



The Dynamics of **SERVICE LEARNING**

an interactive approach to understanding what
it is, how it works, and how to make it happen

*Some people say that things change with time, but
actually you have to change things yourself.*
Andy Warhol

Cathryn Berger Kaye, M.A.
CBK Associates

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by Cathryn Berger Kaye, M.A. ©2010

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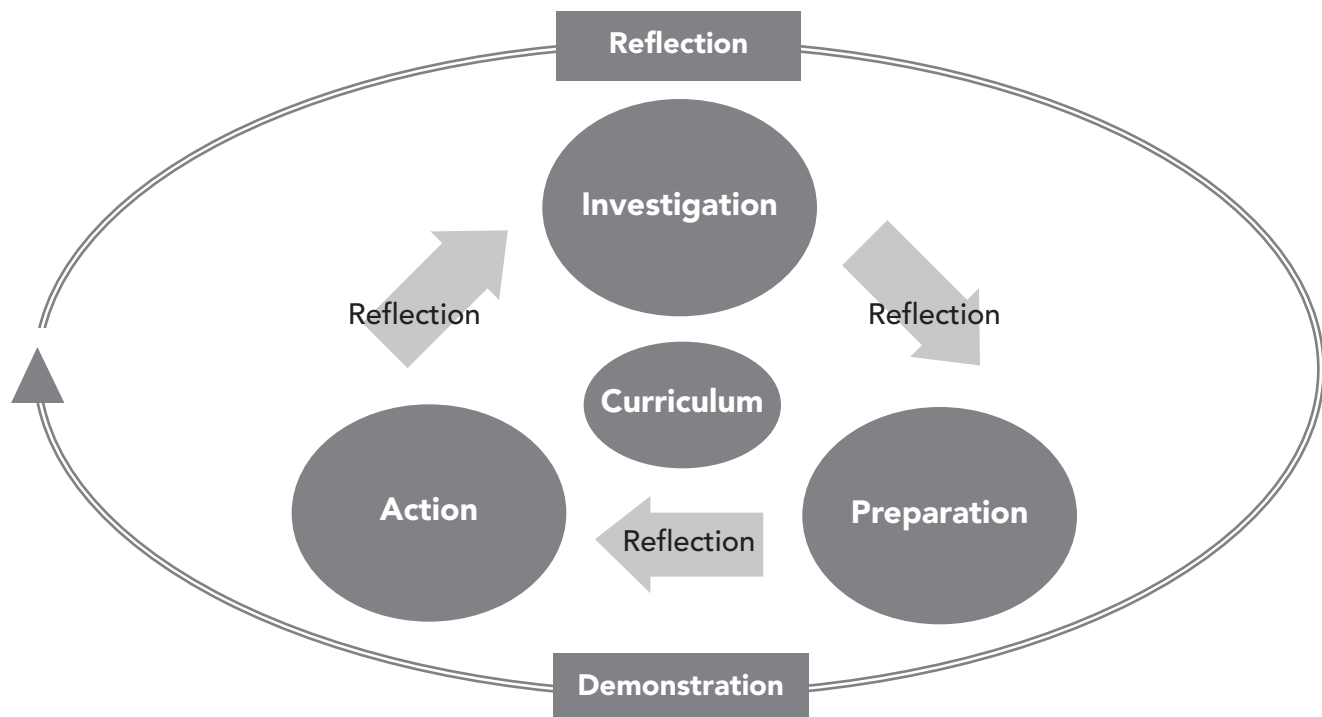
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The Five Stages of Service Learning: A Dynamic Process



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

Investigation: Includes both the *inventory* or *profile* of student interest, skills and talents, and the *social analysis* of the issue being addressed. For this analysis, students gather information about the issue through action research that includes use of varied approaches: media, interviews of experts, surveys of varied populations, and direct observation and personal experiences. The action research typically reveals the authentic need that students will address.

Preparation: The service learning process moves the curriculum forward as students *continue to acquire content knowledge* and raise and resolve questions regarding the authentic need. They identify community partners, *organize a plan* with clarification of roles, responsibilities and time lines, and develop *skills* needed to successfully carry out the plan.

Action: Students implement their plan through *direct service, indirect service, advocacy, and/or research*. Action is planned with partners based on mutual understandings and perspectives, and aims for reciprocal benefits for all involved.

Reflection: Reflection is ongoing and occurs as a considered summation of thoughts and feelings regarding essential questions and varied experiences to inform content knowledge, increase self-awareness, and assist in ongoing planning. When students have varying modalities for reflection, they grow to identify their preferred ways to reflect and value the reflective process. This leads to students becoming reflective by choice.

Demonstration: Student demonstration *captures the entire service learning experience*, beginning with investigation, and includes what has been learned, the process of learning, and the service or contribution accomplished. Sharing this with an audience educates and informs others. Students draw upon their skills and talents in the manner of demonstration, often integrating technology.

KEY CONCEPTS for SERVICE LEARNING

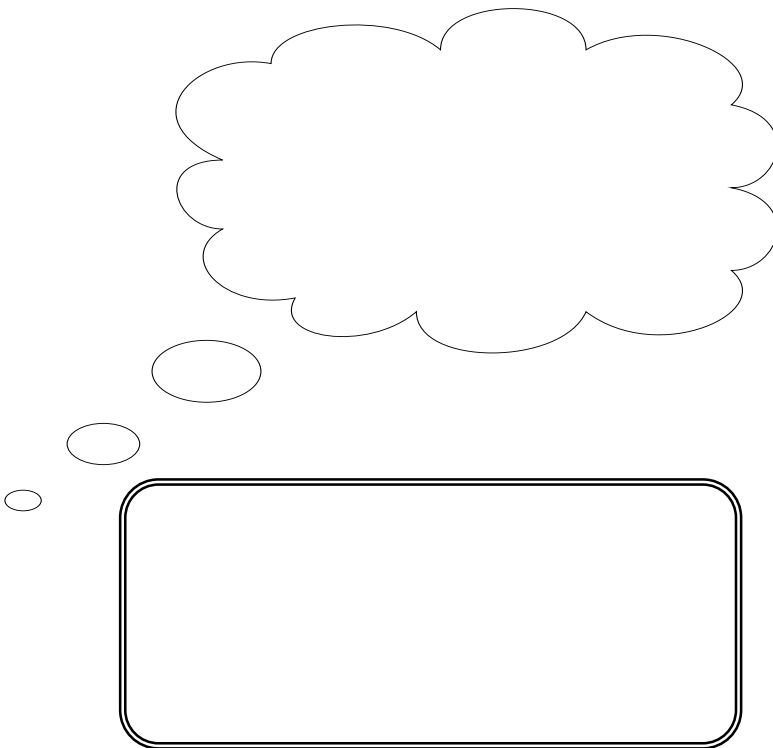
SERVICE LEARNING always has . . .

