

C  MMUNITY



# **CURRICULUM**

for capacity building of teachers and youth workers

for the implementation of  
**SERVICE-LEARNING PROJECTS**  
/youth initiatives

August 2024

**EDITOR: EDINA MALKIĆ**

**AUTHORS IN ALPHABETICAL ORDER:**

- 1. ALŽBETA BROZMANOVÁ GREGOROVÁ**
- 2. EDINA MALKIĆ**
- 3. LEONITA BAJRA**

**Curriculum for capacity building of teachers and youth workers for the implementation of Service-learning practices /youth initiatives". 1st Edition.**

**REVIEWERS IN ALPHABETICAL ORDER:**

**ALEXANDRA RUSŇÁKOVÁ**  
**DONARTA UKA**  
**IVETA HARVÁNEKOVÁ**  
**LUCIA ROSSOVÁ**  
**MARIA BUTYKA**  
**MARKÉTA KOLÁČKOVÁ**  
**MARTA HAUSER**  
**TAMARA FABAC**

The curriculum has been created as a part of the project "Service-learning in fostering youth civic engagement, diversity, and social inclusion in the CEE region" - SlipStream announced in the framework of the Erasmus+ Programme (hereinafter Erasmus+), as set out in the contract number 2023-1-SK220-YOU-000159836. The project is implemented by Platforma dobrovolnických centier a organizácii (Slovakia), Udruga za razvoj civilnog drustva SMART (Croatia), Fundatia noi orizonturi Lupeni (Romania), Međunarodno udruženje "Interaktivne otvorene škole" - MIOS Tuzla (Bosnia and Herzegovina), Národní asociace dobrovolnictví, z.s., (Czech Republic), NGO TOKA (Kosovo), Centre europeen du volontariat (CEV) (Belgium).

The European Commission' support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Funded by  
the European Union**

## INTRODUCTION

The Service-learning or learning through engagement enables children and youth to perceive and solve problems or address needs within the community whilst they get personal learning experience and the development various competences. The emphasis is on experiential learning (learning by doing), which includes learning outside of the classroom or the civil society organization, in the community where real problems occur and affect citizen's lives.

The Service-learning can be implemented in schools, preschool, universities as well as in civil society organizations<sup>1</sup> with special emphasis on youth organizations<sup>2</sup>. It ensured learning what needs to be learned while doing something needed and meaningful with and within the community.

In a nutshell, the Service-learning is characterized by a strong connection between the content of the curriculum and the service(s) that children or youth provide within the community, that is, the balance of learning and service. It starts from the recognized need(s) within the community, connecting the service with the learning curriculum(s), and through the implementation of service activities and learning opportunities<sup>3</sup>, children or youth learn, reflect and develop attitudes, knowledge and skills. Additionally they learn about the context in which the service is provided, the connection between the service and their own learning and development objectives, and their roles as citizens.

Service-learning practices/projects<sup>4</sup> are characterized by

- high transfer of knowledge into daily learning opportunities in the local community and school/youth organization,
- holistic development of children's/youth's competencies,
- high degree of children/youth participation in learning and decision-making processes regarding the content, methods and activities (the service)
- getting in touch with citizens, their life problems and challenges, and offering ways to increase the quality of life together.

The curriculum is the result of joint efforts of partner organizations from Europe to develop comprehensive material resources for understanding, developing and implementing Service-learning practices/project in the educational ecosystem<sup>5</sup> of Europe.

---

<sup>1</sup> Many civil society organizations in Europe offers youth clubs or volunteers clubs as a structure for youth to engage and contribute to the community development.

<sup>2</sup> For easy reading and navigation through the content we will use term youth organizations but we equally mean civil society organizations as well.

<sup>3</sup> In schools, preschools universities exists subject curriculums, syllabus with learning outcomes which needs to be fulfilled through the school year. In civil society organization exists training program or curriculum for youth's capacity building which in this case ensures the connection between the service and curriculum.

<sup>4</sup> Service-Learning is the approach used as integral part of teaching process within the schools, preschools, universities thus it is referred as a teaching practice. In civil society organizations, youth organization usually terminology is youth initiatives or youth project. In this document, for the purpose of easy reading and navigation through the content we will use term Service-learning projects.

<sup>5</sup> By educational ecosystem we acknowledge and include all forms of formal, non-formal and informal educational contexts and opportunities within Europe.

The material 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 prepared the outline of the curriculum for capacity building of teachers, youth workers, youth officers directly involved in work or educational process with children and young people. It ensures overview of essential components important for the successful implementation of the Service-learning projects while respecting the diversity of approaches and experiences in the implementation of Service-learning pedagogy around Europe.

The curriculum is accompanied with the Handbook of methods, tools, exercises which can be used for trainings as well as for the practical application of Service-learning and The Quality standards handbook for successful Service-learning projects.

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

SlipStream consortium

## TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	3
<b>AREA</b> .....	7
<b>TARGET GROUP</b> .....	7
<b>THE GOAL OF THE CURRICULUM</b> .....	7
<b>LEARNING OUTCOMES</b> .....	7
<b>THEMES FOR EDUCATION/TRAINING</b> .....	8
<b>METHODOLOGY OF TRAINING IMPLEMENTATION</b> .....	9
<b>DURATION OF TRAINING</b> .....	11
<b>SUPPORTING LEARNING MATERIAL</b> .....	11
<b>CERTIFICATES/CREDENTIALS</b> .....	11
<b>GENERAL TIPS FOR THE TRAINING</b> .....	11
<b>TRAINING FLOW</b> .....	12
<b>Table with an overview of curriculum content with suggested activities.</b> .....	13
<b>DESCRIPTION OF THE TRAINING ACTIVITIES:</b> .....	15
<b>Who is who in the room</b> .....	15
<b>Small talks</b> .....	15
<b>What I expect and fear in this journey</b> .....	16
<b>We are community</b> .....	17
<b>Our learning journey</b> .....	18
<b>My teaching practice should change? Why?</b> .....	19
<b>Service and Learning in Service-Learning</b> .....	20
<b>Exploring Community-Oriented Activities</b> .....	21
<b>Principles of implementation of education of children and youth for volunteering (Service-Learning principles)</b> .....	24
<b>Service-Learning from A to Z - the Concept and the Model</b> .....	28
<b>Difference among Concepts</b> .....	29
<b>Steps in a Community Service-Learning Project</b> .....	29
<b>Preparing for Service-Learning (S-L) Implementation</b> .....	30
<b>“Marketing strategy” for stakeholders</b> .....	32
<b>Overcoming Barriers to Service-Learning Implementation</b> .....	32
<b>Learning or service objectives?</b> .....	33
<b>Setting the learning and the service objectives</b> .....	35
<b>Goal setting in Service-Learning</b> .....	37

<b>Identifying Causes and Effects of the Problem .....</b>	<b>38</b>
<b>An activity or the community issue .....</b>	<b>43</b>
<b>Community Mapping and Identification of Issues in the Community .....</b>	<b>43</b>
<b>Photo shooting .....</b>	<b>45</b>
<b>Mission Impossible.....</b>	<b>45</b>
<b>Reflection in Service-Learning .....</b>	<b>47</b>
<b>Reflection – level, types and questions .....</b>	<b>49</b>
<b>Why Reflection and Evaluation.....</b>	<b>50</b>
<b>Introduction to the Reflection.....</b>	<b>51</b>
<b>Standards for Quality Service-Learning projects.....</b>	<b>52</b>
<b>Quality Standards Investigators .....</b>	<b>55</b>
<b>Standards Escape Room.....</b>	<b>59</b>
<b>Quality Standards Jigsaw.....</b>	<b>60</b>
<b>Guidelines for Quality Implementation of Service-Learning.....</b>	<b>65</b>
<b>A public star with Service-Learning project .....</b>	<b>70</b>
<b>Evaluation in Service-Learning .....</b>	<b>71</b>
<b>Party Time .....</b>	<b>72</b>
<b>Meaningful closure of Service-Learning project .....</b>	<b>73</b>
<b>Cinquain.....</b>	<b>74</b>
<b>What about our expectations .....</b>	<b>74</b>
<b>The 3 PPP in Service-Learning projects .....</b>	<b>75</b>
<b>Gate - my Service-Learning journey.....</b>	<b>77</b>



## AREA

- Methodic of teaching – instructional pedagogy;
- Education for active citizenship;
- Cooperation with the local community;
- Youth work - Youth capacity building

## TARGET GROUP

In general, professionals engaged in the education process with children and youth are eligible to attend the training.

Trainings can attend:

- Teachers from preschool institutions
- Teachers from elementary school
- Teachers from secondary/high school
- Pedagogues, psychologists
- Special education pedagogues
- Teaching assistants at the University - instructional pedagogy of any school subject
- Youth officers from public institutions
- Youth workers from youth organizations
- Volunteers from youth organizations
- Psychology and Education Faculty students

The list of eligible professionals is not exhausted and it reflects diversity of professionals in European education landscape.<sup>6</sup>

## THE GOAL OF THE CURRICULUM

The curriculum aims to develop and strengthen teaching and facilitating competencies of educators and professionals engaged in contemporary educational work with children and youth. More concretely, it aims to develop competencies needed for understanding, developing and implementing successful Service-learning project with children and youth in formal education institutions and youth organizations.

## LEARNING OUTCOMES

After the training participant can:

---

<sup>6</sup> In this document we use term teacher and youth worker under which we mean all professionals engaged in the education process with children and youth

- explain the meaning of Service-learning, theoretical background and the contribution of Service-learning to the development of competences of children and young people, as well as the development of schools, youth organizations and communities;
- explain the differences between Service-learning and other teaching and learning models and strategies in formal and non-formal education;
- recognize and explain the phases of the implementation of Service-learning project;
- prepare the overall plan for the implementation of Service-learning in the school/ youth organization and the community;
- use learning methods, techniques and resources, including digital ones, to carry out all phases of Service-learning;
- apply community needs research and determines priority needs for Service-learning;
- connects learning outcomes from school curricula/curricula of youth organization with service outcomes in a Service-learning project;
- integrate the needs and interests of children and youth in the development of Service-learning project;
- use non-directive methods of classroom management/youth group or club when implementing a Service-learning project;
- use appropriate methods of reflection for the cognitive, socio-emotional, civil component of children's and young people's development during the implementation of Service-learning project;
- facilitate the process of Service-learning implementation in school and community with children and young people in formal and non-formal educational context;
- conduct Service-learning phases in teams with colleagues and children/youth and partners in the community
- integrate existing approaches, methods and tools from teaching pedagogy (didactics) into the structure of Service-learning;
- show flexibility, readiness to use participative forms of teaching in school and youth organizations;
- create with the children and youth different forms of documenting the results of Service-learning project;
- encourage interaction and cohesion in relations between children and youth and teachers/youth workers; know how to encourage, develop and/or improve interaction through joint projects with children, youth, teachers, youth workers, parents, external partners.

## THEMES FOR EDUCATION/TRAINING

Training topics:

### **Service-learning as a method of contemporary teaching**

- Characteristics of Service-learning;
- Theoretical foundations of Service-learning (Kolb, Dewey, Frankl, Freira, Gardner, Goleman)
- Quality standards for successful Service-learning - an overview;



### **Phases of implementation of Service-learning**

- Phases and flow of application of Service-learning;
- The roles of different stakeholders in Service-learning: teachers, children, community members, partners from the community;
- Prerequisites for successful work in the application of Service-learning: preparation of teacher or youth workers team, children or youth group;
- Co-creation of learning objectives/ learning outcomes and service outcomes.

### **Practical application of Service-learning**

- Preparation for Service-learning application;
- Needs assessment and selection of an idea for Service-learning: methods, process, stakeholders;
- Defining the phases of Service-learning;
- Implementation of project: learning and services,
- Reflection: monitoring children/youth progress and mentoring process during the application of Service-learning
- Methods of reflection in the teaching process: before, during, after
- Closing Celebration: Evaluation of Service-learning achievements, promotion

### **Quality standards for Service-learning**

- Quality standards for successful Service-learning practices/projects
- Analysis of Service-learning ideas through quality standards
- Reflection, formative and summative evaluation

### **Working with partners**

- Role of partners and finding partners within the community
- How to define the role of partners in Service-learning
- The role of the partner in reflection
- Communication in the team and with external partners

### **Documentation**

- The importance of documentation
- Methods of documentation

## **METHODOLOGY OF TRAINING IMPLEMENTATION**

Service-learning training is highly participative education experience. Approaches of different partners and institutions show high flexibility in terms of format (onsite – online), duration and mentoring process during the training process.

Youth organizations working with youth organize for example 3 to 6 days long camp or training and youth workers or youth club leaders gradually learn, experience, reflect on the content, process and own development. In case of the camp, participants also spend recreational time together, practice decision making process. This way they get deeper understanding of connection and trust between youth workers and youth for successful Service-learning implementation, and investing time in reflection process.

Organization working with school, preschools combine modular trainings: two to three gatherings and ensure experiential learning, reflection loops, understanding of teaching process in connection with service delivery. Each module can be two to three days long, depending of available resources. Some partners offer half a day introductory online gathering offering theoretical ratio, understanding the difference between Service-learning and any other methodological approach in teaching practice, and overview of service-learning phases. This is followed by onsite trainings with experiential activities. In between modules participants can work in practice. For example after first module participants can implement needs assessment with their children or youth, and come back with real need(s) that can be used for further learning and project preparation.

The training can be offered in online format in case of a need, learning goals and available resources. Online format can be synchronous or asynchronous. In the synchronous online training, the trainer and the participants meet in “real time” using software application or platform for real time meet-up like MS office teams, Zoom, Hangout. Additionally they can use applications for co-creation processes like Miro board, Padlet which is virtual space for group works and the exchange.

In the asynchronous online training, participants learn in their own time and pace going through units of content and material. After each unit participants fill-in the test to assess the understanding and knowledge which opens new unit. The organizer can develop this platform using different available

Critical part during the professional development is a mentoring process that occur in between trainings and a practical application of the Service-learning. These are the occasions to reflect the experience and difficulties with participants, clarify questions and doubts, offer new tools for implementation of Service-learning phases, network among participants. The number of mentoring meetings, its duration depends on the organizer and need. Some experiences are to have two mentoring meetings – at the beginning and at the end of the Service-learning application – or up to 5 depending on the complexity of service-learning project and capacities of teachers or youth workers.

During the training implementation, trainers can combine different approaches, methods and tools to fulfil the learning outcomes. Service-learning is a highly dynamic approach in teaching and youth’s capacity building and it can involve individual and group work, interactive and cooperative teaching methods, experiments, analytical and problem solving steps, process like decision making, priority definition and different tools like needs assessment map, or empathy

map or reflexion tools to ensure engagement, learning and positive social change within the community as well as within the children, youth, teachers and youth workers.

## DURATION OF TRAINING

We acknowledge diversity in the European educational landscape, thus in terms of the duration there are different approaches among partners. In case of a modular trainings it can take up to three months duration – interlinked training and practical application of the Service-learning. Partners in average organize around 50 to 24 hours of effective training and up to 30 hours of practical application including mentoring process. Same applies to an asynchronous online training. Still, this is just an orientation and it can be tailored to organizational needs.

We do not compromise in terms of the content and experiential learning that needs to take place so that we have competent and ready to apply teachers and youth workers.

## SUPPORTING LEARNING MATERIAL

- training material – worksheets, exercises,
- handbook for implementation of Service-learning practices/projects in schools, civil society organizations with methods, tools and examples
- descriptions of examples of successful Service-learning projects/practices (digital, video,...)

## CERTIFICATES/CREDENTIALS

Attending training allows participants to receive a certificate of competence for the implementation of Service-learning with minimum expected participation during the training: 80% of the time planned/delivered training hours.

Some organizations add another criteria - the implementation of a Service-learning project. Still, this is an optional criteria and an individual decision of host organization.

## GENERAL TIPS FOR THE TRAINING

Preparation of successful training is an important step prior the delivery of the training content. It involves preparation of trainer, the training material and the training space and resources.

**Trainer's preparation** involve decision about the duration, format and depth of the participant's learning process. Trainer is expected to prepare the training scenario or the training flow plan to ensure participant's meaningful learning and engagement. The training scenario involves training flow from start to end activity no matter if the training is happening onsite or in online format. It consist information of the activity goal, description of activity, approach and methods will be used to organize the participants, needed learning material, needed resources, technical

conditions, time allocation for every activity. This can be organized in table format or detailed training script (depending on the trainer's experiences). In case the training is delivered by two trainers, both trainers plan the scenario and divide the content among each other so that training is delivered smoothly.

