

SCHOOLS FOR THE BENEFIT OF THE COMMUNITY

ONLINE TRAINING SYLLABUS

HOW READY ARE WE AND
OUR SCHOOL FOR A
SERVICE-LEARNING PROJECT?



A useful tool for **principals and teachers**
who want to integrate **Service-Learning**
projects into the school curriculum

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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by the Council of Europe

About Service-Learning

Service-Learning Project is an educational approach which facilitates learning for students by involving them in solving community problems. Under the guiding of a teacher (or group of teachers), they identify the community needs, discuss solutions, meet on a common purpose and act in the community. Throughout planning and implementation as well, the students are permanently connected to the curriculum, discovering that way, answers to the question: "Why do I have to learn these things?". Thus, Service-Learning projects contribute to empowering students as agents of conversion and "capable, productive and contributing citizens, essential in their community" (Wade).

About Noi Orizonturi Foundation

Since 2000, we have been working for a society in which children and young people grow up in fertile soil, fulfill their potential and use it to develop the community and the world in which they live. We believe in the transformative power of experiential learning and in the ability of educators and leaders in organizations and communities to support young people to become better, stronger, wiser.

At the national level, we develop educational programs for schools, libraries, organizations, through which children and young people become more involved, more responsible and more confident in their own strengths. They acquire values, attitudes and skills that can truly help them in life. For more information, please visit <https://www.noi-orizonturi.ro/en/>.

Course objectives

In this course the participants will:

1. define the Service-Learning Projects and will distinguish this approach from other project based options;
2. analyze their own context to take decisions which shall facilitate, through the academic year, the development of Service-Learning Projects ;
3. analyze case studies from other classes to gain a clearer perspective of the educational process;
4. explore their own curriculum to identify and select opportunities for developing Service-Learning Projects;
5. create their own action plan to integrate the Service-Learning Project in class;
6. share and reflect on their practice in an online collaborative community.

Previous knowledge

The course is designed for teachers of any school level and for any subject. There is no need for any prior knowledge about Service-Learning but we recommend the teacher to begin the course in the moment when (s)he has access to the students, so they can apply what they learned as they go through each chapter.

Learning program

CHAPTER 1 INTRODUCTION	Welcome How do we navigate through the course Let's get to know each other What is a Service-Learning Project (SL) The quality standards of Service-Learning projects The Service-Learning Project plan
CHAPTER 2 SERVICE-LEARNING CONCEPT CLARIFICATION	Stages of Service-Learning Project Frequent questions Case study Where to start
CHAPTER 3 SERVICE-LEARNING INTEGRATION	Preparing the class Analyzing community needs Preparing and Planning Action Reflection Demonstration
CHAPTER 4 FIRST SERVICE-LEARNING PROJECT	Learning evaluation The project plan
RESOURCES	Service-Learning in schools guide Self-evaluation tool Idea Bank

Participation and evaluation

For this course, the students are expected to participate at all learning activities:

- ▶ Reading, visualising videos and exploring other related content.
- ▶ Finalizing tasks for each chapter.
- ▶ Actively participating in every online discussion.
- ▶ Create an action plan that integrates Service-learning in the classroom.

Duration

This course requires approximately 15 hours to complete the proposed activities.

Icons

Learning activities/widgets (ex. text, video, quiz, task etc) use the following icons:



Text

Copy the text in the widget. Make sure to adapt it to your context, especially what is written between *< brackets >*.



Task

Encourage participants to interact with the content and give input.



Video

Insert the link in the widget. Activate the English translation.



Quiz

Test their understanding and evaluate the course.



Download

Allow participants to download the documents.

Design

CHAPTER 1: INTRODUCTION

General presentation: In this session, the participants will share prior experiences and will meet online fellows. They will have a first contact with Service-Learning projects, will download the Service-Learning project plan and they will become familiar with the quality criteria.

Objectives:

At the end of this chapter, participants will:

- ▶ explain what is a Service-Learning project
- ▶ clarify the quality standards which their project plan has to respect

Indicative question:

Is Service-learning a good solution for my school?

