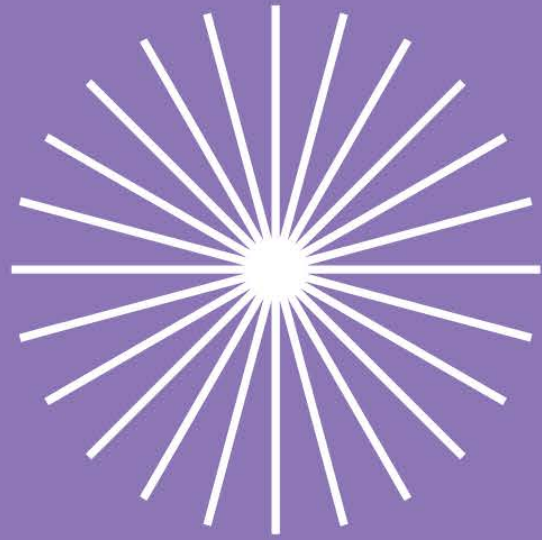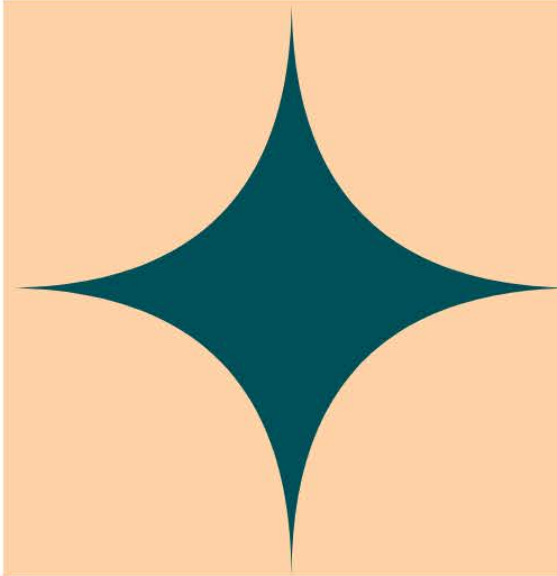SLipStream

Service-Learning

HANDBOOK WITH QUALITY STANDARDS

AUGUST 2024

HANDBOOK

of methods and tools for

SERVICE-LEARNING PROJECTS
&

QUALITY STANDARDS
for successful Service –learning project in
work with youth

August 2024

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We would like to thank youth workers and teachers from project countries for providing us with the feedback about this Handbook.

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Content

Table of Contents

This Handbook is infused with years of experience of building the capacities of youth workers, teachers and other professionals in Service-Learning pedagogy in education. It contains ideas and proven practical use of Service-Learning methodology of a number of youth workers, teachers, mentors and other professionals across Europe but especially experiences of Central and Eastern Europe.

This Handbook is intended to "give a hand" or a guide to all educators curious how they can ensure more engaging learning opportunities for children and youth in their organizations, schools or communities.

The handbook is compiled out of 4 chapters.

First chapter gives a very short overview of how we define Service-Learning pedagogy. It gives an orientation on what this pedagogy is about and what is and isn't Service-Learning pedagogy.
Second chapter, The Quality Standards For Effective Service-Learning Projects, offers explanation of quality components which every Service-Learning project should reflect. It explains what each Quality Standard means, gives examples, and ensures that the reader understands the logic behind the characteristics of this comprehensive pedagogy in education. We presented 5 quality standards: Meaningful Service, Connection with the curriculum, Reflection, Community partnership and Children/youth participation.

Third chapter explains typical phases of Service-Learning project implementation. In literature there are different divisions of phases of Service-Learning project implementation, but in general they describe similar or same steps in practice. This handbook describes 4 phases: identification, planning, implantation and celebration phases.

Fourth chapter is packed with proven methods and tools already used in youth work, in Service-Learning projects. All offered methods and tools are practical, adaptive to your context (project goals, process and expected impact), children and youth's need and available resources. The content is organized according to the phases of the Service-Learning project implementation.

The Handbook is created under the project "Service-learning in fostering youth civic engagement, diversity, and social inclusion in the CEE region" (short SlipStream) financed through Erasmus + program - KA220-YOU - Cooperation partnerships in youth. The purpose of this project is to foster and enhance the quality of opportunities for youth participation in democratic life and social and civic engagement in communities through the connection of formal and non-formal learning by creating the conditions for the development of Service-learning strategy in Central and Eastern European countries (CEE region). The project wants to create tools and conditions to implement Service-Learning and to make it more inclusive.

We wish you joy in learning and application of Service-learning with your children or youth people.

SlipStream consortium

Imagine following situations:

- 7th grade children/youth have built a mathematical path in their own community;
- Children/youth of one school have developed a marketing strategy for mobility aids for people with movement difficulties.
- High school children/youth have opened a "Cafe for the Homeless" where they also provide a hot meal on Sundays.
- Children/youth of one school collaborate with IT experts in repairing used computers donated by companies and then distribute them to non-profit organizations.
- Finally, imagine a young person using scout skills to coordinate an intergenerational project that raises awareness about water quality in their own city, including marking more than 50 street drains with "Don't litter - it goes to the river!"

There are many examples that show that young people are actively involved in projects and initiatives, and in this way, they bring positive changes to their own environment or community.
In the examples above, the following characteristics can be highlighted:
1. The projects are intentionally designed as a service-learning projects to support the community
2. The projects are implemented in the community and school because it's a good way to involve children or young people to serve to and with the community in which they live and study.

Also, through service-learning, school learning is organized in a different way and does not represent an extracurricular activity but a regular part of the teaching process.

Namely, many activities within the framework of Service-learning take place within the school's environment, but many of them are also delivered in youth organizations, hospitals, social welfare services, religious organizations etc.
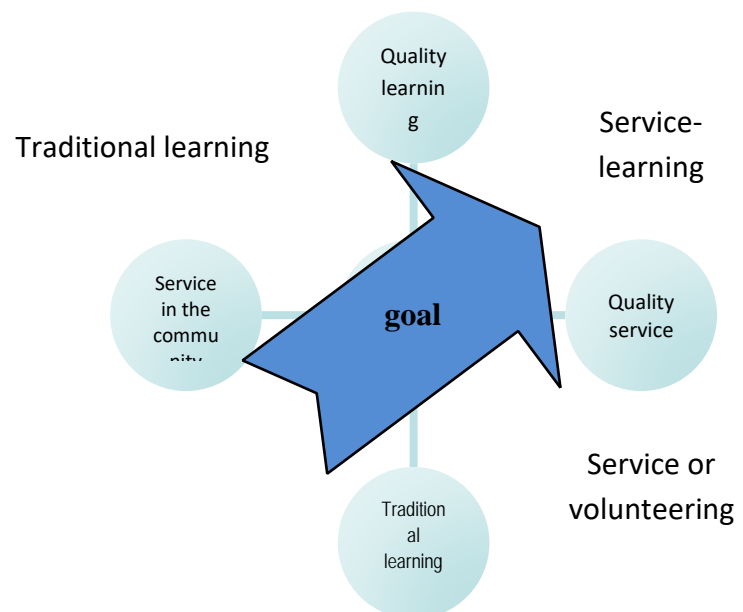
Figure 1.: The relationship of the learning and the service, Geiger (2001)

Is it the same as community service or volunteer work?

Not necessarily. It depends on how the service experience is used to deepen the process of learning and youth development.

In fact, some of the best examples of Service-learning can happen within the community where young people have the flexibility and support to deepen both learning and service. What separates Service-learning from volunteering or just community service is that both learning and service are intentionally emphasized.

Young people involved in Service-learning projects not only provide direct service to the community but also learn about the context in which the service is provided, create a connection between the service and their own learning and development goals, and learn about their role as a citizen.

The service-learning pedagogy is grounded in the concepts that community and civic engagement can be an innovative path of applying academic subjects, acquiring competencies and skills, and building or modifying attitudes.

CNCS[1] (1990) defined Service-learning as a method -

(A) through which children/youth learn and develop through active participation in organized service that is -
    1. implemented and in accordance with the needs of the community;
    2. coordinated with elementary schools, high schools, Universities; or
    3. promotes the development of civic responsibility;

(B) which -
    1. is integrated and enriches the curriculum/syllabi of subjects or educational components of community service programs in which children/youth participate
    2. provides structured time for children/youth or participants to reflect on experiences gained during the implementation of the service.

The National Youth Leadership Council defines Service-Learning as philosophy, pedagogy, and a model for community development that uses instruction as a strategy to meet learning goals and/or quality standards.

In a nutshell, Service-learning combines helping the community and classroom learning/youth clubs, or in other words, it connects youth social engagement with learning.

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[1] CNCS - The Corporation for National and Community Service's
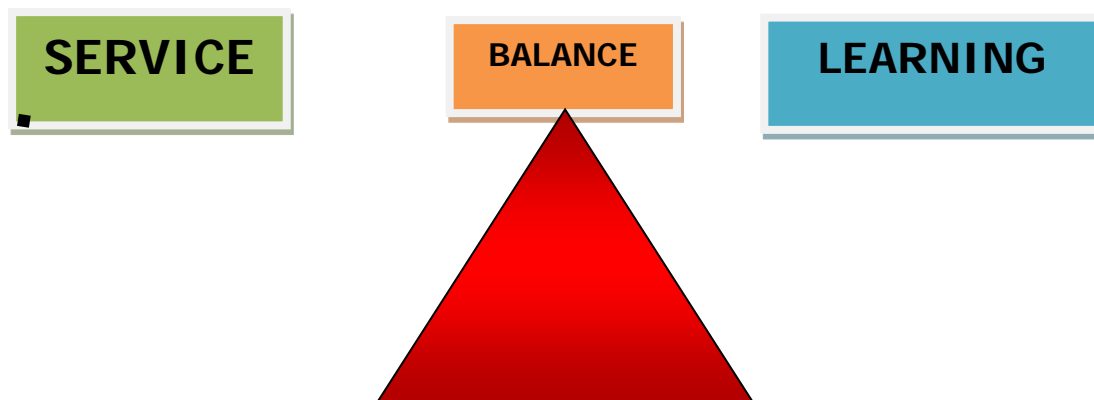
Figure 2: balanced relationship between the service and the learning

Children and youth are main protagonists in the Service-learning projects. They apply what they have learned in the classrooms or youth clubs to the actual needs of a community and, at the same time, receive training as organizers in social justice initiatives and democratic participation.

According to authors Regina and Ferrara (2017), the Service-learning pedagogy promotes[2]:

I. **Comprehensive, inclusive and quality education:** Projects are aimed at simultaneously integrating academic excellence with community engagement, scientific and citizenship education, values education, and the development of competencies for life and work with the inclusion of diversity in education.

II. **Initiatives aimed at meeting the real needs of a community:** The development of community service (solidarity) activities aimed at effectively collaborating to solve real community challenges does not detract from the efficacy of the initiative, but rather incorporates learning with the development of transformative action, in which the "recipients" must play an active role.

III. **The active role of children/youth in the planning, development and assessment of the project:** Service-learning is an active pedagogical approach; thus the children/youth, more than the teachers, should drive the activities. If children/youth do not get involved and embrace the project, the learning impact will be diminished.

IV. **Integration of learning contents (theory) with community service** (practice in service of the community) and the development of children/youth´ competencies: There are clear, intentional ties between practice in service of the community and the content of the curricula. Children/youth approach social issues and develop competencies to participate actively and autonomously in contemporary societies.

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[2] Regina, C., Ferrara,C.(2017). Service-learning in Central and Eastern Europe handbook for engaged teachers. Buenos Aires: CLAYSS.

What is, what isn't Service-learning?[3]

SERVICE-LEARNING IS...	SERVICE-LEARNING ISN'T...
✔ positive, purposeful, realistic activity for children/youth; ✔ gaining cooperative rather than competitive experience - promotes skills related to teamwork, active community involvement, and citizenship; ✔ focused on complex problems in a complex environment rather than simplifying problems in isolation; ✔ opportunity to engage in situations: *"problem-solution"* and requires children/youth to acquire knowledge about the specific context in which Service-learning activities are carried out and existing challenges in the community, rather than relying on generalized or abstract knowledge /from textbooks/. As a result, Service-learning offers potential opportunities for developing critical thinking habits, e.g., the ability to identify the most important issues or problems in real-life situations; ✔ promotion of "deep" learning of content because the results are immediate and natural; ✔ a process because there are no right and definitive answers as at the end of a book; ✔ a series of situations and the consequences of this immediate experience are: Service-learning makes the most sense on a personal level: generating positive emotions, challenging values and ideas, supporting social, emotional and cognitive development and learning;	− continuous volunteering program; − continuation of the existing school curriculum; − collecting the hours of work in the community in order to graduate; − compensatory services/services prescribed for children/youth as a type of punishment by the court or school administration; − for high school or college children/youth only; − one-sided benefit: only children/youth or only the community benefit;

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[3] Adjusted from Eyler & Giles (1999)

QUALITY STANDARDS FOR EFFECTIVE SERVICE-LEARNING PROJECTS

Service-learning means that children and young people engage in a community and deliver meaningful initiatives that stems from the connection of learning (curriculum) and the researched needs that shape the service. Numerous studies have shown that children and young people as the Service-learning protagonists can learn a lot: like decision-making, organizational skills, social and emotional competencies, self-esteem, etc. These learning successes can only be achieved if certain core components, defined as "quality standards," are considered when developing the Service-learning project. These standards are based on scientific findings and practical experiences.

In this chapter you will be introduced with the main quality Standards for Service-Learning project. In the chapters that follow, we suggest the methods and tools that reflect the Standards and its essence in terms of the quality.

1. MEANINGFUL SERVICE

MEANINGFUL SERVICE – children and youth respond to a <u>real need(s)</u> or problems in the part of the city/village or school's surroundings. Children or young people are involved in choosing and planning their own engagement and take on the tasks that make sense and are useful.

Service-learning begins where children or youth engage. If they feel that their knowledge and abilities are needed and that they can contribute usefully, they are effective in the community. Through action, curiosity, their motivation arise and they are aware to what extent their engagement has an effect within the community. Conversely, boring and meaningless actions can lead to demotivation and rejection of the project.

To be able to jointly discover the real need(s) in the research phase, children/youth should be involved from the beginning – an awareness that something needs to be done in the community. It is important that children/youth take on task(s) they can deliver according to their knowledge, skills and interests, which they will experience as their own "mission" and have visible, sustainable, and valuable results for them. This builds cohesion, cooperation and mutual support and prevents children/youth feeling like a surplus or a burden. Teachers or young leaders facilitate the process of building team(s), building trust, reflection and awareness of individual potentials ensuring the process goes smoothly.

What is hidden behind the term "real need" in Service-learning?

The children/youth' commitment responds to a real need. The children/youth take on tasks that are perceived by all those involved as meaningful and significant.

Concretely, this means ...
- The children/youth do not deal with a fictitious problem in their commitment.
- The children/youth' commitment is needed (by the commitment partner, by the people who benefit from it, or by the district/community/society).
- In their commitment, the children/youth take on a responsible and meaningful task in accordance with their skills.
- The way in which the children/youth carry out their commitment is a real support for the commitment partner.
- The interests of the commitment partners are in a balanced relationship with the interests of the children/youth and those of the teachers.
- The children/youth are not just seen as "cheap assistants". Your commitment is valued as such.

Examples of a "real need":
- *Primary school children find out in a survey in the district that cultural events for children have largely fallen victim to austerity measures.*
- *The children/youth organize fairy tale reading days in the public library. To do this, they discuss suitable children's books in class and practice reading aloud with emphasis.*
- *A music class learns during discussions in a residential home that the disabled people love music and want more contact with people outside their residential home.*
- *The children/youth learn pieces of music together with the disabled people, which they then perform in public. In class, they deal with music therapy and its opportunities for disabled people.*
- *Children/youth in a so-called class learn through interviews with the head of a daycare center and the municipal energy advice center that energy should be saved in public facilities and that the daycare center has some catching up to do here.*
- *The children/youth advise and support the daycare center in developing and implementing an energy-saving concept. In class, they deal with ecological, economic and social sustainability.*

Engagement is a source of motivation and positive feedback. Research into needs is also important so that children/youth can identify with their engagement. Because they can make their own suggestions when looking for an engagement or when concretizing an engagement idea, they are more motivated. In addition, if the engagement partner receives support from the children/youth and their engagement project is well tailored to their needs, they are more likely to give positive feedback and probably accompany the process more closely. This also increases motivation.

Researching needs is the component of the learning process. A lot can be learned from the task of finding out what kind of commitment is needed:
- Children/youth practice researching, asking questions, sorting ideas, making decisions.
- They learn a lot about institutions and structures in their city or community and the people who work and are involved there.

- They experience their expertise and also learn to put themselves in the shoes of others.
- The ability to take on another's perspective is an important step towards social learning.

In addition, professional competence can already be applied practically during researching needs, for example when children/youth do topic-related research in school subjects or courses. They first learn in class: "What is sustainability?" and then ask during their research in the district: what is happening on the topic of sustainability in our area in order to derive a commitment in which they can contribute with professional competence.

If the need for the commitment had been well researched beforehand, the children/youth would have learned about the existing brochure and, for example, in a conversation with the tourist office, could have explored how they could support their city better and more meaningfully with alternative commitments.

The positive (learning) experience for everyone involved starts when the needs are researched precisely. Researching the very specific "real need" is one of the most important steps at the beginning of every Service-learning project: What are our ideas for engagement? What is needed? What type of engagement is really needed by whom? How can we prepare well for the engagement? How exactly should it be designed so that it is really useful? What we can and we want to learn from it? These are the questions that need to be answered so that the engagement becomes a valuable educational experience for the children/youth and a success for everyone involved.

How these questions are answered in detail and what the research into real need looks like depends on the individual starting point of your Service-learning project. Usual scenarios can be distinguished:

Scenario 1: There is no engagement partner yet and no concrete engagement idea

Let's we imagine this situation:

> "
> *Children in the vocational school (hairdressers) need to deepen their professional skills in the subject of "personal care". It is not yet clear in advance with whom they would like to cooperate with and how exactly children can get involved. Teachers and children collect ideas together and then research how and where they could implement their ideas."*

In this pedagogical situation neither the engagement partner(s) nor the concrete engagement idea are determined in advance, although in some cases there was already a content-related framework, such as for example "sustainability", or an initial vague idea was on the table, such as bringing professional skills from the area of personal care into the engagement.

The process goes into the direction of clarifying the following questions within the group:
- *What is needed locally, where is there a need for support?*
- *How do we find a commitment that fits our course, our topic and/or the skills we want to deepen?*
- *Who could we cooperate with?*

- *How exactly should the commitment be designed so that it is really useful and meaningful?*

Then, the process goes into the community.

Children leave school during the exploration phase, with sufficient preparation beforehand. They go on an exploratory tour as community detectives or interview possible engagement partners as interviewers. The preparation means among other things, acquiring necessary research skills in class and exploring their town or district with the aim of specifying through discussions with different groups of people who they could support with their commitment and how exactly.

For example: "We want to use our skills in the area of personal care in a meaningful way – but how and with whom?"