- Academic Relevance, Rigor & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice & Choice
- Reciprocal Partnerships
- Observing Change over Time
- Aspects of Social & Emotional Integration
- Inquiry Based: Purpose and Process
- Emphasis of Intrinsic over Extrinsic
- Respect & Understanding of Diversity
- Career Ideas
- Global Connections
- R e f l e c t i o n
- Literature
- 21st Century Skill Integration

With 21st Century Skills, students can:

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

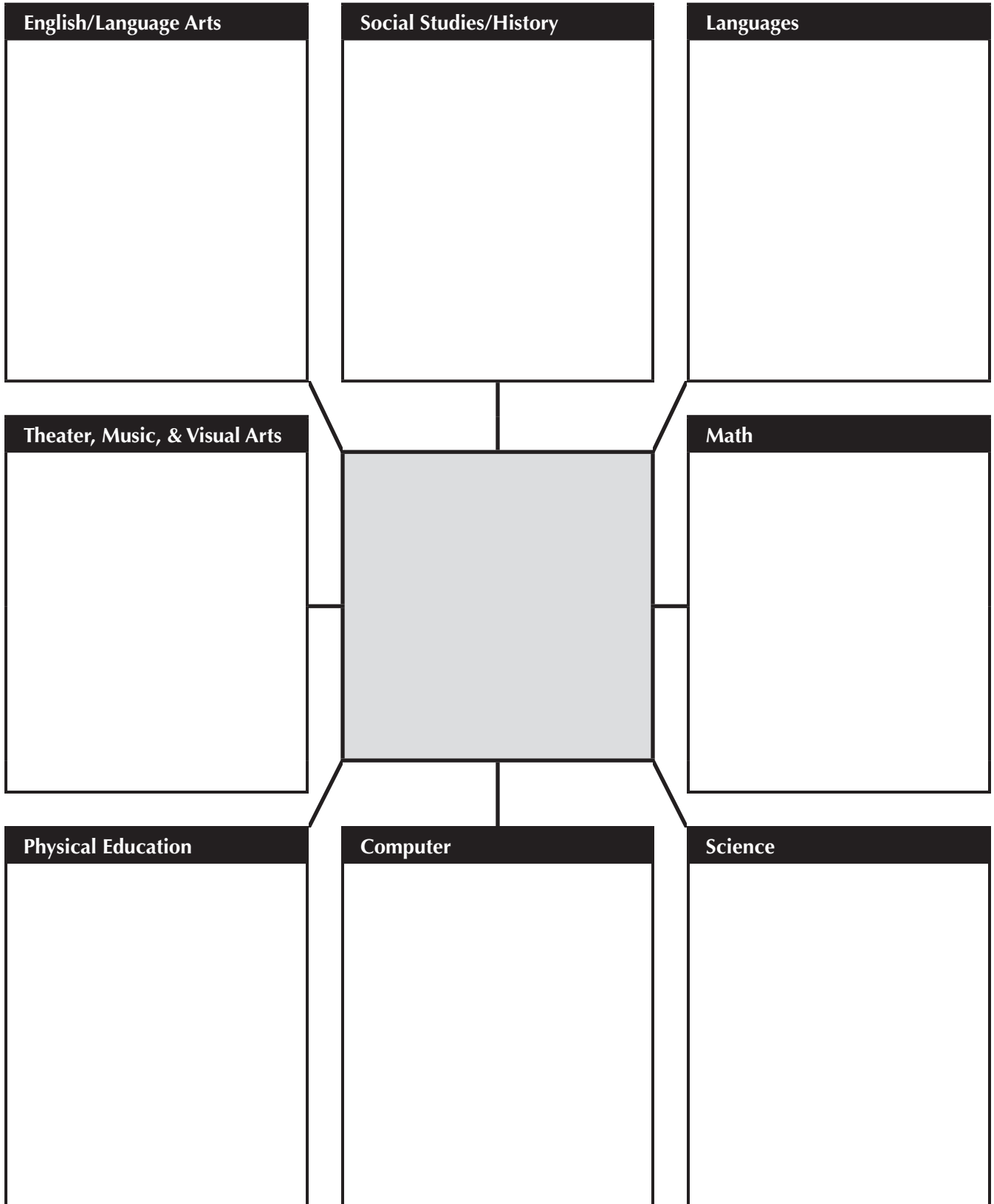
BIG Ideas



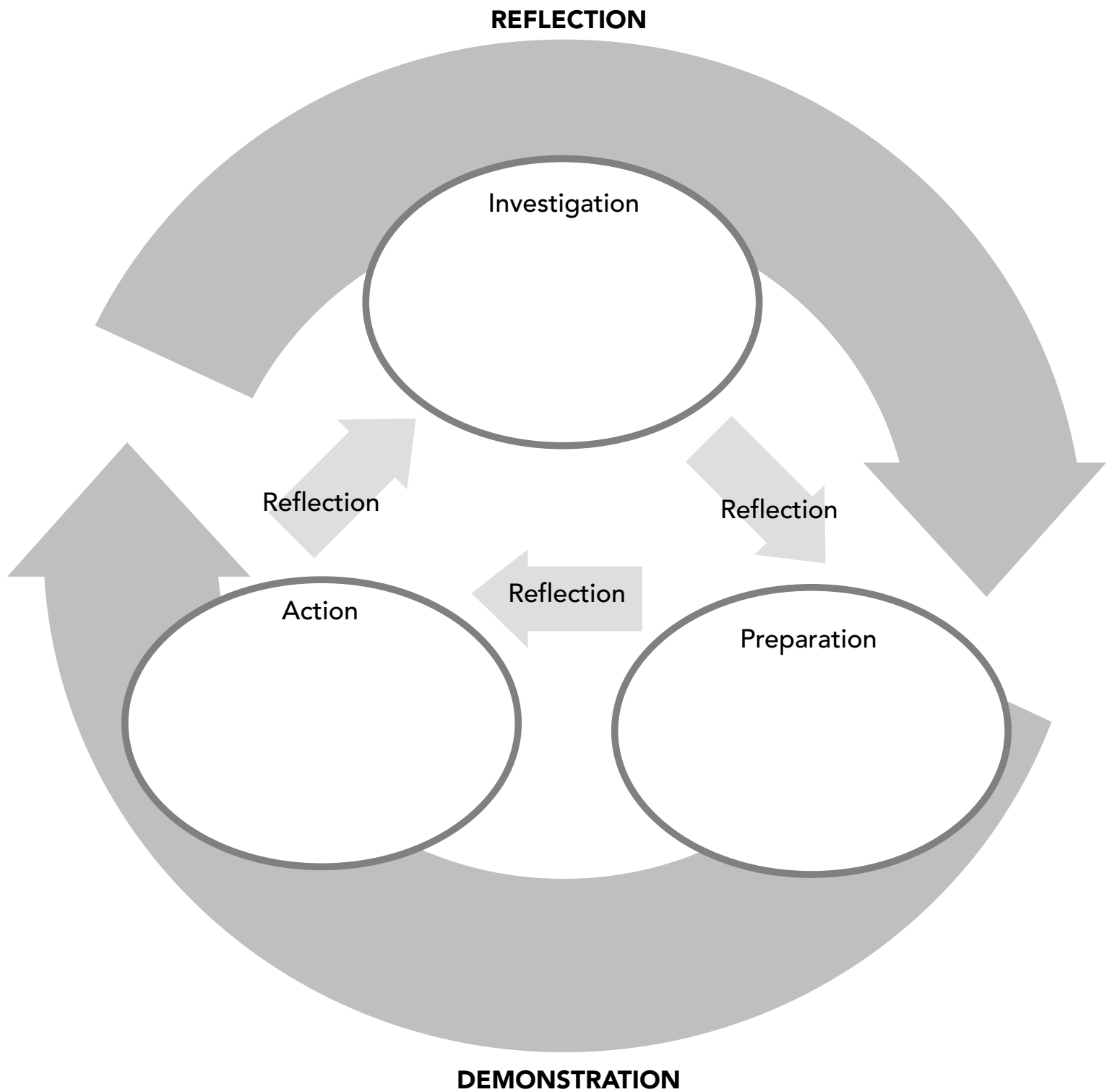
When done well, **Service Learning** *moves* the curriculum forward integrating essential skills with content knowledge, advancing competencies and confidence.



