

IN YOUTH WE TRUST

If you need a helping hand
you will find one
at the end of your arm.
Yiddish Proverb

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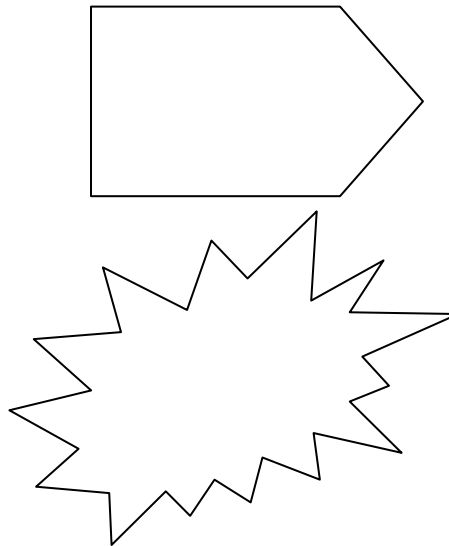
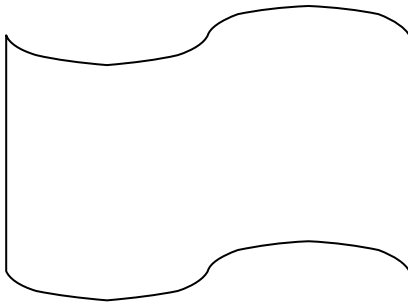
IN YOUTH WE



Three Words for Trust

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Key IDEAS!

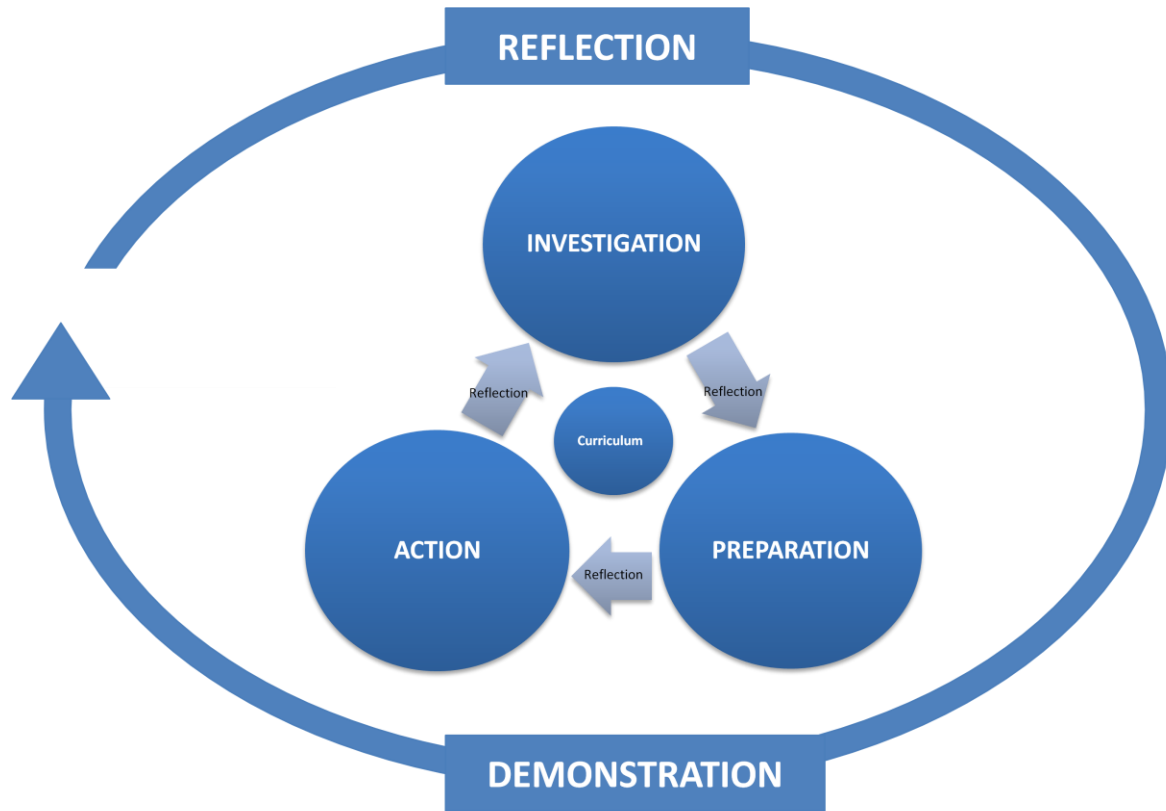


Growing Trust

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T

The Five Stages of Service Learning: A Dynamic Process

Cathryn Berger Kaye, M.A.