In this specific case, children conducted interviews with people from different generations (children, young people, adults, senior citizens) and asked them about their habits and needs in the area of beauty and personal care.

Advantages

Owning the idea and the commitment: children are involved in the development of the commitment idea from the beginning. Thus there is a greater identification with the project, and their motivation increases.

Openness: this approach ensures a wide range of choices and thus makes it easier to take into account children's personal interests and potentials.

Challenges

Time: Open research to grasp the clarity of Service-learning projects takes time. Therefore this is suitable when there is a time slot available for Service-learning over a school year or through youth clubs within the youth organizations.

Openness to the process: ensuring space for children's choices also means that you as a teacher or youth leader have to tolerate openness to the process. It requires the inner attitude that the process is just as important as the product. Methods for developing and selecting ideas and for planning engagement projects can help to shape the learning process together with the children/youth as shown in following chapters of this handbook.

Content-related curricular connection: even with an open approach to Service-learning projects, teachers also need to have focus on the subject-specific and interdisciplinary learning outcomes for the children - to achieve those and to plan well (see Standard connection with the curriculum. This is a challenge because the teacher needs to balance between the topics suitable for the service – the commitment and the expected learning outcomes. This becomes clearer when the service within the community becomes more concrete (for example, different knowledge and skills are required when offering hairdressers service for paralyzed patients than for constructing and developing a didactical material for work with children with disabilities). **The more open you keep the research commitment, the more flexibility is required in the content-related curricular**

connection – this is especially true when the children/youth are not planning a project as a whole class, but in different engagements in small groups.

This is often the challenge in practice across the educational systems in Europe. We can offer potential strategies how to overcome this:
- find overarching themes for the entire learning group for example: sustainability, social professions, democracy as a way of life, migration,...
- rely on interdisciplinary cooperation, for example with the IT teacher for designing the website or with the German teacher for selecting reading material;
- assign subject-specific tasks and/or presentations that have to do with the service of the respective children, prepare them for their task(s) and help to reflect on the experiences.

Scenario 2: The engagement partner and/or the engagement idea have already been determined

Let's we imagine this situation:

> *"Youth want to create a digital English-language tourist guide for their town, which is popular with tourists. But is there really a need for this? How and with whom can they discuss their idea and then make it more concrete?"*

Or

> *"The school has been maintaining contacts with the school for education of children with hearing disabilities for years. Now children have the idea to carry out Service-learning projects there for the first time. But what kind of support do the partners need exactly? How do the children/youth find meaningful involvement?"*

In both examples, either the engagement partner(s) or the concrete engagement idea, or even both, are already determined in advance. For example, through long-standing contacts at the school (example 2) or through an engagement idea from the children/youth (example 1).

The following questions can clarify the further work:

If an engagement idea already exists: How do we find a suitable engagement partner for our idea? Who should benefit from our engagement? Is there a real need for our engagement idea?

If contacts with engagement partners already exist: What support does the engagement partner need? What kind of engagement could they specifically use?

If the partner and the idea have already been decided: How can we plan and implement our commitment in such a way that it really helps the partner? What is their specific need for support? And what do we want and should we pay attention to when designing our commitment?

Service-learning is often reflected in saying "Do something for others and learn in the process!"

If we are open and willing to do something for others, then we should be sure that the other side is aware of the need, open to accept and give its contribution as well (doing something with the community members in focus of Service-learning practice rather than doing something for the community members). This means taking into consideration and including the opinion of the other person in our planning. At the end of the day, it is not primarily about implementing a good idea. It is about making an impact with this idea. Even if the partner and/or the engagement idea have already been decided. Therefore, a needed research must be carried out.

2. CONNECTION WITH THE CURRICULUM

CONNECTION WITH THE CURRICULUM - Projects are part of a regular teaching process and are integrated within the teaching content

The main aim of the Service-learning is for children and youth to learn how to practically use knowledge while engaging into community and offering designed service. This knowledge and skills are defined in the curriculum of educational institutions or youth organizations. In other words, the learning outcomes from the curriculum should be linked to the objectives of the community service, which will ultimately result in meeting the community needs and further children/youth development. Through this, the knowledge learned in school or youth clubs is put into context, and the skills and knowledge of children/youth children/youth are transferred from one situation to another. To put it in John Dewey's words, "recalled knowledge" becomes "reasonable knowledge" that can be transferred to other situations.

Let's remember previous example of potential Service-learning project:

> "*Children in the vocational school (hairdressers) need to deepen their professional skills in the subject of "personal care" (LEARNING). They organize several months long Service-learning projects visiting seniors at home (they are paralysed or not able to move independently) to treat their hair, offer advice to family members and revisit beneficiaries for new treatment (ENGAGEMENT)."*

Service-learning always involves...

A substantive connection between engagement (e.g. experiments for children/engagement in social institutions) and learning (e.g. scientific contexts/social justice) and

A structural anchoring of the Service-learning in the school, Service-learning is used for a period of 4 weeks in the two-hour school subject "IT and technical science", as a teaching and learning method for a time-limited teaching project (in an existing subject).

Content-related curricular connection means:

- The objectives for the children/youth acquisition of skills are formulated specifically at the beginning and refer to the educational and curricular plans.
- The engagement enables the transfer of knowledge and skills into real contexts.

- Practical experiences from the engagement are feedback into the classroom through guided reflection and linked to content and theory.
- Performance feedback and documentation of the children/youth acquisition of skills are part of the Service-learning project.

Structural curricular connection means that Service-learning project is

- not an "extra activity" but part of the lesson,
- neither a voluntary working group nor a voluntary additional offer,
- deliberately integrated into the regular, compulsory learning time at school.

How exactly this will be done is decided individually by each teacher's team/youth leaders team before starting the Service-learning project.

The competency table as a planning support tool

Competencies in the school subject curriculum (subject-specific teaching) Requirements:	Content and student activities within the Service-learning project – the service part:
The children/youth ... - use different techniques in hair cutting; - use appropriate hair care and styling method according to the hair type.	The children/youth ... - cuts the hair - makes a hairdo" based on the description of the "client" –senior in the Service-learning project; - Recognize the hair type and do appropriate hair care for seniors that lays down all day long.

A special feature of Service-learning is the close connection between intentional and social learning – ensures mutual benefit. Connection with actual teaching or capacity building processes in youth organizations is also important in order to motivate children/youth who would not voluntarily engage outside of school. Service-learning is also about the development of teaching innovations, about a more engaging form of the learning. Through Service-learning, teaching becomes more lively and action-oriented.

3. REFLECTION

REFLECTION - regular and planned reflection of children/youth' experience occurs

Reflection is the part of connecting personal experience from the engagement and school's learning/youth clubs mentoring, because for deeper understanding, knowledge experience must be interpreted jointly. This is practiced through reflection. Thinking about questions that are targeted at the content, context, and meaning of one's own experience makes

sense of student engagement. Some strengths and weaknesses become clear and conscious, the transfer of professional knowledge is facilitated, and the development of abilities (e.g., complex problem solving, managing one's own learning process) are practiced.

An example of the circular flow of reflection: concrete experience (e.g., caring for a refugee child) → taking different perspectives (e.g., what does immigrant mean? Why are there refugees? What is my role here?) → Development of abstract hypotheses (e.g., for peaceful coexistence in our city, we need integration. Integration often begins with language learning) → Application for problem-solving (e.g., next time I will inform my mentor's child's family about the offered language courses.)

Reflection should incorporate:

Topics: reflection offers many content-related points of contact: During the course of the Service-learning project, children/youth can reflect on the course of the project and engagement, on themselves and in learning and engagement and on the social backgrounds and connections of elements. Combine as many different content areas as possible with the elements in order to initiate learning processes on several levels (subject-related and interdisciplinary).

Perspectives: reflection should focus on all those involved in learning through engagement: the children/youth themselves, those with whom they come into contact and build relationships during the engagement (classmates and teachers, the people they support, engagement partners...), and the society that benefits from the children/youth' engagement. It is therefore important that the reflection with the children/youth takes into account and considers the perspectives of me, us and others.

More about the reflection please check the chapter "Reflection in the Service-learning project".

4. COMMUNITY PARTNERSHIP

COMMUNITY PARTNERSHIP - Practical engagement of children/youth occurs outside of school

Engagement offers children/youth a new field of learning outside of school/youth organization. They get the opportunity to master situations that "normal" school's everyday life or workshop in the youth organization would not bring them to. They practice while transferring their own knowledge, skills from the "safe haven" of school/youth organization to "real life". Through their engagement in the community or in their part of the city, they learn how they can really help people. Through this, they learn the meaning of their learning and actions.
Children/youth come into contact with people they would otherwise never meet (e.g., from a different social class, religion). Such contacts build bridges within the community and build social capital. External expertise from the municipality or local community is used to enrich the learning. The school/youth organization can also benefit from cooperation with partners, because the Service-learning is always about opening up the school/youth organization,

about developing a "school in the city district". Partners see each other as a resource and work together to establish a shared vision, set goals, and implement plans.

5. CHILDREN/YOUTH PARTICIPATION

CHILDREN/YOUTH VOICE - children/youth are actively involved in project planning and in shaping Service-learning activities

In the Service-learning, children/youth should not have tasks assigned to them by teachers/youth workers or youth mentors. Instead, children/youth have a "real" voice in the project and should make decisions in planning, implementation, and evaluation of the Service-learning project and under the guidance of adults.
This increases motivation and a sense of participation ("involvement"). Children/youth make the project their own ("sense of ownership") and practice democratic dialogue and decision-making.
Children/youth are encouraged to find their own projects and to take as much responsibility as they can. The core of the Service-learning projects is to examine problems and find worthwhile assistance projects. Self-determination and taking responsibility are essential for personal development and learning success in the project.

The feature of the Service-learning projects is the openness of the learning process and potential to organically lead phases by children/youth. Many teachers and to a certain point youth leaders find themselves in the gap between maintaining discipline and stimulating creativity, between authoritativeness and permissiveness, between the argument for "support" and the argument for "demand."

Ensuring more active role for children/youth often contradict the traditional teaching practices, for all that it may be considered a desirable objective. Educators who wish to put this idea into practice often lack viable frameworks and institutional support for doing so. Authors Hart (1997) and Oser and Biedermann (2006), presented "levels of participation" as guidance for ensuring higher participation in processes, and in this case children/youth participation.

Table below shows a distinctive difference between levels of participation.

Typology	Content
Manipulation	Children/youth do not understand the project in which they participate or what they do.
Decoration	Children's/youth's participation is used in a decorative way. They do not understand their participation.
Symbolic participation	Children/youth participate but their opinions have no impact and are not taken into account.
Assigned but informed participation	Children/youth do not participate in the planning but they understand and are aware of the actions proposed to them.
Consulted and informed participation	Children/youth are consulted about their participation in a given project. Their ideas are taken into account.

Participation in projects initiated by adults but whose decisions are shared by children/youth	Children/youth participate in decision making of projects initiated by adults.
Participation in projects initiated and directed by the children/youth themselves	Children/youth initiate and lead the projects, whereas adults participate facilitating the process.
Participation in projects initiated by children/youth in which decisions are shared with adults	Children/youth decide to involve adults in the decision making process.

Other important quality standards

The first 5 quality markers are so essential and every Service-learning project should strive to fulfil them. The more standards are met, the greater the success of children/youth, teachers/youth workers and the engagement partners.

In addition to those mentioned above, there are other qualities from which Service-learning can also benefit.

Other important quality standards are:

- Parents are informed about the Service-learning activity;
- Service-learning is seriously evaluated (proving success, assessment). Activities in Service-learning projects are valued;
- Children/youth engagement amounts to at least 20 school hours (e.g., divided over one semester);
- A final presentation or some other form of public recognition or evaluation is held;
- Service-learning is part of the school's/youth organization profile and is firmly established in the school's/organizational life;
- Ideally, Service-learning would become an integral part of every child/young person biography;
- Diversity - Service-learning projects promote understanding of diversity and mutual respect among participants: children/youth and those receiving the service. They also help project participants identify and analyze different viewpoints, overcome stereotypes, and appreciate different perspectives and backgrounds.

Give children/youth a voice

How to start a Service-learning project and what meaning it has for joint decision-making with children/youth

How to start a Service-learning project differs. We distinguish two potential starting points:

1. There is already an idea for a project or topic, which they further develop and realize together;
2. Children/youth openly explore needs for a project.

In both cases, it is important to consciously plan and involve children/youth through joint decision-making, taking real responsibility, or making relevant decisions in the joint process.

There is already an idea for the project

In some cases the ideas for the Service-learning project exists at the very beginning for example:

> ❖ *In a vocational school, a teacher of the communication design class wants to make wooden figures with children/youth, which would be placed at dangerous intersections in their city and are intended to promote traffic safety.*

> ❖ *Kindergartens need support for science education and send an invitation/inquiry to a nearby high school. Children have come up with the idea to implement the project "experiments in kindergarten" with kindergarten children.*

> ❖ *Youth from a youth club have the idea to set up an English language guide for foreigners at popular tourist spots in their small town.*

If such concrete ideas already exist, it is very important to accurately check the real need and to incorporate the research results into further planned projects. For example, how does the office for foreigners assess the need for an English language guide? Is there already information about which foreign languages? If so, what should this guide be like? This necessary analysis ensures that the children's/youth's engagement is not just a good idea, but a necessary contribution to the community. If the initial idea comes from teachers/youth workers or their community partners, it allows us to conduct such research to actively involve children/youth in the process at the project identification stage. Although there is a

first, basic idea, children/youth can still incorporate their ideas into the existing one. This supports self-action and is essential for child/young person motivation. So in the above example, not all children/youth were initially enthusiastic about the idea of conducting experiments in kindergarten.

However, after the first observation in the kindergarten, when their task was to observe children based on an observation question list, most children/youth actively participated in expanding the project with their suggestions. For example, it was important to them not to just present experiments but to let the children experiment themselves. They also considered which experiments and ideas might interest the children, which they ultimately chose themselves. Through interviews with the educators, the children/youth learned that science education, as part of the state's education plan, is mandatory for all kindergarten children and that therefore the children/youth' help was needed by the educators—and they also wanted to learn from them.

Although the initial idea for engagement in this example did not come from the children/youth, through or with the help of this research as well as the necessary analysis at the beginning of the project, the children/youth became motivated and made the "Experiment-participation" project their own.

The project idea is openly explored

In other cases, if the method of engagement is not yet defined, it can be openly, freely, and jointly explored by teachers/youth workers and children/youth.

- ❖ *In an elective compulsory course "We live democracy," children/youth examine the local environment, confront problems in their community, and develop concrete ideas for engagement with possible solutions.*

- ❖ *In a civic school, all 8th-grade children have 2 hours of project-based learning per week, which focuses on learning work skills. The teaching is carried out through the Service learning - through a detective game, children/youth scout the city. The task was to observe the immediate surroundings and write everything down accurately: what they like, what they don't like - such as visible things (polluted playground or broken bench in the park, as well as public problems) or needs that only become visible on a "second look" (e.g., no offerings for children or youth in the city library, lack of cultural programs for seniors in parts of the city, etc.). For the research, children/youth should also gather opinions from other citizens and responsibility bearers in their part of the city. All steps of the detective game are prepared in class/workshop, practiced with children/youth, and discussed afterwards. This totally open approach to finding a project for engagement offers us various real events to practice skills as well as dealing with strangers, approaching problems, or confronting one's own strengths and weaknesses.*

The advantage of a open research for engagement lies in the high degree of choice and possibilities for children/youth participation. The open research approach is particularly suitable for school subjects or compulsory elective courses with broad themes (such as democracy, citizen's participation, ecology) or other subjects that primarily deal with broader

topics (e.g., ethics, career orientation). A particular challenge with this method of implementation is to consciously plan learning objectives and content connections with the curriculum from the beginning, despite the openness.

Mixed forms

Between the above-mentioned ways of starting the Service-learning projects, there are also so-called "mixed forms" of initial conditions for Service-learning. For example, a certain content of a specific teaching topic may already exist, while the method of engagement and partners for it can be totally open. Another possibility can be that contacts for arrangement, institutions, and people in the community who work in business fields that correspond to the project idea already exist. Teachers/youth workers, children/youth, and community partners create the project idea.

COMPONENTS /PHASES OF THE SERVICE-LEARNING PROJECTS
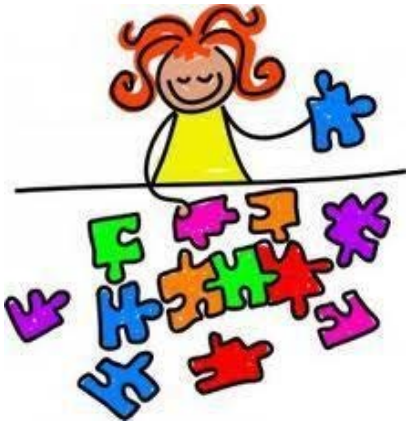
Service-learning as a project in every phase offers the potential for strengthening citizenship, that is, the engagement of children and young people - from preparation and planning to the completion of the project. If planned adequately it offers a qualitative and high-value assumption for that process. It is often assumed that children/youth learn good lessons only if they do good deeds. However, this is not always the case. It often happens that we learn the wrong lessons or learn intentionally nothing at all.

The Service-learning projects in general include four basic components or phases. Each of the components have two or more steps. The diagram shows the phases of the Service-learning project.