Across the Curriculum



The Five Stages of Service Learning Meet 21st Century Skills



Personal Inventory

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

Interests are what you think about and what you would like to know more about—for example, technology, the arts, social media, or an historical event. Are you interested in animals, movies, mysteries, or travel? Do you collect anything?

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

Areas for growth refer to abilities or qualities you aim to develop or improve.

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

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

Skills and talents: I can . . . _____

Areas for Growth: What I aim to develop or improve _____

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

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

Gathering Information about a Community Need

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

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

Finding out about _____

Media

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

Interviews

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

An interview with _____ .

Questions:

-
-
-
-

Gathering Information about a Community Need *continued*

Survey

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

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

Observation and Experience

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

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

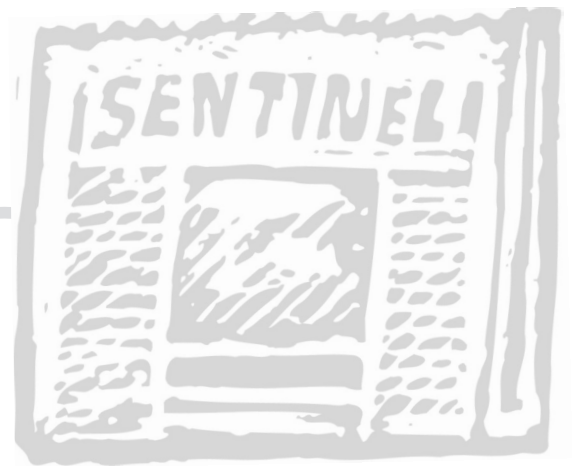
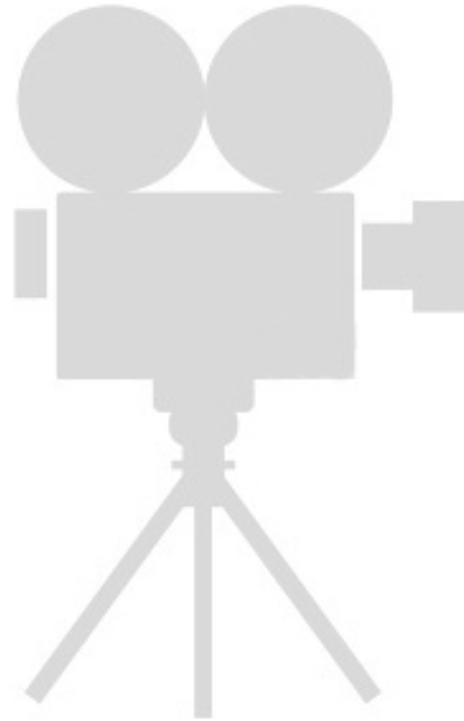
Next Steps

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

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

Thomas A. Edison, inventor

Media in Action: Helping Our Community



Interview in Action: Helping Our Community



Who we can ask

What we can ask

What we found out

Who we can ask

What we can ask

What we found out

Survey in Action: Helping Our Community



What we are asking

Who we can ask

**Yes No
Other Responses**

1.

2.

3.

Observation in Action: Helping Our Community



What we did to observe

What we saw

Mapping the Community: Assets and Needs

When learning about a community, find out the specific assets and needs.

Why this matters:

How this can be accomplished:

Assets can be people, structures, the natural environment, an existing program, economic means, history, culture, and more.

Apply the **MISO** method to discover:

ASSETS

NEEDS

MEDIA

All kinds—
newspapers to maps

INTERVIEWS

Capture diverse voices

SURVEYS

Collect diverse ideas
and opinions

OBSERVATIONS

Widen your vision

USE ADDITIONAL DOCUMENTS to develop questions, set a timeline, identify partners, clarify roles and responsibilities, and determine what you will do with the information you learn.



Proposal for Action

Student names:

Teacher:

School:

Address:

Phone:

Fax:

Email:

Our idea:

Need: Why this plan is needed.

Purpose: How this plan will help.

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

Students:

Teachers:

Other adults:

Organizations or groups:

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

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

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

Signatures:

Our Service Plan

The name of our Plan is: _____

Our idea: _____

This helps others by: _____

My Job

Done!

My Job

Done!

My Job

Done!

We are aiming for these results: _____

What's Your Elevator Speech?

Read this first!

Imagine you step into an elevator and the president of your country is there. The President asks, “**What’s on your mind?**” As you ride the elevator you have about 10 seconds and 12-15 words before the elevator stops at the next floor. What message will you say about your Service Learning Plan? That’s your “elevator speech.” Have one ready! Go to the bottom of this page to ride the elevator and prepare your message.

5th Floor

(This is the “ask”: Invite the person to be involved.)