In general it is recommended to have well balanced ratio of learning activities, the activities for mental rest and activation of nervous system - e.g. icebreakers, energy activation, playful games - and breaks. This curriculum do not offer suggestions of those activities but we encourage you to ensure those in your training process, either by you or by participants.

**Training material preparation:** as indicated in the training scenario, trainer(s) is/are expected to prepare training material (e.g. case studies, worksheets/handouts, posters or any other material) participants will use during the training in enough copies. In case of the online training trainer(s) is/are expected to prepare those on appropriate applications (e.g. Padlet, Zoom, Jamboard, etc) for use during the training. Also, please consider to use digital format material like reading handouts which can be shared via for example QR code. This way we save resources.

**Training space and resources** include space where training will take place and technical resources to have successful training (laptop, projector, electricity, flipchart table, etc). Space is important segment of training preparation. The room should be big enough to have all participants in with enough space to move, warm or cold enough not to omit the learning, enough light and fresh air, comfortable chairs, organized in a way to ensure easy view on projection screen. In case of an online training, give similar tips to the participants.

All three components of preparation should be done before the training. Trainers and material preparation should happen at least three days before the training and space at least one day before the training.

## TRAINING FLOW

Training for teachers and youth workers on the Service-Learning pedagogy is highly participative learning process. It involves practical work, case studies, planning and reflecting process. As described in previous sections, the training methodology, duration and format can be tailored maid for the needs of participants as well as to the needs of the host organizations.

Following pages consist of tools and activities trainers can use for the training. Content is organized by training topics but in practice this can be organized in different order depending on the needs, training goals and the outcomes. The offered list of tools and activities is not exhausted and you can use your own as long as they ensure participants learning (the learning outcomes).

Also, it is more than recommended that trainer can use activities and tools from the Handbook of methods and tools for Service-Learning projects and Quality Standards for successful Service-Learning project in work with youth. This handbook consist of suitable tools and activities which

participants will use while learning about the Service-Learning, thus ensuring easy dissemination, later in the practice. For example,

- for creation of learning goals trainer can use learning goals matrix from the Handbook;
- for community needs mapping trainer can use one or more methods of community need from the Handbook
- for reflection of learning during the training, trainer can use suggested reflexion methods from the Handbook, thus demonstrating proper use of these reflexion methods to ensure learning and children’s/youth development (cognitive, social, emotional and civic aspect of learning).

Table with an overview of curriculum content with suggested activities.

Topic	Tools and activities for trainer
<p>Introduction</p> <ul style="list-style-type: none"> <li>• Introduction of the participants</li> <li>• Expectations and fears</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Who is who in the room</a></li> <li>• <a href="#">Small talks</a></li> <li>• <a href="#">What I expect and fear in this journey</a></li> <li>• <a href="#">We are community</a></li> <li>• <a href="#">Our learning journey</a></li> </ul>
<p>Service-Learning – basics</p> <ul style="list-style-type: none"> <li>• Key features</li> <li>• Steps and process general</li> <li>• Types of service in Service-Learning</li> <li>• Service-Learning quadrants</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">My teaching practice should change? Why?</a></li> <li>• <a href="#">Service and Learning in Service-Learning</a></li> <li>• <a href="#">Exploring Community-Oriented Activities</a></li> <li>• <a href="#">Principles of implementation of education of children and youth for volunteering (Service-Learning Principles)</a></li> <li>• <a href="#">Service-Learning from A to Z - the Concept and the Model</a></li> <li>• <a href="#">Difference among concept</a></li> </ul>
<p>Preparation for S-L implementation + barriers of implementations and how to overcome barriers</p>	<ul style="list-style-type: none"> <li>• <a href="#">Steps in a Community Service-Learning Project</a></li> <li>• <a href="#">Preparing for Service-Learning implementation</a></li> <li>• <a href="#">“Marketing strategy” for stakeholders</a></li> <li>• <a href="#">Overcoming Barriers to Service-Learning Implementation</a></li> </ul>
<p>Objective in S-L</p> <ul style="list-style-type: none"> <li>• Objectives of learning</li> <li>• Objectives of service</li> <li>• How to connect learning and service objectives</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Setting the learning and service objectives</a></li> <li>• <a href="#">Learning or service objectives?</a></li> <li>• <a href="#">Goal setting in Service-Learning</a></li> <li>• <a href="#">Identifying Causes and Effects of the Problem</a></li> </ul>

Mapping of needs, community mapping	<ul style="list-style-type: none"> <li>• <a href="#">An activity or the community issue</a></li> <li>• <a href="#">Community mapping</a></li> <li>• <a href="#">Photo shooting</a></li> </ul>
Planning of Service-Learning project	<ul style="list-style-type: none"> <li>• <a href="#">The 3 PPP in Service-Learning projects</a></li> </ul>
Action <ul style="list-style-type: none"> <li>• Role of the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mission impossible</a></li> </ul>
Reflection in Service-learning	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to the Reflection</a></li> <li>• <a href="#">Reflection in Service-Learning</a></li> <li>• <a href="#">Reflection – level, types and questions</a></li> <li>• <a href="#">Why reflection and evaluation?</a></li> </ul>
Quality Standards for successful Service-Learning practice	<ul style="list-style-type: none"> <li>• <a href="#">Standards for Quality Service-Learning projects</a></li> <li>• <a href="#">Quality Standards Investigators</a></li> <li>• <a href="#">Standards Escape Room</a></li> <li>• <a href="#">Quality standards Jigsaw</a></li> <li>• <a href="#">Guidelines for Quality Implementation of Service-Learning</a></li> </ul>
Communication and documentation	<ul style="list-style-type: none"> <li>• <a href="#">A public star with Service-Learning project</a></li> </ul>
Evaluation <ul style="list-style-type: none"> <li>• Evaluation of learning</li> <li>• Evaluation of service</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Evaluation in SL</a></li> </ul>
Celebration and closure	<ul style="list-style-type: none"> <li>• <a href="#">Party Time</a></li> <li>• <a href="#">Meaningful closure of Service-Learning project</a></li> </ul>
Evaluation of training	<ul style="list-style-type: none"> <li>• <a href="#">Cinquain</a></li> <li>• <a href="#">What about our expectations</a></li> <li>• <a href="#">Gate - my Service-Learning journey</a></li> </ul>



## DESCRIPTION OF THE TRAINING ACTIVITIES:

### Who is who in the room

**Duration:** 20 minutes

**Description:**

This introductory activity allows participants to introduce themselves while learning about each other's backgrounds and experience with service-learning. Each participant will state their name, the organization or institution they work with, their city, and share their experience with service-learning. After introducing themselves, participants will write their name on a piece of masking tape and wear it so others can easily remember their name. Only the person holding the ball can speak. After introducing themselves, they pass the ball to another participant, who then introduces themselves.

Trainer needs to calculate the time allowed for each participant depending on the number of the participants.

**Materials Needed:**

- Small ball or object to pass around (something easy to hold)
- Masking tape
- Markers

**Instructions for the Facilitator:**

1. "We're going to do a quick introduction activity to help us get to know each other better. Each person will introduce themselves by saying:
  - Their name,
  - The organization or institution they represent,
  - The city they're from, and
  - Their experience with service-learning.
2. Once you finish, write your name on a piece of masking tape and stick it onto your clothing so everyone can remember your name.
3. The person holding the ball is the only one who speaks. After introducing yourself, pass the ball to someone who hasn't spoken yet.
4. Let's get started! I'll go first, then pass the ball to someone else."

### Small talks

This activity is designed to help participants get to know each other after introducing themselves by name. The activity is interactive and on the move, allowing participants to get to know each other better and tune in to the work ahead.

**Material:**

- Timer (or watch to track time)
- Sound signal (clap, bell, or other noise to indicate the end of a round)

**Duration:**

10 min (or more if you have many participants)

- 1 minute for each pair conversation

- At least 5 rounds of conversation (adjustable based on the number of participants)

**Description and Instructions:**

Participants will be invited to stand up and form pairs. The facilitator will announce a conversation topic for each round, and participants will have 1 minute to talk with their partner about the assigned topic. After the minute is up, a signal will sound (e.g., a clap, bell, or other sound) to indicate it's time to switch partners. The facilitator will then announce a new conversation topic for the next round. The pairs will change at least 5 times, and more rounds may be added if there are many participants. The goal is to have participants interact briefly with several different people and discuss a variety of topics.

The topics for the conversations are:

- My experience with volunteering
- Today's young people
- What are my strengths (what am I good at)
- My dream vacation
- A recommendation for my favorite book
- What I enjoy about my work

## What I expect and fear in this journey

**Duration:** 20 minutes

**Description:**

This activity encourages participants to reflect on their expectations, self-awareness, and potential concerns regarding the training. Each participant will write their answers to four specific questions on differently colored post-it notes:

1. "What do I expect from the training?"
2. "What do I expect from the group?"
3. "What do I expect from myself?"
4. "What am I afraid of? Is there anything I don't want to happen during this training?"

After five minutes of individual reflection, participants place their post-its on a flipchart divided into four columns, each labeled with one of the questions. As they stick their notes in the relevant columns, they briefly explain each one to the group. The trainer comments on participants' expectations, identifying how the training can meet these demands, and, if some expectations are beyond the scope of the training, suggests resources or people who could help.

The trainer also addresses the fears shared, discussing ways to mitigate them and, if appropriate, asks, "Whose responsibility is it?" This question can lead to creating group rules as the next activity.

**Materials Needed:**

- Four different colored post-it notes for each participant
- Flipchart divided into four labeled columns
- Markers
- Large paper for group rules (optional illustration to represent the rules, such as a codex)
- Tape or pins to display the final group contract

**Instructions for the Facilitator:**

1. “We’re going to start with a reflective activity to get a sense of what each of us hopes to gain, share, and avoid during this training.
2. Take four different colored post-its. I’ll ask you to write down your answers to these four questions—one on each post-it:
  - What do I expect from the training?
  - What do I expect from the group?
  - What do I expect from myself?
  - What am I afraid of? Is there anything I don’t want to happen during this training?
3. You have five minutes for this part.
4. When you're ready, come up to the flipchart, place each post-it in the appropriate column, and briefly share with the group.
5. (After all participants have shared) I’ll review our expectations and fears, explaining how this training will address your expectations. If some expectations are beyond the training’s scope, I’ll suggest other resources or support.
6. (Addressing fears) Let’s discuss how to address our concerns. Sometimes, fears can be eased if we understand where responsibilities lie. Let’s consider—whose responsibility is it? This will help us set some group rules in the next activity.”

## We are community

**Duration:** 15 minutes

### **Description:**

In this activity, participants collaboratively define the rules they want to follow during the training based on their past experiences and expectations. Each participant shares what they believe is necessary for a respectful, productive, and enjoyable environment. The trainer records these rules on a flipchart or large paper, which will be placed in a visible spot throughout the training.

Suggested rules:

1. Respect Each Other’s Opinions – Everyone’s viewpoint is valuable and should be treated with respect, even if there are disagreements.
2. Active Listening – Listen carefully when someone is speaking, without interrupting.
3. Confidentiality – Personal information shared within the group should stay within the group.
4. Punctuality – Arrive on time to respect each other’s schedules and maintain flow in the sessions.

Participants can discuss whether to include consequences for breaking the rules and agree that the list remains open, allowing additional rules to be added as needed.

### **Materials Needed:**

- Flipchart or large sheet of paper
- Markers
- Tape or pins for display

### **Instructions for the Facilitator:**

1. “Now that we have discussed our expectations and concerns, let’s take a moment to set some group rules to guide our interactions during the training.
2. Think about what you would need from this group to feel comfortable, focused, and supported.

3. As you share your ideas, I'll write each rule on the flipchart, and once we're finished, we'll display it in a visible place for everyone to see throughout the training.
4. Here are a few suggestions to get us started: \*Respect each other's opinions, Active listening, Confidentiality, Punctuality.\*
5. We can also decide together if there will be any consequences for not following these rules.
6. Finally, let's agree that this list is open, so we can add new rules if we feel the need as we go along."

**Next step:** Place the rules sheet in a prominent location, allowing everyone to refer to it and adjust as needed.

## Our learning journey

**Duration:** 50 minutes

### **Description:**

This activity aims to create a group agreement with mutually agreed-upon rules and principles, which will guide the behavior and interaction of all participants throughout the training or project. The process encourages participants to contribute their personal expectations and concerns, which are then translated into clear, actionable guidelines that everyone can respect and follow. The activity fosters a sense of shared responsibility and helps to create a positive and safe atmosphere within the group.

### **Instructions:**

1. Begin by explaining the purpose of the activity: to create a group contract that will serve as a guide for how everyone behaves and interacts during the training or project. Emphasize that when people set their own rules, they are more likely to follow them than when they are imposed externally.
2. Have the participants sit in a semi-circle facing the facilitators. Explain that for the coming days, they will be working together, and it's essential that everyone feels comfortable and safe, attending meetings with enthusiasm rather than anxiety.
3. Distribute sticky notes and pens to each participant. Ask them to write down something that is important to them for feeling comfortable in the group, something that will help maintain a positive atmosphere. They can think of moments when they felt uncomfortable in a group or situation and reflect on why that was.
4. Provide a few examples of things to write down, such as:
  - "I find physical violence unacceptable, even in jest."
  - "I don't like comments about physical appearance."
  - "It bothers me when someone interrupts me."
  - "It's important for me to hear everyone's thoughts."
  - "I don't like when one person is favored over others."
  - "I feel uncomfortable when someone is late."
  - "I don't like when small subgroups form within the group."
  - "It bothers me when someone makes mocking gestures toward others."
5. Give participants 5-6 minutes to write down their ideas on sticky notes. When most of the group is finished, prompt those who haven't finished to wrap up in about 1 minute.

6. Ask participants to start reading out their sticky notes one by one. As each participant reads, the facilitator should note the key concepts on the flipchart (e.g., "no mocking") and ask if anyone else has a similar rule.
7. Collect the sticky notes and arrange them near the corresponding words written on the flipchart. Continue this process until all sticky notes have been discussed.
8. Once all rules are gathered, explain that these sections will form the foundation of the group contract (e.g., respect, communication, no violence).
9. Create a new flipchart page with the title "Contract." Ask participants what they think of when they hear the word "contract" and gather their responses. Explain that a contract is an agreement between people to behave in a certain way.
10. Go through each section written on the flipchart, asking if it should be included in the contract. For example, "Do we think 'no mocking' should be part of the contract?" Gather feedback from participants and write the final rules on the contract.
11. After completing the contract, congratulate the group on creating it. Ask everyone to sign the contract, emphasizing that signing it means committing to abide by the rules.
12. Discuss the importance of maintaining these rules and how they will help the group function effectively and harmoniously.

**Debrief:**

- How did this process feel to you?
- Why do you think this contract is important for the group?
- What challenges do you think might arise in following this contract?
- Can you think of other situations outside this group where a similar process would be useful?

Note for the facilitator: If any participant refuses to sign the contract, reassure the group that everyone is an independent individual. Let them know that they are free to choose whether to sign, but if they choose not to, it might affect their participation. Offer a private conversation after the session if necessary.

## My teaching practice should change? Why?

**Duration:** 45 minutes

**Description:**

The trainer will use a modified version of the Disney method to explore the question: \*Why should I change my teaching practice?\* (For more on the Walt Disney Method, see Mulder, P. (2012). Walt Disney Method. Retrieved from ToolsHero: <https://www.toolshero.com/creativity/walt-disney-method/>)

This exercise will involve three rounds of discussion, with participants rotating through three perspectives: \*dreamer\*, \*realist\*, and \*critic\*. If space permits, the trainer may designate three separate areas of the room for each perspective.

### *Phase 1 – Dreamer:*

Participants consider the question creatively, without limits or concerns about feasibility. The goal is to brainstorm freely and imagine possibilities without obstacles. A dreamer views everything as possible and unbounded by restrictions.

### *Phase 2 – Realist:*

Participants then shift to a practical view, assessing how these ideas could realistically be implemented. They examine available resources, time, and other practical considerations. For the realist, the goal is to see the pathways to making dreams a reality and to frame limitations as challenges.