- 1. IDENTIFICATION & PLANNING
- 2. SERVICE-LEARNING IMPLEMENTATION
- 3. REFLEKSION
- 4. CELEBRATION
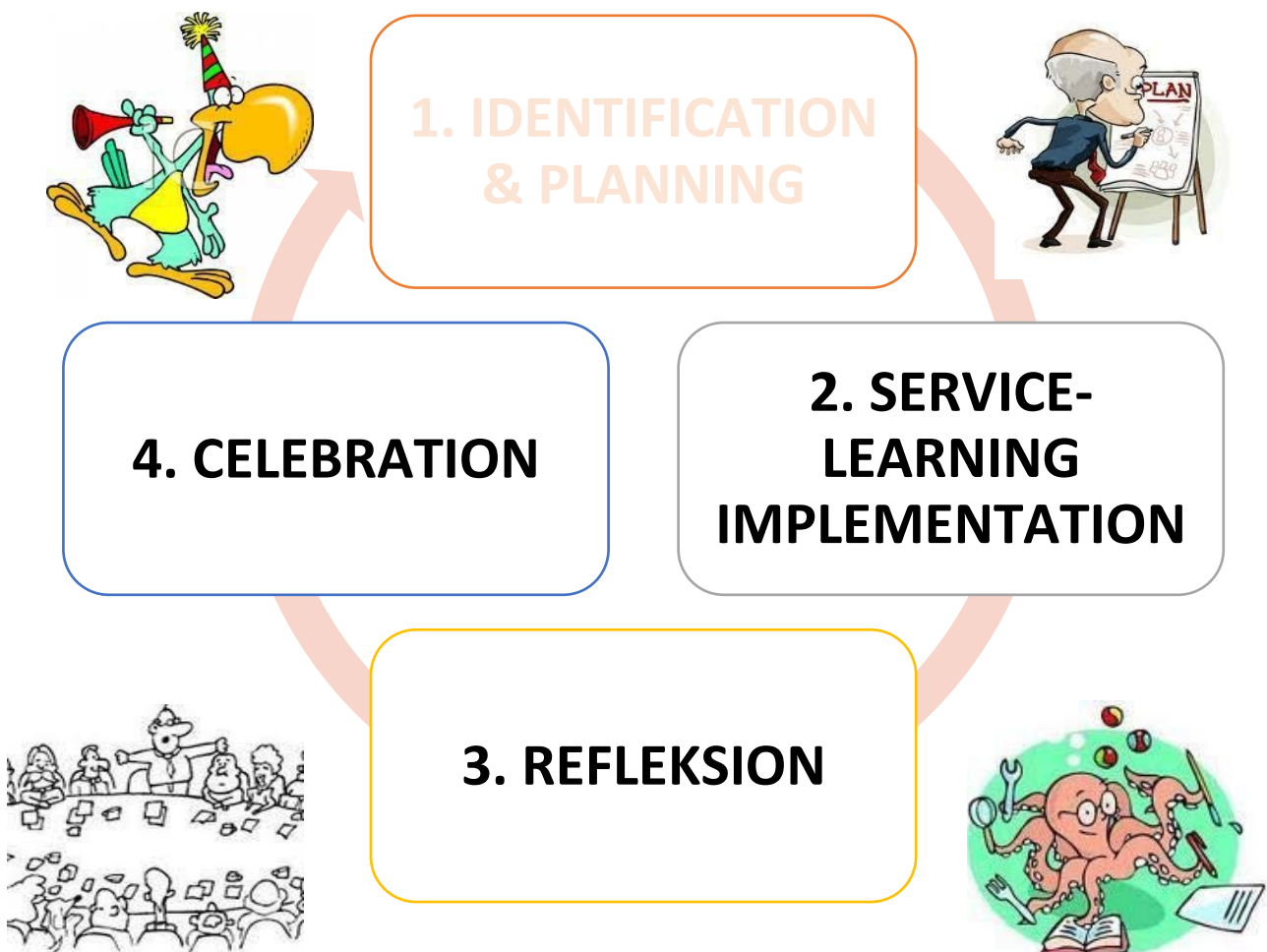
Figure 3: Tipical phases of the Service-learning project

These are the basic phases that occur in the process of Service-learning implementation. As already mentioned in each of the phases two or more steps happen.

It is important to emphasize that for the purpose of understanding the Service-learning projects these phases are described separately but in practice they are interlinked, fluid thus the Service-learning team moves forward and, if needed, backward (as a result of experience reflection). The Service-learning project as mentioned in previous chapters is an open learning process that allows making the mistakes and learning from them, modifying and improving the work, the activities, the team approach based on the reflection and lesson learned.

The reflection phase happens from the beginning of the Service-learning project as an intentional activity in the identification and planning phase, implementation phase and celebration. At the same time, it needs research, and needs assessment. The definition of service-learning idea is the implementation of Service-learning but here is reflected separately.

Specific qualities of the Service-learning project are described with the Quality Standards for Service-Learning and they are as well reflected in these phases.

1. Identification and planning phase

During the **IDENTIFICATION AND PLANNING PHASE** following steps and processes occurs:

Preparation of the school/youth organization, the teachers/youth leader's team and children/youth for implementation of the Service-learning project.

This step represents internal assessment and dialogue of resources, attitudes, team work and teaching/facilitating styles within the schools/youth organizations.
School level: which results with level of agreement and clarity for what purpose we want to use Service-learning methodology in our school/youth organization?
Teachers/youth leaders: What quality will Service-learning bring into our work, learning and for our beneficiaries? What resources do we have (professional capacities – competencies, expertise, digital tools), timeline for potential community engagement, availability of team members, funds if needed?
Children/youth: What are the challenges and potentials among children/youth to which Service-learning can contribute – which youth or which class to engage? Why? Who will be involved? How open we are for experiencing children's/youth engagement. Which grade/class will we be involved in? Will we focus more on youth coming from marginalized families, or involve more girls?
In literature, often this is called a motivation stage (Sosa Rolón, 2020:13).

In this step a team of teachers (two to four teachers) or youth leaders if formed and they initiate dialogue among children/youth/youth about their engagement into learning in different ways. In this step they initiate the next step – a community needs research.

Community needs research step involve engagement into the community and looking into the needs of certain groups of citizens (preschool children, seniors, migrants, unemployed citizens, etc.)

This step starts from the children's /youth awareness that they want to do something in the community, or they see the problem/challenge, they read it in media/podcasts/interviews and share it with peers and teachers/youth leaders in class/youth club.

Research of the needs result with the list of diverse needs and further analysis, prioritizing what need(s) we as a children/youth can address through Service-Learning project.

This step can start from the community needs - more authentic, original and closer to fulfilment of Quality Standard: meaningful service based on real need(s).

It can start from the curriculum side (e.g. general concept or theme needs to be addressed – sustainability, democracy, or water, movement, etc.). Still, even in this case children/youth need to check in the community (for Service-Learning project) if this is a real theme to get engaged, or something needs to be done. This is important to do because it determines the direction of the service in the Service-learning project: maybe it will go in the direction of campaign, or developing the prototype for cleaning water, or cleaning the river and creating the info tables (on site, digital ones) about the flora and fauna for the nearby lake, river ...

Please read Quality Standard: Meaningful service based on real need(s).

In literature, often this is called a diagnosis stage (Sosa Rolón, 2020:13).

Needs assessment or choosing the community we can (as a youth club/class) to work on is a step interlinked with the previous one. The clarity of what is the right need for us to act-on starts from the dialogue: defining what we know or we don't know about the need, or expressed problem. It also involved checking-in what I (child/young person) and we (youth club/class) want to learn and experience in tackling this need/challenge. In addition, in this step an expert interview or SWOT analysis can be done. Process of collective decision making should take place to finally define the "right" need.

In these two steps it is <u>crucial to understand the need</u> – to use empathy, problem analysis skills. Please make sure that children/youth involved do not think about the potential activities for the service but to understand the need from the community member side.

Let us imagine following situation:

> "*Youth noticed the problem of summer fires in nearby forest (**the problem**) and decided to do something about it. To clearly understand if this is the need of the community they research media articles and clippings from previous years (**need research**), held a focus group meetings with community members (**need research**) to check if this is an urgent need and what precisely in this is the potential to act- engage through Service-learning. They can summarize all findings (**work of teams**) and categorize and decide the frequencies of answers (**needs assessment**). Additionally they can interview expert(s) to understand all the layers of the problem. Here children/youth can find out the lack of knowledge and awareness about the fire in nature – how we behave in nature, protection if a person is captured in the fire, or it is about protection of animals and flora in nature, etc. After all information is collected, summarized, children/youth make a decision what segment of the needs they will address – one or all. This determines the direction of the Service-learning topic/idea (**brainstorming the idea of Service-learning**).*"

Only when we understand the real need, only then can we brainstorm the service – activities they can do to work on with community members. Children/youth defines the service and set of activities that are interlinked and are meaningful for this service. After this is done the next step is taking place - setting up the learning outcomes and service goals.

Setting up the learning outcomes and service goals step means connecting the learning with service. This step involves fulfilment of two quality standards: meaningful real need and connection with the curriculum.
Teacher team/youth leaders make sure that service defined by children/youth (set of activities that will fulfil the real need of community members) is closely connected to learning outcomes or expected competences children/youth needs to demonstrate at the end of a certain time period (semester, school year, etc.). This is diverse from country to country but in general school subject's curricula or the curriculum for the youth capacity building are the documents that need to be consulted in this step. Teacher's team/youth leaders develop a Learning Objectives Grid which helps them to connect learning outcomes/ expected competencies and service goals into coherent logical grid.

Planning Service-learning project step involves organizing coherent Service-learning projects by thinking through all needed aspects. According to Sosa Rolon (2020) in this step following activities take place:
Definition of the objectives of both the service and the learning components of the project, description of beneficiaries/recipients of the service and the location of the service (street, neighborhood(s)), timeline development: chronologically planning when will occur the learning (classes or youth clubs meetings) and the service activities within the community, under which school subjects and what lessons children will have (in case of youth clubs – what meetings and workshops youth will have for capacity building). Also in this step children/youth and teachers/youth leaders think about resources they need, organize the whole group (leadership, teams, sub teams, internal and external communication, etc.)

2. Service-learning implementation

Implementation of the Service-learning project involves delivering class lessons or youth club workshops/meetings and delivering service activities within the community. This is scheduled in the implementation timeline and in the context of school is connected with daily school schedule. In some countries this happens in certain week during which regular teaching process is off

In this phase children/youth also look for the community partners to engage: they assess which partners are eligible, what kind of involvement they would like to have with the community partner, what knowledge and benefit they can bring in into the Service-learning project. They establish the contact, define the cooperation and cooperate in the Service-learning project.
Documentation of work, material, reflection is also taking place in this phase.
Team work, delegation of work - recordings, setting up the meeting, making sure partners will participate, meetings – different roles children/youth have in the implementation phase is defined and reflected in this phase.

3. Reflection

The reflection is a critical phase of the service-learning project and it happens before, during and after the project implementation. It connects learning with service experience. In the planning process, while defining the activities in the timeline, reflection activities are intentionally planned, either as separate activity, or integral part of lessons, service activity, and as collective or individual activity.

Children/youth and teachers/youth leaders choose reflection methods considering the aspect of reflection (cognitive, social, emotional, civic) or moment in the implementation – beginning, during or after, individual or collective.
Some of the topics for the reflection according to Sosa Rolon (2020):
● the educational institution and its role,
● socio-economic and political contexts,
● human rights and related ethical values,
● group dynamics and relationship with the community,
● lessons learned and the Service-learning project itself, including, where possible, significant activities (for the student or the group).

4. Celebration

Celebration phase happens at the end of Service-learning and it involves the opportunity for children/youth to present their outcomes and impact at a public event open to the local community to acknowledge and celebrate their achievements.

Celebration has three steps:

Evaluation step in the Service-learning project happen after all activities are done. It involves both the learning results (regarding the knowledge acquired) and the quality of the service provided (regarding the fulfillment of the objectives and impact on the recipient community). Especially important is the evaluation of children's/youth role in the implementation. Also, it should involve partner's reflexion on done project. It can be done

According to Regina, Ferrara (2017) final evaluation involves:
Service quality:
• Fulfilment of the objectives
• Recipients' satisfaction

Learning quality:
• Fulfilment of the pedagogical objectives
• Quality of the academic contents learnt
• Quality of the competencies, skills, and attitudes developed
• Quality of the group's evaluation, self-assessment, and awareness of social issues related to the project

Impact of the service-learning project
• Expected impact

- Possible unexpected impact
- Personal impact of the project on each student (self-esteem and confidence in the student's own abilities, and also recognition of those abilities)
- Personal and professional impact of the project on the teachers involved
- Community impact (relationships, installed capacity, etc.)

Institutional impact of the project
- Academic performance of the children/youth involved
- Academic performance of the institution
- Enrolment
- Student inclusion and retention
- Reinsertion
- Family involvement
- Community recognition

Systematization step involves collecting a summary/report about the success and failures in the implementation of the Service-learning project. It should involve all perceptions (children/youth, teachers/youth leaders, partners, project beneficiaries). This can be done in the format of a report, a folder, a video, a banner, a publication, a radio or television show, a blog, or a web site. There are many possibilities and forms to do it. During this step the Service-learning team defines if there is more potential to continue the project, or it should take another angle based on the reflection and evaluation, or the team should focus on a totally new need. For example, in the example of forest fires, new angle can be victims of the forest fires and their recovery from that experience. And a new spiral of needs research, needs assessment starts.

Celebration step offer a space for children/youth to show what they have learnt and accomplished throughout their partnership in the community. It offers well-deserved acknowledgement from the community of the service provided by the young people. It helps to break down stereotypes and prejudices and shed a light on the commitment and actions of children and young people. Children/youth can ideate how to organize the celebration, what to show, in what format.

In this chapter, we focus on defining service-learning projects. We will help you in finding external partners and how to enter into partnership cooperation, and you will connect your project with learning goals and achievements from the curriculum.

Project planning involves three steps that intertwine with each other:
- Organization of service learning / development of the project idea
- Community needs research
- Project planning

During the work on the organization of the project, we start from three questions:

---

1. What should be achieved (What learning goals should be achieved? What should be done for the common good?)
   _____
   _____
   _____

2. By when should these goals be achieved? (What time frame does the project have? How should it be organized in time?)
   _____
   _____
   _____

3. With what means should the goals be achieved? (Which persons/institutions need to cooperate? Is there a need for financial and/or material resources in order to implement the project?)
   _____
   _____

These three types of questions should also be used in the reflection process during the project implementation. In addition, it is important to take into account the so-called psycho-social aspect (communication, cooperation, conflict resolution) and also reflect on them during the duration of the project.

The teacher's/youth worker's part of work is to find learning outcomes/ curriculum content and connect the learning goals and/or educational achievements with the context of learning in the community or the Service.

Not to forget:

	FRAMEWORK: context of learning present in school/youth organization and the community
	REMINDER:
	● keep the balance between learning and service ● keep the balance between learning goals and service goals

This should be planned by teacher or youth worker

There are two separate ways to implement the steps in this phase:

- Enable the children/youth to explore, with your support, existing problems and themes in the community that are suitable for the project, and then look for suitable external partners.
- children/youth have already established contact with organizations, institutions and individuals in your community who are active in a certain area of work suitable for working on the project in question, and you are working with children/youth and partners in the community on the project idea

Before the children/youth start research in the community, the teacher/youth worker and the children/youth can make a first analysis of the external partners and the problems/needs of the community.

You can enter them in the following lines:

Explain with which external partners the school/youth club can have or has joint activities
_____
_____
_____

Which institutions or organizations are located in your / school / youth organization that are related to your topic and are therefore suitable for cooperation
_____
_____
_____

What problems or topics spontaneously arise in your community that would be interesting for the project?
_____
_____
_____

Children/youth should be involved in this phase, i.e. from the very beginning of the work process. Use the knowledge and ideas of children/youth as well as their motivation. Moderate this process.

Examining the needs and priorities of the community is a systematic process through which children/youth involved in the project collect and analyze information from the community to determine what types of services they can undertake that would be positively valued in the community.

Positive effects of researching community needs and priorities:

- Helps to select priority problems and actively involve the wider community ... as partners rather than recipients of services;
- Implementers become familiar with basic research skills and techniques;
- Young and old become more interested in the project when they understand the problems, know the people in the community who will benefit from the project, and have confidence that their efforts will address the right priorities.
- Children/Youth, schools/Youth organizations, and project partners are seen as real resources and collaborators in building the community and addressing community needs.
- Jointly identified priorities tend to be sustained more than efforts that are important to one partner or another;
- In the long term, people who develop the practice of listening and learning will become more effective citizens, leaders and agents of change.

BUILDING UP THE TEAM FOR THE SERVICE-LEARNING PROJECT

Introduction to Service Learning

Goals:
- Learn what SL is and its components
- Create awareness for Service-learning values for yourself and for society
- Be able to present SL to peers

Time: 1 hour
Materials: Projector and internet access, A2 sheets of paper, markers

Instructions:

Teacher/youth leader introduces the concept by writing 'Service Learning' on the board, and announces to the Children/youth that they will watch two videos:
Service Learning: Real-Life Applications for Learning
Service Learning Definition

The teacher/youth leader will then encourage the children/youth to suggest words that relate to service-learning, and create a mind map on the board. Explain that Service-learning is a process which includes five different stages, and invite the children/youth to watch another video: stages of Service-learning the teacher will ask the children/youth to split into groups, and each group is given a large piece of paper and markers.
Each group of children/youth is assigned 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 their infographic to the class. The fellow children/youth then comment on the presentation in a process facilitated by the teacher.

Motivation, Fears & Expectations - Role Model Storytelling

Goals:
- Get direct feedback from real-life examples
- Reflect on the children's/youth's own attitudes, motivations and expectations towards getting involved in an Service-learning project

Time: 1 hour
Materials: A2 sheets of paper, post-it notes, markers.

Instructions:

Role Models present their experience from their involvement in Service-learning activities, they describe their initial fears and expectations and attitudes when they first started their

journey, the emotions they experienced through the process, and what they gained from their experience. At the end, they answer any questions children/youth may have. The teacher/young leader then puts three A2 paper sheets on the wall, each one titled as follows:
Yellow: My attitude towards community engagement/any previous experience
Blue: My motivation regarding Service-learning implementation. Why I want to get involved
Green: What I expect from involvement in a Service-learning project

The teacher/young leader distributes colored post-it notes and gives 10 minutes to the children/youth to write down their response to each statement. Children/youth then take turns to present their thoughts. The teacher/young leader summarizes the responses and points out the most common responses among three statements and encourages children/youth to comment on the findings.

The Bridge - Team-Building Activity

Goals:
- Reflect on the group's dynamics surrounding cooperation and competition through teamwork;
- Raise the children's/youths' listening skills during the activity to develop non-verbal communication.

Time: 1 hour

Materials: Scissors, sheets of paper, pencils, paper cup, cardboard, glue, etc. An open space (a corridor/ large room) in order to separate the two teams

Instructions:

Two teams will be assigned to build a bridge that can support a paper cup filled with water. Each team has to build a portion of the bridge which must complement the opposing team's portion.
Both teams choose a leader at the beginning of the game, who will represent the group. During the construction of the bridge, meetings are organised every 5 minutes between the two leaders. The two teams can communicate together and speak about their task only during this meeting. When the time is finished, both teams bring their bridge portions in the middle of the room and try to unify the two pieces. The teacher/young leader tests the bridge's strength 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. The teacher/young leader can ask: how can you define your position in the team? What do you think about the communication between each group's members? How did you like the leader's attitude? etc.

Tips for teachers/youth leaders:
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' behaviors.
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, 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.

Three Monkeys - Team-Building Activity

Goals:
- Working together on one goal, increasing creativity

Time: 15 minutes for group work, 20 minutes for reflection
Materials: Blindfolds, ear plugs

Instructions:

Split the Students into groups consisting of three people. Each group needs to make plans for a trip (e.g. a place near you or 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 try to 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 minutes

Materials: 20 sticks of spaghetti, 1 meter of masking tape, 1 meter of string and 1 marshmallow, tape measure to measure the structures at the end

Instructions:

Step 1: Create a kit for each team, consisting of the above materials. These ingredients should be placed into a paper bag/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 work in the same space.

Step 2: Give the instructions clearly and concisely: build the tallest freestanding structure. The winning team is the one that has the tallest structure, measured either from the tabletop surface or the floor to the top of the marshmallow. The structure cannot be suspended from a higher structure, like a chair or the ceiling. The entire marshmallow must be on top - cutting or eating part of the marshmallow disqualifies the team. Use as much or as little of the kit as needed. The team cannot use the paper bag/ envelope as part of their structure. Teams are free to break the spaghetti, or cut the tape and string to create their structures. The challenge lasts 18 minutes: Teams cannot hold on to the structure when the time runs out, or they will be disqualified. Ensure everyone understands the rules, repeat 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: 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, letting the entire group know how the teams are progressing. Call out each time a team builds a standing structure to build a friendly rivalry. Encourage participants to look around, and don't be afraid to raise the energy and the stakes. Remind 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 that everyone can see the structures. Measure the structures 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?