4th Floor

(Tell what you are doing to help, or what **you** hope to accomplish.)

3rd Floor

(More info! Be descriptive. Caring leads to involvement.)

2nd Floor

(Provide important information about your cause, for example, “Did you know...”)

1st Floor

(Introductions, and grab the person’s attention with a compelling statement.)



Progress Monitoring

What progress monitoring methods will you use?

Observation

Other Methods:

Data Collection

Interviews

Surveys

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

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

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

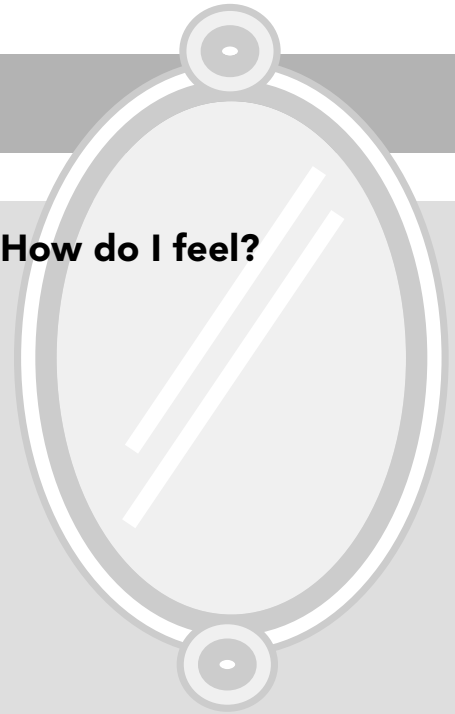
Date _____ Step Four: **Describe evidence of your progress.**

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

Four Square Reflection Tool

What happened?

How do I feel?



Ideas?

Questions?

THEME	BOOK TITLE	CONNECTION
Animals in Danger	The Tragic Tale of the Great Aux Primates: The Fearless Science of Goodall, Fossey, and Galdikas	Extinction - NF Graphic Novel
Elders	Our Grandparents: A Global Album Notes from a Midnight Driver Somebody Loves You, Mr. Hatch Stranger in the Mirror	Global Photos-NF/PB Teen doing Service-novel A MUST HAVE!-PB For Many Ages-PB
Emergency Readiness	How to Build a House Hurricane Song: A Novel about New Orleans In Darkness The Killing Sea	Teen doing Service-novel YA Novel Haitian Earthquake novel Southeast Asia - Novel
Environment	The Boy who Harnessed the Wind (Picture book and Nonfiction) Buried Sunlight: How Fossil Fuels have Changed the Earth Chomp (also by Hiaasen: Scat, Flush, Hoot, Skink-No Surrender) The End of the Wild Energy Island (also Pedal Power, Green City Empty Eyes Wide Open: Going Behind the Environmental Headlines Going Blue: A Teens Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands Heroes of the Environment Me and Marvin Gardens Make a Splash!: A Kids Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands On Meadowview Street One Plastic Bag: Isatou Ceesay and Recycling Women of Gambia The Wartville Wizard Where's the Elephant?	True-Picture book Informative - NF Eco-Humor - Novels Fracking, poverty + - N Based on true events - PB Eco-Novel Current and Urgent-NF Info & Taking Action NF Current Stories-NF Pollution+friendship - N Info/Kids in Action NF Our Backyards - PB True Story - NF/PB A MUST HAVE! - PB Eco-Search - PB
Gardening	The Good Garden: How One Family Went from Hunger to Having Enough Potatoes on Rooftops Seedfolks The Summer My Father was Ten Wanda's Roses	Honduras - PB+ Gardens Everywhere!-NF A MUST HAVE!- novel A MUST HAVE! - PB A MUST HAVE! - PB
Healthy Lives, Healthy Choices	Chew On This: Everything You Wanted to Know about Fast Food Drums, Girls and Dangerous Pie Eating Animals How to Train with a T Rex and Win 8 Gold Medals Last Night I Sang to the Monster Lily and Dunkin Made You Look: How Advertising Works and Why You Should Know Mimi's Village and How Basic Health Care Transformed It	Nonfiction, Food Politics Teen Service - Novel Food Politics - NF Be Healthy! - PB Drug Rehab - Novel Challenges - Novel Media Literacy-NF Global Citizenry - PB+
Hunger, Homelessness & Poverty	Last Stop on Market Street Maddi's Fridge What the World Eats	Going to Food Bank PB Friend Needs Help - PB International - NF
Immigrants	Any Small Goodness Breaking Through, The Circuit, Reaching Out No Safe Place Refugees Journey from Syria Stepping Stones: A Refugee Family's Journey	A MUST HAVE! - Novel Memoirs Teen refugees - Novel Syrian refugees - NF Syrian refugee in English and Arabic - PB
Literacy	Extra Credit My Life as a Book In Our Village A School Like Mine: How Children Live Around the World My Librarian is a Camel	Afghanistan - Novel Tween Read - Funny novel Global - NF A MUST Global - NF Global - NF