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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.

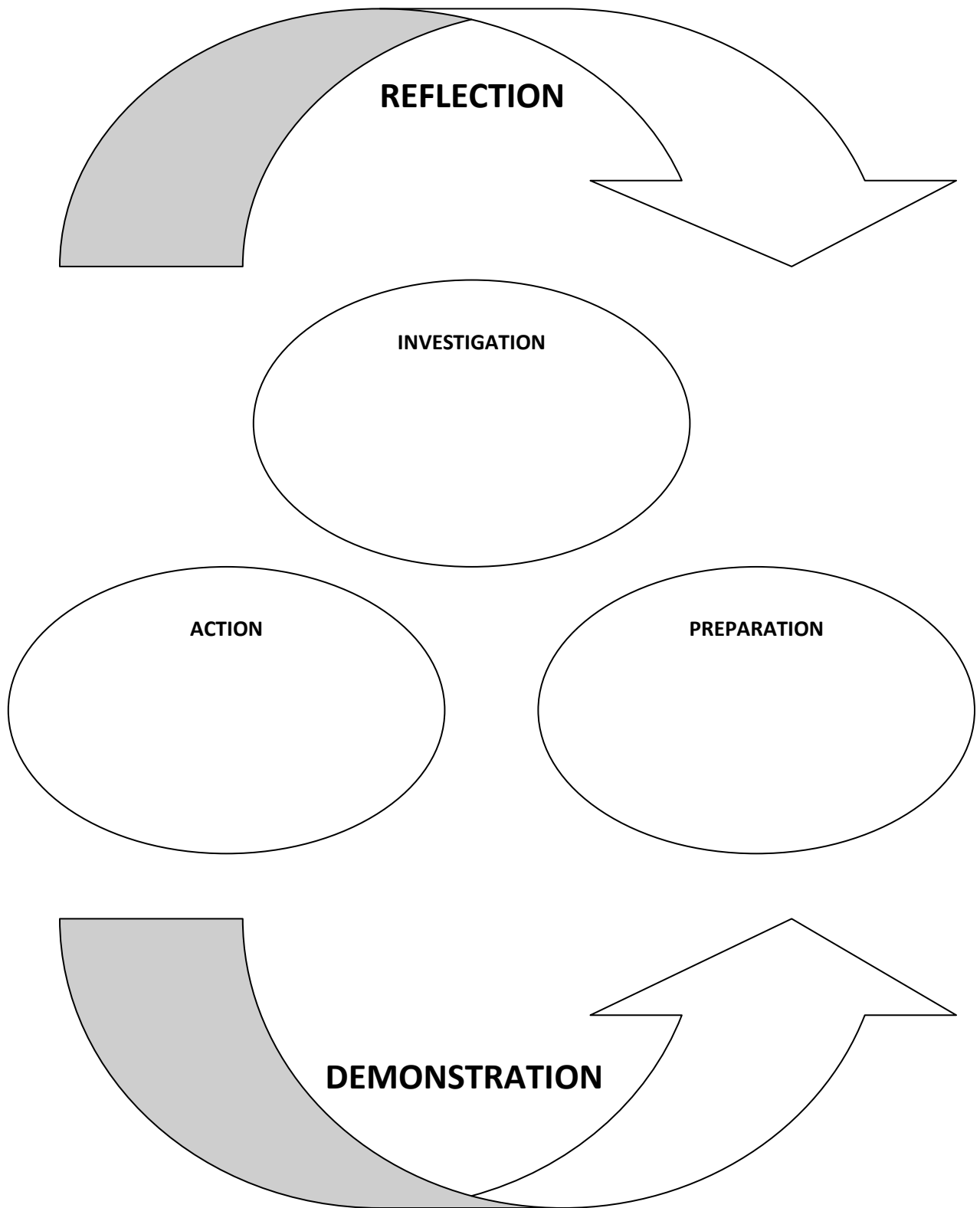
Preparation: Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and timelines, and ongoing development of any *skills*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

INCREASING YOUTH VOICE and CHOICE



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 . . .

GROWING TRUST: 12 Essential Strengths

- 1. Integrity**
- 2. Adaptability**
- 3. Self-Awareness**
- 4. Responsibility**
- 5. Resilience**
- 6. Creativity/Innovation**
- 7. Initiative**
- 8. Inspiration/Elevation**
- 9. Purpose**
- 10. Inquisitiveness**
- 11. Support**
- 12. Resourcefulness**