The Island - Rule-Setting Activity

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

Time: 20 minutes

Instructions:

Imagine that the class is trapped on a desert island. Children/youth have to find their own basic working principles for life on this island, which will then be applied to the Service-learning experience

Steps:
1. Participants are divided into small groups of about 5-6
2. Introduce how each group now finds itself on a small and isolated island
3. In 20 minutes, each group must formulate and note down a set of guidelines to define life on the island
4. 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 SL programme?

COMMUNITY NEEDS RESEARCH AND PRIORITY SETTING

We have mentioned that in this phase it is necessary to determine what the needs of the community are and its priorities. We still do not have an idea for the project because we need to later connect the results of the research in the community with the curriculum. There are many ways to research community needs. Here we will list only a few. Choose one! Of course, teachers/youth workers and children/youth can find their own research methods.

What can we do…

- Walking in the community: children/young people go out into the community (outside the school yard). Children/young people have cameras, notebooks, can collect ideas (use Worksheet 1). In order to get to know the environment better, children/youth can e.g. simultaneously carry out research on the history, climate, tillage, flora and land use of the municipality.

- See your community as a book that contains stories and information that are important to research. Organize a city tour (by bus or on foot) with a visit to the mayor or other representatives of the municipality. Have discussions with your children/youth about currently relevant topics and needs of the community and the municipality.

- Organize a community festival. Invite companies and association representatives as exhibitors, and children/youth can conduct interviews with those present. An idea for a project can come from that.

- Invite a representative as a guest to a school/youth organization or set up a forum with people who are familiar with relevant topics and problems of the community.

- Visit with children/youth other classes or schools, which also implement service learning projects, so that your children/youth can learn about the implementation process of these projects.

- Suggest that your children/youth conduct interviews with representatives of the municipality. In the conversation, existing problems can be analyzed and possible opportunities for service learning projects can be clarified.

- Give your children/youth the opportunity to conduct a survey and/or necessary analysis with the citizens and/or decision makers of the place.

- Rework interesting newspaper articles with your children/youth. Addressed problems and crises can provide impulses for the development of project ideas.

Or…

Eight steps to a project idea

Required: several sheets of flip charts or posters / min. 50 cm wide and 2 m long - you can stick several papers/. Divide one side of the roll into two equal fields: field 1 and field 2. On the other side of the paper, draw five fields of the same size: fields 3 to 8. Children/youth have a central role in searching for and formulating answers.

Steps:

1. Talk about the positive aspects of your school and community. Enter them in box 1.
2. Discuss the negative aspects of your school and community related to problems such as poverty, violence, vandalism, drugs, alcohol, smoking, etc. Enter the pressing problems that exist in your school in box 2. Turn over the large paper.
3. Briefly describe the social, cultural and environmental problems of the community that, in your opinion, should be solved first. Enter the results in field 3.
4. In box 4, create a feasible and realistic service learning project based on the analysis of the situation in box 3 that your class can achieve. It should simultaneously meet the standards contained in the curriculum and provide a solution to that problem.
5. Enter in field 5 all teaching subjects that can contribute to the service-learning project from field 4. In addition, indicate which teaching contents can be purposefully used and used for the planned project.
6. Enter in field 6 the teachers of your school who are ready for positive changes and who can be possible partners for the project or who are ready to actively participate as coordinators and implementers of the project.
7. Enter in field 7 each organization as well as each contact person of organizations outside the school that can be available as partners for the implementation of the project.
8. Enter in field 8 the necessary auxiliary means for the implementation of the project. First of all, try not to think about financial resources, but to look for other forms of support.

If the group of children/youth is large, you can divide them into smaller groups, and later compare and connect the results in discussions.

Project idea: Children/youth get to know their place better and look for projects in which they will be involved during the school year.

Step One: Thinking in Classroom/workshop

Task: What are the needs of: children (red color), youth (blue color), families (yellow color), single people (green color), seniors (pink color) and refugees (orange color) in the areas:
1. health   2. education   3. free time

a) Make notes in a notebook individually for each group/color.
b) Compare your notes as a group and complete the table together!
c) Prepare to present your results to the class.

Health	Education	Free time organization

You have 20 minutes to process!

Step Two: Browse in place

Task (work in pairs): How well and to what extent are the needs of different people met?

1. Decide on one group: children, youth, family, singles, seniors and refugees;
2. Talk to two people from each group about how they could fulfill the needs you researched in the table from step 1. Record everything in the table below
3. Prepare to present your results to the class.

Group:		
The need	Person 1	Person 2

Goal:
- to get information and insights on what needs are unmet and can be addressed through Service-Learning practice.

Duration: this activity can be done one time (up to 1 to 3 hours duration) or it can be done several times during the period of one or two weeks. The idea is that children/youth observe, check and be sure what the challenges in the community are.

Material: pens, A4 paper with the table for taking the observations, flipchart with the map or area interested for Service-Learning. In case children/youth want to make a virtual map then they need smart phones for taking photos, apps for collaborative work like MIRO board, Padlet etc.

Activity Description:
Let's imagine your children/youth or youth club members have the intention to do something in the hospital or local health center. Still they are not clear yet who can be their beneficiaries or what the need, what they could do there is. Instead of hospitals it can be several streets in the community – student's choice, or areas where a certain population is spending a lot of time, around the centers for people in the move. Further description of the activity is around the idea of doing something with the hospital.

Check with children/youth/youth if they are interested in visiting the hospital or area around the hospital or both. As an adult (teacher or youth leader) make sure they have established communication with the institution and have clearance to come and do their activities.

Organize children/youth/youth in small groups for field work. Go through the hospital/health center or surrounding. Take a good look around. Make notes on everything that interests you: positive and negative. Something positive could be: patients talking in the sitting area, there is enough info data for patients. Something negative could be: an empty, ugly staircase, garbage in the corridor, etc.

Children/youth/youth should write down what they see, hear (observe) in the prepared table like the one shown below:

Positive images /observation	negative images /observation

After the field work, together with the children/youth/youth, make a map of the hospital and surrounding, or you can make a map for each floor of the building (maybe you could get it from the janitor too, use google maps or just draw a map).

Children/youth/youth then mark with a green dot the place where they noticed something positive and with a red dot mark the place where they saw something negative.

This step can be done repeatedly: for example children/youth can one time just observe. Then on the next visit they can ask people on the spot what they think of this or what is their reaction, etc...

In case children/youth/youth decide to make a virtual map and collection of data, in this step they create a virtual map and pin the dots depending on the observations.

STEP 5: After the field collection of data, the whole class or group discusses the results having in mind following questions: 1.) Are there any departments where there are particularly many red or green dots? 2.) What could be done to see more positive and less negative things in the hospital?

STEP 6: Discuss the ideas with your partner in this task – in this case hospital. Teachers/youth leader facilitate the class discussion on observations and lead children/youth to make decisions about what they can offer as a service in the Service-Learning practice. When deciding, the class/group approaches the hospital or beneficiary to suggest the service and agree on next steps.

Reflection questions

During or after the activity is done, adults can reflect with children/youth/youth. Facilitator can use own questions. We also propose reflection questions:
- How was it for you to work in small teams on the agreed task?
- What feelings did you feel while doing the observation of areas?
- What is the saddest moment you experienced in this activity, what is the happiest moment you experienced in this activity?
- How did you reach the decision what idea will be the central point of service-learning practice?

Part 1: The excursion in the community

Goal:

- This activity means the start of practical work which serves as a practical way to help the community members to really "see" their community with its problems and advantages. This will help them exercise their eye to see the space to help in the future as part of the community and change maker.

Time: 50 minutes

Materials: Observation Guide booklet

Activity description:

Before the meeting, write down some excursion schedules that can last approximately 45 minutes from the meeting location with your group. Write the instructions for these schedules. Try to create a schedule that passes through residential areas, shopping districts, recreational/entertainment spaces and industrial spaces – including places that youngsters themselves may not have been. Create as many schedules as there are group leaders in order to guide one leader – one group.

Doing an excursion in the community can be fun and in a practical way to help the community members to really "see" their community again. Keep in mind that in a big city, this activity should be done in a selected area or district – it doesn't mean to cover the whole village/city! Try to choose an area that youngsters have expressed their knowledge of and have interest to serve, such as a neighborhood near a school or an area in which most of them live.

If you do have access to the camera (photographic apparatus) digital (or if group members have phones with which it can be taken photographs), you might also consider asking them to bring a camera to document things they see on their excursions. If you choose this option, be sure to discuss with youngsters about the importance of being respectful with people around when they take pictures.

Explain to the youngsters that even though they might have lived in their community throughout life, today you are inviting them to see their community with another eye: **with the eyes of someone that comes to serve!**

Remind them that every community already has many wonderful qualities (even if they don't see them very often), and that community members themselves – and their available sources – can be the biggest help for a group of youngsters that try to realize a project of Service Learning in community. On their excursion, encourage them to create **sources and assets** and to keep **a list of positive things** that they see in the community.

It is also true that every community has problems – some of which are easy to understand and others are hard to understand/see on the surface. Tell the youngsters **to look for visible problems** and not at all visible on their excursion and keep a list of **areas that need improvement**.

Encourage youngsters to speak with people in the community while they walk – by explaining that they are from a youngsters group, that wants to realize a Service Learning project in the community and that they are looking for ideas, ways how to serve and sources

they think could help them. They may be surprised by the sharpness of a child in the park, an elderly person on a bench or a waiting taxi driver!

Synchronize clocks or phones of everyone and decide 50 minutes to gather in a place where everyone should be back. Give the group 45 minutes for the excursion. Be sure that all have the Observation Guide to take notes, a tool for writing and camera to document what they see (if it's possible). Then, divide youngsters into two groups, give every group a different schedule, and (together with the leaders), start an excursion!

Part 2: Community Map

Goal:

This activity is used as a planning instrument that will help the youngsters group to put on paper the strengths and qualities of the community, problems, needs and its gabs – by gathering information that was found on their excursion. There are many ways to place the community on the map and you can feel free to use another method. However, for the initial groups, we recommend this simple visual way/method.

Time: 20 minutes
Materials: Marker, color pen and flipchart.

Activity description:

Ask youngsters to re-divide into small groups as they have been in groups on community excursions. Give a flipchart and different tools (marker, color pen, pencils, etc.) to every group. Then, ask from every group to do the steps written below.

1. Invite every group to identify a space and draw a community part where they have walked before. For this exercise, encourage them to start by thinking in a geographic aspect, while later they might have space to identify communities without geographic boundaries that exist in that area.

2. Once the small groups have identified which geographic community they will place on the map, invite them to draw in their flipchart. Include every important characteristic, such as community boundaries, streets, backstreets, bridges, ports, houses, schools, medical centers, monasteries, churches, other institutions and organizations, markets, parks and entertainment ads, etc. Invite them to identify qualities and strength points that these institutions, structures, and people give to the community and to write these qualities with a specific color.

3. Once the map is prepared, invite them to identify positive characteristics on a letter with color.

4. On another letter with different color from first, invite groups to add less satisfactory aspects and problems which community face (this may include not only the presence of some specific problems, but also the absence of some strength points – for example, maybe map will show that there isn't any market in a residential area, making it difficult for those residents to get food).

5. Ask youngsters to see their map in general and to reflect for the following questions:
   - Which needs of our community would we like to include in our group of youngsters?
   - Why is this problem a priority?
   - Which are some of the strength points/qualities in the community that could help working for this problem?

Note to the leader: *Be sure to make it clear that not all needs or weaknesses are problems. Problems cause damages (look to the definition on the first page of this lesson). However,*

even if a community doesn't have harmful problems, there might still be space for improvement yet!

6. Encourage groups to select only one need or problem that they think they can find a solution for that (need or problem). In this phase, the leaders should help by facilitating every group.

7. At the end, after the groups have ended the exercise, invite them to gather again to the big group and present their conclusions and maps to each other. Every group should explain why they choose exactly that case as a priority and why they think that this may result in a good Service Learning project in the community for their group of youngsters. Let the big group discuss every merits of proposals and if it's possible to choose an idea for their project. However, be sure to remind youngsters that the group is going to pass some phases in order to realize a Service Learning project in the community, and that this is only the first phase. If they don't agree which problem they would like to address in this meeting, then you have to get back to this process in your future meeting.

Note to the leader:

Also be sure that youngsters select a problem which they can address in a realistic way, based on available assets and capacities they do have as a young group. Be sure to keep maps, notes, pictures and other documents used from this meeting, since the group will use them over all the process of the project's plan.

Observation Guide

While you pass through the community, observe and take notes of below cases (or anything else that you find interesting). Write down both strengths and weak points in these categories and everything else that you find interesting.

RESIDENTIAL. Are the houses or apartments well maintained or are they old and need repair? Any other observations?

OTHER BUILDINGS. Public and business buildings do they have access for people with limited ability - ramp, entering from the street level, etc? Any other observations?

PUBLIC AREAS. Are there any public areas where people can gather? Do they have spaces for sitting, plants, attractive design, restaurants and cafes, or any other features that push people to use these spaces?

CULTURE AND ENTERTAINMENT. Are there any museums, libraries, theaters, restaurants, clubs, sport stadiums, historic areas, etc? Are they accessible for every part of the community (location: center, accessible by public transport)?

STREET NETWORK. *It is the environment created from streets, sidewalks, buildings, plants, etc.* Do plants exist there? Does it have sidewalks there, road signs? Streets and sidewalks clean? Does it have trash bins?

BUSINESS ACTIVITIES. What kind of businesses exist? Small and big business mix? Does it have vegetable markets, supermarkets, pharmacies, other markets that secure necessary things for the whole community?

TRAFFIC. How busy is traffic in your community? Is it mainly business and industrial – trucks, etc. –or more private cars? Are there cycle paths? If so, is there a lot of bicycle traffic?

ENVIRONMENT QUALITY. How much green space is there that is usable and is it shared through the community? Is the smell of gasses, garbage, chemicals, industrial waste, etc. felt?

COMMUNITY AND PUBLIC SERVICE. Are there public servants and identifiable organizations in the community - mental health centers, shelters for the poor, welfare offices, etc.? Are they concentrated in a specific area?

POLITICAL ACTIVITY. Are there signs of other influences on political activity? Is it clear that political activity is allowed and encouraged? Are there protests and demonstrations?

COMMUNITY'S ORGANIZATIONS. Are there any service clubs? Are there other organizations concentrated on community's, environment, sport and recreation, socialization, etc. problems?

COMMUNITY'S "FEEL". Which are your general impressions for the community? Is it an attractive place for you?

PARKS. Are parks used by different people? Are they well maintained? Are there areas for playing and sport for children?

Brainstorming on Community Problems

The purpose of this activity is to identify a current problem in the community that you, as a group, can and are willing to address. Follow these steps:

1. Suggest that each student writes on pieces of paper (you can use post-it notes) the various problems they see around the school or neighborhood. Tell them that it may be useful to put themselves in the shoes of different people in the community, such as a visually-impaired person, a parent who looks after his/her baby, a child, an elderly person, a NGO member, etc.
2. . Ask the children/youth to get together in groups of up to five members to share the problems they wrote down and group those that are similar. Then, ask them to draft a new statement to describe each problem, including the details of the various contributions.
3. Next, ask each group to choose up to three problems and share them with the rest of the class. Once each group has presented the problems chosen by them, group similar problems together again.
4. Out of the resulting list of problems, take a vote to choose the one that will be addressed in the project. Once the problem has been chosen, ask the groups to reflect on the following questions:
   - Does this problem exist everywhere in the neighborhood or only in certain areas?
   - Does it affect only a group of people?
   - How can we learn more about this problem?
   - Does this problem pose a challenge that we can overcome?
   - What or who will we need as partners?
   - How can we better define the problem and start dealing with it?
   - Is any non-governmental organization or government agency already tackling this problem?

Guided observation

Project idea: Children/youth should design a natural science experiment for a kindergarten. During observation in the kindergarten, children/youth should, as a basis for processing their experiment, observe the level of speech, behavior, and interests of preschool children.

Tasks for observation during the visit in the kindergarten
1. Observe all the children in the group and then choose one child, who corresponds to the age, who will participate in our project. Observe exactly what the child is doing during your stay at the daycare center.
2. Make short notes to yourself (from time to time) about his usual behavior and about special moments you notice. Do not collect or compile personal data about the child. It is sufficient to indicate the name or nickname or abbreviation, sex and birth year of the child, because this is necessary for your analysis of notes and further planning;
3. After the visit to the kindergarten, compile a short observation report. In doing so, you can focus on following questions within:
   1. How does the child behave during the game and what does he have fun with first?
   2. How does the child behave towards other children?

3. How does the child behave towards the teachers/youth leader (and you)?
4. How does the child "deal" with things?
5. How does he perform his tasks? Is it responsible and orderly?
6. What abilities, skills does the child have? What can't he do?
7. Does the child have good self-confidence? Is it independent, creative?
8. How well can it concentrate and how durable is it?
What special interests does the child show?

The report should contain:
- base the answers on concrete situations and how he could explain them. Statements should be descriptive and not judgmental!
- the educator's answers about a "specific" child in order to get other information about "characteristic behavior in the peer group".
- Make such statements in the report as third-party information about the child.
- Your observations should always come first.

Interview with the specialist

Project idea: The whole class should decide on a common project. Particularly important learning objectives are collaborative work, project planning and political/social topics as well as ethics.

1. Discussion in class: Children/youth receive the following list and should discuss which three problems in their city have a major role, that is, which are the most important.

- Less space for children to play	- Homeless people	- isolation of old citizens
- Too few green areas	- Drug abuse	- Violence
- AIDS	- Junk food	- Traffic jams and noise
- Lack of intercultural relations	- Poverty	- Lack of cycling paths
- A crime	- Climate change	- Problems between different ethnic groups
- Too much trash	- Vandalism	
- Too few approaches for disabled people	- Lack of perspective of young people	- Lack of movement/ too few sports opportunities
- Groups / Gangs	- Lack of education	- Learning difficulties in children
- Too little contact between different generations	- Too few cultural offers	- Environmental polluti
	- Unemployment	

2. Research: Children/youth need to find out who is knowledgeable in this area/s, that is, who is competent to discuss that topic or topics. The teacher helps with the proposal to try to contact an expert at a university. In addition, children/youth should be informed about the topic as much as possible.

3. Questioning experts: Children/youth describe to the expert that they consider the problem important, that they want to do something about it and ask for suggestions and ideas, what they can do.

Now you should connect needs with possible goals for better understanding. Needs analysis is a very important step in project planning. In doing so, children/youth learn: to ask questions, to listen accurately and to understand the perspectives of those they will work for and with. Therefore, the goal of the needs analysis is for children/youth to understand the role of the other perspective, that is, to exchange perspectives. The ability to switch perspectives is an important step for your children/youth in social education and a prerequisite for developing ability.