### *Phase 3 – Critic:*

Lastly, participants adopt the perspective of a critic, thinking about how the plan might be received by others, identifying potential issues, and suggesting improvements. The critic does not oppose the dreamer's or realist's ideas but instead approaches the plan as an observer, pinpointing any essential adjustments.

After completing all three phases, the group shares its insights from each perspective.

### **Debriefing Questions:**

1. What did you do?
2. What did you learn?
3. How can you apply this to your future work and the implementation of innovative approaches?

### **Materials needed:**

Flipchart paper, markers, and role descriptions for participants

## **Service and Learning in Service-Learning**

**Duration:** 45 minutes

### **Description:**

This activity allows participants to explore how the goals of their courses can align with real community needs, facilitating a service-learning approach. The group will be split into two: one group focuses on course aims, while the other considers community needs. Later, they will pair up to find connections between these two areas.

### **Step-by-Step Process for the Trainer:**

#### 1. Divide into Two Groups:

- Group 1: "Each participant will list the main aims of their courses—think about what you're teaching and the competencies you want your children/youths to develop. Write each aim on a separate piece of paper."

- Group 2: "Think about potential needs within the community outside the university. Consider different target groups in your area (e.g., seniors, young people, and unemployed individuals) and possible needs they may have. Write each community need on a separate piece of paper."

#### 2. Form Pairs:



- "Once each group has completed their lists, you'll form pairs, with one person from Group 1 and one from Group 2 in each pair. Together, select one course aim and one community need, and think about how they could connect to address both objectives at the same time. How could a service-learning project help meet this need while achieving your course goals?"

3. Report Back to the Group:

- "Each pair will share their chosen aim and need combination with the whole group. As you share, place your papers on a central board or wall so we can visually see the connections."

4. Reflection Questions:

- "Let's reflect on what we've learned. Do you think combining course aims with community needs is useful? Had you considered this approach before? Do you think it could work in your classes? What new insights did you gain?"

5. Explanation of Service-Learning:

- "To wrap up, we'll discuss the key components of service-learning, and I'll present some models of service-learning in action. For a clearer understanding, we'll also watch some short videos that illustrate the main components."

**Materials Needed:**

- Paper and markers
- Presentation slides on the key components of service-learning
- Handout: Key Components of Service-Learning and Definitions
- Videos on service-learning key components

## Exploring Community-Oriented Activities

**Duration:** 45 minutes

**Description:**

This activity introduces participants to the CLAYSS conceptual quadrant model for community-oriented children/youth activities through a mix of group work and lecture. Participants work in groups to provide examples of children/youth-led community activities and analyze how these fit into the quadrant model.

**Step-by-Step Process for the Trainer:**

1. Learning by Discovery – Part 1 (15 minutes):

- "Form groups of 2-3 participants. Together, think of examples of community-oriented activities that children/youths have been involved in, and write down each example on a separate piece of paper."
- "Once you've listed some examples, place each example in the appropriate section of the CLAYSS quadrants based on where you think it fits."

2. Basic Lecture – Conceptual Quadrant Model Introduction (15 minutes):

- "Now let's look at the CLAYSS quadrant model. I'll explain the axes of the model and what each quadrant represents. We'll also go over the examples you provided, analyzing together why they belong in each section."

3. Learning by Discovery – Part 2 (15 minutes):

- "In your groups, discuss possible transition paths from one section of the quadrant to another. Consider how a project might evolve or adapt to move between quadrants based on changes in goals, methods, or community needs."

4. Debriefing Questions:

- "What did you observe about the types of activities children/youths are doing? Were any examples challenging to place within the quadrants?"

- "What insights did you gain about how projects could transition between quadrants? How might this model help in designing or adjusting community-based projects?"

**Materials Needed:**

- Flip chart and markers
- Paper for writing examples
- Handout: Service-Learning Conceptual Quadrant Model

**HANDOUT: S-L CONCEPTUAL QUADRANT MODEL**

Quadrant	Examples of activities
I	<p><b>Field Work</b>            During field work, learning usually takes place outside of own institution, but environmental or social improvement does not necessarily take place; there can be much learning, but little or no service addressing specific needs of the community (Tapia, 2006)</p>
II	<p><b>Unsystematic Volunteerism</b>            In times of emergency (e.g. tsunami, earthquake), it is often necessary to urgently organize actions to respond to the needs associated to the crisis situation (Tapia, 2006). These spontaneous or occasional activities have a small or no amount of planning and lack the educational intent (integrated learning dimension is poorly represented).  <b>Spontaneous fund-raising campaigns started by children/youth organizations</b>, i.e. finding the financial support needed by a family of a children/youth who died in a car accident while she was enrolled in the Work &amp; Travel Program in USA.</p>
III	<p><b>Systematic Volunteering</b>            In some cases, children/youths carry out community service which is systematically organized by the institution. For example, no professional skills are needed to paint walls for programs such as “Habitat for Humanity”. Such activities have no intentional relationship with the academic syllabus or the future professional profiles, although their length and institutional framework provide ground for extensive personal development.  <b>Cleaning up the Children/youth Campus</b> – a volunteer-based activity organized once or twice per semester by the Council of Children/youths of Babes-Bolyai University, Romania. This is an outdoor activity, with no direct curricular links. All the children/youths can participate depending on their time and availability. Several pictures of children/youths collecting the garbage around the campus are posted on the social media page of the Council, with comments on the social engagement.</p>
IV	<p><b>Service-learning (SL)</b> activity is performed by children/youths of Exact Sciences School in Salta National University (Argentina) and it takes place when field work is academically planned and meets specific social needs through serious volunteering. Hence, children/youths are involved in installing solar energy devices for rural communities isolated in the Andes, as part of the practice hours required for the course.</p>

## Principles of implementation of education of children and youth for volunteering (Service-Learning principles)

**Duration:** 50 minutes

**Description:** This activity will introduce participants to the key principles that are necessary for the introduction of education of children and youth for volunteering. It is essential that these principles are met when introducing volunteerism in teaching. During the activity, participants can work alone or in pairs (if we have more participants from the same school, it is good to let them work together).

### **Facilitator Instructions:**

1. The facilitator will present 17 principles to the participants. He will tell them a short description of each of the principles.
2. The facilitator divides the training room into 17 sections, with 1 section representing 1 principle.
3. The text of the principle is printed in such a way that there is enough space for writing below it, or a clean paper for writing is prepared, which is attached to each principle. The facilitator can also leave a short description of each principle near principle.
4. The participant (depending on the number of participants and in pairs) takes one marker and for 2 minutes always comes to one principle and writes down on the paper under the principle their own examples of how the principle could be implemented in practice. It is important that everyone takes turns on all principles within 35 minutes.
5. The last step is a 15-minute reflection. During the reflection, the participants reflect together on what they managed to write under the individual principles, whether it was easy for them, and immediately they were able to imagine the observance of the given principles in practice, what made them a problem, or which principle they perceive as the most difficult to apply in practice.  
The lecturer will give an instruction "Now, let's reflect on what we wrote down for each principle. What were some common themes you noticed? Which principles were easier to apply in practice, and which ones were more challenging?"  
Allow participants to share their thoughts and reflections with the group.
6. Debriefing Questions:
  - a. "Which principle did you find most relevant to your current practice? Why?"
  - b. "How can you take the examples you wrote down and implement them in your own work?"
  - c. "Was there any principle that you feel might be difficult to apply? How could you overcome that challenge?"

### **Material Needed:**

- markers
- paper for writing
- handout: Principles of implementation of education of children and youth for volunteering (Service-Learning principles).

Handout: Principles of implementation of education of children and youth for volunteering (Service-Learning principles).

<p><b>Cross section</b></p>	<p>The education and training of children and youth for volunteering can intersect with educational areas as a cross-cutting topic. The education and training of children and youth for volunteering can be implemented as part of the educational content of individual areas of education and teaching subjects using cross-subject relationships or as a separate teaching subject within optional lessons.</p>
<p><b>Clear connection of the volunteer experience to the goals and content of the education</b></p>	<p>The volunteering experience of children and youth must be explicitly linked to the goals and content of education. When planning the activities, the role of the teacher is to plan which specific knowledge and skills the children/youths can develop through participation in the activities. The goals should be linked not only to the goals of education and training of children and youth for volunteering, but also to the goals of education and training in any other topics or subjects.</p>
<p><b>Balance of benefits</b></p>	<p>Each volunteer activity has benefits for several parties involved. When raising and educating children and youth to volunteer, it is necessary to reflect that through volunteer activities, children and young people influence society, help solve problems or satisfy diverse needs, and support the building of solidarity. On the other hand, it is also necessary to point out the benefits of carrying out activities for the young people themselves.</p>
<p><b>Model of an adult (or adults)</b></p>	<p>Adults should be an active role model in the process of education and training for volunteering; they should implement volunteer activities together with children and youth. If the teacher himself is not active, he cannot demand a high level of activity from his children/youths.</p>
<p><b>"Pro-volunteer" atmosphere</b></p>	<p>Volunteering should be supported and appreciated by the school management, the collective of teachers and non-teaching staff.</p>

<p><b>Learning by own experience</b></p>	<p>The primary role in the process of learning and creating positive habits is played by activity, i.e. own experience, theory is secondary, especially in the context of building a long-term and permanent relationship with volunteering. Learning through one's own experience plays an unmistakable role in the process of education and training for volunteering.</p>
<p><b>Reflection of experience</b></p>	<p>We can imagine reflection in the process of education for volunteering as a process of processing the experience from a specific activity and converting it into an experience applicable in the future. In this context, reflection of experience is a necessary condition for children and young people to develop and shape their attitudes in a targeted manner.</p>
<p><b>Flexibility, variety and choice</b></p>	<p>Diversity and flexibility must be maintained in the type of volunteer activities, but also in the "depth" of commitment, level of responsibility, time span or preference for individual or group form of volunteering. Children and young people should have space so that they too can contribute their ideas, and at the same time have the possibility of choice and free choice.</p>
<p><b>Entertainment</b></p>	<p>Volunteering should bring joy, fulfillment and satisfaction to the children and young people involved. It offers space for solving an interesting task that has individual significance and social impact.</p>
<p><b>Recognition</b></p>	<p>If the goal of volunteering is long-term help to others and the community, then the award is the strongest satisfaction and motivation for future work and social involvement.</p>
<p><b>Precedence of need over idea</b></p>	<p>Before starting to plan and implement a volunteer activity on the part of the teacher, male and female children/youths, it is necessary to critically evaluate whether the given activity is currently suitable, necessary and useful from the point of view of the needs of society, the community or other circumstances in which they want to implement the activity, and whether it is its implementation as a priority over other ideas or potentially necessary activities.</p>



<p><b>Working together with the community/people, not for the community/people</b></p>	<p>When planning and implementing volunteer activities, it is necessary to build on a horizontal model of providing assistance, in which we do not only teach children and young people to provide assistance, but also to respect the fact that both parties in the assistance process should be active agents of change.</p>
<p><b>Leadership of children and young people</b></p>	<p>Children and young people should be involved as much as possible in the planning, implementation and evaluation of volunteering activities. They should feel ownership of the volunteer project/activity and be the leaders of the activities, not just their implementers. For this, it is necessary to create a space and the motivating leadership of a teacher respecting the ideas and intentions of children and youth.</p>
<p><b>The principle of long-termism</b></p>	<p>The upbringing and education of children and youth to volunteer can be implemented through various types of activities, but it should provide space for transition from short-term activities to longer-term and more systematic volunteer service.</p>
<p><b>Growing demands</b></p>	<p>Being involved in volunteering provides young people with the opportunity to continuously grow and progress. When implementing education and training for volunteering, this creates space for gradually increasing demands in the area of implementing volunteer activities with the intention of developing a wider spectrum of knowledge, skills and attitudes of children and youth</p>
<p><b>Inspiration by examples of good practice</b></p>	<p>For the good functioning and support of volunteering in the system of formal and informal education, the existence of such an environment is essential, which will allow sharing a wide range of good and successful examples of volunteering projects and activities.</p>
<p><b>Targeted motivation</b></p>	<p>Children and young people can lose motivation, so it is advisable to regularly encourage them, to be in more contact with them, but also to offer them informal and formal recognition of the benefits of their volunteer activity, confirmations, certificates or recommendations for employment.</p>

## Service-Learning from A to Z - the Concept and the Model

**Duration:** 25 minutes

**Description:** This session introduces participants to the Service-Learning (SL) model, highlighting its key components and the benefits of SL for children/youths. Through a brief presentation and a short film, participants gain a clear understanding of SL's structure, purpose, and educational impact.

### Step-by-Step Process:

#### 1. Introduction to SL (5 minutes)

- Begin with a brief overview of SL as an educational method that combines meaningful community service with reflective learning experiences.
- Emphasize the main components:
  - Service Activity – the hands-on project or activity.
  - Learning Process – integrating classroom learning with real-world applications.
  - Reflection – the critical process of understanding experiences and applying lessons learned.
  - Youth Leadership – encouraging children/youths to take initiative and responsibility.
- Highlight the important role of a tutor or mentor in guiding and supporting children/youths through each stage.

#### 2. Presentation with Diagrams (10 minutes)

- Using a prepared slideshow, guide participants through the SL model, discussing each component in more detail.
- Explain how SL is different from traditional volunteer work, focusing on its structured learning outcomes and reflective process.
- Mention that the presentation is flexible; depending on time, not all slides need to be shown, allowing for a concise overview.

#### 3. Film Screening and Commentary (5-10 minutes)

- Choose a short film that best fits the audience's needs:
  - Option 1: "Project Water – Stay Healthy" ([https://www.youtube.com/watch?v=m3SVINC\\_Uwc&feature=youtu.be](https://www.youtube.com/watch?v=m3SVINC_Uwc&feature=youtu.be)) (10 minutes) – Demonstrates the full SL process.
  - Option 2: "SL in Slovakia" (<https://www.youtube.com/watch?v=mSl0fmiGC1o&feature=youtu.be>) (5:08 minutes) – Highlights three examples of SL projects.
  - Option 3: "SL: Real Life Applications for Learning" (<https://www.youtube.com/watch?v=7t30ZMX8uGw>) (5:30 minutes) – Shows SL in action in a U.S. school, though it omits "identifying local needs" and "youth leadership."

If this film is selected, make sure to mention these aspects afterward.

- After the film, provide a short commentary to emphasize key SL components seen in the video.

#### 4. Discussion and Q&A (5 minutes)

- Engage participants with the question: "What is SL like?"
- Common answers may include: it's like volunteering, educational activity, or an internship.
- Use their responses as a bridge to clarify how SL uniquely combines service and structured learning, preparing them for the next activity.

Additional Videos for Explanation:

- Stages of Service-Learning (<https://www.youtube.com/watch?v=kFd-yiAfrmE>)
- Service-Learning – Definition (<https://www.youtube.com/watch?v=L9AXsV3eull>)
- Impacting Communities, Transforming Children/youths ([https://www.youtube.com/watch?v=TzLlaypI5\\_I](https://www.youtube.com/watch?v=TzLlaypI5_I))

**Materials Needed:**

- Computer and projector
- SL presentation slides
- Selected film and access to videos

By the end of the presentation, participants should have a foundational understanding of SL, its components, and the educational value it brings to children/youths.

## Difference among Concepts

**Duration:** 20 minutes

### Description of Activity:

Participants are divided into three teams, each assigned to analyze one concept: Internship, Volunteering, or Educational Activities. For the first 10 minutes, each team discusses their assigned concept and lists its main characteristics on a shared flipchart (divided into three sections, one per concept). They focus on defining the concept and understanding how it differs from the others based on their prior knowledge and experiences.

After 10 minutes, all teams come together in a plenary session to compare their findings. The facilitator leads a discussion, helping to identify commonalities and key differences between the concepts, clarifying any misunderstandings and providing examples if needed. In the final part, the facilitator introduces Service-Learning as a fourth concept, referring to the theoretical information previously discussed. Participants are then asked to consider how Service-Learning compares to the other three concepts and to recognize its unique features.

### Facilitator Instructions:

1. Split the group into three teams and assign each team one concept: Internship, Volunteering, or Educational Activities.
2. Give each team a flipchart or section on a shared flipchart to write down the main characteristics of their concept.
3. Allow teams 10 minutes for discussion and list creation.
4. Bring the group back together and ask each team to present their findings.
5. Guide the plenary discussion, pointing out key insights and helping to clarify any confusion.
6. Introduce Service-Learning as a fourth concept and prompt participants to compare it with the other concepts, helping them identify unique aspects.