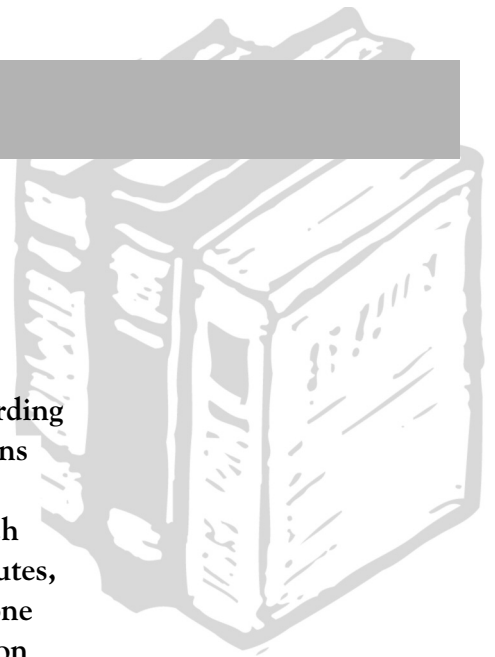
Safe & Strong Communities	10 Things I Can Do to Help My World 14 Cows for America The Bitter Side of Sweet The Bully Blockers Club Children of War; Voices of Iraqi Refugees Enemy Pie Eyes of the Emperor George Hey, Little Ant (a book AND a song!) The Misfits (Totally Joe, Addie on the Inside, Also Known as Elvis) The Port Chicago 50 - Disaster, Mutiny and Fight for Civil Rights Same, Same but Different Shooting Kabul Six Million Paper Clips (also the film Paper Clips) Toestomper and the Caterpillars Towers Falling We Want You to Know	For the Youngest - PB September 11 - PB Child Slavery - Novel Self Advocacy - PB War in Iraq - NF Friendship - PB World War II - Novel Transgender child - novel A MUST HAVE! - PB Stop Name-Calling! N WWII Racism - NF Cultural Connections PB Afghan immigrants novel Holocaust - NF Bullying - PB (so funny) September 11 - Novel Bullying - NF
Social Change-Issues & Action	After Ghandi: One Hundred Years of Nonviolent Resistance A Woman for President: Victoria Woodhull Beatrice's Goat Bone by Bone by Bone Chanda's Wars Claudette Colvin: Twice Toward Justice Close Encounters of a Third World Kind A Faith Like Mine: How Children Live Around the World Girl Rising-Changing the World One Girl at a Time The Gospel According to Larry Healing Our World: Inside Doctors without Borders I Am A Taxi Jakeman Kids who are Changing the World A Life Like Mine: How Children Live Around the World Lillian's Right to Vote My Mother, the Cheerleader My Name is Parvana One Hen: How One Small Loan Made a Big Difference On Our Way to Oyster Bay: Mother Jones/Children's Rights Rad Women Worldwide Real Lives: Unsung Heroes Sold (also a movie) The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle Vote for Larry We Were There Too: The Role of Young People in U.S. History Well Made, Fair Trade—My Chocolate Bar and Other Foods Who's in Charge? Why Does Democracy Matter?	Human Rights - NF Election - NF/PB Heifer International- PB Civil Rights, Novel Child Soldiers, Novel Civil Rights, Non-Fic. Drs. w/out Borders, NF Global Girl power! NF Teen Consumerism, N. Global Nonfiction Drug Traffic, Novel Foster Children, Novel Activism Global Civil Rights Voting - PB Civil Rights, Novel Global Girls - Novel Microfinance - PB+ Change! PB+ Global Women – NF Men and Women - NF Teen Slavery, Novel Global - PB+ Election - Novel A MUST HAVE! – NF Fair Trade – NF Government – NF Government - NF
Special Needs	The Curious Incident of the Dog in the Nighttime Emmanuel's Dream: The True Story of Emmanuel Yeboah Owning It: Stories about Teens with Disabilities Rules	Autism - Novel Global - PB Short Stories Autism - Novel

And more titles:

Many titles from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*, Revised & Updated Second Edition by Cathryn Berger Kaye, M.A. (Free Spirit Publishing, 2010)

For more information visit www.cbkassociates.com or contact Cathy@cbkassociates.com

Discussion Circle Roles—The Process



Form groups of four for your discussion.

Assign each person in the group one of the four “connector” roles below. Each connector leads a portion of the group discussion regarding the content. During your time as discussion leader, ask the questions below (along with others that come to mind) and encourage group members to respond. Establish the time allotment, for example, each person could lead his or her share of the conversation for four minutes, allowing approximately one minute for each person to answer and one minute for the connector to answer as well. Write notes and ideas on the Discussion Circle page.

Personal Connector

Ask questions that connect the content to group members’ experiences, such as:

1. What does this information have to do with you or others you know?
2. Are you reminded of any situations you have been in or know about similar to those described in the article? What happened?
3. How have you or people you know resolved similar situations?

Topic Connector

Ask questions that connect this content to other information you know about this topic, such as:

1. What new ideas did you learn about this topic?
2. What situations described are you familiar with from personal experience?
3. What additional questions do you have about this topic?

Service Connector

Ask questions that connect this content to ideas for service plans, such as:

1. Did any noteworthy, helpful action take place in what you have read?
2. What service ideas did you think of when you read this?
3. What resources did you learn about that could be helpful as you create a plan for action?

Learning Connector

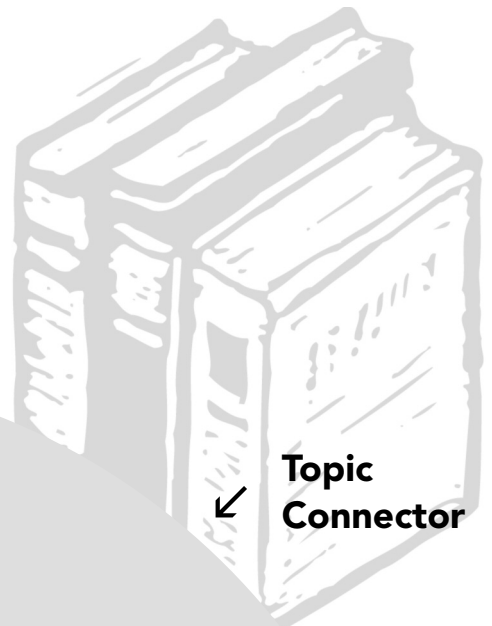
Ask questions that connect this content to learning opportunities, such as:

1. What else would you like to know about this topic or content?
2. What related topics have you learned about or experienced in school?
3. What do you think people your age would learn from reading this?

Discussion Circle

To begin, review these tips for effective group discussions:

- Use active listening skills.
- Ask questions.
- Take turns speaking.
- Welcome all comments.



Personal Connector ↘

↙ **Topic Connector**

↗ **Service Connector**

↖ **Learning Connector**

Process Notes:

FOUR CORNERS EXPERIENCE

Purpose

- To gain understanding of the five stages of service learning
- To collaborate in developing ideas, and analyzing social issues and their underlying causes
- To distinguish between different types of action

Materials

- ✓ Easel paper and markers for each group (one marker per person); sticky notes, about 8 per person
- ✓ Optional student organizers are referenced throughout

Context

During Four Corners, participants experience the five stages of the service learning process: investigation, preparation, action, reflection, and demonstration. Depending on the time allotment, the emphasis is on investigation, leading to generating possible ideas for action. Anytime during this process pause to ask: “What is this process like?” “What have you discovered?” “What skills are you using?” “What have you learned?” This models ongoing reflection and metacognition.

Through guided prompts and a sequence of group interactions, these constructs become avenues for discovery. Paramount is under-directing, i.e., offering minimal precise directions and reliance on teamwork and interactions within and between groups for interpretation, planning and moving forward. Elements of the Four Corners Experience can be customized for a variety of learning opportunities. What results on the students’ paper is a visual mandala of a service learning process and concept that can easily lead to continued preparation, depth of understanding, and purposeful action.