Needs analysis is best carried out with the help of simple "instruments" such as those used in science. The construction and application of simple testing instruments is an important competence for children/youth, which they can use in other subjects and above all outside of school. Three different survey techniques can be used for needs analysis.

Interview with experts with pre-prepared questions - Interviews with one person are very convenient when you want to understand exactly the problem or specific needs. It takes 20 to 30 minutes on average, so not many people can be interviewed. In order for the children/youth not to forget the central questions, they should make an interview protocol, i.e. a list of the most important questions about the topic or topics to be discussed.

Group interview or Focus group - 4-8 people participate during the interview. Due to the size of the group and the discussion, the interview often lasts longer than 30 minutes. The group interview is conducted by up to 4 children/youth: 1 - 2 children/youth - only ask questions and do not make comments; and the remaining up to 2 children/youth document the interview - tape or write down the most important statements. You should also have an interview protocol here. During the interview, questions are asked out loud to all present and all participants can answer the question. What is interesting about a group interview is the potential discussion between the participants. It is an opportunity to find out interesting things. But discussions don't need to cross the line. Therefore, 1 student should be the time keeper - take care of the duration of the discussion and the topic of the discussion.

Surveys using questionnaires/surveys - when children/youth want to survey many people about their needs or problems, it is best to use questionnaires or surveys. The questionnaire should preferably contain "closed questions" to make it easier to use. Closed questions have pre-proposed answers: e.g. "Yes" or "No", and one of those answers to the question should be circled. At the end of the survey there may be 1-2 "open questions" to which the person can write the answer himself.

Assessment of ideas and finding solutions

After fieldwork and collecting a large amount of information, findings, and data, it is necessary to analyze and define the project idea. We suggest the following method:

1. Combine similar ideas so you can cross out what is repeated.

2. Make a ranked list of ideas. You can give a total of 5 points according to which you will prioritize ideas. You can give 1 point to five ideas or give 5 points to one idea, etc. All children/youth stick their points on ideas of their choice. The points are added up and thus ideas for the service learning project are ranked.

3. Check if the highest-rated ideas will get support from everyone present.

4. You can now evaluate these 2-4 ideas according to certain criteria (e.g., in terms of implementation: how much money is needed to realize the idea, which idea is organizationally easier/harder to implement, etc.)

5. Give everyone time to think once more before making a final decision.

6. Also pay attention to the following: if possible, choose 1 idea that brings a certain enthusiasm to everyone. Cross out those ideas against which there is opposition in the group. Try to combine complementary aspects from different ideas instead. If there are several favorite proposals, consider together whether it would be possible to implement several projects. This option can be realized when children/youth work in teams and when each team has a teacher/youth leader available to support them.

NOW, YOU CAN FORMULATE YOUR ONE PAGE PROJECT IDEA

SELECTION OF COMMUNITY NEEDS DECISION MAKING TOOLS

World Coffee

Part 1 ''World Coffee''

Goal: Discussion in the group about solving the community problems and ideas. Every group is focused on a problem that they have pointed out to their community.

Time: 50 minutes

Materials: tables to work, flipcharts and markers.

Activity description

Before you start with the activity be sure that you have 4 tables in class to do the activity.

1. One of the leaders asks the youngsters to stand up and form a circle. After that, start counting: 1, 2, 3, 4. Repeat the counting until it includes all the youngsters.
   (Attention: If the group has over 16 members, counting should be done until 4, while if it has under 16, counting should be done until 3).
2. Then they are going to be guided like this: members with the number 1 should sit on a table, those with the number 2 sit on another table, and so on. (So, the youngsters are divided into 3-4 groups on their tables).
3. After they sit in their tables instruct them based on previous activities, where youngsters have done community's analysis and have listed problems/needs evidenced on a specific community, for 15 minutes let them to discuss between each other and to present/write one idea about what should be Service Learning project focused.

4. The idea should be clear and should describe correctly what kind of community needs aims to solve. Problems should be real, not imaginative or managed. The leader encourages youngsters to think of something which they can address in a realistic way as a club at a relatively short time based on deadlines that are decided before.
5. After 15 minutes someone from the youngsters stays at the table and welcomes youngsters from other tables, while others (from his group) move at other tables. Guests that come to his table, read what is written on flipchart and can ask questions, give comments about what is written. The host of the table welcomes them with understanding and writes the ideas and comments that they think are appropriate on the flipchart.
6. Then all youngsters return to their initial tables.

Part 2 "Debate"

Goal: A clear and convincing presentation of group ideas about what kind of community needs aims to fill up or solve.

Time: 30-40 minutes

Materials: Flipcharts completed from part one of the activity.

Activity description

Be sure that you have all groups flip charts that have worked with in the previous part of activity and have a watch to look at the presentation time of each group.

Now the club leader says that the ideas will be presented and after the presentation there will be a debate for those ideas for 8 minutes.

1. The host of every group presents for 2 minutes the group idea about what the community needs to complete or what community problems aim to solve.
2. Then for 7-8 minutes opens the debate with other groups youngsters for discussion about their idea, in debate can be included other group members.

   Like this will act in all the groups.

Part 3: ''Voting''

Goal: Development of critical and analytical thinking for the selection of the best idea to implement as a project to serve the community nearby and beyond.

Time: 10 minutes

Materials: Flipcharts completed from previous parts of the activity, markers.

Activity description

Youngsters get notified that now after the presentation and debate of their ideas, it is going to be voted, where it will be selected as the first winner's idea, and the second one.

1. Voting is open with a show of hands and each youngster has the right to vote on only one proposal. The leaders lead the voting, and the club leaders do the counting and presentation of the voting results.
2. Based on the votes, the proposal that wins the most votes is selected as the primary idea of the project, while the proposal that is second in line will be the secondary idea of the Service Learning project.
3. The number of votes, the primary idea at the proposal that has won the most votes and the secondary idea at the proposal that is second in line, will be written on flipcharts.

Game with numbers (Energizer)

Goal: To increase the energy and attention (concentration) of youngsters, at the same time by stimulating more collaboration between the groups.

Time: 10 minutes

Materials: A4 letters with printed numbers from 0-9.

Activity description

Before you start the activity be sure that you have printed the necessary materials for each club member and that they have them nearby.

Instructions:

Separate the youngsters into groups (2 groups with 10 youngsters)

Burim: https://rb.gy/wqnmhn

1. First, if the game leader has decided to separate the youngsters into three groups, he/she should have three sets of numbers 0-9 printed (one at a time), for each youngster.
2. Then, 2-3 groups each with 10 members will be formed and they will get a letter with a number to hold on their hands.
3. Instructions given about when the game leader presents in front of youngsters on A4 letter a multi-digit number, from 10.000-1.000.000, the groups should form this number as fast as they can. **For example: 10.793.**

4. First of all, do a test to verify if the youngsters have understood.
5. When the game begins, the youngsters should be faster and correct in the formation of numbers they see on the leader's letter.
6. The group which forms faster the number that the leader has given, wins a point.
7. The game ends when the winning group wins 5 points.

The Decision Matrix

This activity is quite useful when you have several project ideas and you have to choose one.
To carry it out, follow these steps:
- First, ask the group to enunciate the contending ideas for potential projects.
- Then, ask them to choose the assessment criteria that will be common to the evaluation of all the proposed ideas. The assessment criteria may include: motivation to learn about a given topic or content, the real impact we can have on the community by meeting our objectives (will the community actually benefit from the fulfillment of our objectives?), time and cost efficiency (are we in a position to meet this objective within the set timeframes and with the available resources?)
- Once ideas have been listed and assessment criteria have been set, create a grid with rows and columns. Enter each idea in a row within a column and each assessment criterion in each column.
- Individually or as a group, rate each idea on a 0 to 5 scale in relation to each criterion. Once all ideas and criteria have been rated, add up the values for each idea in the last column. The idea with the highest score will be the one that will be implemented.

To rate the ideas, you may use a grid like the one below:

Idea	Criterion 1	Criterion 2	Criterion 3	total
Idea 1	2	5	3	10
Idea 2	3	3	3	9
Idea 3	4	5	2	11

In this example, Idea 3 is the one with the highest score; therefore, it will be the idea to be pursued. You may list as many ideas and choose as many criteria as you deem relevant. What matters is that all ideas should be evaluated against the same criteria.

Few words about community partners

When working in the community to identify needs/problems, we encounter and make contact with various organizations with which we can have a potential service learning project. These include, for example, volunteer organizations - help networks, Caritas, Red Cross and Red Crescent, Merhamet, social institutions, kindergartens, hospitals, nursing

homes, women's shelters, orphanages, city hall, youth offices; churches, mosques, synagogues; cultural institutions such as museums, community libraries or departments of the main library, theaters, concert halls, music clubs; environmental groups: animal protection groups, environment protection, forest protection; sports institutions such as sports clubs, swimming clubs, etc.

Before we make contact with external partners, it is necessary to know the basics - what are our goals, what we want from partners so that children can truly learn on one hand and provide adequate and useful service on the other. Here are some tips on how to find an adequate external partner (you can use Worksheet 3 - Questions for collaborative work between the school and community partners):

- **Make a list of characteristics you want from your partner**. Which organization in the environment/community meets these features? Together with children/youth, make a list of potential partners. You can seek multiple partners depending on the topic children/youth are working on to achieve the set goals;
- **Look for common goals with your partner** - it is necessary to determine if you are pursuing similar goals as your partners and if you are moving towards the goals and needs of the community;
- **Help your partner understand the project work plan** - i.e., explain the entire project from the very beginning so they get a clear picture of what will happen;
- **Don't forget that good organization, especially at the beginning of cooperation with a partner, is extremely important** - it is necessary to find out who the decision-makers are in municipalities, schools, institutions, companies and contact these people. If they don't have access to management and decision-making, continue to search further and establish contact for cooperation;
- **Show your partner your choice of ideas, determine their favorites and be open to new ideas** - before contacting a partner, prepare basic information and other materials that your "future" partner might need. Be open to new ideas or changes in your own planning;
- **Put the importance of community partnerships between the school and organization at the forefront** - emphasize that the image of the organization working on the project can significantly improve in the community;
- **Don't immediately ask for funding - but at the same time don't lose the opportunity to get that support** - first ask for cooperation and voluntary commitment of partners in the project. When looking for sources of financial support and donations, you can also ask your partner for help in finding potential donors. But don't put pressure!
- **Make a Cooperation Agreement with your partner**- here you can define the basic elements of the project, the method of cooperation and partnership, the roles of all involved parties. An example of such an Agreement can be found in *Worksheet 4 - Template for cooperation agreement with external partner.*

Worksheet 1. **: Notes from the Community walk**

Strengths and resources in our community	Worries we have for our community	Possibilities for service we see in our community

Worksheet 2: **Analysis of external partners for the Service-learning project**

Person/institution	Their interests and intentions for the implementation of the Service-learning project (positive/negative)	Strategies for fulfilling those interests
1.		
2.		
3.		
4.		
5.		
6.		
7.		

What problems/needs does the partner have right now? Why does he want to help you?

_____
_____
_____

What must not happen under any circumstances is...

_____
_____
_____

What would be the optimal results of the project?

_____
_____
_____

Is the concept of Service Learning clear to all participants?

_____
_____
_____

Is the concept of feedback clear? How often and how will feedback be obtained from children/youth? How will a certificate be awarded at the end of the project as feedback?

_____

_____

_____

_____

_____

The project name:	Duration:

The project partner is:

_____

_____

What each of the partners in the project promises - expectations, performance/results:

_____

_____

The goals of the project are (who, by when, what, how):

_____

_____

Roles of the student in relation to the external partner (describe the work of the student):

_____

_____

Roles of external partners (instructions, feedback, behavior in conflict situations):

_____

_____

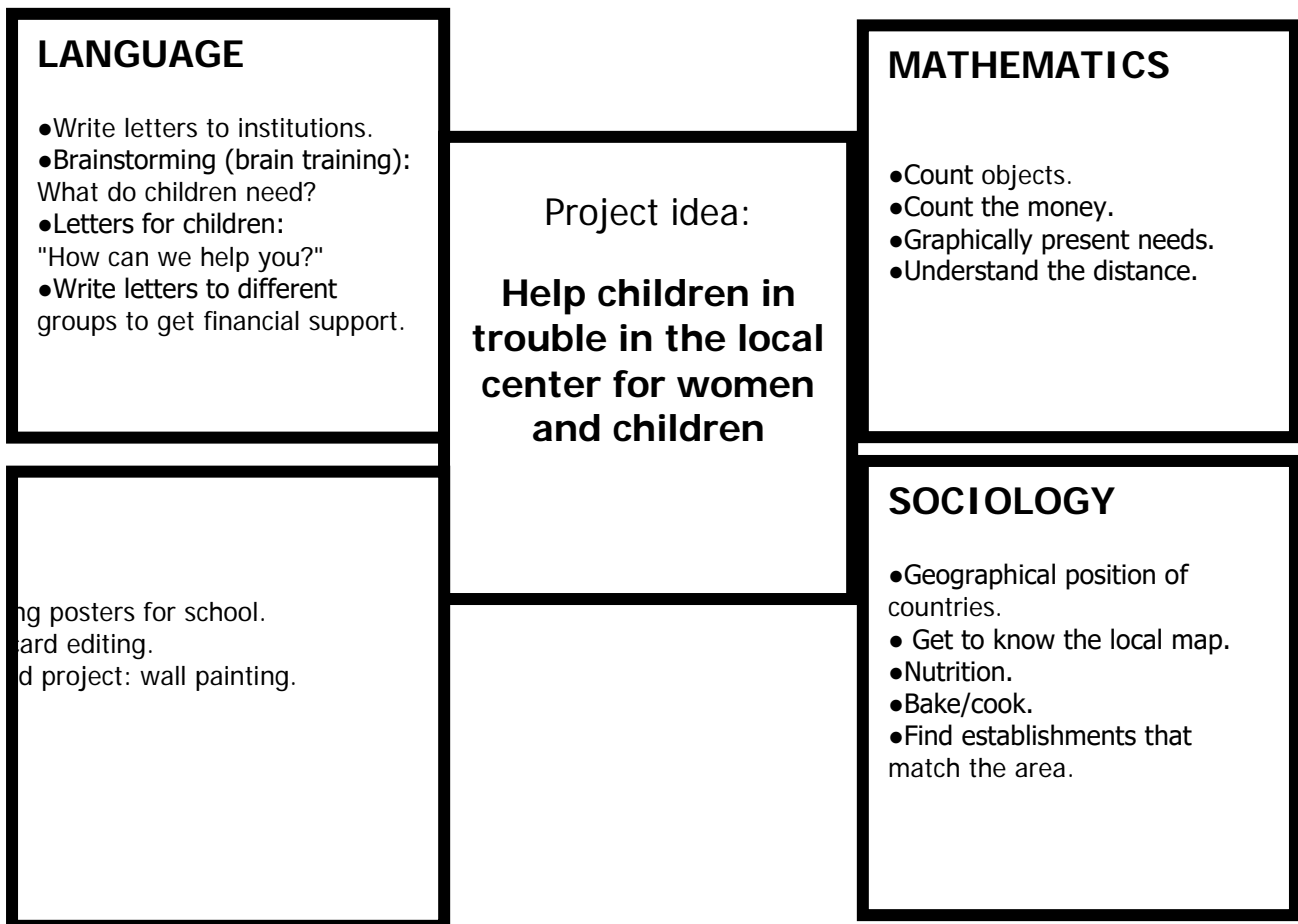**Rules of joint work:**

_____

_____

Community partner signature	Project leader signature

The results of the first phase of the project with your children/youth are slowly behind you. You have one (or more) project ideas and initial contacts with your external partners. Now you begin planning the pedagogical process. First and foremost, connect the learning goals and learning outcomes from the curriculum of your subjects and, if possible, the subjects of your colleagues. For this, you can use *Worksheet 5 - Checklist for planning learning goals* and *Worksheet 6 - Learning goals network*.

Example of a Learning Objectives Grid

The table shows how a service-learning project encompasses learning goals and educational outcomes from various subject areas. This example comes from an elementary school. The project aimed to help children in a local women's and children's center.

LANGUAGE

●Write letters to institutions.
●Brainstorming (brain training): What do children need?
●Letters for children:
"How can we help you?"
●Write letters to different groups to get financial support.

Project idea:

Help children in trouble in the local center for women and children

MATHEMATICS

●Count objects.
●Count the money.
●Graphically present needs.
●Understand the distance.

ng posters for school.
ard editing.
d project: wall painting.

SOCIOLOGY

●Geographical position of countries.
● Get to know the local map.
●Nutrition.
●Bake/cook.
●Find establishments that match the area.

Use the Learning Objectives Grid yourself now. Write your idea for the project and/or external partner in the middle of the paper. In the external fields, record items or groups of items that may touch the project or should be included in the project. In the fields in between, record all the learning goals and educational standards that you can achieve with the project in certain professional areas.

Worksheet 5 - **Checklist for Planning Learning Goals**

Which 5 competencies should your children/youth achieve by the end of the school year?
_____
_____

How can you check whether your children/youth have achieved the desired results and standard in the project?
_____
_____

Is your class in any form of honor duty? How could these activities be transferred into service learning project activities?
_____
_____

What service learning activities might fit the curriculum?
_____
_____

What school or community needs can be met through a service learning project?
_____
_____

What do your children/youth need to know or understand (preparation) about conducting service learning activities to achieve the desired results? What activities are you already engaged in to prepare for service learning? What additional preparations/training are required? Who could offer these training sessions?
_____
_____

What can you do with your children/youth during and after the project (reflection) to ensure that they learn as much as possible through service learning? What have you done so far that can be used as a reflection?
_____
_____

How can other classes and teachers be integrated into the project? What advantages and disadvantages can arise?
_____
_____

If other teachers are to be involved in the project, who would be good for cooperation?
_____
_____

What other subjects can be integrated into the project?
_____
_____

Explain the division of responsibility for evaluation?
_____
_____

Worksheet 5a - **Checklist for Planning Learning Goals**

[ ] Are the learning goals clearly formulated and measurable?

[ ] Do the learning goals align with the curriculum standards?

[ ] Are the learning goals appropriate for the children/youth' age and skill level?

[ ] Do the learning goals cover various domains (cognitive, affective, psychomotor)?

[ ] Are there opportunities for children/youth to develop both hard and soft skills?

[ ] Do learning goals promote critical thinking and problem-solving?

[ ] Are there goals that encourage reflection on the service experience?

[ ] Do the goals support the development of civic responsibility?

[ ] Are there goals that connect classroom learning to real-world applications?

[ ] Do the learning goals allow for interdisciplinary connections?

[ ] Are there goals that support the development of teamwork and collaboration skills?

[ ] Do the goals include opportunities for student choice and voice?

[ ] Are there goals that address the specific needs of the community partner?

[ ] Do the goals encourage children/youth to consider diverse perspectives?