Activities:

PAGES IN THIS CHAPTER

LEARNING ACTIVITIES/WIDGETS USED (E.G. TEXT, VIDEO, QUIZ, TASK ETC)

WELCOME!



Text

Guiding you in this learning experience to answer questions and challenges: <online facilitator photo>

We have prepared for you the Service-Learning course in a structured and easy-to-follow way, videos and animations that will help you better understand how you can turn local problems into project opportunities that develop a whole range of skills and knowledge specific to the subject taught by you in class. We want you to succeed and that is why we have exemplified every step you will take with us.

However, there are some principles that will help you design and write a very good project:

- ▶ **It is an iterative process** - it is not based on a linear structure but rather goes "back-and-forth", constantly improving based on what is taught - do not be afraid to go back to the steps you have already completed, to change ideas, content and phrasing.
 - ▶ **Orientation to the beneficiary** - The process is based on people's needs and is always based on their feedback. A good project is not written "in class". Get out of school, make phone calls, create moments of dialogue with your beneficiaries and make sure that their voice is found in the final proposal.
 - ▶ **Involvement of experts** - Obvious solutions will not solve community problems. But, there are people who work with a certain problem or solution or have been studying a social or natural phenomenon for years. Be sure to look for them in your community and ask for their opinion or even their involvement.
 - ▶ **Reflect continuously** - We have inserted many questions in this course. The principle is simple: once you have a question in mind, your brain will strive to answer it. Unfortunately, the first answer is not the correct one. Our brains are lazy. Make an effort, think deeply, shape ideas, take notes.
 - ▶ **Co-Creation** - A project is not done alone, and your classmates will definitely have different ideas. Be flexible, listen before making decisions, create space and time for your project to take shape.
-

For questions or clarifications do not hesitate to write to me: <facilitator e-mail>.

This course was created with the financial support of the European Union and Council of Europe. The contents of this manual are the responsibility of the authors and do not necessarily reflect the official policy of the European Union or the Council of Europe.

HOW DO WE NAVIGATE THROUGH THE COURSE

LET'S GET TO KNOW EACH OTHER



Text

Are you ready to meet your classmates? Peer-to-peer feedback is an important part of this online course. So, at the beginning of this course, we would like you to take the time to break the ice and get to know each other. Maybe you already know some of your classmates or you've even met them face to face. Establishing personal interaction with other participants will make your online learning experience more enjoyable and engaging. As such, we encourage you to participate in this activity, although it is optional.



Task

Mark your place on the map

Use [My maps](#) to add a label with the place where you teach, your name and school and optionally a picture with you. Thus we will have a complete picture of all schools learning together about Service-Learning projects.

<Be careful! [My maps](#) must be created and participants given the option to edit. Use this [tutorial](#).>

WHAT IS A SERVICE-LEARNING PROJECT (SL)



Text

In theory, "Service-Learning" is a teaching-learning approach in which students combine civic involvement with learning / cognitive development at school. (Seifert, Zentner & Nagy, 2012)

In practice it would sound like this:

- to collect garbage from the river's bed is A **SERVICE**
- to collect and study water samples under a microscope is **LEARNING**
- when students collect water samples during an action of greening the river in the locality, study and make a report on water quality and present the results during the Local Council meeting - this means **SERVICE LEARNING**

Follow the tutorial below to learn more about what a Service-Learning project is and what it is not.



Video

<[Link video](#)> add English subtitles



Task

Have you carried out a Service-Learning project with students so far?

- ▶ If yes, describe * briefly what you did for the community and what skills or curriculum content the students developed during that project.
- ▶ If the answer is no, you have certainly participated in or organized volunteering activities. Describe * the action and try to connect the post-factum volunteer experience with certain competences or content from the syllabus of the subject you are teaching.

Use the [share](#) section to share the story with us.

** If you have more examples, choose a project that you like and that has impacted you.*

THE QUALITY OF SERVICE-LEARNING PROJECTS



Text

Education should be meant for transformation, and learning through Service-Learning projects is the most promising way to make this operational. How does it happen in practice? Following these quality standards that help us better understand what the Service-Learning project is, but also how to make sure that each project brings with it both a significant contribution in the community, but also a learning opportunity for students!

