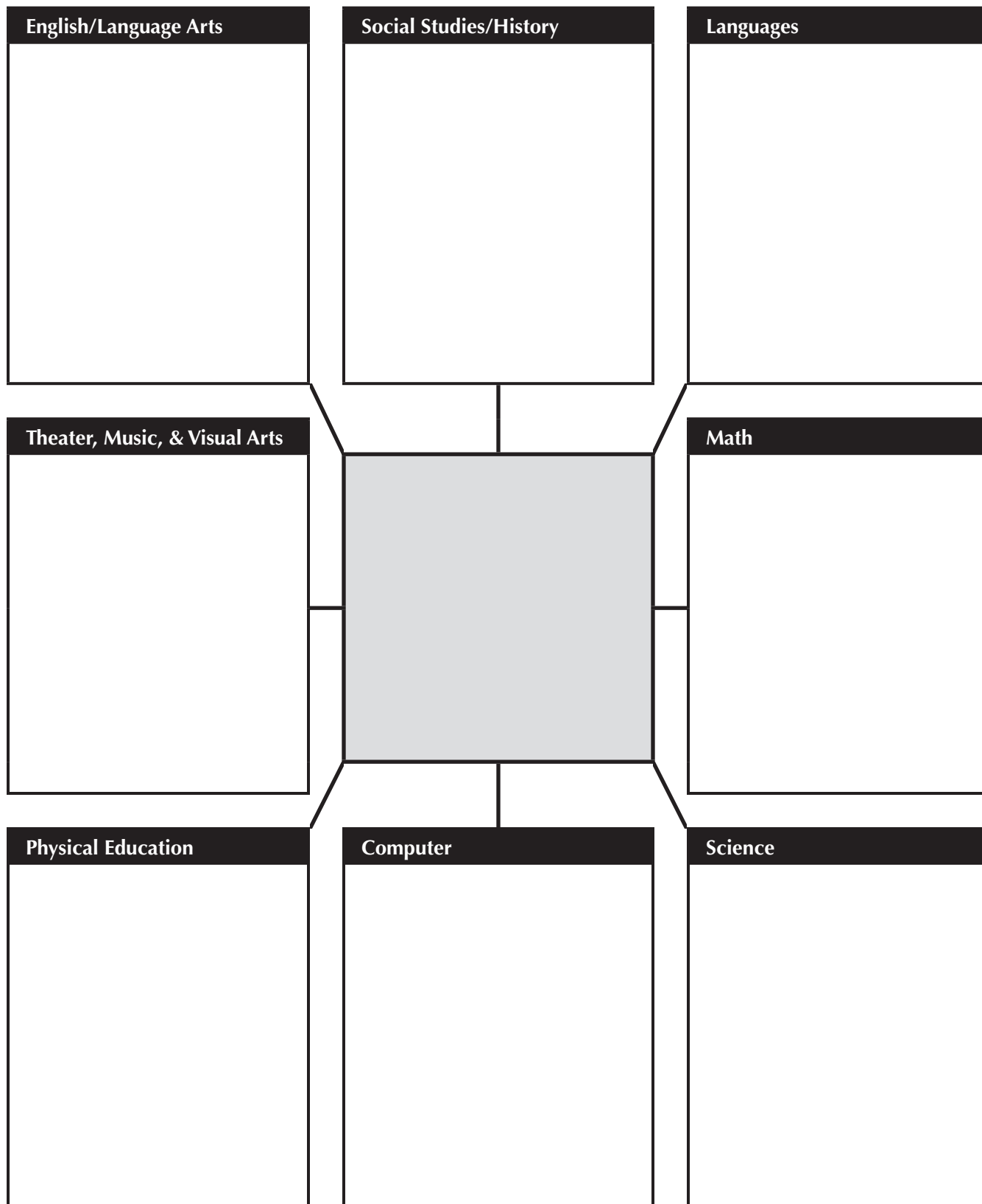
- ask questions
- listen and retain
- be observant
- identify similarities and differences
- work independently, with partners, and in groups
- identify and apply their skills and talents
- develop their interests
- show curiosity that leads to innovation
- learn from mistakes
- distinguish between cognition and affect (thoughts and feelings)
- discern what has value
- maintain integrity in thought and action
- extend ideas
- acquire assistance as needed
- exhibit resilience
- be resourceful
  - gather and manage information
  - summarize and take notes
- effectively solve problems
  - test hypotheses
  - follow-through with reasonable steps
- organize their time and activities
- transfer ideas to new settings and situations
- incorporate *change* as a constructive process to learning and to life

**These *incremental bits* add up to  
21<sup>st</sup> Century Competencies.**

When done well, **Service Learning**  
*moves* the curriculum forward  
integrating essential skills with  
content knowledge, advancing  
competencies and confidence.