### Materials Needed:

- Flipcharts or a large shared flipchart (split into sections)
- Markers
- Optional: colorful papers, visual aids, or videos to enhance retention

## Steps in a Community Service-Learning Project

**Duration:** 20 minutes

### Description:

This activity introduces participants to the key phases of a community service-learning (SL) project. It is designed to help learners understand the process of planning, implementing, and evaluating a project. The steps discussed will provide clarity on how to effectively structure a service-learning initiative, using practical examples.

The presentation will include the following steps:

1. Identifying the Problem
2. Clarifying the Goal

3. Planning
4. Implementation
5. Evaluation
6. Celebration

**Instructions:**

1. Begin by reviewing the previous activity and referring to the flipchart where the participants previously identified the phases of a community service project.
2. Ask the group, "What steps in the project did we identify?" and refer to the flipchart for answers. Summarize the stages they mentioned.
3. Next, introduce the six steps in a service-learning project. Write them on the flipchart and explain each phase.
4. For each step, provide a brief description and give examples from a previous project (e.g., the example of building the dwarves' house). Clarify how each step works in practice.
  - Identifying the Problem: Define the problem the project aims to solve. This step relies on community analysis and input from community members.
  - Clarifying the Goal: Decide on the specific goal or solution the group will pursue to address the identified problem.
  - Planning: Develop concrete steps and activities to achieve the project goal, including details like materials, timeline, and responsibilities.
  - Implementation: Put the plan into action by executing the planned activities.
  - Evaluation: Reflect on the project's outcomes and assess if the goal was met.
  - Celebration: Celebrate the project's success and the group's hard work in the community.
5. Allow time for questions and discussion. Be sure to clarify any doubts and encourage participants to share their thoughts.

**Needed Materials:**

- Flipchart from the previous activity
- Markers
- Handouts with information on the steps in a community service-learning project
- Computer and projector for any slides or additional materials

## Preparing for Service-Learning (S-L) Implementation

**Duration:** 60 minutes

**Description:** This interactive activity guides participants through a series of reflective and collaborative exercises to clarify attitudes, challenges, and strategies related to implementing Service-Learning (SL) in their educational settings. This activity will help participants define their views and potential approaches for encouraging SL within their schools or organizations. It's designed for 15 teachers or youth workers, working both individually and in small groups.

**Part 1:** Self-Reflection on Attitudes towards Service-Learning (10 minutes)

Instructions:

1. Begin with individual reflection. Each participant takes a sheet of paper and, for 5 minutes, considers their personal stance on SL by answering the question:
  - "What is my attitude toward volunteering and Service-Learning?"
2. After individual reflection, ask participants to form pairs and briefly discuss their views on SL with their partner for 5 minutes.

*Debriefing Questions for Part 1:*

- "What are the key reasons behind your support or reservations about SL?"

- "How does your personal view influence your willingness to engage with SL in your school?"

#### Part 2: Analyzing Support within the School Environment (20 minutes)

Instructions:

1. Participants form groups of 3 and are provided with large sheets of paper.
2. Each group discusses and answers the following questions, writing their responses on their sheet:
  - "What is the school administration's attitude towards SL and children/youth volunteering?"
  - "How do other teachers, counselors, and staff feel about SL and children/youth volunteering?"
  - "How might you motivate the school administration, teachers, and staff to support SL?"
3. Groups then briefly present their findings to the whole group (2-3 minutes per group).

*Debriefing Questions for Part 2:*

- "What common challenges were identified in motivating colleagues and administrators?"
- "What strategies for garnering support seem most effective?"

#### Part 3: Identifying Experience and Motivation Factors (15 minutes)

Instructions:

1. Each group receives three questions to discuss in rotation:
  - "What experiences does the school/organization and its children/youths already have with volunteering?"
  - "How can you motivate children/youths to get involved in volunteering and SL activities?"
  - "What feedback do parents have regarding children/youth volunteering?"
2. Groups rotate the questions every 5 minutes, so they discuss each one briefly. They write key points on post-its, which are then posted on the wall for everyone to see.

*Debriefing Questions for Part 3:*

- "What factors are most likely to motivate children/youths to volunteer?"
- "How can we address parent concerns regarding SL?"

#### Part 4: Exploring Needs and Opportunities (15 minutes)

Instructions:

1. Participants gather in groups of 4. Each group discusses and lists answers to these two questions on flipchart paper:
  - "What are the needs of your school/organization, and which needs might be met through SL?"
  - "What are the needs of your children/youths that the SL strategy could or should address?"
2. Groups then share their lists with everyone in a gallery walk format, allowing time for feedback and suggestions from other groups.

*Debriefing Questions for Part 4:*

- "How can SL help meet the needs of both the school and its children/youths?"
- "What additional resources or support would you need to address these needs?"

#### **Materials Needed:**

- Flipchart paper
- Markers
- Post-its
- Pens and paper

By the end of this activity, participants will have clarified their own attitudes, explored existing attitudes within their school, and brainstormed ways to encourage a culture of Service-Learning that meets the needs of the school, staff, and children/youths alike.

## “Marketing strategy” for stakeholders

**Duration:** 20 minutes

**Description:**

Knowing the benefits of being involved in Service-Learning and being able to present them to others is one of the tasks that await teachers or youth workers immediately after completing their education. This activity will help the participants to realize the possible benefits that Service-Learning brings to different target categories. The participants of the education will thus have prepared the so-called A "marketing strategy" for all those involved, so they will be able to better "sell" the idea - why to start with Service-Learning. In this activity, participants work independently.

**Step-by-Step Process for the Trainer:**

1. The trainer prepares a flipchart, where he writes a question on the top: What will be the benefit of engaging in Service-Learning for...
  - pupils/children/youths
  - community
  - school
  - teachers
2. Then the trainer distributes post-it cards to each participant (it is good if he gives each one more pieces, for example 8-10). On each post-it, the participant writes only 1 benefit of participating in Service-Learning for all target groups (children/youths, community, school and teachers). The trainer encourages the participants to write as many different benefits as possible. This part of the activity takes about 10-12 minutes.
3. The trainer will then invite each participant to stick post-it cards with benefits to each of the target groups. It is good if participants come one at a time and have the opportunity to tell others about the benefits they perceive. Note: it is okay if some benefits are repeated, we stick the tickets together.
4. The lecturer will summarize the main benefits on the flipchart. He then closes the activity that the participants create a small "marketing strategy" that will help them communicate the benefits of Service-Learning after they return from the training.

**Material Needed:**

- Flipchart paper
- Markers or pens
- Post-its

## Overcoming Barriers to Service-Learning Implementation

**Duration:** 45 minutes

**Description:**

This exercise helps participants identify and work through the barriers they face when implementing service-learning (SL) in their institutions. Participants reflect individually, categorize common obstacles, and then collaborate on finding practical solutions to overcome them.

**Step-by-Step Process for the Trainer:**

1. Individual Work (10 minutes):
  - "Take a few minutes to reflect on your experience and challenges. I'd like each of you to answer this question: 'What are you afraid of?' Think about the barriers or issues within your institution that might make it difficult to implement service-learning. Write down any obstacles or concerns you identify."
2. Group Work – Categorizing Obstacles (10 minutes):

- "Now, form small groups and organize the obstacles you've written into categories. These categories might include:

- Children/youths
- Higher Education Institutions (HEI)
- Community
- Teachers"

- "Work together to group your barriers and discuss how each one might affect the implementation of service-learning."

### 3. Group Work – Finding Solutions (25 minutes):

- "Next, revisit the list of barriers you created. As a group, brainstorm potential solutions to overcome these obstacles. Think about the steps you would need to take, whom to approach at your institution, how you might involve colleagues, and what resources (time, people, finances, materials) you'll need to implement SL. Also, consider who at your institution can help you with these solutions."

- "Once you've developed your solutions, we'll share them with the larger group. Not everyone needs to present, but at least 3-4 groups should share their lists of barriers and solutions."

### 4. Debriefing Questions:

- "What were some of the most common barriers you identified?"
- "Which solutions do you think will be most practical to implement at your institution?"
- "How can you start applying these solutions, and who might you need to approach first?"

### Materials Needed:

- Flipchart paper and markers
- Post-its for individual work and categorizing obstacles

## Learning or service objectives?

**Duration:** 40 minutes

### Description:

This activity directly helps participants understand the importance of well-defined learning goals and service goals in Service-Learning projects. The participants will learn to distinguish between the goals of education and the goals of the service, they will learn to perceive their connection to the project and its main activities. The activity connects the group work of the team with independent work, when the participants think directly about the educational goals and the goals and objectives of the service considering the conditions they have in their organization or school.

### Step-by-Step Process for the Trainer:

1. Based on his PowerPoint presentation, the lecturer emphasizes the importance of well-set educational goals and targeted services and points out the following characteristics:

	Service goals	Learning goals
They focus on	Community issues/needs	Pupils' learning
They consist of	Changing the behavior of people,	Development of knowledge, skills,

	policies, services	values, competences
Criteria	S - specific M - measurable A - achievable R - realistic T - time specific analyse	S M A R T analyse
Examples	Improve the availability of leisure activities for children in rural areas.	Collect, describe and propose new activities for children in the local community

2. The lecturer places mixed examples of 8 learning goals and 12 service goals on the bench and gives the group 5 minutes to sort out which are learning goals and which are service goals. Then they check them together. The lecturer together with the group will verbally supplement the remaining 4 service objectives with various possible educational objectives.

3. the lecturer gives each participant a blank piece of paper. The task of the participants will be to answer the following questions individually:

- a) determine 1 educational goal that you would like to work on with the children/youths,
- b) determine 1 educational goal and 1 service goal for the chosen goal,
- c) state how the educational goals and the service goals are linked,
- d) state what change we want to achieve with the project.

the lecturer gives participants 15 minutes for this exercise.

4. While the participants work on their task, the lecturer prepares a flipchart, which he divides into 4 columns, so that the participants have 4 questions (column a-d)). At the end, the lecturer gives space for sharing what the participants wrote and writes it down in individual columns on the flipchart.

### Materials needed

- flipchart
- markers/pens
- paper
- handout: learning and service objectives

Learning objectives	Service objectives
- apply the knowledge of the thematic unit Nature Protection of the teaching subject biology	- fill seniors' free time with meetings and activities with male and female students,
- the student can describe the protected area	- help overcome the feeling of social isolation of seniors,
- to expand knowledge about nests of protected	- support the efforts of seniors to maintain contacts



species of birds	with other people,
- to develop manual skills in the construction of the territory intended for the nesting of the protected river kingfisher	- support the need of seniors to talk, remember, play social and card games,
- develop organizational, communication skills and cooperative management of students during project implementation	- to increase positive relations between seniors and young people.
- support students' creativity	- mutual connection of generations
- the student can plan activities,	- to improve the quality and cultural level of public spaces in the village,
- the student can digitally document ongoing activities,	- to improve the conditions for active stay and relaxation of children and youth,
	- create cognitive, experiential, creative eco activities and games for schools and the public
	- ensure the organization of stations intended for kindergarten and elementary school students
	- improve health by staying in a natural environment,
	- increase public interest in less visited places in the city

## Setting the learning and the service objectives

**Duration:** 90 minutes

### **Description:**

This activity focuses on helping participants understand the importance of setting clear learning and service objectives within service-learning projects. The exercise consists of three parts: first, participants will differentiate between learning objectives (LO) and service objectives (SO); second, they will learn about the key characteristics of both types of objectives; and third, participants will work in groups to list learning objectives for youth and connect them with community needs. By the end of the activity, participants will better understand how to balance learning and service objectives and their interconnections.

Instructions:

1. Introduction (10 minutes):

Begin by explaining the importance of setting clear learning and service objectives in Service-Learning. Discuss the differences in emphasis between learning and service objectives based on the model by R. Sigomon (1994).

s-l	Service and learning objectives are disconnected from each other and are little relevant
<b>S - l</b>	Service objectives are the priority, and learning objectives are secondary
s - <b>L</b>	Learning objectives are the priority, and service objectives are secondary
<b>S - L</b>	Service and learning are strongly connected and they are equal in significance and quality. They empower each other.

2. Objective Sorting (25 minutes):

Give each participant a handout with a set of mixed objective statements (some learning objectives, some service objectives). Examples could be:

- LO: Design and implement an evaluation research.
- SO: Improve the quality of social services for elderly people in rural areas.

Allow the participants a few minutes to sort the statements into learning and service objectives. Afterward, have each participant share their answers and discuss whether the statement is a learning or a service objective.

3. Trainer Presentation (20 minutes):

Choose one learning objective (LO) and one service objective (SO) from the previous exercise. Present the differences between the two, highlighting:

- The main focus of LOs (competencies: knowledge, skills, values)
- The main focus of SOs (specific, achievable, measurable)
- The interrelationship and connection between LOs and SOs

4. Group Work (30 minutes):

Divide participants into four groups, mixing those from formal education and non-formal education sectors. Assign the following tasks:

- Task 1: Each group should list learning objectives for youth from the perspective of formal and non-formal education.
- Task 2: Connect their learning objectives with the community problems, needs, or opportunities identified in Exercise 5.2 from Unit 5.

After the group work, each group will present their findings.

5. Conclusion and Debrief (10 minutes):

Conclude by emphasizing the importance of balancing both learning and service objectives in service-learning projects. Allow participants to reflect on how these objectives should be interwoven, and let them decide on the most appropriate balance for their future projects.

**Materials Needed:**

- Handout with objective statements (learning and service) for each participant

**Examples:****Learning Objectives (LO):**

LO 1: Participants will be able to design and implement an evaluation plan to assess the effectiveness of a community service project.

LO 2: Participants will develop skills in teamwork and collaboration by working in diverse groups to solve community issues.

LO 3: Participants will improve their critical thinking abilities by analyzing the needs and challenges of the community through data collection and reflection.

LO 4: Participants will enhance their communication skills by presenting project results to community stakeholders and fellow group members.

**Service Objectives (SO):**

SO 1: Improve access to educational resources for underprivileged children in rural areas by setting up a mobile library service.

SO 2: Increase environmental awareness in the local community by organizing a series of workshops on waste reduction and recycling.

SO 3: Provide health support services for the elderly population in the community by offering free medical check-ups and health education.

SO 4: Address food insecurity in a local neighborhood by establishing a community garden and food distribution program.

- Flip chart paper
- Markers

## Goal setting in Service-Learning

**Description:**

Before this activity it is advisable to include a session on formulating goals in Service-Learning and in projects - e.g. using the SMART method. The activity serves to consolidate the theoretical foundations, to try out the formulation of service and learning objectives in practice and, above all, to become aware of how Service-Learning can be linked to specific subjects in the school curriculum.

**Material:**

- Problem/need description cards (prepared in accordance with the number of participants, ensuring that 2 cards describe the same problem/need)
- Subject cards (e.g., mathematics, language, biology, visual arts, etc.)
- 2 colored papers per participant
- Printed or digital curriculum outlines for various subjects (for inspiration)
- flipchart paper (optional)
- sticky paper tape

**Duration:** 60 min.

- introduction and instructions
- 8 minutes for individual work (writing service goals and educational objectives)

- 10 minutes for pairing participants and writing new service goals and educational objectives in pairs
- 10-15 minutes for group work (writing a new service goal and educational objectives in groups of four)
- 20-30 minutes for reviewing and creating the goal wall

Prepare problem/need description cards and subject cards for each participant. Each participant will receive one card describing a community problem or need and one card with a subject. Participants will work first individually, than in pairs and finally in groups of four. They will present their proposals only in the final part.

**Instructions:**

1. Prepare the problem/need description cards and subject cards, ensuring each problem/need has two identical copies.
2. Distribute one problem/need description card and one subject card to each participant.
3. Give each participant 2 colored pieces of paper. Instruct them to write a service goal on the first paper based on the problem/need card they drew. All participants write their service goals on the same color paper.
4. On the second colored paper, have them write an educational goal linked to the subject card they received, with a clear connection to the service goal. For inspiration, have the subject curricula ready, printed or digital.
5. Allow 8 minutes for individual work.
6. Pair up participants with others who have the same problem/need description. In pairs, they should write at least one new service goal and an educational objective for each subject. They will have 10 minutes to do so.
7. After the pair work, group participants into fours. In their groups, they will write one new service goal (for one of their problems/needs) and one educational objective for each subject. This task should take 10-15 minutes.
8. Once the group work is done, create the "goal wall" by first writing down the problems/needs on the wall or flipchart. Then, participants will attach the proposed service goals to the wall and present the corresponding educational objectives for each subject, placing them in a separate column.
9. As each goal is presented, the facilitator should review the formulation of the goals for clarity and correctness.