[ ] Are there goals that support the development of communication skills?

subject:

learning outcomes:

subject:

learning outcomes:

the project idea:

subject:
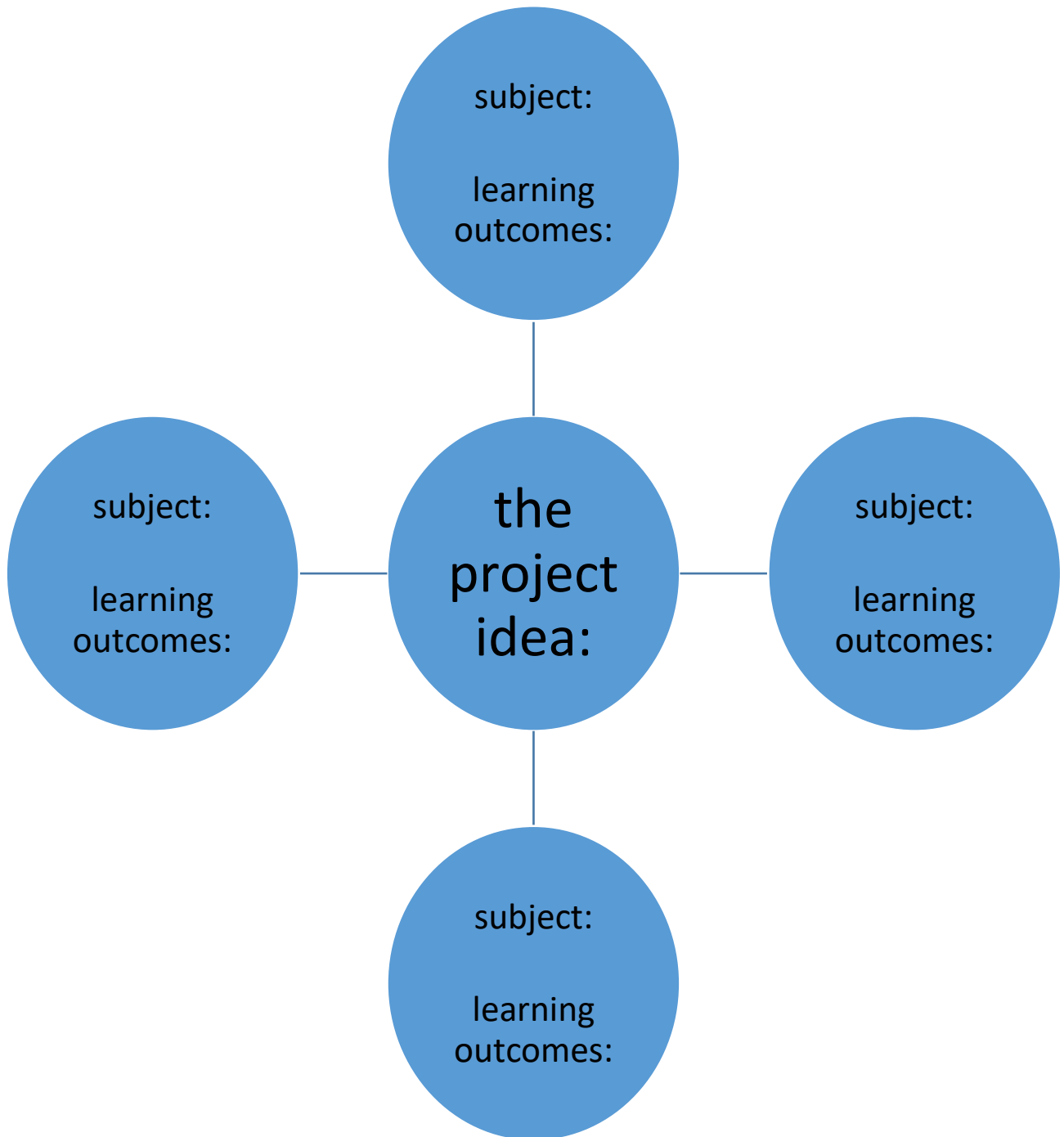
learning outcomes:

subject:

learning outcomes:

As we did in the previous steps, you have already connected your idea for the project with the subject and the objectives and outcomes of that subject. Let's remind ourselves once again:
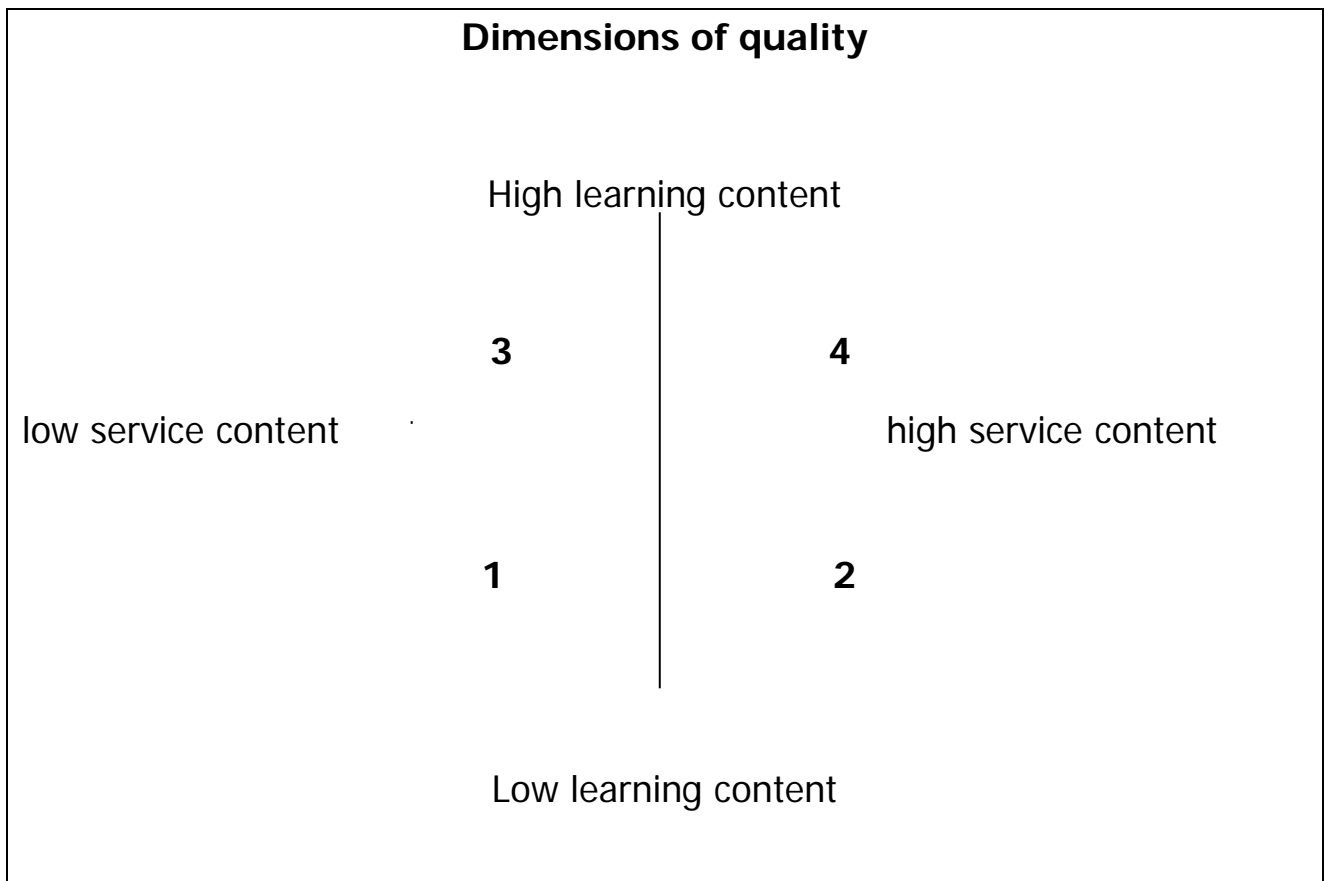
Service learning includes learning and service for the common good

Balance!

It is important to develop goals for both areas

Children/youth should be involved in this process.

Dimensions of quality

High learning content

3   4

low service content   high service content

1   2

Low learning content

You can use this table to think in which square your project is currently located. The graphic shows the dimensions of quality that a service learning project can achieve. The axes indicate the dimensions "learning" and "service" (service for the common good). You should try to create your project so that both dimensions, if possible, reach high quality, which means that your project is filled in square 4 (high learning component and high service component).

A project in a nursing home in which children/youth freely help caregivers with food, but do not learn about the topic "Aging in our society" or, for example, the impact of Alzheimer's disease on the human body, has a high service component, but not a cognitive learning component.

Another project in which children/youth visit an observatory to observe star images with binoculars and use their results in physics class has a high learning component. Children/youth do not contribute to the common good. If you together with the observatory did an exhibition or an open day or a practical class for elementary school children/youth, both components would find their place and the acquisition of competence among children/youth would be even wider (revise and prepare contents, presentations, spread further knowledge, etc.).

These examples can show you how you can work on some parts of your project yourself, in order not only to improve the learning component, but also the service component, which means creating the best possible relationship between learning and service.

Learning Goals and Educational Standards

Learning goals are specific objectives that children/youth should achieve by the end of a lesson, unit, or project. Educational standards are the broader, overarching expectations set by educational authorities that define what children/youth should know and be able to do at various stages of their education. Aligning service-learning projects with educational standards ensures that these experiences contribute meaningfully to children/youth' academic progress. It helps justify the time spent on these projects within the curriculum.

Integration Process:

- o Identify relevant standards: Review your subject's curriculum standards and select those that align with the service project.
- o Create specific learning goals: Develop concrete, measurable objectives that support these standards and can be achieved through the project.
- o Map project activities: Ensure that each phase of the service-learning project contributes to at least one learning goal or standard.

Types of Standards to Consider:

- o Content standards: Subject-specific knowledge and skills
- o Cross-curricular standards: Skills that span multiple subjects (e.g., critical thinking, communication)
- o 21st-century skills: Collaboration, digital literacy, problem-solving
- o Social-emotional learning standards: Self-awareness, relationship skills, responsible decision-making

Benefits:

- o Ensures academic rigor in service-learning projects
- o Helps in assessment and evaluation of student learning

- o Facilitates communication with administrators, parents, and other stakeholders about the educational value of the project

Challenges:

- o Balancing service objectives with academic standards
- o Adapting standards to real-world, often unpredictable, service situations
- o Assessing standards-based learning in non-traditional educational settings

Practical suggestions:

- o Involve children/youth in identifying relevant standards and setting learning goals
- o Regularly reflect on how project activities are meeting educational standards
- o Be flexible and open to unexpected learning opportunities that arise during the project

By carefully considering and integrating learning goals and educational standards into service-learning projects, educators can create experiences that are not only meaningful for the community but also academically enriching for children/youth.

Education standards decide what results must be achieved in teaching. The weight is no longer in formulating the content that should be explained to the children/youth in class. The goals that determine what knowledge and abilities the children/youth have acquired after one school year are more defined.
The routing changes from the input organization to the output organization:

What should children/youth know and be able to do at the end of a part of education?

Education standards are goal norms. They describe children/youth' abilities and knowledge in personal, social, methodical and professional terms at the end of different parts of their schooling.
They define a certain essence of the curriculum as the mandatory material that one school year contains and the abilities that are developed during it. So they leave a lot of free space in the detailed, content and methodical construction of the learning process.
The goal of this new free space is to introduce a changed teaching culture that will enable the acquisition of skills: learning more subjects, projective organization of learning processes and schools in the municipality, opening businesses and companies. Children/youth must be given the opportunity to act on their own and to work methodically and structured. By means of active learning, personal abilities, social abilities, methodical abilities and professional abilities are developed, which have a related effect.

The confrontation of traditional curricula and new standards of education clearly shows that standards of ability-oriented education offer more free space for innovative and orientational effective forms of learning and teaching as offered by Service Learning.

The first step for the organizational planning of the project is to draw up the plan of the Service-learning project. The structural plan of the project is a pictorial graphic in which all business areas that are required for the execution of the project are structurally shown. Individual tasks are ordered hierarchically.

Projects often seem chaotic to us, especially if we work together with different people for a long time on one goal that was not in sight at the beginning. To manage just such chaos, professional project teams draw up a structural project plan in which they try to divide the entire project into parts and individual tasks. This makes the project transparent and separates the parts from each other. Different tasks are divided into sub-tasks that comprise individual work packages. Such a structural project plan provides the necessary transparency in the project phase to then be able to assign responsibility and to clarify what the Team as a whole is responsible for and what team members are individually responsible for.

The structural plan of the project consists of a description of the main tasks, parts of the tasks and work packages. Describe what should be done, not how.

Structure plan of the project - example

Objectives	Activities	Methods	Responsible person	Deadline	Needed resources
Objectives of the service and or learning outcomes	Learning activities Or Service activities	Approaches, methods, tools of work: process, cohesion within the team,	Teacher/young leader Child/young person	Time period for implementation of the activity	IT, space, material for work (paper, pens), ...
Objectives of the service and or learning outcomes	Learning activities Or Service activities				
Objectives of the service and or learning outcomes	Learning activities Or Service activities				
Objectives of the service and or learning outcomes					

PROJECT MANAGEMENT

Changes in all parts of the project may be necessary, for which you have made plans:
In your project flow, in the goals or in the expectations that matter to participants for the project.

In order for developments to be noticed in time when changes to the plan become necessary, an average estimate will help you. Simply put, the median estimate allows you to infer where you currently stand as shown in the table below

Does the state with planning agree with the should-state?
If not, why? What are the consequences of this?
Hear assessments from all participants:
How do the children/youth see that process, how do the municipal partners, how do the teachers? Discuss in the group about the questions raised in the group.

theme Proceedings	Time planning	Goals and sub-goals	Expectations
What is?	Are we on schedule?	Do our activities match our goals?	Do our activities match our expectations?
Why?	What weather problems have arisen and why?	Have new substantive questions about the settings arisen? Are the planned activities not developing according to the goal and why?	Why do we disappointed expectations?
What now?	Adaptation to the flow plan	Do the project objectives need to be adapted to the conditions or do the activities need to be changed?	Do expectations need to be adjusted or does the project need to be adjusted?

Tools for project monitoring

The goal: to ensure the understanding of the current status of the Service-Learning practice and keep the update on the activities.

Duration: 20 to 60 minutes depending on the student's focus and experience in this kind of activity. Later, as children/youth/youth gain more experience in monitoring it can take even less time – like 10 or 15 minutes.

Materials: for the onsite format: flipchart, markers, for online format: appropriate app like Padlet, Moro board, Google classroom

Activity Description: Now the Service-Learning practice is already on the way and planned activities are happening. It is important to teach children/youth how to keep track of what is going on, is the work progressing as planned, what is changing and what can be improved.

Monitoring can be done two ways:

Onsite:

Use the flip chart and draw a big table with 6 columns and as much as needed rows. Ideally this table and the content (up to the column Status) is developed during the planning stage/phase of the Service-Learning practice.

In the column "Activities" – children/youth enter all the activities, chronologically, that will happen in the implementation phase of the Service-Learning practice.

In the column "Description of what needs to be done" – children/youth provide a short description of the activity, what needs to be done.

In the column "Who" – children/youth add responsible persons for each of the activities – from children/youth and teachers teams.

In the column "Deadline" children/youth add agreed deadlines for implementation of the activities.

In the column "Indicators of progress/results" – children/youth and teachers add what are the expected results of each activity.

In the column "Proofs from the practice" – should include all observations, proofs that some progress is made for the activities.

In the column "Status" – children/youth add appropriate symbols that describe the status of project implementation based on the proofs from the previous column.

Example:

Activity: deliver a training about ICT skills for members of the Red Cross club of seniors;

Description: organize a groups- participants, prepare the presentation and the exercises; ensure IT equipment in cooperation with the Red Cross; division of the content among student's teams; deliver training;

Who: XY – teacher of ICT, XY student of 8th grade

Deadline: 1st of February – 30th of March, 2022

Indicators: prepared presentation and exercises for participants, 20 participates split in two groups; delivered 3 meetings/days per group= in total 6 days of training;

Proof of practice: signature lists, photos, evaluation and the feedback from the participants; 4 number of trainings delivered per group;

The crucial part: as much as possible children/youth/youth should put all the content on the table. Later, during the monitoring, children/youth/youth should have short meetings to exchange the status of each activity, how they contribute to the goals, what is functional and what is not so they can propose the changes. This way the practice skills of observations, analysis, decision making, and active listening.

At the beginning this will probably take more time than needed, but throughout the time and experience children/youth/youth will manage to finish it all in a shorter time. This is especially referred to children/youth/youth that didn't have any experience in monitoring.

Activity	Description of what needs to be done	Who	Deadline	Indicators of progress/results	Proofs from the practice	Status: + = done - = not done P =in the progress

Online:

In the format of online monitoring, this table can be put into the padlet or any other appropriate and easy to use app and children/youth can hold monitoring meetings using laptops or smartphones.

Although the management or implementation of the project is an unavoidable part of the phase due to its importance, we single out reflection as a special phase of the implementation of service learning projects.

Reflection is often described as the "heart" of service-learning projects. Many experts describe the dash between the words "SERVICE - LEARNING" as a symbol of reflection.

Because: By means of reflection, the connection between engagement and student learning is created. Reflection thus transforms children/youth' practical experiences into meaningful learning experiences.

Reflection means the conscious thinking of children/youth and teachers about the expectations and experiences of service-learning projects - always with the aim of connecting engagement and learning. This refers to complex learning and in-depth content as well as all practical learning from concrete situations, mistakes or emotional events.

In order to achieve all this, reflection is constantly happening, that is, BEFORE, DURING AND AFTER the project or service learning activity.

What do the 5Cs of successful reflection mean?

American scientists and service learning experts Janet Eyler and Dwight Giles have been researching the role of reflection in service learning for a long time.

Their result: Reflection contributes decisively to the success of service learning. The positive effect of service learning on children/youth is stronger if it is regularly reflected in the project. Without reflection, a particular engagement experience could have a negative effect on children/youth.

It is about sticking to certain "principles of good reflection". Eyler, Giles & Schmiede (1996) and Giles (1999) describe these principles with the "five C's":

Connec tion	Reflection must connect practical experience in engagement and personal experience of children/youth with school learning objectives. It must demonstrate the link between theory and practice as well as between individual experiences and broader content. Through conscious, connected reflection, it becomes possible to achieve that engagement and learning benefit from each other.
Conti nuity	Reflection must occur before, during, and after the project:

	BEFORE: Reflect on some expectations, emotions, different perspectives in relation to the anticipated gains (e.g., through interviews with partners, school colleagues...), acquire theoretical basic knowledge through work as preparation for engagement. **DURING**: = shaped reflection - influences the process - recognize mistakes, change actions, shape learning experience from experience: see own experiences in broader connections, make connections between school content. **AFTER**: "Looking back" - What have we learned? What would we do differently/better next time? How has service learning changed us? Has our view of the world changed? Why is it important for people to engage? What have I achieved with my engagement? What still remains open? What do I want to do next? Etc.
Challe nge	Reflection must challenge the attitude, knowledge, abilities, and existing value systems of children/youth. It goes beyond a mere description of experiences in engagement; it contains processes such as deduction, conclusion, evaluation, understanding, and problem-solving. It encourages us, through skillful questions and appropriate methods, to take on certain viewpoints, to expand our own horizons, and to open ourselves to new opinions.
Contex t	Reflection must occur in the right context. The place, time, level of formality, and method of reflection (written vs. oral vs. artistically creative) must be adapted to the situation and correspond to the purpose of reflection. For example, a very emotional reflection should not take place in a formal classroom environment with rows of desks, but rather in a circle where everyone sits in the school courtyard or garden.
Coachi ng	Children/youth need intellectual and emotional support for challenging reflections to be fair, to think in new ways, and to find alternative explanations for their experiences. Without this support, challenging reflection could lead to exhaustion and demotivation.