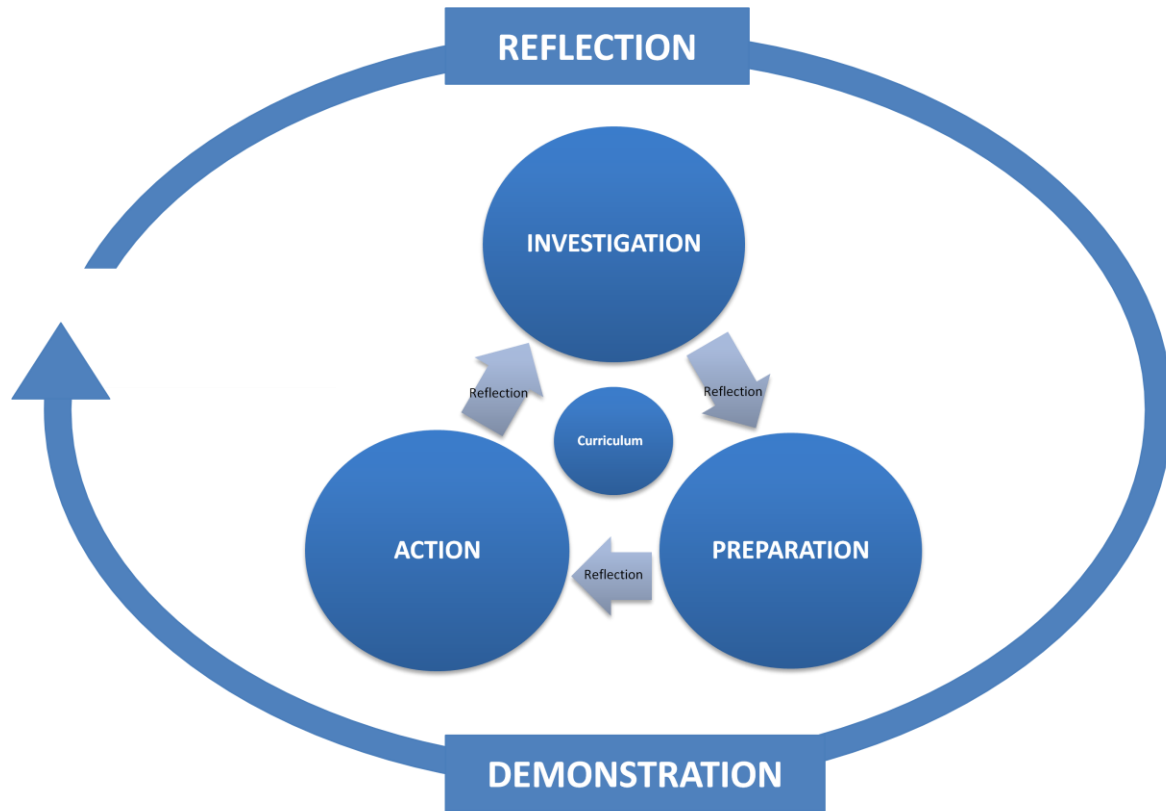


## Across the Curriculum



# The Five Stages of Service Learning: A Dynamic Process

Cathryn Berger Kaye, M.A.



Cathryn Berger Kaye, M.A. © 2011  
CBK Associates, All rights reserved.

In this design, service learning is seen as an engaging dynamic, building on the core curriculum.