*Note: The right side of the goal wall can be left open to add additional activities in future sessions, as well as to propose evaluations for the service-learning projects, particularly in relation to specific subjects.*

## Identifying Causes and Effects of the Problem

**Duration:** 60 minutes

Stage 1: 20 minutes

Stage 2: 20 minutes

Stage 3: 20 minutes

**Description:** Activity will help in understanding the logic: the need – the problem – the cause – the consequences – the solution. It helps participants to develop analytical thinking and tap into the real causes of societal problems to better understand and thus offer meaningful and impactful service. Activity

has 3 stages 1. Defining the problem three, 2. Defining the goals, 3. Defining the impact. This activity can be easily used for preparation and implementation of the Service-Learning project with children/youth.

### **Stage 1: The problem three**

#### **Instructions:**

Once the central problem has been identified and written into a concise problem statement, it is time to tackle identifying the problem's causes and effects. To do this, a simple and useful tool is the Problem Tree. Identifying the problem's causes and effects will help participants and later in practice to children/youths/youth easily identify its objectives and desired outcomes later in the conception phase.

The tree is a representation of their selected problem and its causes and effects. At the trunk of the tree, tell the participants to write their problem statement from the previous session – the “heart” of the problem that they want to address through a community service-learning project.

Invite the participants to take some time to reflect on the many root causes that contribute to that central problem: what underlies the problem? Where does it come from? What factors allow it to continue? They should write each of these causes amongst the roots of the tree.

In addition, ask them to reflect on the effects of the central problem: what does this problem lead to? What additional problems or phenomena does it create if it remains unsolved? Tell the participants to write those effects up amongst the leaves.

As facilitator, you should circulate amongst the groups to ensure they are understanding the activity. After 15 minutes of work time, ask the groups to return their attention to you as you explain the next step. (They do not need to take the time to share their results with each other at this step.)

#### **Materials:**

- Problem Tree handout - recommend to draw the tree on flipchart before session],
- markers,
- flipchart paper

### **Stage 2: Clarifying the Project's Goal**

#### **Instructions:**

Explain that the next step in the project design process is moving from problems to solutions – thus actually developing your project plan. This will begin by “flipping” the problem statement from the problem trees exercise into a goal statement which will guide the project.

Ask the participants if they can identify characteristics of a well-written goal statement, highlighting the following:

Inverts the problem – presents the goal as the eradication or decrease of that problem.

Does not presume one certain solution or path to reaching that goal.

Focuses on one central goal and doesn't deviate.

Provides a one-sentence summary of what you want to do with your project.

Based on these examples and characteristics, invite each group to take their problem statement and turn it into a goal statement. As facilitator, you should listen as the groups discuss and help guide them if they get stuck, but do not dominate the process. The process should only take a few minutes. When each group has written a goal statement, you can move on to the next step. (They do not yet need to share in the large group.)

Materials:

- Flipcharts,
- marker,
- Examples of problem statement – purpose statement
- Clarifying the project's goal handout

Handout – difference between problem statement and project purpose

The statement of the problem	Statement of purpose/ Purpose of your project
<p>EXAMPLE:                      THE NEIGHBORHOOD WHERE OUR SUPER-VOLUNTEER CLUB MEETS HAS A LOT OF WASTE ON THE STREET.</p>	<p>EXAMPLE:                      THE NEIGHBORHOOD WHERE OUR SUPER-VOLUNTEER CLUB MEET HAS CLEAN STREETS.</p>
<p>Stay dogs are endangering the safety of children on the way home – to school</p>	<p>Children move safely in the neighborhood from home to school while stray dogs are taking care on in humane way.</p>

### **Stage 3: Objectives and Anticipated Impact**

**Description:** Once the central goal statement has been identified, it is time to identify the major steps participants will take in order to fulfill that goal. These are the project's objectives. One simple and useful tool to use in identifying objectives is a Solution Tree.

#### **Instructions:**

Ask each group to refer to their completed Problem Tree exercise. Then give each group a flipchart paper, markers, and a copy of the Solution Tree handout. The tree is a positive version of the Problem Tree, and serves as a representation of their selected goal and the steps necessary to get there (objectives) as well as its anticipated impact (results/outcomes).

At the trunk of the tree, tell the participants to write their goal statement. Then, invite the small groups to take a few minutes to reflect on the root causes they wrote on their problem tree. Which of these could they address through concrete actions in order to help meet their goal? Similarly, to how they wrote the goal statement as a "positive" version of the problem statement, invite them to take root causes and "invert" them so as to describe objectives for the project. Ask each group to prioritize only three objectives so as to keep the project size manageable.

Once they have chosen the three roots causes, they would like to focus on as project objectives, ask the group to formulate those objectives into more specific (and limited) sentences by making them "SMART" using the formula below:

- Specific: What? When? Where? For who?
- Measurable: What results will I obtain? How many people will be affected?
- Achievable: Does the Club have the resources necessary to fulfill this objective?
- Realistic: Is the timeframe realistic? Are the resources needed possible to obtain?
- Time-bound: In what time period will this take place? Does it have a determined end date

Be sure to pay attention to the group's progress and help guide them when they have roadblocks. Be sure to remind the groups how much time remains.

Once the groups have written their objectives, ask them to turn to the anticipated effects and impact that their project will have if the goal is achieved. These effects should be written among the leaves of the solution tree. They do not have to be formulated in a particular way, but instead serve as an estimate to help participants to anticipate what the final outcome of their project will be if it succeeds.

After the groups have finished, invite them to return to the large group, delegate a member to share their solution trees, and receive feedback.

#### **Materials:**

- Solution Tree handout,
- flipcharts,
- markers.



## An activity or the community issue

**Duration:** 15 minutes

**Description:**

Community needs mapping is an essential part of any Service-Learning project. The need always takes precedence over the idea, this is one of the key characteristics. An unmet need can be reformulated into a service goal, but not into an activity

This activity is simple and does not require much time, the participants should find out the differences between when it is a pre-mapped need and when it is an activity.

**Instructions:**

The lecturer prepares a printed worksheet in advance, where there are examples of activities or needs. He gives each participant one worksheet and then gives the participants approximately 5 minutes to complete them. Then the lecturer goes over the correct answers with the participants and their justification.

Then the participants have to add one more activity and one more community need.

**Materials Needed:**

- handout: an activity or community issue/need

examples	activity	need or issue
1. Public campaign or promotion of youth volunteerism.		
2. Low quality of social services for the elderly in rural areas.		
3. Insufficient awareness of local residents about the harmfulness of illegal landfills.		
4. Tutoring elementary school children in achieving literacy.		
5. Insufficient competences in the field of active participation in the local community.		
6. Workshops for children on the goals of global sustainability.		
7. Reconstruction of a public building for the purpose of cultural events for youth.		
8. High unemployment rate of people with disabilities.		

## Community Mapping and Identification of Issues in the Community

**Duration:** 2 hours

1. What is a Community Map? (15 minutes)
2. Community Map in the Field (45 minutes)
3. Drawing the Community Map (30 minutes)
4. Presentation of the Community Maps (30 minutes)

**Description:**

This activity aims to help participants learn about community mapping as a tool for identifying the strengths and weaknesses of a given community. Through hands-on exploration and group discussion, participants will gain a deeper understanding of the challenges their community faces and identify opportunities for community service-learning projects. The session is divided into different parts: an introductory discussion, a field visit for observation, drawing the community map, and presenting their findings to others.

**Instructions:**

1. Begin by explaining to the participants that a community map is a tool used to critically observe and assess the strengths and weaknesses of a specific community. The map helps visualize the assets and challenges within the community.
2. After the introduction, divide the participants into 3-4 groups. Instruct them to go out into the field for 45 minutes and observe the community closely. They should pay attention to roads, buildings, houses, green spaces, schools, health centers, shops, institutions, and other important features. Encourage participants to take photos of their observations and ask at least one person in the community about a local issue or problem.
3. Once the groups return from the field visit, ask them to draw the community map. They should include important features such as boundaries, roads, buildings, and institutions. They should mark positive features (assets) in one color and negative features (problems) in another color. Discuss with the groups the importance of each feature and how these elements contribute to or challenge the community.
4. After the groups have completed their maps, guide them to reflect on the following questions:
  - Which problems would they prioritize to address as a group?
  - Which problems are the most urgent or have the most serious consequences?
  - What strengths or assets in the community could be used to address these problems?
  - Who in the community could they collaborate with to tackle these issues?
5. Once the reflection is complete, invite each group to present their map and conclusions to the rest of the participants. Each group should have 3 minutes to explain the issue they prioritized and why it would be a good starting point for a service-learning project.
6. Conclude the session by reminding participants that a service-learning project involves several stages, including getting community support and developing action plans. This map is just the first step in the process.
7. Finish the session with debriefing questions:
  - What are the strengths of this exercise? What are its potential weaknesses?
  - What did you personally learn from this exercise?
  - How can this exercise involve the community in a meaningful way?
  - Do you think community mapping will be a helpful tool for your club?
  - What do you think is the next step in developing a community service-learning project?

**Needed Materials:**

- Flipchart
- Markers in different colors
- Water bottles for each participant
- An energy bar for each participant

## Photo shooting

### Material:

- 2 cardboard frames per group (one red and one green)
- flipchart paper, markers
- data projector (optional)

### Duration:

45 - 60 minutes

- 10 minutes introduction + instruction
- 20 minutes for the photo activity
- Additional time for reviewing and discussing the photos (approximately 15-20 minutes)

### Description:

This activity is suitable as an introduction to the topic of community needs mapping. It focuses more on mapping the problems/needs of the locality in terms of physical space, but can also be used for the social domain. In that case, we will add in the introduction a discussion on the topic of "community" as we understand it in Service-Learning, who can be a community, etc.

### Instructions:

1. Divide participants into smaller groups (4-5 people).
2. Give each group a red and a green cardboard frame.
3. Instruct groups to go around the building or its surroundings and take pictures using the frames.
  - Use the green frame for areas that are pleasing or well-designed.
  - Use the red frame for areas that are problematic, neglected, or in need of improvement.
4. Allow the groups 20 minutes to take their photos.
5. After the photo-taking session, gather all participants together and review the photos.
6. For the photos taken with the red frame, identify the specific issues or problems present in the areas.
7. Encourage participants to think about alternative ways of mapping problems and needs that they or children/youths could use in the future.
8. Write down the suggested methods on a flipchart for further discussion.

## Mission Impossible

**Duration:** 60 minutes

### Description:

This activity draws attention to the importance of the action within Service-Learning and emphasizes the importance of the role of the teacher/youth worker within the action. The participants will find themselves in the roles that children/youths usually play during a Service-Learning project. In the end,

they reflect on this experience and then discuss the role of the teacher/worker with the youth in the process of the event.

### **Step-by-Step Process for the Trainer:**

1. The lecturer divides the group members into smaller groups (maximum of 8 members each). The lecturer will explain that the task of the group is to complete the given tasks in a certain time. Completing tasks consists of 4 phases:

1. Phase - group members have 3 minutes to agree on a strategy to complete the following tasks
2. Phase - after three minutes they stop talking, they have 4 minutes left to complete
3. Phase - after the time has passed (total of 7 minutes), we will check the completion of the tasks
4. Phase- reflection on the game

2. The lecturer prepares a stopwatch and reveals the tasks (you can show the tasks to be completed on a projected presentation/flipchart or print them on paper in advance for the participants).

3. After the time has passed, reflection takes place, the participants still remain in the groups as they completed the individual tasks.

Reflection after the game consist of these tasks:

- On the fingers of your hand from 1 to 10, show how you felt while completing the tasks?
- On the fingers of your hand from 1 to 10, show how you were involved in completing the tasks?
- Describe how it all went? What did you do first, second...?
- Who came up with ideas, who coordinated and who controlled?
- How do you think the activity is related to the topic: the role of the teacher during the Action - implementation?

4. The lecturer asks the group a question: What do you think should be done while the children/youths are doing the given activity in the community? Lecturer will let the participants suggest and add appropriately.

The role of the teacher/youth worker depends on the Service-Learning model and the age of the children/youths, but mainly consists in creating a space for learning through service in the community.

During the implementation of the activity, the teacher/youth worker should mainly:

- Enhance the overall benefit of the Service-Learning experience.
- Clarify commitments, expectations and roles.
- Maintain focus on learning and development goals.
- Support male and female children/youths during their service.
- Encourage interpersonal and intercultural experiences.
- Help manage changes during the implementation of the Service-Learning project.
- Provide supervision and ensure safety.
- Maintain energy and enthusiasm.
- Document experiences and prepare reflection.
- Be active

### **Materials Needed:**

- flipchart/ presentation with tasks/printed tasks
- handout: examples of tasks for groups:

1. Bring 3 different stones

2. Build a totem pole (at least 30 cm high) representing a group of available items
3. Write female names on the short alphabet
4. Bring 3 leaves from different trees
5. Collect 10 birth dates and names from those present
6. Sing an excerpt of a song
7. Three members of the group must do 20 squats each
8. Invent a 4-verse rhyme about Thursday
9. Put on one group member another 6 pieces of clothing of other group members
10. Come up with a lunch menu for every day of the week
11. Make 3 paper airplanes
12. Take a photo of all members of the group
13. Think of 5 different reasons why it is better to be at training today than to be at home.
14. Add the sizes of the legs of all training members.
15. Add the windows in the room
16. Show something related to ecology.

## Reflection in Service-Learning

**Duration:** 20 minutes

### **Description:**

This activity introduces participants to the importance of reflection in service-learning by comparing two examples of reflection results—one with reflective activities and one without. The exercise also involves participants in identifying differences and suggesting improvements.

### **Step-by-Step Process for the Trainer:**

#### 1. Assigning Roles (2 minutes):

- "At the beginning of this unit, I will assign two participants special roles. One will be active and participate in the group discussion, while the other will be passive and observe. The role of the observer is important for the next part of the unit. Please record what you observe during this activity."
- "The active participant will engage as usual, while the passive participant will only look at what is happening."

#### 2. Presenting Examples (5 minutes):

- "I will now present two examples of reflection results: one is a rich reflection that includes activities throughout the semester, and the other is a poor reflection without reflection activities."
- "Let's look at these two examples and discuss: 'What is the main difference between them?' What happened in each case, and what is missing in the poor example?"

#### 3. Group Discussion (10 minutes):

- "Let's discuss these examples. What do you notice in the 'rich' example that is not present in the 'poor' example? What do you think happened here? Why is reflection important in service-learning?"
- "I will write down your observations on the flip chart, highlighting the differences between the two examples."

#### 4. Introduction of Experimental Learning Cycle (5 minutes):

- "Let's now move on to the concept of experimental learning. Reflection is a key element in the learning cycle. I will now show you a slide explaining the cycle of experimental learning, where reflection plays an integral role."

- "Going back to the examples we discussed, how could we improve the reflection in the poor example to make it more like the rich example?"

#### **5. Debriefing Questions:**

- "What were the key differences between the examples?"

- "Why is reflection a crucial part of service-learning?"

- "What practical steps can we take to improve reflection in our own teaching?"

#### **Materials Needed:**

- Flipchart and markers
- Slides with examples of reflection results (one rich and one poor)
- Slide on the experimental learning cycle

#### **Handout**

#### **HANDOUT: EXAMPLES OF REFLECTION**

##### **Slide 1- good reflection**

This is the first time I faced with the usefulness of my knowledge for the practical problem I was facing. It seemed so abstract beforehand and now it made sense. I thought it would be much easier. A lot of communication, misunderstanding, compromises. Community partner was busy and we had to work around his schedule. Luckily I had a team and we managed to share the burden of the project. I learned a lot of my future profession. I hardly wait to start working. My community partner liked the project and we will stay in touch for future needs. Maybe we will work together on some other project. (Nensi, 2016)

##### **Slide 2- bad reflection**

I occasionally did the work but actually I did not learned anything. I think I wasted my time. I do not see the point in working so hard and for such a long period of time and all that free of charge. There is no connection with the course whatsoever. I could have used my time more efficiently and effectively. The community partner was not interested in the project at all. We were just intruders in his super busy schedule. (John, 2017)

## Reflection – level, types and questions

**Duration:** 35 minutes

### **Description:**

This exercise invites participants to reflect on the various moments of reflection during the training. The goal is to identify when reflection took place, what was reflected upon, and which questions were used. This encourages participants to recognize the key aspects of reflection in service-learning.