- Reflection should primarily be planned and methodically prepared
- Reflection should be viewed as an ongoing process, occurring before, during, and after engagement = **CONTINUITY**
- Reflection should connect to questions about educational standards, educational plans, or the school curriculum = **CONNECTION**
- Reflection should include dialogue with engagement partners and people who benefit from that engagement = **CONTENT**
- Reflection should not be conducted "in passing"; instead, create many more solid time windows for reflection where you truly focus only on this with your children/youth
- Reflection activities should challenge children/youth to think about their own values, to clarify and to change = **CHALLENGE**
- Children/youth should be involved in organizing the phases of reflection to make the process their own
- Reflection activities should include different learning methods and styles (e.g., visual-seeing; auditory-listening; kinesthetic-feeling) = **CONTENT**
- Teachers should regularly provide support to children/youth during the reflection process so that they can constantly improve their abilities and critical thinking = **GUIDANCE**

What science says about the effect of reflection?

Scientific research claims the positive effect of regular and high-quality reflection in service learning. Some research identifies reflection as a "key factor" for successful service learning. The following competences and abilities are proven by means of reflection:

1. **Cognitive learning**
   - understanding complex relationships, critical thinking and problem solving
   - basic ability: read, write, talk, communicate
   - abstract and synthetic abilities ("reduce to a larger whole")
   - better understanding of school content and ability to use school content in real life situations
   - metacognition (understanding one's own life and thinking) →learn to learn, learn from experience!

2. **Personality development**
   - self-reflection (e.g. notice changes in yourself, notice your successes and abilities, evaluate yourself better)
   - take responsibility for your own life
   - ability to formulate goals, self-management and planning

3. **Democratic ability to act**
   - openness to new ideas
   - perspective taking
   - awareness of people's problems and their causes and consequences → systematic thinking
   - a sense of community and responsibility
   - moral-political and ethical awareness

- using learned knowledge to solve social problems → orientation of action

What methods are appropriate for reflection?

Reflection is more than just writing a learning journal!

Oral discussions and keeping learning journals are the most common ways of reflection in service learning (Eyler, Giles, Schmiede, 1996), but they shouldn't remain the only methods. Every student learns differently - that's why a variety of methods is very important. Through them, children/youth get to know different approaches to reflection. Here are some examples of diverse reflection methods:

- Autobiographical writing (e.g., diary)
- Letter writing (to oneself, parents, society, engagement partners,...)
- Journalistic writing
- Focus groups, group discussions, group conversations
- "Magnesium light circle"
- Pair conversations
- Conducting and evaluating interviews (e.g., with schoolmates or engagement partners)
- Painting, drawing, making sketches, sculptures, collages, creating wall newspapers
- Writing song lyrics, rhyming RAP, writing poems
- Theater, dance, and other forms of performance arts
- Photography, filming (documentary or feature film)
- Creating websites
- "Time box" reflection

There are many different social forms of reflection - the more of these used during the project, the better.

Here are some examples:
- Alone - e.g., through journal writing
- In dialogue with another student, e.g., through letter writing
- In small groups, e.g., in cooperative learning institutions
- In conversation with project partners, e.g., in focus groups
- For a larger audience, e.g., through journalistic writing or film

Questions for Guidance and Structuring Reflection

Questions about engagement - BEFORE
- What do I expect from this project? What fears and hopes do I have?
- What skills, attitudes, and personality traits do I bring with me that could be useful in this engagement?
- What do I want to learn through my engagement?
- What am I looking forward to the most?
- How can we work well together as a team in this engagement?
- What do our engagement partners expect from us?

These questions are designed to help children/youth prepare mentally and emotionally for their upcoming engagement or project. They encourage self-reflection, goal-setting, and consideration of team dynamics and partner expectations before the actual work begins.

Questions about engagement - DURING
- What is the typical flow of my engagement? How does it change over time?
- What is the most difficult part of my engagement?
- What have I achieved in my engagement this week that I'm particularly proud of?
- What challenges did I have to overcome today in my engagement and how did I cope with them?

Questions about engagement - AFTER
- What was good, what was bad - what did I learn from it?
- What do I think my engagement has achieved?
- What would I do differently in my engagement if I could turn back time?
- How did the partners perceive the project?
- What open questions remain from my engagement?

Questions about myself:
- Which experience left the biggest impression?
- How has the engagement changed me? What have I learned about myself?
- How did I handle difficult situations in the engagement?
- To what extent has the engagement changed my attitude towards other people?
- How did the people I worked with or for perceive me? As a collaborator, intruder, friend,...?
- What did I learn from disappointments in the engagement?

These questions are designed to promote reflection during different stages of the engagement (during and after) and to encourage self-reflection. They help children/youth analyze their experiences, assess their personal growth, and consider the impact of their work on themselves and others.

Questions about connecting theory and practice
- What have I learned about my school subject?
- What is the connection between the experience from my engagement and what I've learned in class? What knowledge, what skills could I incorporate into the engagement?
- How has the engagement affected my school learning? What could I "take away" from the engagement that made it easier for me to better understand certain theoretical content?

Questions about broader context (related to democracy and citizenship)
- What is the difference for me between "Helping" and "Learning through engagement"?
- How has the engagement changed my view of the people?
- What does "Reciprocity" mean in engagement?
- Why is it important to be civically engaged?
- What is civic engagement actually?
- What did it personally mean to me to advocate for others?

These questions are designed to help children/youth:

1. Connect their practical experiences with theoretical knowledge from their school subjects.
2. Reflect on the broader implications of their engagement, particularly in terms of citizenship and democracy.
3. Understand the concept of service-learning as distinct from mere "helping."
4. Consider how their experiences have shaped their views on society and civic responsibility.

These questions encourage deeper thinking about the role of engagement in education and society, promoting a more comprehensive understanding of civic participation and its importance.

Opinions for and against

Children/youth read books, texts, essays, newspaper articles, or similar works by authors who hold different or completely opposite views on controversial behaviors related to student engagement, such as: "Assisted dying - for or against", "Are working mothers of young children bad mothers?", "Should older people be cared for at home or in a nursing home?", "How useful is the deposit on cans?" and similar topics.

Then children/youth are given reflection questions to discuss (either in writing individually, in small groups, in a large discussion with the whole class, or...?):

- How does your experience gained during service learning or engagement align with these opinions for and against that you've read?
- How would the authors of the texts interpret and evaluate what you observed and experienced during your engagement?
- What opinions do the people you collaborate with in your engagement have on this controversial topic? How do you know this?
- What do you personally think about this topic, insofar as your opinion is influenced by what you experienced during your engagement?
- Has your opinion changed during the course of your engagement?

Time capsule

At the beginning of the project, the class together fills a "time capsule", which can be a small treasure box, a small chest, or any other object that can be locked. Children/youth put everything in the time capsule that interests them at that time or that they consider important. These can be small notes on which children/youth highlight their expectations or doubts about the project. They can be letters to oneself or short compositions. Or: Notes from previous conversations with engagement partners, small drawings, photographs, etc. Filling the time capsule can be very well combined with oral reflection - for example, children/youth could explain why they chose certain contents for the box. Once the class has packed their time capsule, it is ceremoniously closed and buried - this can literally happen in the schoolyard - or the time capsule can be hidden on or in a cabinet in the classroom.

At the end of the project, the time capsule is also opened ceremoniously and then invites reflection on what has changed during the project, which expectations were fulfilled and which were not, why this happened, which horizons have expanded, how one has changed during the project, etc.

Learning Journal

The learning journal is one of the most common and favorite forms of reflection: During their engagement, children/youth continuously record their experiences, encounters, impressions, thoughts, and learning outcomes in it. This should be consciously prepared with questions. Because through the open-ended task of "keep your learning journal," a typical result might be:

"Today I arrived at the nursing home at 2 PM. Then I talked with several old women and helped cut the cake for afternoon coffee. It was very nice and fun. I went home at 4 PM."

Here's the English translation of the provided Bosnian text:

"A learning journal about engagement in a nursing home shouldn't look like this! While a description of the daily routine can be part of the learning journal, reflection must go beyond that. Examples of further possible contents for the learning journal:

- People in my engagement: Who are they, what do they feel, what do they think, how do they behave?
- The impact of my behavior on the engagement: What did I achieve today?
- My feelings during the engagement: Highs and lows. When do I feel and how?
- Challenges during the engagement and how did I dealt with them?
- Insights gained: What made me think and why? What insight did I gain from it?
- Dreams and fantasies"

Here's the English translation of the provided Bosnian text:

Connection between experience and what was learned in class about it: How does what I did and experienced today align with what I additionally learned in class?

Using the nursing home example, the following questions could be possible: What concerns and needs do seniors have? What diseases are they battling? What makes them happy? What makes them sad?

What does the phrase "aging with dignity" mean to me? How do elderly people live? How can I contribute to making their lives better? To what extent does my engagement help them? Which social professions are related to older people? How does our society treat older people?

What did I think about "old people" until now, and how do I see it now?

Such a work journal, which deals with these and many more questions, fulfills the principles of good reflection: A work journal that goes beyond mere description makes it challenging and creates connections between theory and practice, between experience and knowledge, between the student and their actions.

Should the learning journal remain private or be accessible to the teacher (meaning to support someone, collect at the end, evaluate, etc.)

Advantages of public access: Children/youth take their task more seriously with experience and approach writing the learning journal with greater motivation, better patience, and more precision.

They strive for deeper reflection on questions and don't remain superficial. Additionally, feedback from the teacher (COACHING!) helps to further expand thoughts and to "elevate" to a new level of thinking. The student's journal is not considered a mere occupation, but as something necessary for their learning process.
Here's the English translation of the provided Bosnian text:

Disadvantages of public access: Emotional reflection is restricted. Many children/youth are shy about expressing their feelings and thoughts honestly when they know that a teacher will read their thoughts.

Possible compromise: Keep parts of the learning journal private (especially emotional parts), while other parts (e.g., abstraction of experience and connection to learning content, compilation of complex meanings, etc.) are public, invite support, and are evaluated as appropriate.

Group Diary / Class Diary

A reflection or learning diary can also be kept as a group diary. This means: The learning diary is freely available in the classroom, and everyone can record their thoughts, ideas, expectations, doubts, stories, and impressions from the engagement, notes from conversations, or similar in it. Children/youth can also comment on what their colleagues have already written in the diary. They can add drawings or sketches - or write about some funny event from the class or during the engagement. There's no limit to creativity. At the end, the shared diary is copied for everyone, so that each person receives a copy.

Also, at the end of the project, a joint review of the diary and a discussion about reflection in the class is offered.

Alternative version: large, shared wall newspapers

Learning Through Engagement - Theater

At the end of the project, the Service Learning class prepares a theater performance for children/youth who will participate in Service Learning in the following year. Through sketches, small scenes, and pantomime, children/youth present their experiences with Service Learning - these can be specific events from their engagement or general impressions, thoughts, ideas, and learning outcomes that children/youth can derive from their engagement or continued Service Learning, which they can share with "new" children/youth. A particular challenge lies in portraying the emotions that children/youth experienced during their engagement, and the learned experiences they gained during Service Learning.

The hall where the theater is located is decorated by children/youth with creative wall newspapers, where they "tell" the story of their engagement through pictures.

To prepare for the performance, the class discussed many questions: What were the important (beautiful, sad, touching, everyday...) experiences during our engagement? What learning experiences did we gain during Service Learning? What does our engagement have in common with learning in school? What should we convey to the "new ones"? What do the "new ones" expect and fear regarding Service Learning, and how can we best prepare them with our theater?

That we have a million...

...how could we be of help to our engagement partners?
That is
..... what could they do to solve this (social, environmental, ...) problem, for which we were hired?

Through this reflection, children/youth should see the real need for their engagement and discuss how to invest that million. First, they must analyze together where the strengths and weaknesses of the engagement partner are, what is the biggest problem? What task would you need money for first? So what's the next step? What is least important? Which investment requirements in particular could be improved? And the like.

The reflection task requires children/youth to accurately observe and analyze the situation, causes and requirements of their engagement and the problems that follow. It's also about taking the engagement partner's perspective.

The method can be expanded by discussing the questions: Are there any other problems and demands that cannot be solved with money? Can you give examples from engagements?

I play the role of...

This method of reflection is about creativity and perspective. Children/youth should think about their engagement, playing an unusual role and coming up with a specific group, format and topic for reflection. for example
For the topic of environmental protection: children/youth could play duck, which as a newspaper reader (Service-learning group) is looking for an article - an opinion (format) about the pollution of the water in which it lives (topic).

Further possible roles in other projects: an elderly woman's dog, a child's doll from a kindergarten, a drop of water in a biotope, a playground swing, a politician's sweater, ...
The practice of reflection should teach children/youth to see perspective and correct observation.
In addition, although from a different perspective, they can discuss their involvement, explain events, recount, infer, deduce, insert theory, etc.

Word of the week

The children/youth have the task of remembering the words used (eg professional words) during the engagement that they did not know or have not heard and do not know their meaning.
In an oral reflection meeting in the classroom, each student can say their "word of the week" and think together as a class: What do you think about this term? What could that mean? What does the word remind you of? Where to look up what that word means?

When the meaning of the word is clarified, reflection of the content on the topic can take place. Or: Children/youth have the task to think and reflect on that concept in the learning journal. Or: They should try to translate the concept into a drawing. Or: At the end of the engagement, children/youth write a short story, poem or rhyme that contains the word of the week.
Alternative: "Emotion of the week" - during the reflection meeting, children/youth discuss the term that particularly marked their engagement during this week.

Reflection with Service-Learning Standards

Before engagement, children/youth read the service-learning standards and think about how they could achieve each standard through community engagement.

Children/youth should write out all the standards from the provided material and think and discuss how this will look exactly (e.g., what activities should be undertaken in Service-Learning to properly investigate needs). Each student can have a concrete idea about the type and method of engagement realization - it's important that they use their imagination.

During the engagement, children/youth can reflect and check to what extent they have achieved each standard. They can think and discuss what we expected but didn't happen? What do we still need to work on? What else do we want to learn specifically?

At the end, everything done is repeated for final reflection: How can Service-Learning projects help in achieving the standards? What experiences have we gained in this regard? Does practical work have anything in common with school learning?

Magnesium light

Magnesium light is a form of brief reflection that can be used consistently throughout the project. It's about pausing to consciously recognize one's own progress, to imagine and retain particularly important information, or to talk about one's current mood or feelings. For magnesium light, it's best if the group of children/youth sits in a circle.

In magnesium light, everyone has a short time (2 min) to think about the posed reflection question. Then one student begins by saying in one sentence a point that is particularly important to them. They pass the word either around the circle or to a chosen student (e.g., by passing a "speaking stone" or "ball").

The recipient can decide whether to say something in response or to pass the word further. It's important that children/youth must not comment on the brief statements of others; the group is only a listener during the statements. Thus, the statements go through space like magnesium light. Other children/youth may only ask a follow-up question if it's really necessary.

Alternative version: Instead of a ball that's thrown or passed on, a ball of yarn can be used. The first person to speak holds the end of the yarn and throws the ball further. This way, during the magnesium light, a web of yarn is created in the center of the circle, symbolizing the connection of children/youth' experiences and feelings.

Ball bearing reflection

The group of children/youth is divided into two equal subgroups. The first group forms an inner circle, the second an outer circle. One student from the outer circle sits opposite another from the inner circle. The pairs face each other.

The group is given a reflection question, about which the pairs should exchange thoughts, for example: What was the most beautiful experience in this week's engagement? The inner circle has the task to tell about this experience, while the outer circle listens and asks questions. After a few minutes, everyone stands up at the signal of the leader and moves three places further - with the inner circle moving clockwise and the outer circle in the opposite direction, so that new partners sit opposite each other. Now the outer circle should talk and the inner circle asks questions.

Further rounds can continue. Typically, the ball bearing reflection goes through four or five rounds.

It's possible to pose a new reflection question in each round - or for children/youth in the outer and inner circles to play different roles. For example, inner circle: children/youth, outer circle: engagement partners.

Image reflection

Preparation: Hang various pictures and photos on the walls around the room. The pictures should be a good mix of concrete and abstract motifs; they can show people and/or simply colors and shapes. It is important to have a diverse selection (for example, collect and cut out magazines, catalogs, booklets, books...).

Procedure: Ask a reflection question (How is our volunteer project going? How is our teamwork going? How am I feeling right now? Where am I after today's lesson? When I think about our upcoming volunteer project..., When I think about my volunteer day yesterday...) and ask the children/youth to first walk through and look at all the pictures with this question in mind. Then they should stand next to the picture that appeals to them most in relation to the question. The children/youth can take turns – standing next to the picture they have chosen – to briefly explain their choice.

Feelings on the High Seas

Preparation: A large blue sheet of paper is hung on the wall or on a pin board (= the sea). A few green, round pieces of paper are attached to the board at random using sticky tape (or pins) and hung up on the sea. Each piece of paper has an emotion written on it, for example: enthusiasm, fun, stress, motivation, tiredness, joy, happiness, uncertainty...

Procedure: The children/youth make small boats out of colored paper and write their names on them. Then the boats are put into the water: "You see a large sea with islands on which different feelings are written. Please pin your boat to the place in the sea that best describes how you are feeling right now. The islands can be moved around, and new islands can also be added." (have blank island templates and pens ready for this!). This creates a clear overview of the mood of the group – and how it changes over the course of service learning or from the beginning to the end of a reflection lesson (for this, ask the children/youth to reposition their boats). The picture provides an opportunity for conversation, questions, and joint reflection.

Goals: consciously perceive and express your own emotions and moods.

Tree of Knowledge

The children/youth draw a tree with a crown and trunk on a large sheet of paper. Fruit can now be hung on this tree. The children/youth are given pieces of paper in red, green, yellow or brown:

- Red fruits (cards) are the ripe, delicious fruit: positive experiences and beautiful experiences during commitment, an encouraging sentence that someone said, a goal that was achieved, a learning success...
- Green fruits (cards) are still unripe, you want to continue working on these tender buds, improve them: things that have remained unclear, learning processes that have begun but should continue, wishes for the next time ...
- Yellow or brown fruits (cards) are windfalls: things that went wrong, experiences and events during engagement,

That was not so nice ... The children/youth hang their personal fruit on the tree of knowledge and share their experiences. The
Tree gives rise to questions and reflection in the class.