**Investigation:** Includes both the *inventory* of student interest, skills and talents, and the *social analysis* of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

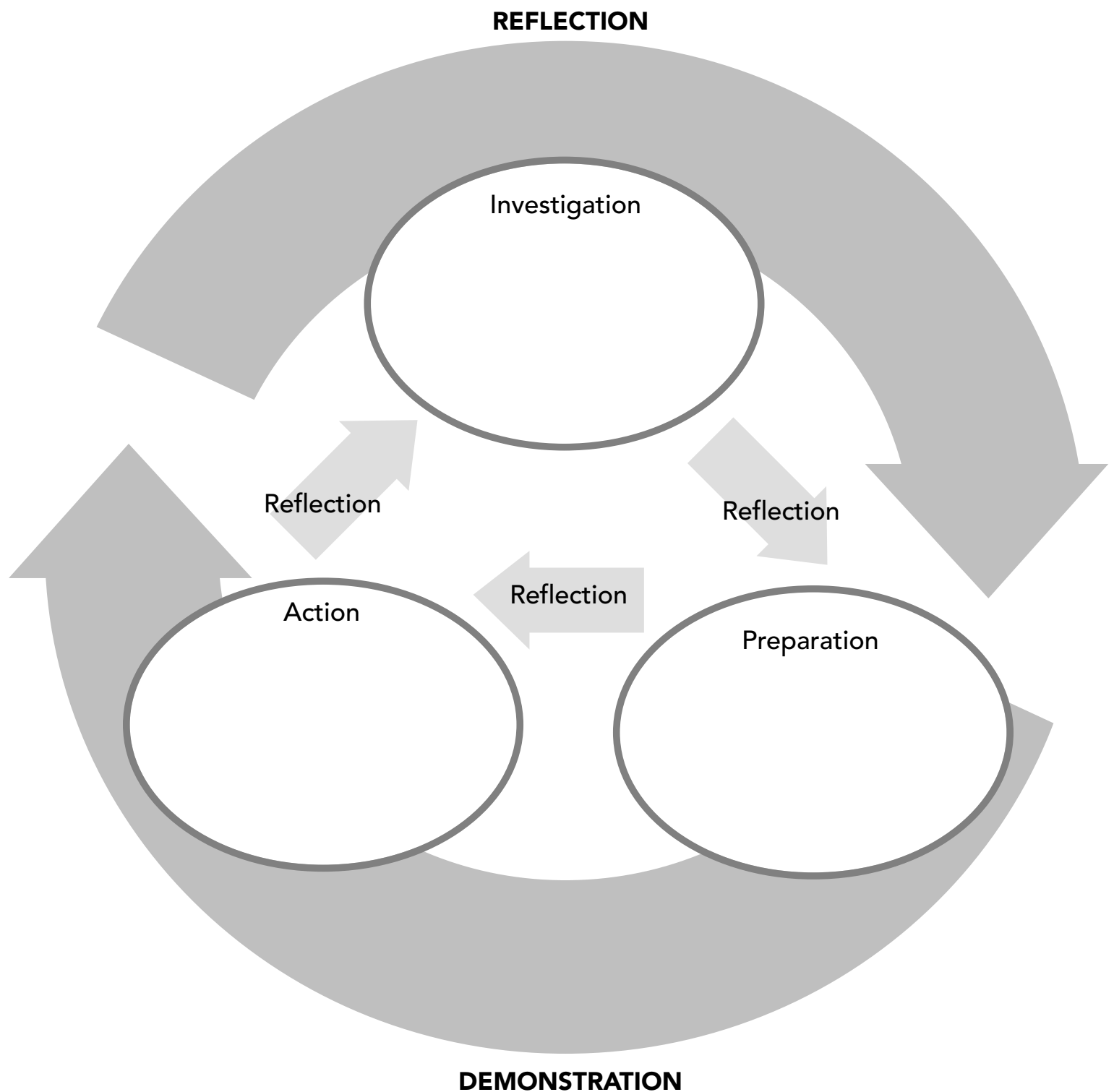
**Preparation:** Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and timelines, and ongoing development of any *skills* needed to successfully carry the plan to fruition.

**Action:** Includes the implementation of the plan that usually looks like *direct service, indirect service, advocacy, or research*.

**Reflection:** In this presentation, reflection is seen as the *connector between each stage* of service and as a *summative (overarching) intention* addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

**Demonstration:** As seen in this visual, student demonstration *captures or contains the totality of the experience*. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and include key informative reflection. Students draw upon their skills and talents in the manner of demonstration however integration of technology should be expected and included.

## The Five Stages of Service Learning Meet 21st Century Skills



# Personal Inventory

**Interests, skills, and talents—we all have them. What are they?**

**Interests** are what you think about and what you would like to know more about—for example, outer space, popular music, or an historical event. Are you interested in animals, the movies, mysteries, or visiting faraway places? Do you collect anything?