### **Step-by-Step Process for the Trainer:**

#### 1. Group Reflection Prompt (5 minutes):

- "Let's begin by looking back at the training you've participated in so far. Can anyone point out the moments during this training when we did reflection?"
- The trainer writes down the answers on the flipchart.

#### 2. Identifying Reflection Moments (10 minutes):

- "For each moment that you mention, we will add the time or section of the training when the reflection occurred. This will help us understand how reflection was integrated throughout the session."
- Trainer writes the times of reflection moments next to the corresponding answers on the flipchart.

#### 3. What Was Reflected Upon? (10 minutes):

- "Now, let's discuss what we actually reflected upon during these moments. What were the topics, challenges, or ideas we reflected on?"
- Trainer adds the levels of reflection (e.g., personal, theoretical, practical, etc.) to the flipchart.

#### 4. Reflection Questions Used (5 minutes):

- "Which specific questions did we use to guide our reflections? Can you recall any questions that helped you think deeper during our reflective moments?"
- Trainer writes the reflection questions mentioned by the group on the flipchart.

#### 5. Debriefing Questions:

- "Why is it important to reflect at various points throughout a training session?"
- "How did the different types of reflection (personal, theoretical, practical) help you gain insights?"
- "How can you apply these reflection techniques in your own teaching practice?"

### **Materials Needed:**

- Flipchart and markers
- Handout : Reflection in Service-Learning

## Why Reflection and Evaluation

**Duration:** 30 minutes

### **Description:**

This activity is designed to help participants understand the importance of reflection and evaluation in community service-learning (SL) projects. Reflection allows individuals to think back on their experiences, while evaluation involves assessing those experiences against certain criteria. The activity involves group work where participants reflect on what these terms mean and present their reflections through a statue-making exercise. After presenting their statues, groups will engage in a quick discussion and debrief to clarify the difference between reflection and evaluation, and why both are crucial to the success of SL projects.

### **Instructions:**

1. Start the session by explaining the importance of reflection and evaluation. Clarify the difference: reflection is thinking back on experiences, while evaluation involves assessing those experiences against established standards.
2. Lead the group in a brief discussion about why reflection and evaluation matter in service-learning projects. Use a blank flipchart to write down participant responses to the questions:
  - Why is evaluation and reflection important?
  - What do we evaluate/reflect about in service-learning projects?
3. Ask the participants to think about what reflection means to them and have each group create a statue that represents their idea of reflection. Encourage them to work together for 15 minutes.
4. After the groups finish creating their statues, invite each group to present their statue to the rest of the participants. Other groups will comment on the statues, discussing whether the reflection is represented clearly and exploring the roles of the figures in each statue.
5. After each presentation, ask follow-up questions, such as:
  - What does the statue represent?
  - Is the reflection clear?
  - What role does each person or figure in the statue play?
6. Once all groups have presented their statues, bring the participants back together for a large group reflection. Share key points about the role of reflection and evaluation in service-learning projects, touching on topics such as:
  - The importance of reflection and evaluation for monitoring project strengths and weaknesses.
  - How evaluation helps track personal growth and team development.
  - Why self-assessment and honest feedback are essential in learning from service-learning projects.
7. Conclude the session by explaining that evaluation and reflection happen after every service-learning project, usually during evaluation meetings held every 4-6 months. These meetings help the team learn from past projects and plan for the future.

### **Needed Materials:**

- Flipchart
- Markers
- Blank space for group statue presentation (or objects to build statues with, depending on available resources)



## Introduction to the Reflection

**Duration:** 40 min.

- 8 minutes for group work (to analyze the case studies and identify learning outcomes)
- 15 minutes for group presentations and discussion
- 10 minutes for summarizing the discussion and introducing the theoretical foundation

### Instructions for Facilitator:

#### 1. Initial Setup:

- Divide participants into small groups.
- Provide each group with a different case study describing a Service-Learning project. Ensure that the case studies come from diverse areas (e.g., working with seniors in a care facility, improving public spaces, environmental conservation, community outreach, etc.).

#### 2. Group Work (8 minutes):

- Instruct each group to analyze their assigned case study and identify what children/youths learned through the Service-Learning experience described in the project.
- Encourage groups to focus on both academic and non-academic learning outcomes, such as:
  - Knowledge and skills in the subject area
  - Personal growth (e.g., responsibility, communication, teamwork)
  - Social and community awareness
- Ask them to write down their conclusions on a flipchart or whiteboard.

#### 3. Group Presentations (15-20 minutes):

- After the group work, ask each group to present their findings. They should explain what the children/youths learned from the project and why they believe these were key outcomes.
- Once all groups have presented, facilitate a discussion with the following guiding questions:
  - "How do you know what children/youths actually learned from these projects?"
  - "How can you ensure that children/youths learn what you've identified as key outcomes?"
  - "What steps will you take to make sure these learning outcomes are achieved?"

#### 4. Discussion and Reflection (10 minutes):

- Summarize the main points of the discussion. Highlight the importance of reflection in the Service-Learning process and the role it plays in ensuring that children/youths learn effectively.
- Introduce the theoretical foundation on reflection in Service-Learning. Explain that reflection is a key element of Service-Learning because it helps children/youths connect their experiences with their learning and personal development.
- Present various methods of reflection that can be used in Service-Learning, such as:
  - Journals or reflection logs
  - Group discussions or debriefings
  - Creative methods like art, presentations, or storytelling
- Conclude by emphasizing that reflection should be integrated throughout the Service-Learning process, not just at the end.

**Material:**

- Case study descriptions of various Service-Learning projects (e.g., working with seniors in a social care facility, a project to improve public spaces, etc.)
- Flipcharts or whiteboards and markers for group work and presentations

**Standards for Quality Service-Learning projects**

Duration: 60 minutes

**Description:** this activity ensures the understanding of the Service-Learning Standards as a quality aspects of any Service-Learning idea and how different phases of the Service-Learning project should look like in terms of the process and final results. For example if we observe children/youth engagement standards it is important to understand what means to have children/youths develop, implement and evaluate the Service-Learning project. Accepting the Quality Standards as quality guidelines in Service-Learning projects influence teachers or youth leaders attitudes toward working with children/youths / youth: what role adults take while working with children/youths: facilitating and mentoring role or overtaking the process and work flow role.

**Step-by-step instructions:**

1. For this activity you will need to use the Quality standards for Service-Learning handout.
2. Tell the participants that for this activity we will be going through all of the SL quality standards and we will see how each criteria can be reached and through which actions.
3. Make sure that you go through all of the SL quality standards criteria one by one and that it is clear for all participants.

**Materials**

**Handout:** HANDOUT – Quality Standards for Service-Learning

**1. The children's /youth' engagement responds to a real need or genuine problem in the community environment. The children/youth are involved in selecting and planning their engagement and take on a meaningful, useful task.**

Service-Learning begins where children/youth get involved. When they feel that their knowledge and skills are truly needed and that they can contribute something meaningful, they experience self-efficacy. A challenging activity creates curiosity, motivation, and many topics for discussion that can be built upon at school or organization. Conversely, a boring, meaningless activity can lead to demotivation and rejection of the project.

Finding the real need together in a research phase should therefore be part of every project. It is important that children/youth take on a task where they can contribute their strengths and interests, and therefore understand it as "their" task. This prevents them from being perceived as "the tenth intern" or even being seen as a burden ("millstone around the neck").

**2. The projects are part of the lessons and/or are linked to curriculum content.**

A core goal of Service Learning is for children/youth to experience the practical applicability of academic knowledge. And conversely, that they can enrich the lessons with their own experiences. This puts the knowledge learned at school or organization into context. To use John Dewey's words, it transforms from "retrievable knowledge" to "understood knowledge" that can be applied to other situations.

The close connection between cognitive and social learning, so that both benefit from each other, is the special characteristic of Service-Learning. The connection to subject teaching or non-formal education curriculum is also important to reach children/youth who would not voluntarily engage outside of school or organization. And, Service-Learning is also about curriculum development, about an alternative form of teaching and learning. Through Service-Learning, teaching becomes lively and action-oriented.

**3. There is regular and planned reflection of the children/youth experiences.**

Reflection is THE connecting link between personal experiences in engagement and academic learning in school or youth organization. Because, the deep understanding, knowledge and experiences must be interpreted in connection. This is exactly what is practiced through reflection. Thinking about the context and meaning of one's own experience, guided by targeted questions, makes the purpose of engagement clear to children/youth. Personal strengths and weaknesses become clearer, the transfer of subject knowledge is facilitated, and metacognitive competencies (e.g., complex problem solving, managing one's own learning processes) are trained.

Example of a reflection cycle: Concrete experience (e.g., mentoring a migrant child) → Illumination from different perspectives (e.g., What does migration mean? Why are there refugees? What is my own role in this?) → Derivation of abstract hypotheses (e.g.: For peaceful coexistence in our city, we need integration. Integration often begins with learning the language) → Application for problem solving (e.g.: Next time I will inform my mentored child's family about available language courses).

**4. The practical engagement of children/youth takes place outside of school /youth organization.**

For children/youth, engagement outside of school/ youth organization offers a new field of learning. They get the opportunity to master situations that the "normal" learning routine would not bring them into. They practice transferring their knowledge, abilities, and competencies from the "protected space" of school or youth organization into "real life". Through their engagement in the community or in their district, they learn how they can make a real contribution to society. This allows them to experience the meaningfulness of their learning and actions.

And: The children/youth come into contact with people they might otherwise never meet (e.g., different social class, religion, ethnicity). Such contacts help build bridges within society and develop social capital. Additionally, external expertise from the community or society is used to enrich learning.

The school or youth organization as a whole can also benefit from cooperation with external partners. Because, Service-Learning is always about opening up the school/ youth organization, about developing towards a "school in the community" or "proactive youth organization".

#### **5. The children/youth are actively involved in planning the project and designing the Service-Learning activities.**

Service Learning should not just consist of children's/youth doing what teachers/youth leaders prescribe. Rather, the children/youth have a real "voice" in the project and can influence the planning, execution, and evaluation. This increases motivation and the sense of involvement. The children/youth truly make the project their own ("ownership") and practice democratic speaking and decision-making in class/youth groups.

The children/youth are encouraged to find their own projects and take on as much responsibility as possible. Researching problem situations and discovering worthwhile help projects is at the core of Service-Learning. Self-determination and taking responsibility are essential for personal development and learning success in the project.

## Quality Standards Investigators

**Duration:** 90 min

**Description:** Participants will critically evaluate previous Service-learning projects by applying the established Service-Learning Quality Standards.

**Step-by-step instructions:**

1. Tell the participants that they will work in small groups to review and evaluate real-life examples of past Service-Learning projects. Each group will be provided with detailed descriptions that include information about the project's objectives, implementation, outcomes, and feedback from participants and the community.
2. Briefly explain the purpose of the evaluation activity and how it aligns with the Service-Learning Quality Standards. Mention to them that we will have 2 sessions for evaluating projects one will be dedicated to projects implemented by non-formal groups/clubs and one from schools.
3. Review the quality standards, ensuring participants understand each one and how it can be used as a criterion for evaluation. Go through the evaluation form and make sure they understand it.
4. Give each group 2 projects.
5. Groups will discuss how well the project met each standard, identify strengths and weaknesses, and suggest improvements for future projects
6. Tell them to keep notes since we will discuss them in a separate session.

**Materials:** HANDOUT Quality Standards Evaluation Martix, printed S-L projects, pens.

HANDOUT Quality Standards Evaluation Martix

Standards	Description
<p><b>1. PURPOSEFUL SERVICE</b></p> <p>Children/youth respond to real needs or problems in the neighborhood or community. Children/youth are involved in selecting and planning their engagement and take on tasks that are meaningful and helpful. Service-learning begins when children/youth participate. If they feel that their knowledge and abilities are needed and that they can make a useful contribution, Children/youth experience that they are effective in the community. Through action, curiosity, motivation, and many more conversation topics emerge at school. Conversely, boring, meaningless activities can lead to demotivation and rejection of the project.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li><i>1. List the Service-Learning activities during which children/youth learned and acquired necessary skills?</i></li> <li><i>2. Describe what activities children/youth undertook and carried out according to their abilities and age? Were the activities interesting for children/youths?</i></li> <li><i>3. Describe the connection between achievements that were accomplished during service and/or teaching and the needs of the social community (starting point for Service-Learning)?</i></li> <li><i>4. How they were sure this is what community really needed?</i></li> </ol>	
<p><b>2. CONNECTION WITH CURRICULUM</b></p> <p>Service-Learning practice is part of teaching and is connected with the content of the curriculum.</p> <p>The primary goal of Service-Learning is for children/youth to learn how to practically use knowledge and conversely how to enrich teaching with personal experience. That is, curriculum objectives should be linked with community service goals that will ultimately result in children/youth development and meeting community needs. In this way, children/youth use knowledge learned in school or youth organization in real situations, and developed skills and knowledge are transferred from one situation to another. With Service-Learning, teaching becomes more lively and action-oriented. Service-Learning practice is part of teaching and connects with the teaching content.</p> <p><b>Key questions:</b></p>	

<ol style="list-style-type: none"> <li><b>1. Describe whether the learning objectives and service objectives were balanced during the preparation for Service-Learning project?</b></li> <li><b>2. List the skills that children/youth acquired during classes that helped in implementing the service?</b></li> <li><b>3. List the skills that children/youth acquired during the service that helped with learning during classes/youth meetings?</b></li> </ol>	
<p><b>3. REFLECTION - Regular and Planned Reflection of Children/youth Experience</b></p> <p>Reflection is the connection between service (engagement) and learning, and therefore should run like a thread through the entire Service-Learning process. In everyday fast-paced activities, it often happens that among many tasks and activities in service and classroom, we neglect thinking about what we do and what we learn. This space in Service-Learning practice should be created through structured and intentionally planned reflection. Focused and conscious guidance of thinking about one's own actions activates professional competencies and enables their integration into the Curriculum (reflection on the connection between learning and engagement in service). Additionally, reflection helps in planning and managing engagement (thinking about the project flow) and serves the emotional, social, and personal development of children/youths (self-reflection: e.g., about expectations and fears, possible prejudices, personal changes). Finally, children/youth are encouraged to understand the impact of their own actions and to see their own experiences in a broader context (reflection on the social context of 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) is practiced.</p> <p><b>Key Questions</b></p> <ol style="list-style-type: none"> <li><b>1. What obstacles did children/youth anticipated at the beginning and what did they encounter during the implementation of Service-Learning?</b></li> <li><b>2. Did children/youth learn how the knowledge and skills they use and develop during service/engagement can be connected to other segments of their lives? Provide an example.</b></li> <li><b>3. Did reflection activities lead children/youth to think more deeply about complex problems in the community or their own assumptions, prejudices, and personal responsibility in society? Provide an example.</b></li> </ol>	
<p><b>4. COMMUNITY PARTNERSHIP</b></p>	

In Service-Learning, children/youth advocate for other people in their community, or for environmental, cultural, or political issues. Their engagement takes them beyond the "school or organization" setting, occurring outside their usual environment. Children/youth discover new learning places, apply knowledge and skills in real contexts, learn about other living environments and perspectives, and shape society. They are given the opportunity to master situations that "normal" learning would not bring them to. They practice transferring their own knowledge and abilities from the school/organization "safe haven" into "real life." Such out-of-school/organization commitment brings with it direct collaboration with other people and actors in the community and district whom they would otherwise never meet (e.g., different social class, religions). Such contacts build bridges within communities and build social capital. Collaboration with partners from the community is part of every Service-Learning project. On the other hand, external expertise from the community is used to enrich learning. Partners see each other as resources and work together to establish a shared vision, set goals, and implement plans.