Sample directions and times are provided. This is meant to be a fast pace experience, however adjust the timings for your students. It is always acceptable after the allotted time to say, “Who needs more time?”, take suggestions for how long, and adjust. Again, this gives students a voice and a choice. **Allow also for intermittent whole group sharing of topics, needs, and ideas; this is not always noted.**

Opening

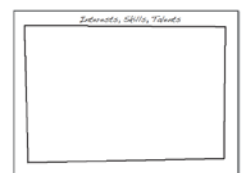
- Participants stand and find partners; as an option partners can be assigned or randomly paired. Two pairs combine to form a group of four (odd numbers may require a group of five). These small groups gather around an easel paper, each person having a marker. This is their Four Corners Experience Group. Relate how in many cultures the number “four” has significance as representing the “whole.” There are expressions like “the four corners of the earth,” and we have four directions—north, south, east, and west. This idea of “four corners” will set a direction for understanding the service learning process.

Process

The Stages of Service Learning: Investigation

Paired Interviews—Interests, Skills, Talents

- Use an easel paper as a model. Draw a frame on the easel paper. In their group of four, direct students to: “Form pairs. Now, interview each other and **represent** within the



frame—leaving the large space in the center blank—your partner’s interests, skills, and talents.” The term “represent” is used intentionally so the choice of using words or images is up to the individual, however do not mention this. If students ask “Should I draw? Should I write?” *repeat original directions word for word*. Allow three to four minutes.

- In complete silence, direct students to, in one minute, learn about the group members. You will note some students will turn the paper, others will walk around the table; variety is what makes this process fascinating to watch as we observe how students interpret. All responses are welcome.
- Reference that now that they know about their group, their task is to continually draw upon the members interests, skills, and talents while moving forward with the Four Corners Experience.

Finding an Issue: Using Newspapers (Optional)

Using newspapers is optional though recommended to introduce topics and for students to read and discuss the news. The “Discussion Circle Roles—The Process” organizer is recommended to use.

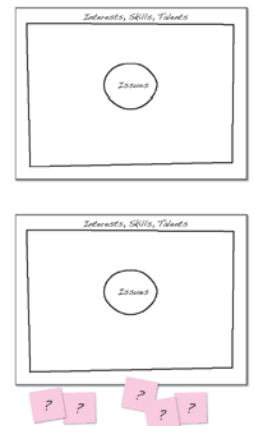
If this experience relates to a specific school subject, academic content, or field experience, narrow the search for articles. This may require the facilitator to provide newspapers with articles on this topic. As another variation, envelopes with articles can be provided for specific reading. **Adjust as needed.** The description here is for a broad topic base.

To prepare, provide varied newspapers if possible, from local to national. Remove sections that are not topic related (sports may or may not have articles on community “issues”). Students can share sections if needed.

- Provide each group with enough newspaper sections for students to look at individually or with a partner. Direct students to search for issues significant and relevant to their communities. Sample topics can be listed using the 13 thematic chapters from *The Complete Guide to Service Learning* or the UN Sustainability Goals. For each article or advertisement related to a topic, they label the newspaper by writing the category, e.g., “Hunger” on the newspaper or labeling with a sticky note.
- Have students read one article for about five minutes and participate in Discussion Circles on this topic using the document “Discussion Circles—The Process” guide; this takes 16 minutes after modeling the process.

Selecting an Issue

- Direct students to: “Place a circle (or other shape) in the middle of the paper, a little larger than a fist. Everyone has a marker in their hands. Inside the circle, collectively list issues (hunger, pollution, cyberbullying) they care about.” Allow one minute.
- Now, give students one minute to agree on one topic to explore for this experience; this requires discussion and agreement. If two or more categories go together they can include both. Ask them to circle the selected topic/combined topics so if anyone walked by, they would know what the group is working on.



Asking Questions

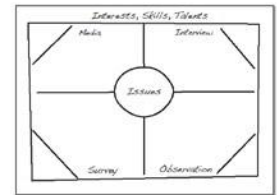
- Using sticky notes, each person writes two to four questions regarding the topic on their table, one question per sticky note. Allow a few minutes. **Option:** Particularly for older students, announce all the different categories chosen by the different groups. As students write questions for their own group, they are encouraged to also write questions for other groups

and deliver these to the tables. This allows students to participate in all the topics by influencing conversations and introducing ideas. Plus, they really like to receive questions! The facilitator also delivers questions, and any adults in the room so the same.

- Direct students as follows: “You have two minutes to get to know your questions.” Often, not always, students sort and categorize the questions; sometimes priorities and categories emerge. Additional questions are sometimes added. **Be certain to under-direct so students have choice on what they do.**

Preparing for Action Research

- Direct students to add eight additional lines to the inside section of the frame: four corners, and two vertical and two horizontal lines from the center circle.
- After developing questions comes research. Let students know there are four ways to conduct Action Research.



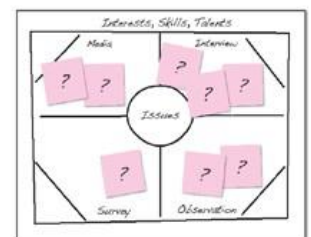
Note: If students are unfamiliar with the MISO Method of Action Research, lead this:

Ask, when told to do research, what is the first method they think of? Typically, students respond Google or other website. Write on the board, Research = Google. Ask if this is true. Let students know that Google and other such sites are *search engines* for looking up *other people's research*. To “research” or “re-search” means to *look again*. There is a quote from the 1930s that states: “Copying from one person is plagiarism; copying from two is research.”

There are four kinds of Action Research:

- **Media** – internet, television, newspapers, films, maps, and more
- **Interview** – asking an expert
- **Survey** – using set questions with people who have knowledge on a topic or for general knowledge or opinions
- **Observation, Experiments, and Experience** – using our surroundings or memories of being somewhere, or creating an experiment or simulation

- The acronym is MISO, like Japanese soup. On the model to demonstrate for the participants, print Media, Interview, Survey, and Observation, one in each **large space**.
- Direct students to place the questions in the action research modality best suited for obtaining answers. Expect lively discussion. Students may ask the facilitator what to do with questions that can go in more than one category. Avoid answering. Let the students come up with their own ideas.



Conducting Action Research

This segment depends on whether Four Corners Experience is part of a workshop or a classroom dynamic. For a class, you can expand time for research as to what is appropriate for depth of learning; for example, it could during in class and out of class time. The explanation here is for a workshop setting. The time again varies. If in a school setting, alert the community that students may be coming to classrooms or offices (let them know the possible timing) for interviews, surveys, and observations and request their flexibility and participation.

- Then allow 15-30 minutes (adjust as needed) for participants to conduct action research, for example, they can use whatever **media** is available—books, newspapers, social media, internet; **interviews** can be conducted by interrupting others (participants and adults—you may ask for others to stop in) to ask questions, or even by making phone calls; create a three-question opinion or fact-finding **survey** and ask class members or others; and do **observation** as they can. Allowing participants to be inventive with fewer directions works well. Participants document findings on their paper (sticky notes, whatever means they can).