**Skills and talents** have to do with things that you like to do or that you do easily or well. Is there an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others.

**Interests:** I like to learn and think about . . .

---

---

**Skills and talents:** I can . . .

---

---

**Being helpful:** Describe a time when you helped someone.

---

---

**Receiving help:** Describe a time when someone helped you.

---

---

# Finding Your Cause

**Three Local Concerns**

**Three Global Concerns**

**Three General Concerns**

**Top Three Interests**

**Top Three Skills**

**Top Three Talents**

**I care about this topic because . . .**

**I want to know more about this topic because . . .**



## Gathering Information about a Community Need

**What does your community need?** Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, or hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form smaller groups, with each group focusing on one category and gathering information in a different way.

### Finding out about \_\_\_\_\_

#### Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about issues and needs in your community.

---



---



---



---

#### Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school, in a local organization, or government office. Write four questions you would ask this person in an interview.

An interview with \_\_\_\_\_ .

Questions:

- 
- 
- 
-

# Gathering Information about a Community Need *continued*

## Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want to have completed? Write sample survey questions.

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

## Observation and Experience

How can you gather information through your own observation and experience?

Where would you go? What would you do there? How would you keep track of what you find out?

## Next Steps

Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Add the information you learn to “*Our Community Needs*.”

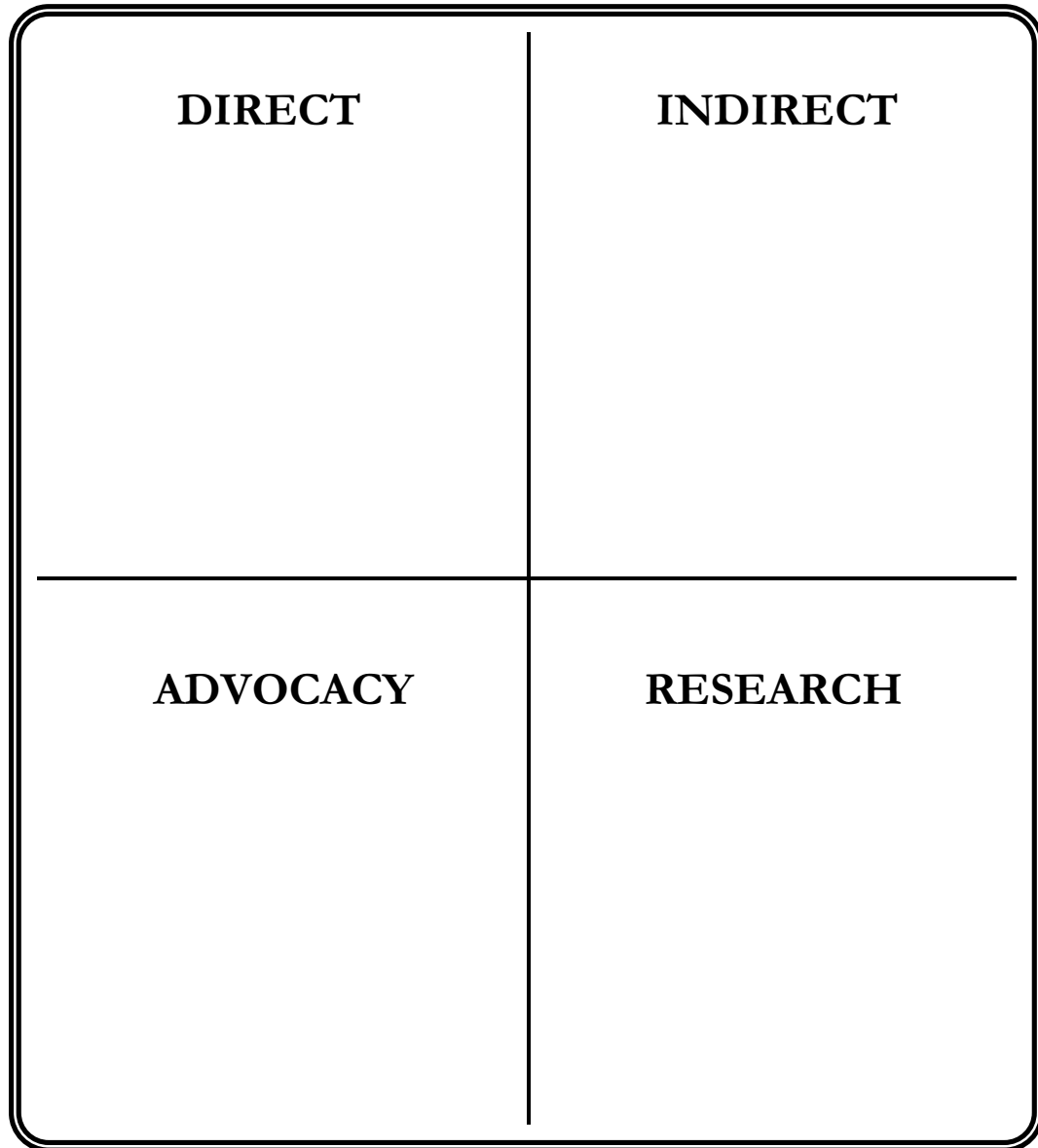
***I never perfected an invention  
that I did not think about  
in terms of the service it might give others . . .  
I find out what the world needs,  
then I proceed to invent.***