### **Key Questions**

- 1. How did children/youth and partners develop and implement Service-Learning activities?***
- 2. List the methods of communication between partners and children/youth regarding plans, activities, and progress?***
- 3. How did partners participate in reflection?***
- 4. How did partners participate in implementing activities and celebrating the completion of Service-Learning (including receiving/giving recognition)?***
- 5. How did Service-Learning partners participate in evaluation (did and how did the experiences meet the common goals)?***

### **5. CHILDREN/YOUTH VOICE - Children/youths are actively involved in planning and implementing Service-Learning activities**

Participation in Service-Learning is more than just an obligation, meaning that children/youth can also make decisions and take responsibility in the classroom or organization. If this doesn't happen and engagement is quasi "prescribed," it's questionable whether children/youth experienced the engagement as an opportunity for social participation. Literally, to participate means to take away from someone. So, if children/youth participate, they should relieve adults of some responsibility and influence. The question is, to what extent? What decisions can children/youth make in Service-Learning? What is negotiable, and what isn't? Answers to these questions depend on many factors. This increases motivation and sense of participation.



Children/youth design Service-Learning according to their "sense of ownership" and practice democratic dialogue and decision-making in the classroom.

Children/youth are encouraged to find personal projects and take as much responsibility as possible. The core of Service-Learning is examining problems. Self-determination and taking responsibility are key to personal development and learning success.

### **Key Questions**

- 1. How were children/youth involved in service preparation? How did the preparation of Service-Learning project build trust between children/youth and adults?***
- 2. What was the children/youth share in decision-making about Service-Learning?***
- 3. What was needed to create an atmosphere for reflection that develops a sense of self-confidence and open expression?***
- 4. How did children/youth participate in evaluating the quality and effects of experiences during Service-Learning?***

## **Standards Escape Room**

**Duration:** 60 minutes

**Description:** This activity is continuation of activity Quality Standards Investigators and it engages participants in playful problem-solving activities that reinforce understanding of Service-Learning Quality Standards. It can be done separately as well.

Participants are part of a Service-Learning team that must solve puzzles related to the quality standards of Service-Learning in order to unlock a treasure chest containing the "Key to Impactful Learning." Each puzzle corresponds to a different standard, and solving all puzzles will help them "escape" and unlock the treasure.

### **Step-by-step instructions:**

1. Create puzzles and challenges related to quality standards. These should include riddles, logic puzzles, and tasks that require applying standards to hypothetical scenarios.
2. Choose a theme for the escape room that relates to Service-Learning, such as "Rescue the Community Project" or "Unlock the Quality Standards," to add relevance and engagement.
3. Ensure that each puzzle solution leads to the next one, culminating in the final "escape."
4. Divide participants into small teams, emphasizing the collaborative nature of the escape room.
5. Brief the teams on the escape room's theme and storyline. Explain that they need to apply their knowledge of quality standards to solve the puzzles and "rescue" the project.

6. Teams work through the puzzles, with each solved challenge revealing the next clue. For instance, solving a puzzle about setting measurable objectives might unlock a code for a lockbox containing the next task.
7. Encourage creative thinking and application of learned concepts. The puzzles should be designed to practically apply standards.
8. Set a time limit to add urgency and simulate real-world project management pressures.
9. After the escape room is completed (or time runs out), hold a debriefing session with all participants.
10. Review each puzzle and its connection to the quality standards, highlighting correct applications and their impact on solving the escape room. Also, how it influenced the success of the escape room
11. Invite participants to share their thoughts on how the activity helped them understand the importance of applying quality standards in real Service-Learning projects.

**Materials:**

- Boxes/Envelopes
- combination locks or keys
- timer
- pens
- A4 papers
- printed handout w/puzzles
- [Escape Room Puzzles - Google Docs](#)
- [Escape Room Concept: "Unlock the Secrets of Quality Service-Learning" - Google Docs](#)

## Quality Standards Jigsaw

**Duration:** 30 minutes

**Description:**

In this activity participants will focus on quality Standards for successful Service-Learning practice to check their own attitudes toward essential quality components of the Service-Learning projects. Activity will ensure in depth analysis to what extent participants teach or facilitate their work with children or youth.

**Instructions:**

2. Give short overview what are the Quality Standards for successful Service-Learning practice, why they are important and what quality standards are important for Service-Learning projects. It can be in the form of oral presentation with or without power point presentation.
3. Split participants into groups. Ideally form 5 groups - each to work on one out of 5 quality standards. In case of more groups - you can give same quality standard to two or more groups to discuss. In case of smaller training group you have pairs or triplets to cover all standards.
4. Share the handout to each group and instruct them to:  
Read the content from the handout

Think individually: what is important for me regarding the handout content and what benefits will have my children/youth if this standard is fulfilled in the Service-Learning project; what question(s) arise reading the standard handout. In the group: share your individual answers. Make one joint group presentation.

Plenary each group share their work: present/read the Standard; present what is important, benefits for children/youths, and questions raised.

5. At the end trainer gives final conclusion having in mind all presentations.

**Materials Needed:**

- Flipchart paper
- Markers
- Handout Quality Standards for Service-Learning

**1. The children's /youth' engagement responds to a real need or genuine problem in the community environment. The children/youth are involved in selecting and planning their engagement and take on a meaningful, useful task.**

Service-Learning begins where children/youth get involved. When they feel that their knowledge and skills are truly needed and that they can contribute something meaningful, they experience self-efficacy. A challenging activity creates curiosity, motivation, and many topics for discussion that can be built upon at school or organization. Conversely, a boring, meaningless activity can lead to demotivation and rejection of the project.

Finding the real need together in a research phase should therefore be part of every project. It is important that children/youth take on a task where they can contribute their strengths and interests, and therefore understand it as "their" task. This prevents them from being perceived as "the tenth intern" or even being seen as a burden ("millstone around the neck").



**2. The projects are part of the lessons and/or are linked to curriculum content.**

A core goal of Service Learning is for children/youth to experience the practical applicability of academic knowledge. And conversely, that they can enrich the lessons with their own experiences. This puts the knowledge learned at school or organization into context. To use John Dewey's words, it transforms from "retrievable knowledge" to "understood knowledge" that can be applied to other situations.

The close connection between cognitive and social learning, so that both benefit from each other, is the special characteristic of Service-Learning. The connection to subject teaching or non-formal education curriculum is also important to reach children/youth who would not voluntarily engage outside of school or organization. And, Service-Learning is also about curriculum development, about an alternative form of teaching and learning. Through Service-Learning, teaching becomes lively and action-oriented.

### **3. There is regular and planned reflection of the children/youth experiences.**

Reflection is THE connecting link between personal experiences in engagement and academic learning in school or youth organization. Because, the deep understanding, knowledge and experiences must be interpreted in connection. This is exactly what is practiced through reflection. Thinking about the context and meaning of one's own experience, guided by targeted questions, makes the purpose of engagement clear to children/youth. Personal strengths and weaknesses become clearer, the transfer of subject knowledge is facilitated, and metacognitive competencies (e.g., complex problem solving, managing one's own learning processes) are trained.

Example of a reflection cycle: Concrete experience (e.g., mentoring a migrant child) → Illumination from different perspectives (e.g., What does migration mean? Why are there refugees? What is my own role in this?) → Derivation of abstract hypotheses (e.g.: For peaceful coexistence in our city, we need integration. Integration often begins with learning the language) → Application for problem solving (e.g.: Next time I will inform my mentored child's family about available language courses).



### **4. The practical engagement of children/youth takes place outside of school /youth organization.**

For children/youth, engagement outside of school/ youth organization offers a new field of learning. They get the opportunity to master situations that the "normal" learning routine would not bring them into. They practice transferring their knowledge, abilities, and competencies from the "protected space" of school or youth organization into "real life". Through their engagement in the community or in their district, they learn how they can make a real contribution to society. This allows them to experience the meaningfulness of their learning and actions.

And: The children/youth come into contact with people they might otherwise never meet (e.g., different social class, religion, ethnicity). Such contacts help build bridges within society and develop social capital. Additionally, external expertise from the community or society is used to enrich learning.

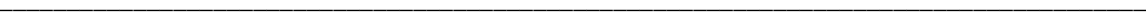
The school or youth organization as a whole can also benefit from cooperation with external partners. Because, Service-Learning is always about opening up the school/ youth organization, about developing towards a "school in the community" or "proactive youth organization".



**5. The children/youth are actively involved in planning the project and designing the Service-Learning activities.**

Service Learning should not just consist of children's/youth doing what teachers/youth leaders prescribe. Rather, the children/youth have a real "voice" in the project and can influence the planning, execution, and evaluation. This increases motivation and the sense of involvement. The children/youth truly make the project their own ("ownership") and practice democratic speaking and decision-making in class/youth groups.

The children/youth are encouraged to find their own projects and take on as much responsibility as possible. Researching problem situations and discovering worthwhile help projects is at the core of Service-Learning. Self-determination and taking responsibility are essential for personal development and learning success in the project.



## Guidelines for Quality Implementation of Service-Learning

**Duration:** 40 minutes

### **Description:**

Quality standards for Service-Learning are guidelines for successful Service-Learning projects. Each standard represents one quality area and indicates an essential process or result that should occur during the implementation of Service-Learning. This exercise helps participants to evaluate own Service-Learning practice before it starts or after Service-Learning project ends.

### **Instructions:**

Participants in pairs (representatives from same school or youth organization) evaluate own Service-Learning project using handout Quality Standards Evaluation Matrix. They need to have their own Service-Learning project (either an outline of the project or detailed project) and through discussion fill in the column Description. Questions are focused on certain quality area of Service-Learning.

This step can take up to 20 to 25 minutes. The questions in column Standards are in past tense but can be used while formulating Service-Learning practice.

After the group work participants can share insights from the matrix table or have general overview of their learnings from the activity.

### **Materials Needed:**

- Service-Learning project developed by participants
- Handout Quality Standards Evaluation Matrix
- Pens

HANDOUT Quality Standards Evaluation Martix

Standards	Description
<p><b>1. PURPOSEFUL SERVICE</b></p> <p>Children/youth respond to real needs or problems in the neighborhood or community. Children/youth are involved in selecting and planning their engagement and take on tasks that are meaningful and helpful. Service-learning begins when children/youth participate. If they feel that their knowledge and abilities are needed and that they can make a useful contribution, Children/youth experience that they are effective in the community. Through action, curiosity, motivation, and many more conversation topics emerge at school. Conversely, boring, meaningless activities can lead to demotivation and rejection of the project.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li><i>5. List the Service-Learning activities during which children/youth learned and acquired necessary skills?</i></li> <li><i>6. Describe what activities children/youth undertook and carried out according to their abilities and age? Were the activities interesting for children/youths?</i></li> <li><i>7. Describe the connection between achievements that were accomplished during service and/or teaching and the needs of the social community (starting point for Service-Learning)?</i></li> <li><i>8. How they were sure this is what community really needed?</i></li> </ul>	
<p><b>2. CONNECTION WITH CURRICULUM</b></p> <p>Service-Learning practice is part of teaching and is connected with the content of the curriculum.</p> <p>The primary goal of Service-Learning is for children/youth to learn how to practically use knowledge and conversely how to enrich teaching with personal experience. That is, curriculum objectives should be linked with community service goals that will ultimately result in children/youth development and meeting community needs. In this way, children/youth use knowledge learned in school or youth organization in real situations, and developed skills and knowledge are transferred from one situation to another. With Service-Learning, teaching becomes more lively and action-oriented. Service-Learning practice is part of teaching and connects with the teaching content.</p> <p><b>Key questions:</b></p>	



<ol style="list-style-type: none"> <li>1. <i>Describe whether the learning objectives and service objectives were balanced during the preparation for Service-Learning project?</i></li> <li>2. <i>List the skills that children/youth acquired during classes that helped in implementing the service?</i></li> <li>3. <i>List the skills that children/youth acquired during the service that helped with learning during classes/youth meetings?</i></li> </ol>	
<p><b>3. REFLECTION - Regular and Planned Reflection of Children/youth Experience</b></p> <p>Reflection is the connection between service (engagement) and learning, and therefore should run like a thread through the entire Service-Learning process. In everyday fast-paced activities, it often happens that among many tasks and activities in service and classroom, we neglect thinking about what we do and what we learn. This space in Service-Learning practice should be created through structured and intentionally planned reflection. Focused and conscious guidance of thinking about one's own actions activates professional competencies and enables their integration into the Curriculum (reflection on the connection between learning and engagement in service). Additionally, reflection helps in planning and managing engagement (thinking about the project flow) and serves the emotional, social, and personal development of children/youths (self-reflection: e.g., about expectations and fears, possible prejudices, personal changes). Finally, children/youth are encouraged to understand the impact of their own actions and to see their own experiences in a broader context (reflection on the social context of 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) is practiced.</p> <p><b>Key Questions</b></p> <ol style="list-style-type: none"> <li>4. <i>What obstacles did children/youth anticipated at the beginning and what did they encounter during the implementation of Service-Learning?</i></li> <li>5. <i>Did children/youth learn how the knowledge and skills they use and develop during service/engagement can be connected to other segments of their lives? Provide an example.</i></li> <li>6. <i>Did reflection activities lead children/youth to think more deeply about complex problems in the community or their own assumptions, prejudices, and personal responsibility in society? Provide an example.</i></li> </ol>	
<p><b>4. COMMUNITY PARTNERSHIP</b></p>	

In Service-Learning, children/youth advocate for other people in their community, or for environmental, cultural, or political issues. Their engagement takes them beyond the "school or organization" setting, occurring outside their usual environment. Children/youth discover new learning places, apply knowledge and skills in real contexts, learn about other living environments and perspectives, and shape society. They are given the opportunity to master situations that "normal" learning would not bring them to. They practice transferring their own knowledge and abilities from the school/organization "safe haven" into "real life." Such out-of-school/organization commitment brings with it direct collaboration with other people and actors in the community and district whom they would otherwise never meet (e.g., different social class, religions). Such contacts build bridges within communities and build social capital. Collaboration with partners from the community is part of every Service-Learning project. On the other hand, external expertise from the community is used to enrich learning. Partners see each other as resources and work together to establish a shared vision, set goals, and implement plans.

### **Key Questions**

- 1. How did children/youth and partners develop and implement Service-Learning activities?**
- 2. List the methods of communication between partners and children/youth regarding plans, activities, and progress?**
- 3. How did partners participate in reflection?**
- 4. How did partners participate in implementing activities and celebrating the completion of Service-Learning (including receiving/giving recognition)?**
- 5. How did Service-Learning partners participate in evaluation (did and how did the experiences meet the common goals)?**

### **5. CHILDREN/YOUTH VOICE - Children/youths are actively involved in planning and implementing Service-Learning activities**

Participation in Service-Learning is more than just an obligation, meaning that children/youth can also make decisions and take responsibility in the classroom or organization. If this doesn't happen and engagement is quasi "prescribed," it's questionable whether children/youth experienced the engagement as an opportunity for social participation. Literally, to participate means to take away from someone. So, if children/youth participate, they should relieve adults of some responsibility and influence. The question is, to what extent? What decisions can children/youth make in Service-Learning? What is negotiable, and what isn't? Answers to these questions depend on many factors. This increases motivation and sense of participation.

Children/youth design Service-Learning according to their "sense of ownership" and practice democratic dialogue and decision-making in the classroom.

Children/youth are encouraged to find personal projects and take as much responsibility as possible. The core of Service-Learning is examining problems. Self-determination and taking responsibility are key to personal development and learning success.

### **Key Questions**

- 1. How were children/youth involved in service preparation?  
How did the preparation of Service-Learning project build trust between children/youth and adults?***
- 2. What was the children/youth share in decision-making about Service-Learning?***
- 3. What was needed to create an atmosphere for reflection that develops a sense of self-confidence and open expression?***
- 4. How did children/youth participate in evaluating the quality and effects of experiences during Service-Learning?***

## A public star with Service-Learning project

**Duration:** 45 minutes

### **Description:**

In this activity, participants will reflect on the key moments of their personal Service-Learning projects and plan how to communicate and promote these moments to relevant stakeholders. The exercise focuses on identifying and organizing key project moments, considering the message's audience, form, and messenger.