When? Interim reflection during service learning or final reflection.

THE CLOSURE, CELEBRATION AND FINAL EVALUATION

The celebration is an essential moment for recognition, gathering and bonding. It is the perfect opportunity to give an account of the work done to partners who have not participated so actively in the development of the project, motivate others to start their own projects, relive the experience and see how much has been learnt and done along the way.

Final reflection

At this point, reflection will focus on the project as a comprehensive experience lived by the group. The purpose is to give a unifying meaning to the experience as whole, to the work done and the lessons learned. We also recommend sharing individual feelings and emotions. These moments reinforce the sense of ownership and help participants make sense of this subjective experience and organize it as part of their memories.

An Image is Worth a Thousand Words

This activity:
+ Favors the development of metaphorical expression
+ Favors reflection on the project as a whole

Offer participants a large number of images of different types and ask them to choose one that represents what they have experienced during the project. When they are ready, invite each participant to show the image they have chosen to the group and explain why they have selected it and what that image represents for them.

What I Brought, What I Take Away

This activity:
+ Favors reflection on the project as a whole
+ Favors reflection on personal development, regardless of the project's outcome
+ Helps become aware of subjective aspects that may otherwise remain hidden

Sit in a circle and ask each participant to share their experience by answering two questions: What did they bring at the beginning of the project (doubts, concerns, knowledge, and expectations)? And what are they taking away from this experience (knowledge, concerns, ties, lessons learned)? Write the answers on a poster compiling all the comments, which may then be used to create a word cloud (5.b.a).

From the Top of the Mountain

This activity:

+ Favors reflection on the project as a whole
+ Favors reflection on personal development, regardless of the project's outcome
+ Helps become aware of subjective aspects that may otherwise remain hidden

Distribute sheets of paper with a drawing of a mountain and ask each participant to draw their journey from the bottom to the top as a representation of what they experienced during the project. The bottom will be the moment when they decided to join the project, and the top will represent the project's objectives.
Ask them to identify the following points:
- Streams to freshen up: moments that were a breath of fresh air for the project and relieved tension.
- Campfire gatherings: moments when true bonding with others was what mattered most.
- Scenic viewpoints: moments when they were able to have a wide and comprehensive view of the project.
- Shortcuts through the woods: moments, events or situations that accelerated the development of activities.
- Rocky ground: moments when they had to walk with care and were hesitant.
- GPS activated: events or situations that forced a change of direction and the reasons for that change.

You may add any items you deem relevant. Once participants have finished their drawings, ask them to share them with the rest of the group. Here are some trigger questions for the final reflection: Have we reached the top (achieved our objectives)? Which pleasant and unpleasant surprises have we found along the way? Has everyone followed the same route? What have you learned in this journey?

Keepsake Drawing

This activity:
+ Favors the development of self-expression and makes it possible to hear the opinion of participating children
+ Makes it possible to incorporate the view of young participants and know their opinions

This activity is very useful when young children have participated in the project. Ask each of them to draw the moment they enjoyed the most during the experience, or to choose a photograph that represents it and explain why. Then display the drawings or photographs at the closure event, next to their testimonials and their reasons. In this case, unlike the activity presented in 5.a.a, each child should describe the moment they enjoyed the most and not the project as a whole.

Group Photo of Participants and Stakeholders

This activity:
+ Strengthens group identity
+ shows a way of expressing gratitude to all participants

+ Is a useful item for dissemination in different formats (media, blogs, social media, bulletin boards, etc.).

The group photo is a traditional part of the project, and there is a reason for that: it is very important to see the whole group together, sharing the celebration and closure of the project. This photograph can also be displayed on the school's bulletin board or published in the school's newsletter. Don't forget to include all participants: children/youth, teachers, authorities, community partners, collaborating organizations or families, government agencies or local institutions, etc. A good alternative is to take a photograph at the beginning of the project and then another one at the end to see the changes in participation, people who joined the project at the beginning but are no longer part of it, etc.

Word Cloud

There are several web pages that can be used to create images formed by words, where the size of the word will be determined by how many times it appears in a given text. The more frequently a word is used, the bigger it will be. Ask participants to write their final thoughts after completing the project, enter all their testimonials in the application's text field and then choose a shape for the word cloud. You can choose a representative shape and then print it out and display it on the school's bulletin board or in the classroom. You can share thoughts about the biggest words and the most significant missing words.

Closure and Interviews

This activity:
+ Promotes community engagement
+ Is an excellent input for dissemination
+ Helps make decisions on future proposals adapted to participants 'evaluations

During the closure event, interviews can be conducted with different participants. It is important to have all groups represented: children/youth, teachers, institutional authorities, donors, community, etc. Their testimonials may be published in the project's blog or be included in a hardcopy publication or a digital newsletter. We recommend asking questions aimed at summarizing the experience, highlighting its positive aspects, and identifying outstanding and new challenges.

Summary of the Experience

This activity:
+ Is an excellent input for dissemination
+ Favors curricular integration
+ Favors the detailed analysis of specific aspects of the project
+ Promotes analytical thinking

A good systematization exercise that will also allow you to have an excellent communication item is to make a summary of the experience with the group of young participants. This summary should not be more than one page long and can include photographs and images. This exercise will force participants to identify the key elements of the experience and describe, in a nutshell, the project and its effects.

We propose including the following data:
1) Name of the Institution that leads/develops the project:
2) Title of the project/experience:
3) Starting date:
4) Brief description of the project and activities developed:
5) Social issue addressed and target audience:
6) Objectives: a) Main objective: b) Learning objectives: c) Service objectives:
7) School subjects/classes or learning contents involved:
8) Main solidarity service delivered to the community:
9) Participation of the community, allies and partners: a) Number of teachers: b) Number of children/youth: c) Number of community partners: d) Other participants:
10) Achievements (regarding the service and learning objectives or other achievements that may have occurred):
11) Future challenges and prospects:
12) Photographs, graphs and pictures

Final evaluation

We have underlined the importance of evaluating throughout the project. Evaluating at the moment of closure implies more than measuring the level of knowledge achieved or the results of the work done. Evaluating at this point allows us to give an account of the work done to our partners, to make decisions on future pathways, and to produce knowledge or research that will support our work with hard data and serve as a source of inspiration to others. This evaluation should be participatory, including all groups of participants, and it should focus not only on evaluating objectives, but also on collecting information for future projects.

Essays and Oral Presentations

This activity:
+ Promotes the development of writing and research skills
+ Favors curricular integration
+ Provides specific knowledge on concrete topics and direction for teaching

Each student will submit an essay describing their experience in the project and the lessons learned. At the teacher's discretion, the essay may have a loose structure or be based on some guiding questions. It may also be accompanied by an oral presentation and slides on the relevant topic. The purpose of the essay is to review the theory and the development

of the project, to offer a detailed account of the experience and to put forward conclusions that seek to make the experience meaningful and open the door to new proposals. Unlike the systematization explained in item 5.b.d, the essay should be longer and include concepts and ideas that provide a rationale for the project, activities and conclusions.

Satisfaction Surveys

This activity:
+ Favors the detailed analysis of specific aspects of the project
+ Promotes analytical thinking
+ Promotes student leadership

In Service-learning projects, it is very important for the community to participate in the definition of the evaluation criteria of the project. Ask children/youth to conduct satisfaction surveys among the community members who are more directly involved in the project, and to define with them the criteria for evaluating the project's impact and success. This activity: + Helps identify the strongest and weakest aspects of the project from the point of view of different participants + Helps collect information to guide future actions + Promotes student leadership 5.c.c The Traffic Light Ask participants to get together in their peer groups (for example, children/youth, teachers, community members, etc.) and discuss, evaluate and describe the following items: - 3 attitudinal factors that facilitated the development of the project - 3 factors that should be improved or strengthened in order to have better results - 3 factors that should be reduced or eliminated to ensure good performance in new initiatives

Each group of factors will be associated with the green, yellow and red lights of the traffic light, respectively. The lights can be represented with poster boards in the three colors on which participants will stick their written comments. They will then discuss the answers of the other groups, and the agreements and differences in their opinions. This activity may be used with different triads that may replace or supplement the one described above. For example, the question may refer to 3 aspects they learnt about, 3 aspects they would like to know more about and 3 aspects they would have liked to learn about but feel were not at stake; or 3 activities that worked well, 3 activities that need some adjustment and 3 activities that should not be repeated. In each case, reflecting on the answers is critical.

Questionnaire for Community Partners

This activity:
+ Helps identify the strongest and weakest aspects of the project from the point of view of different participants
+ Helps collect information to guide future actions + Promotes student leadership

This questionnaire was developed by the Matej Bel University team in Banska Bystrica (Slovakia). Its main objective is to gather data about how community partners perceive and assess the implementation of the project and its results. This is a very useful tool to evaluate

the project and its impact on the community, and to consider future initiatives. You can access the full questionnaire in English in the following web page: www. slihe.eu

The Map of Experiences

Goal: Participants should walk away from this activity being able to evaluate the results of the Service-Learning project.
Duration: 60 minutes
Materials: Markers, flipchart paper, printed or drowned areas of the map

Activity Description

Note: The experience map can be used for individual reflection, but it is best used for group reflection, after the implementing of a Service-Learning project.
The experience map is a creative tool that stimulates reflection and communication in large groups, as well as in smaller groups (4 to 8 people); stimulates creativity and associations; helps develop the emotional intelligence of the youth/pupils; helps youth/pupils understand their experience and their learning process; encourages participation and perception sharing of the same experience;
Having finalized a Service-Learning project, propose an analysis of the most intense moments of the planning and implementation of the project, using the experience map.

Split the pupils in 3, at most 4 groups. Each group will receive a flipchart sheet, markers, post its and a handout with the areas and questions below. Place an example (drawing) of a Map of Experiences on the wall and present it in short, proposing examples with the names of the areas on the map and how they can be interpreted (see the areas of the map below). You can draw symbols for each area.

Invite the pupils to analyze the experience of the Service Learning project in groups and to draw, using the flip chart papers and the markers, their own map of experiences, as the group saw, heard, felt, lived, interpreted and concluded about the experience, but using the areas from Our Map of Experiences or adding other areas too.

In the end, invite each group to present their Service Learning Map of Experience, arguing why they chose the areas they did, what they mean to them and how they associate the image, the name of the area and what they perceived that moment of their experience until now. Clarify that the questions in the handout are there to help them out to reflect deeper on the experience.
While there are 18 areas on the map, they can choose those relevant to their Service Learning experience - they don't have to use all the areas and symbols. For each area they can write the name of the area or/and make also a symbol for that area and discuss how it was for them. The group work duration can be between 30 and 45 minutes, according to the group size and the degree of complexity of the Service Learning project they are processing.

At the end each group shares with the other. Group sharing duration can be between 5 and 10 minutes/group, according to the complexity of the activity and the level of reflection of the group.

The set of questions helps us transfer the conclusions, the recently learnt lesson, in other contexts in life or in other knowledge areas: where could I use what I concluded, what could I do differently, can I make a commitment, etc.

You can ask a few supporting questions when each group present their map to ensure that the pupils go through all the reflection steps: Analysis, Interpreting and Transfer.

At the end of the activity underline the most relevant ideas all groups shared and focus mainly on the changes they could see in the community beneficiaries and also in their personal development

Worksheet 7: **Map of experience**

Areas on the map	Potential questions to ask as a facilitator during presentations.
The spring of curiosity	What made you most curious? What intrigued you? What made you think?
The bridge of planning	How did you plan the project? What did you do exactly? What challenges did you face? What accomplishments did you have?
The wind of fear	What were your main fears? Where did they come from? How did you overcome them?
The storm of emotions	What were your main emotions/feelings? Please describe them. What caused them? How did you react?
The clouds of tension	What were the most tensioned moments during the Service Learning project implementation?
The blocking swamp	Is there anything that makes you tense? What? Why do you think you were tense? Where did you get stuck most in the activity? Did you overcome this obstacle? How? What were the ingredients?
The sun of inspiration	What inspired you? How did you use this inspiration?
The tree of trust	What made you trust/distrusting? How was it built? How does trust help?
The wind of change	How does this learning experience change you? How are you different from now on? How is the community different now?
The desert of confusion	What was most confusing? Why did the confusion appear? Did you overcome it? How?
The trees of happiness/satisfaction	What were the most satisfactory and joyful moments? How and why did they appear? What did you do as a group or individually at that moment?
The river of tensions	What were the tensest moments? What caused them? How did you react to the tension? Did you overcome it? If so, how?
The lake of clarity	What brought clarity to your experience? Who and what helped bring it about? What state were you in during that moment of clarity? How did you feel?
The waterfall of solutions	What were the solutions you identified? How did you find them? How did finding them make you feel?
The avalanche of problems	What were the biggest challenges or problems you encountered? How did you feel? What did you learn from them?

The rain of similarities	What similarities did you find between your experience and other situations in your life? What did you discover during the experience - about yourselves, the others, the group, the activity, etc.?
The mountain of discoveries	What was confirmed during the experience - about yourselves, the others, the group, the activity, about the community etc.?
The cave of the future	What will you do differently after this experience? Do you have a plan for the future?

Goal: Participants should walk away from this activity being able to evaluate the results of the Service-Learning project.
Duration: 60 minutes
Materials: Markers, flipchart paper, boomerang shape (paper)

Activity Description

It is a tool that stimulates reflection and communication in large groups, as well as in smaller groups (4 to 8 people); stimulates creativity and associations; helps build self-awareness in youth/pupils; metacognition, the understanding of their experience and their learning process; encourages participation and perception sharing of the same experience;
Having finalized a Service-Learning project, propose an analysis of the self-awareness and caring built during the itinerary of the project, using the **boomerang puzzle**.
Give participants a paper boomerang shape and ask them what they see, why this shape.
If you throw a boomerang the correct way, it will come back to you. It's the same way with offenses: when you offend another person, that offense will usually return to you in one form or another.

Invite the participants to write and draw on their boomerang shape:
- what carrying means to them
- acts of care they performed during the project itinerary
- how did they take care of themselves too
- a symbol for care
- a quote / a revelation / an act of caring performed by someone else during the SLP
- decorate their boomerang / color delimitations between their answers (insist on decoration)

Ask participants to share with a partner. If a small group, they can all present their partner's boomerang.
If the group is large, they can present to each other in groups. Then some ideas can be shared in the big audience.

Ask for 3-5 questions from the participants so that they can check the audience's feedback on general growth. The quality of the questions will be an indicator of the growth itself. Allow some members to answer the questions / encourage all to write answers on post-it notes*.

On flipchart papers or on a wall / board create a piece of art work (collage) of all the boomerangs. Add the post-its with the participants' answers*.

Ask participants to fill in individual sheets or their personal journal with:

Questions	Answers	Happy with the progress made?
What personal core need did I look at more?		
How did I take care of myself? What healthy patterns have I developed for meeting my core needs?		
How did I take care of the others? What healthy behaviors have I practiced?		
How are my relationships improving?		
What is my next target?		
What will I do to achieve it?		
What support do I need? from whom?		
How will I know I achieved it?		

DOCUMENTATION

Projects have a beginning and an end. Recording their development and documenting their completion make it possible to see them as meaningful, consistent and comprehensive units, and facilitate their communication.

Documenting the project has several benefits:
- you do the preparatory work and collect the material for the presentation for the celebration phase of the Service-learning.
- one always have material to present the project to the public for financial aid, to convince others of its benefits (such as school principals), to meet other schools at meetings, to inform journalists or to analyze the project and come up with a new project.

How can you and your children/youth document a project without mentioning many resources?
What corresponds to the documentation?

You have already collected a lot of documentation material during your planning and have it in writing.
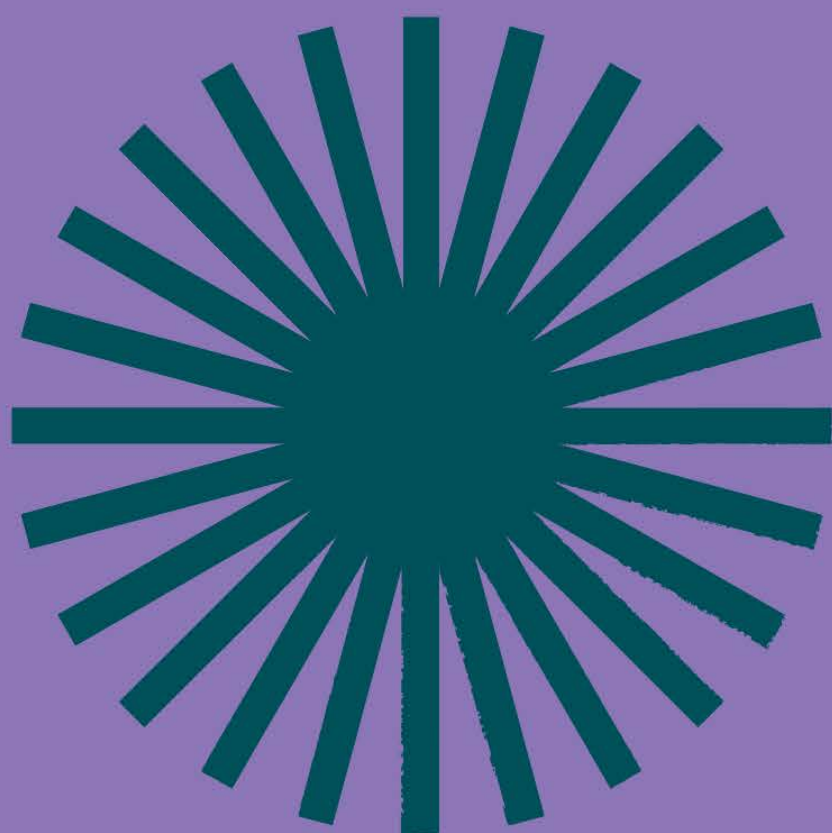
In the following we give you some ideas and suggestions:

☐Brief description of the project and time planning (e.g. in the form of a time axis)
☐List of participating teachers and children/youth, classes, schools with their contact information, name/tel and e-mail of each participating school.
☐Presentation of student participation (e.g. what decisions did the children/youth make and how did they come to it?)
☐Description of the source of the project (How did you come to the project?) mentioned topics/needs of the community and participating community partners.
☐Description of the connection between your project and the learning objective/educational standards
☐Teacher's reflection letter about success and difficulties while working on the project, suggestions for improving future projects
☐An outline of assessment methods with a brief rationale for the application of a particular assessment instrument
☐Proposals for changes in the area of the municipality and school in order to obtain better starting conditions for future Service-Learning projects
☐Photos and if there are videos or web pages about the project
☐Examples of diaries, student portfolios, results of project work, entertainment materials and project evaluation
☐Letters written by children/youth as part of the project or articles in newspapers
☐Report of local journalists about the project
☐ Interviews, stories, comments and quotes from teachers, children/youth, school management and community partners/community members
☐Reports or papers on the project prepared for children/youth, school management or groups of experts (including recordings on videocassette and audiocassette)
☐Work material and agenda for each meeting

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