Note: Remind students to draw upon the interests, skills, and talents of group members as they plan and conduct action research. It is a **MUST** that they do not all remain at the table.

- Allow time (2-10 minutes) for groups to share findings with each other and then ask the entire group: “What happened? What did we do? What did we learn about the process of action research? How can this inform what we do in service? Were any needs emerging? How can we apply this approach outside the classroom?”
- Usually, a thoughtful investigation reveals a **NEED**. Have students in their groups discuss: What needs are we discovering? This can also lead to discussing **assets** that are also present related to this need. Have students identify a need, and add it to a sticky note in the center of their paper.

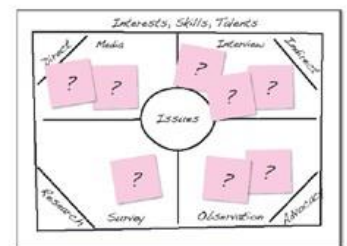
The Stages of Service Learning: Preparation

In a workshop setting, this is referenced more than completed (see below). In a classroom, dedicate appropriate time for curricular processes, both knowledge and skill development, and understanding the historical, cultural, societal, and social and ethical implications of the issue, as is appropriate.

- For five minutes, have participants consider what knowledge and skills will be needed to be better prepared for taking action. This may inform what can occur in or out of a classroom as a follow-up. These can be noted on sticky notes or in any other ingenious way, or . . .
- For a few minutes, generate ideas as an entire group for continued acquisition of knowledge and skills needed. Common skills and knowledge may be needed even if diverse topics are selected.

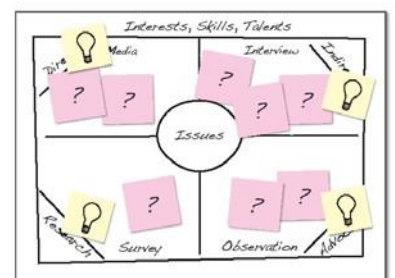
The Stages of Service Learning: Action

- On their paper, in the corners, write Direct, Indirect, Advocacy, and Research. Review what each means in the context of service learning.
- Participants generate ideas of service for each category based on what they have discovered so far. Explain that this requires reasoned judgment since they will need to authenticate the existing assets and confirm any need especially with any potential partners before moving forward with action.



Note: Remind participants to reference and incorporate their interests, skills, and talents as they determine ideas for action.

- Optional: Participants add another consideration to their ideas for action, again using sticky notes. Determine which of these actions can be applied to Self (their own behavior), School (impact in knowledge or behaviors), Community (outside the school setting), and the World (for example through extended partnerships or media).
- Allow four minutes for participants, in their groups, to prepare an elevator pitch that summarizes their identified need and approach to



action. Reference the organizer “What’s Your Elevator Speech?” Deliver the speeches either for the whole group or in paired groups for feedback.

Reflection

Reflection has been ongoing throughout the process; however summative reflection can be led in several ways:

- Use the “Four Square Reflection Tool” for students to write or draw in four boxes: What happened; How I felt; Ideas; and Questions. Students can then stand and find partners and share any one of their responses.
- Each small group creates a headline that summarizes their collective experience – this can be drawn on paper.

Demonstration

- Having students discuss what they learned, and what they hope to accomplish together is a way to lay the foundation of demonstration. The Elevator Speech can also be a form of demonstration.

Additional resources on each of the five service learning stages can be found in *The Complete Guide to Service Learning*.

Closing

- Leading one of the Reflection strategies is a great closing. In addition, you might direct:
 - A museum “walk” to see all the group work.
 - Discussions of putting their ideas into action.
 - Summarizing what needs to be learned and what skills need to be acquired moving forward.
- Reference “The Five Stages of Service Learning: A Dynamic Process” to review what participants experienced. Ask participants for any new insights and understandings about how the service learning process works and can be beneficial to all involved; this is also a reflective process.
- Discuss how this be used in classes, either the entire process or segments.

What's News?

Find two articles of interest. For each, complete a box.



Article One **HEADLINE** _____

Key issue:

Identify the problem:

Circle all that apply: This problem is *local, national, global*

Who is involved:

Possible solutions:

Newspapers in the United States sometimes **use a motto** to describe themselves to readers. Which one would attract you?

The Oldest Daily Newspaper
In The United States–
Founded 1771 /
An Independent Newspaper
For All The People
The Philadelphia Inquirer

If You Don't Want It Printed,
Don't Let It Happen
The Aspen (Colorado) Daily News

Good Paper, Good Ink, Good Work
and Prompt Delivery
Osceola (Arkansas) Times

All The News That's Fit to Print
The New York Times

Houston's Family Newspaper
Houston Chronicle Times

Article One **HEADLINE** _____

Key issue:

Identify the problem:

Circle all that apply: This problem is *local, national, global*

Who is involved:

Possible solutions:

☞ For each article, note whether your comment is:
B: Based on facts in the article
J: Based on reasoned judgement
E: Based on personal experience

SURVEY SUCCESS!

Remember!!!!

If you are part of a group that is issuing a survey, be sure to ask any survey-takers if they have taken the survey yet. **You do not want to have the same person take your survey more than once.** That would make your findings unreliable.

How can you gather important information to support change that matters in your community?

You can survey community members! Design a survey about your topic of focus that uses the following FOUR types of survey questions.

QUESTION TYPE	EXAMPLE	DEVELOP YOUR QUESTION
Close-ended Yes/No	Do you make choices that help limit your amount of water waste? YES NO	
Likert scale A point scale (usually 5 levels of response) where the participant expresses the degree to which they agree with a statement.	Water conservation is important. Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree	
Multiple choice A question with pre-determined choices. Sometimes you may want your participant to choose only one response, or you may want your participant to choose more than one response.	In what ways do you conserve water? (Circle all that apply) a. Take shorter showers b. Check your toilet for leaks c. Insulate your water pipes d. Turn off water when brushing your teeth	
Open-ended A question that allows the participant to provide a more detailed answer. HINT—To keep your results manageable, you may suggest a word limit for the response.	Tell how you conserve water in your community.	

Demographic Questions: If you want to learn about the background of participants, you can also add demographic questions about each participant's name, age, ethnicity, race, socio-economic status, education, or other relevant categories.

REPRESENTING RESULTS

QUANTITATIVE FINDINGS

Close-ended, Likert Scale, and Multiple Choice questions will give you results that are QUANTITATIVE. This means you can determine percentages that show how your community is thinking about this issue.