### **Instructions:**

1. Begin by inviting participants to reflect individually on the personal Service-Learning projects they have been working on throughout the course.
2. Provide each participant with a printed table containing four key questions:
  - What? (Key moments from the Service-Learning project)
  - To whom? (Specific stakeholders to communicate with)
  - How? (The form and channel of communication, such as face-to-face, written, or video)
  - Who? (The person responsible for delivering the message)
3. Spend 5 minutes explaining each question:
  - "What?" refers to key moments in the project that need to be communicated.
  - "To whom?" refers to the stakeholders (people, groups, etc.) that need to be informed.
  - "How?" refers to the form of the message and how it will be delivered.
  - "Who?" refers to the person from the project team responsible for transmitting the message.
4. Allow participants 10 minutes to reflect and fill in the table based on their projects.
5. After completing the table, divide participants into groups of 4. Ask them to share their key moments (What?) and discuss how they plan to communicate these moments to their stakeholders (To whom? and How?). Provide 20 minutes for group discussion.
6. After the group discussion, gather all participants back together. The facilitator will ask the participants to share the key moments they identified and write them down on a flip chart in chronological order. The facilitator should help identify common points that need to be communicated in every project and discuss any missing points.
7. If there are gaps in the group's answers, ask if they would like to add any further details.

### **Debriefing Questions:**

- What did you do?
- How did it go?
- Why is promotion important?
- What did you learn from others while sharing?
- What was difficult? What information are you still missing?

After the debriefing, the facilitator will clarify any dilemmas and emphasize the importance of key moments in Service-Learning projects, such as the closure and celebration phases.

### **Materials Needed:**

- Flipchart paper
- Markers
- Handouts with printed tables for each participant

## Evaluation in Service-Learning

**Duration:** 30 minutes

### **Description:**

This activity introduces the concept of evaluation in Service-Learning projects by guiding participants through an exercise that explores criteria for evaluating success and different types of evaluation methods. The exercise starts with a simple comparison activity, followed by a group discussion on evaluation concepts and methods, leading to a practical exercise where participants plan the evaluation for their Service-Learning projects.

### **Instructions:**

1. Start the session by asking for two volunteers to participate in a short exercise called "A flower."
2. Prepare a blank flipchart paper where both volunteers will draw a flower. Instruct them to draw the most beautiful flower they can. Give them 1-2 minutes to complete the drawing.
3. Once they finish, ask the rest of the group to vote on which flower is more beautiful.
4. After the voting, initiate a discussion with the group about the criteria used to judge the beauty of the flowers. Ask questions like:
  - How does a person know what is being evaluated?
  - How would you define "beautiful" for each individual?
5. Transition into a discussion about evaluation in Service-Learning by asking:
  - How do we know if we have been successful or unsuccessful at the end of a project?
  - How do we evaluate our work on a Service-Learning project?
  - How would you approach evaluation for a Service-Learning project?
6. If the group doesn't offer any responses, ask: "Who do you think should be evaluated in a Service-Learning project?"
7. Introduce the following terms used in Service-Learning:
  - Evaluation
  - Assessment
  - Grading
  - Measuring
  - Reflection
  - Feedback
  - Monitoring
8. Start a brief discussion about the meaning of each term and invite participants to share their understanding.
9. Explain the different kinds of evaluation/assessment in Service-Learning:
  - Evaluation/assessment = Impact measurement of a Service-Learning project
  - Evaluation/assessment = Grading and assessment of learning outcomes or individual performance
  - Evaluation/assessment = Feedback on different aspects of the project from various stakeholders
10. Divide participants into three groups, assigning each group one of the types of evaluation/assessment mentioned above (Impact measurement, Grading/Assessment of learning outcomes, Feedback/Project implementation evaluation).
11. Each group is tasked with answering the following questions:
  1. What is the purpose of evaluation?
  2. To whom is the evaluation intended?
  3. From whom do we get information to evaluate? Who is involved in the evaluation?
  4. What are we evaluating / what can we evaluate?

5. What tools can we use for evaluation?
  6. How is this assessment related to reflection?
12. After the group discussions, each participant will individually fill in a plan for implementing an SL project, specifically focusing on how they will handle evaluation and assessment for their project.

**Debriefing Questions:**

- How did you decide on the most beautiful flower?
- Why is it important to evaluate success or failure at the end of a Service-Learning project?
- How do you think evaluation and reflection are related in Service-Learning?

**Materials Needed:**

- Flipchart
- Markers
- PPT presentation
- Handout – plan for implementing SL project

## Party Time

**Duration:** 30 minutes

**Description:**

This activity introduces the concept of celebration and emphasizes its importance in the Service-Learning project process. Participants discuss and brainstorm creative ways to celebrate the completion of Service-Learning projects, taking into account different types of projects and stakeholders involved.

**Instructions:**

1. Begin by explaining the importance of celebration in the Service-Learning process and how it helps acknowledge the efforts and achievements of everyone involved.
2. To introduce the topic, consider opening with a statement like, "Now that we know how to properly close Service-Learning projects, we need to celebrate!"
3. Divide participants into small groups of 3-4 people. Provide each group with a brief example of an implemented Service-Learning project.
4. Instruct groups to brainstorm and develop ideas on how they could celebrate the completion of the project, considering stakeholders involved and the project outcomes.
5. Give participants 15 minutes to work together, preparing a short presentation on their celebration ideas and how they tailored them to the specific project example.
6. Allow each team 5 minutes to present their ideas to the group.

At the end of the presentations, give a short input on the significance of celebrating the conclusion of Service-Learning projects, emphasizing the value of recognizing contributions and marking the project's positive impact.

**Materials Needed:**

- Flipchart paper
- Markers
- Examples of Service-Learning projects

## Meaningful closure of Service-Learning project

**Duration:** 15 min

**Description:**

This activity focuses on exploring the concept of closure in the context of Service-Learning. Participants will reflect on their experiences and feelings about the closure of a course or project and analyze how closure in Service-Learning may differ from other types of closure. Through group discussion and facilitator-led questioning, the group will identify key elements that contribute to a proper closure process.

**Instructions:**

1. Begin the session by asking the participants, "How are you today?" and listen respectfully to their responses.
2. After receiving the answers, the facilitators step out of the room without further explanation and wait for the participants to call them back in. If no one comes to fetch them after 5 minutes, the facilitators re-enter the room themselves.
3. Once the facilitators return, they ask the group, "What do you think happened here?" and "How did you feel in this situation?" Gather thoughts and opinions from the group.
4. After some responses, the facilitators reveal, "For us, this was the end of the course. What do you think about this information?" and continue gathering opinions and feelings from the participants.
5. Transition into a series of reflective questions for the group:
  - "How were we supposed to give you this information for you to clearly understand that it's the end of the course?"
  - "How are you supposed to handle closure in this type of situation?"
  - "Where in the Service-Learning process can we encounter this situation?"
  - "Can you find any particularities of closure for a Service-Learning project? How do you think it is different from any other course?"
6. While one facilitator leads the discussion, the other records key ideas on a flipchart, focusing on aspects of closure that participants identify.
7. After gathering input, the facilitators conclude the session by highlighting the key elements necessary for proper closure, referencing the ideas written on the flipchart.
8. The facilitators may choose to emphasize certain points that they feel are most relevant for the participants to understand in relation to closure in Service-Learning.

**Debriefing Questions:**

- What was your first reaction when we stepped out of the room?
- How did the experience of waiting affect your understanding of closure?
- Why do you think closure is important in Service-Learning projects?
- What makes closure in Service-Learning projects different from other types of closures?

**Materials Needed:**

- Flipchart paper
- Markers

## Cinquain

**Duration:** 10 minutes

**Description:**

The Cinquain is a reflective exercise designed to help participants condense and capture their thoughts, emotions, and core beliefs on a topic through brief phrases. Using this five-line format, participants summarize their insights in a way that highlights important aspects of the topic. This activity can be conducted individually or in small groups, depending on the setting.

**Instructions:**

1. Explain the structure of a Cinquain and provide participants with the following instructions:
  - Line 1: Write one word to name the topic (a noun).
  - Line 2: Use two words (adjectives) to describe the topic.
  - Line 3: Use three words (verbs) to convey an action or story related to the topic.
  - Line 4: Write a four-word sentence that expresses an emotional connection or personal attitude toward the topic.
  - Line 5: Write one final word that captures the essence or a synonym of the topic in the first line.
2. Allow participants time to create their Cinquain.
3. Invite participants to share their Cinquain reflections with the group, fostering an open discussion about different perspectives and insights.

**Materials Needed:**

- Paper and pens for each participant (optional: prepared handouts with Cinquain structure)
- Flipchart or whiteboard for any examples the trainer may want to demonstrate

## What about our expectations

**Duration:** 5 minutes

**Description:**

In this brief reflective exercise, participants revisit the expectations they set at the beginning of the training. The purpose is for each participant to assess whether their initial expectations were met and to reflect on their personal learning experience.

**Instructions:**

1. Remind participants of the expectations they discussed or wrote down at the start of the training session.
2. Ask them to take a moment to consider if and how the training met those expectations.



3. Encourage participants to share, if they feel comfortable, any thoughts on how the training met or didn't meet their expectations, and any unexpected insights they gained.

**Materials Needed:**

- Flipchart or board to display the original list of expectations (if available)

## The 3 PPP in Service-Learning projects

This structure guides the facilitator through the steps, ensuring they can manage the activity effectively while engaging participants in meaningful discussions about Service-Learning.

**Material:**

- Flipcharts and markers
- Service-Learning project description for each group (brief description with the service goal, linked subjects, and project activities)
- Visual diagram of the Service-Learning steps (for inspiration)
- Colored sticky notes (yellow, orange, red, blue, green)
- Cards with months of the school year for the timeline activity for each group

**Duration:**60 - 80 min.

- Introduction - 5 min.
- 20 minutes for the first part of the activity (mapping out the Service-Learning steps)
- 5-10 minutes for groups to exchange and discuss their flipcharts
- 10 min. to mark the steps
- 10 minutes for the timeline activity (associating Service-Learning steps with months)
- 15-20 minutes for group presentations and reflection

**Instructions for Facilitator:**

**1. Initial Setup:**

- Divide participants into groups of 4-5.
- Provide each group with a brief description of a Service-Learning project, including the service goal, the subjects the project connects with, and the activities involved.
- Explain the task: each group needs to break down the steps of the Service-Learning project, from mapping needs to celebration, including the intermediate steps.
- Share a visual diagram of the Service-Learning process (e.g., a flowchart) to help guide their thinking.
- Set a timer for 20 minutes for the groups to map out the Service-Learning steps on a flipchart.

**2. Group Work (20 minutes):**

- Instruct the groups to work together to detail the steps of the Service-Learning process on the flipchart. They should include:
  - Mapping the needs
  - Developing a service goal
  - Planning activities
  - Executing the service activities

- Reflecting on the process
    - Celebrating the outcomes
    - Intermediate steps (such as monitoring progress, adjusting plans, etc.)
  - Encourage creativity, and ensure all group members contribute.
- 3. Group Exchange & Feedback (5-10 minutes):**
- Once the 20 minutes are up, ask the groups to exchange flipcharts with another group.
  - Have the groups review the flipchart created by the other group and reflect on how they addressed the task.
  - They should add their own insights, suggestions, or ideas to the flipchart they receive.
- 4. Assigning Roles (Sticky Notes) (15-20 minutes):**
- Distribute colored sticky notes to each group. Each color will represent a different level of involvement or responsibility in the Service-Learning process:
    - Yellow: Children/youths can carry out this step independently
    - Orange: Children/youths can do this step with teacher guidance
    - Red: Children/youths can participate in this step but require strong teacher leadership
    - Blue: Teacher's role in this step
    - Green: Role of an external party (e.g., school leadership, community organizations, other groups)
  - Have the groups place the appropriate colored sticky notes next to each step on the flipchart. They can do this individually or in groups, depending on the dynamics and communication skills of the participants.
  - After they've completed this, place all the flipcharts in the center of the room for presentation.
- 5. Group Presentations & Reflection (15-20 minutes):**
- Ask each group to present their Service-Learning steps and the roles they assigned using the sticky notes.
  - Facilitate a discussion on the goals of the activity, emphasizing the importance of children/youth engagement and participation in Service-Learning projects. You can introduce the "ladder of participation" concept, explaining how children/youths can gradually take on more responsibility as the project progresses.
  - Highlight the teacher's role throughout the process and the importance of careful planning in Service-Learning projects.
- 6. Timeline Planning (10 minutes):**
- Hand out cards with the months of the school year written on them.
  - Ask participants to assign each step of the Service-Learning project to a specific month or time frame during the school year.
  - Allow 10 minutes for them to organize the steps on the timeline.
  - Have the groups present their timelines and discuss the importance of planning, setting realistic expectations, and not rushing the process.
- 7. Discussion on the Planning Phase:**
- Wrap up the discussion by emphasizing that the planning stage of a Service-Learning project is crucial and should not be rushed.

- Discuss how preparation, securing permissions, and other logistical tasks are valuable learning opportunities for children/youths.

---

*Note: The activity can be facilitated by dividing the first part - describing the individual steps of the project among the groups in blocks (1- mapping, preparation for the implementation of Service-Learning + intermediate steps, 2- task division, implementation + intermediate steps, 3- evaluation, celebration + intermediate steps). The activity with defining a timetable is also optional.*

## Gate - my Service-Learning journey

This activity gives participants time for creativity, personal reflection, and group sharing, allowing them to connect their learning experiences in a meaningful and memorable way. You can use it in the Reflection block or at the end of the training to reflect the whole educational process and progress.

### Material:

- White and colored papers (e.g., A4, large sheets)
- Post-it notes
- Scissors
- Pencils, markers, and crayons
- paper sticky tape, glue
- Paints and brushes
- Modeling clay (plasticine)
- String or yarn
- Skewers or other small craft materials (optional)
- candle, music

### Duration:

- At least 30 minutes for creation
- 15-20 minutes for presentations

### Instructions for Facilitator:

#### 1. Initial Setup:

- Prepare the room by placing the materials (papers, markers, scissors, post-its, etc.) in the center, allowing participants to access everything they need for the activity.
- Set the tone for the activity by dimming the lights or lighting a candle to create a calm and reflective atmosphere. Play some soft, quiet music in the background to encourage focus and creativity.

#### 2. Activity Introduction (5 minutes):

- Explain to the participants that they are going to create a symbolic “gate” that represents their personal journey through the Service-Learning (SL) experience. This gate should symbolize their passage through the training, what they have learned, and what they envision for the future.
- The “gate” can be a literal or abstract representation. It should be something that reflects where they’ve been (in terms of their learning, perspectives on Service-Learning, teaching, volunteering, or personal growth) and where they are heading beyond the training.

- Emphasize that there are no right or wrong ways to create the gate. It should be personal and meaningful to each participant.
3. **Creation of the "Gate" (30 minutes):**
- Instruct the participants to start working with the materials provided. They can choose how to create the gate using the paper, markers, post-its, and any other materials.
  - Encourage them to be creative:
    - They can draw, paint, cut out shapes, or use the modeling clay to represent different elements of their journey.
    - Use post-its to write down specific reflections or key moments of the training that they want to visualize.
    - The gate could represent a physical structure (like an arch or a door), or a more abstract concept (like a series of steps, a bridge, or a path).
  - As they work, the facilitator should circulate to provide support and engage in light conversation with participants, encouraging deeper reflection on their journey so far and their expectations for the future.
4. **Reflection and Presentation (15-20 minutes):**
- Once the gates are completed, invite each participant to present their creation to the group. They should explain:
    - What the gate represents (what has been learned, personal growth, or change during the training).
    - What aspects of Service-Learning, teaching, or volunteering have shifted or been strengthened.
    - What they envision beyond the gate (their plans, goals, or new understandings for applying Service-Learning in the future).
  - Encourage participants to reflect on the connections between their learning journey and the gate they've created.
  - After each presentation, allow space for brief comments or questions from other participants. This can help enhance the shared experience and deepen the reflection process.
5. **Closing Reflection - optional (suitable if you include this activity in the Reflection block):**
- After everyone has presented, guide the group in a short discussion about the process:
    - How did it feel to reflect on the past and future in such a creative way?
    - What did they learn from hearing others' reflections?
    - How can this exercise help them in their future work with Service-Learning projects?
  - Conclude the activity by acknowledging the effort and creativity of all participants. Emphasize that just like the gate they created, their journey with Service-Learning is ongoing and evolving.

# SERVICE-LEARNING



**TOKA**



Národní  
Asociace  
Dobrovolnictví



» INTERAKTIVNĚ OTVORENÉ ŠKOLE «  
www.narodni-odv.cz



**NewHorizons**  
for youth and community

PRIPREMA  
POZOR  
**SMART**