*Thomas A. Edison, inventor*

# What Government and Community Organizations are Doing About

Identify a Group that is:	Key Issue	Web Sites/Other Contact Info	What They Are Doing	How Youth Can Help
Local				
Regional				
National				
International <i>The United Nations</i>		<a href="http://cyberschoolbus.un.org">http://cyberschoolbus.un.org</a>		

# FOUR KINDS OF ACTION



# Proposal for Action

Student names:

---

Teacher:

---

School:

---

Address:

---

Phone:

Fax:

Email:

---

**Our idea:**

**Need:** Why this plan is needed.

**Purpose:** How this plan will help.

---

**Participation:** Who will be involved and what they will do.

Students:

---

Teachers:

---

Other adults:

---

Organizations or groups:

---

**Outcomes:** What we expect to happen as the result of our work.

**How we will check progress and outcomes:** What evidence we will collect and how we will use it.

**Resources :** What we need to get the job done, such as supplies.

---

Signatures:



# Progress Monitoring

What progress monitoring methods will you use?

- ☐ Observation
- ☐ Data Collection
- ☐ Interviews
- ☐ Surveys

Other Methods:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Date \_\_\_\_\_

**Step One: Establish your baseline—what is the need?**

Date \_\_\_\_\_

**Step Two: What noticeable changes have been made?**

Date \_\_\_\_\_

**Step Three: What other changes have taken place?**

Date \_\_\_\_\_

**Step Four: Describe evidence of your progress.**

Date \_\_\_\_\_

**Step Five: Provide a summary of your findings.**

# A Pause for Reflection that Matters



**Because.....**

**Ways to Reflect**

**Reflection Is Not**

**Reflection Is**

**To deepen  
understanding**

**For emotional  
literacy**



**Remember me!**



## **WHEN Reflection Matters**

When a situation seems to fly by so fast  
After an *aha!* moment of discovery  
When someone's actions stood out  
When an emotion or feeling is really powerful  
When an idea or thought or question makes new sense  
When learning, unlearning, and relearning has occurred  
When really happy

When. . .

When. . .

When. . .



# Four Square Reflection Tool

<p><b>What happened?</b></p>	<p><b>How do I feel?</b></p>
<p><b>Ideas?</b></p>	<p><b>Questions?</b></p>





# Planning for Service Learning

Grade level(s): \_\_\_\_\_

Essential Purpose or Question:

Content—Learning About:

Service Need:

Service Idea:

Investigation of the Need:

Preparation and Planning:

Action:

Reflection Methods:

Demonstration to Others:

Youth Voice and Choice:

Curricular Connections:

☐ *English/Language Arts:*

☐ *Social Studies/History:*

☐ *Mathematics:*

☐ *Science:*

☐ *Languages:*

☐ *Art and Music:*

☐ *Technology:*

☐ *Other:*

Skills Being Developed:

Books and Other Media Used:

Community Partners:



**Opportunities for Students to:**

- Experience and explore diversity:
- Participate in progress monitoring:
- Learn about careers:
- Strengthen social, emotional, and character traits:
- Make global connections:
- Develop leadership:

**Duration of the Service Learning Experience (approximate timeframe):**

**Teacher Collaboration:**

**Public Awareness or Presentations Planned (including media, alerting public officials, recognition, and celebrations):**

**Tangible Product(s) from the Experience:**

**Additional Notes:**