To **understand** your findings and **determine percentages**, add up the total number of participants who gave each answer and divide the sum for each answer by the total number of participants that were surveyed.

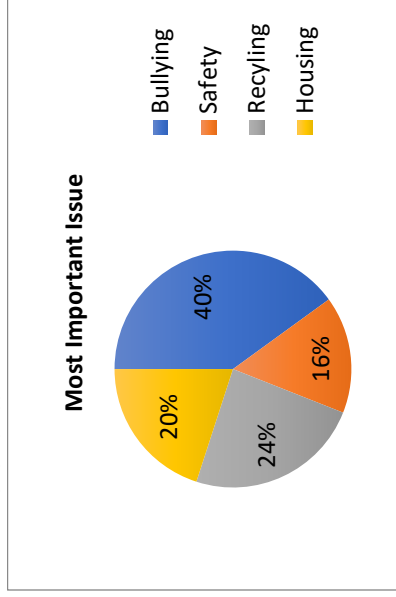
SAMPLE

You surveyed 50 participants to see what issue is most important to them. Below are the results:

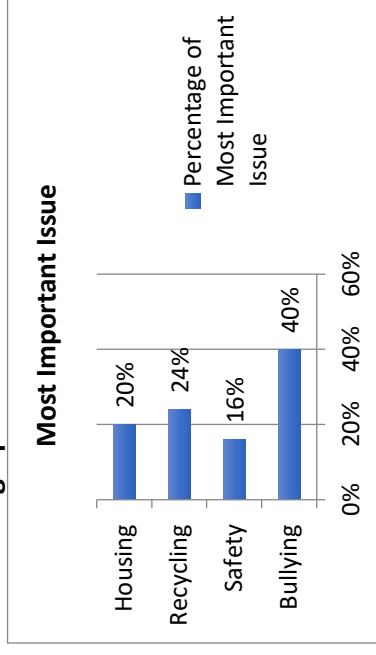
What issue is most important to you?	Divide each answer's sum by total surveyed	Convert decimals to percentages
a. Bullying (20 participants)	Bullying: $20/50 = .40$	40% of participants chose BULLYING
b. Safety (8 participants)	Safety: $8/50 = .16$	16% of participants chose SAFETY
c. Recycling (12 participants)	Recycling: $12/50 = .24$	24% of participants chose RECYCLING
d. Housing (10 participants)	Housing: $10/50 = .20$	20% of participants chose HOUSING

You can **represent** your quantitative findings through

Pie Charts



Bar graphs



Quoting notable statistics – You can also describe your statistics in words. For instance, you might write, “40% of participants found bullying to be the most important issue to them while 24% of participants favored recycling, 20% preferred housing, and 16% favored safety.”

REPRESENTING RESULTS

QUALITATIVE FINDINGS

Open-ended questions are QUALITATIVE, meaning you will have responses in participants’ own words. When you conduct interviews and transcribe participants’ responses, you will also have qualitative data that represents the participants’ own words.

To **understand** your findings, look for **themes** in people’s responses. For example, in reading the open-ended question results, you might notice many participants referring to bullying. Next you will go through each survey and highlight all references to bullying in a certain color. Once you finish reading all the surveys, you will then compile all the highlighted quotes into one document. This same strategy can be used to identify multiple themes at once, using multiple colors to highlight.

You can **represent** your quantitative findings through:

- **Quotes** – One of the best ways to report findings is by pulling the most representative or significant quotes from your participant responses. These may be quotes that are most common or standout by being unique. You might write:
One participant highlighted, “Bullying is an important issue for me because I have experienced it firsthand at school.”
- **Word clouds** – You can use a “word cloud” generator like wordle.net to create a visual representation of words most used by your participants.



• Table with descriptions

Theme	Sample Responses	Why is this important
Bullying	<ul style="list-style-type: none"> • “I hate getting bullied. It has made it hard to keep friends.” • “Someone who bullies always finds an excuse to make fun of you and it changes how you think about yourself and makes the day a struggle.” 	<ul style="list-style-type: none"> • Bullying impacts one’s perceptions of themselves • Bullied individuals struggle with social situations.

- **Bar graph/pie charts after coding/clumping similar answers** – See examples of bar graphs and pie charts from the “Quantitative” section.

Who Do I Trust?

Strengthen an argument with information from trustworthy sources. Apply this idea of *trustworthy sources* to the Action Research MISO method—*media, interview, survey, and observation*.

MEDIA SOURCES

Media can include internet, newspapers, books, maps, journals—a variety of print and mixed media. To determine if a media source is trustworthy, select a

SOURCE

Then determine:



What is the date of the source, for example, publication or film? _____

If an older source, has new information been discovered on this topic? **Y / N**

Have you compared older findings with newer findings? **Y / N** Explain:



Who authored this information? _____

What makes this author an expert on this topic? Describe.



Who published this information? _____

Is the producer/publisher biased in any way? **Y / N** Explain either position.



If biased, have you compared the point of view of this source with another source? **Y / N**

Explain:

Who Do I Trust? *continued*

INTERVIEW SOURCES

What makes a person a reliable source to interview?
Select two people to interview.



Remember, you do not need to have a degree or work for a specific company to be an expert. Experience also builds expertise. For instance, you may be an expert in a sport because of all the time and effort you have dedicated.



INTERVIEWEE:

How is the interviewee an expert on this topic?

Is the interviewee biased in any way? Explain your response.



INTERVIEWEE:

How is the interviewee an expert on this topic?

It is acceptable to interview a person with a strong opinion or stance. Just be sure to recognize that this is likely not the only point of view!

Is the interviewee biased in any way? Explain your response.

Who Do I Trust? *continued*

SURVEY

How can you ensure that survey evidence is reliable and appropriately connected with your topic? Select a topic worthy of a survey. Consider the following:



Group selected to survey:

What makes this group an important source of information on this topic?

Demographics of participants.

Remember that the more participants you have, the more reliable the data, however, stay true to the demographics that you decided on above.

Target number of participants:



Survey questions:



Survey process:

How many people surveyed _____ Why this number?

Survey Vocabulary

Participants: people you survey

Demographics: participant descriptors, i.e., age, income, race, gender

Sample size: number of participants.

Reliability: the likelihood your survey will have similar results if given to a similar group of participants.

Who Do I Trust? *continued*

OBSERVATION

How can focused observations add to research?
Select a topic to observe. Consider the following:



What did you observe?



What questions do you have about what you observed?



How might you investigate answers to these questions?



In what ways might another observer interpret things differently?



How did observation add insights or information that may have been missed through media, interview, and survey?

Note that these observation questions can be applied to experiments also.