When evaluating a Service-Learning project we consider all these standards and use the document with progress indicators to rate each application. This document guides your decisions when designing the project and can give you a clear picture of your own performance.



Video

< [Link video](#) > add English subtitles



Download

< *Quality criteria of a Service-Learning project, Guide for carrying out Service-Learning projects*, page 37 >



Task

Reflect

What criteria do you find difficult to apply in your context? Write down in the comments section, and if you have ideas or suggestions for your colleagues, don't hesitate to give them new perspectives.

THE SERVICE-LEARNING PROJECT PLAN



Text

To complete this course you will have to write a plan that describes in detail how to implement the Service-Learning project in the classroom.

This form guides you through the answers that an external evaluator needs to be able to decide to what extent the quality criteria mentioned on the previous page are met. The effort to clarify all this information is also related to the discipline entailed by teamwork.

Instructions for completion:

1. The document is downloaded and filled out by each teacher participating in the course separately according to the learning objectives they have to pursue in their own curriculum. A complete form should be between 3 - 8 pages long.
2. The completed version of the plan will be uploaded in Chapter IV, no later than <XX.XX.XXX>.



Download

< *Service-Learning project plan, Guide for carrying out Service-Learning projects, page 39*>

CHAPTER 2: CLARIFICATION OF THE SERVICE-LEARNING CONCEPT

General information: In this chapter the participants clarify information concerning Service-learning. In the second part, they take decisions about how exactly they begin a Service-learning project in their school. They study the case of the Babel School, to see how all these concepts are applied and they receive answers to a series of frequently asked questions on this topic.

Objectives:

By the end of this chapter, participants will:

- ▶ describe the Service-learning project stages
- ▶ analyze Babel School's case study

Indicative question:

What is under a teacher's control to ensure a valuable learning experience for students?

Activities:

PAGES IN THIS CHAPTER

LEARNING ACTIVITIES/WIDGETS USED (E.G. TEXT, VIDEO, QUIZ, TASK ETC)

STAGES OF THE SERVICE-LEARNING PROJECT



Text

Think of quality standards as the ingredients of a Service-Learning project, and of the steps as the recipe. Click on the arrows to watch the presentation:



Video

<[Link template](#)> Prezi allows editing the presentation



Text

In Chapter 3 - *Integrating Service-Learning projects* we will go into details on the methods you can use in class at each stage.

FREQUENTLY ASKED QUESTIONS



Text

< Take the relevant questions from the *Service-Learning Project Guide*, page 12. You can also add new ones relevant for your context.>



Task

If you have a question about the Service-Learning method that has not been answered yet, now is the time.

CASE STUDY



Text

Carefully read the case study based on the real experience of a school in Romania and use the quality criteria to evaluate the proposal of teachers in this school. We used the example of a middle school only for the purpose of applying what was learned so far. With the teacher's eyes, regardless of the school level at which you teach, you will be able to follow the logic of the project.



Video

<Link video> add English subtitles.



Download

< Case study: *The romani people in Romanian society, Guide for carrying out Service-Learning projects, page 32*>



Task

Use the [share](#) section to rate your feedback based on the criteria - what went well and what you think could be improved:

- ▶ What are the strengths of the plan?
- ▶ What are the points that can be improved?

WHERE DO YOU START



Text

You can start with the curriculum (general skills, specific skills, content) and add the “Community Service” element, or you can start with a project that is already underway in your school and integrate the element “Learning”.

< Take the examples from the guide - *Including service-learning projects in annual planning, page 23*>



Task

This is a good moment to take the first decisions about your project plan:

1. At what level (s) of study and for what subjects that you teach do you want to carry out the project?
2. What are the competences / themes / topics you want to enhance learning on, with the help of the Service-Learning project?
3. What key competences do you want students to practise during the Service-Learning project?
4. What ideas for action* in the community do you have, in order to create the necessary learning opportunities?

Write them down in the project plan and optionally, you can share your ideas with the group in the share section. If you need a little bit of inspiration, feel free to take a look at the resource section.

CHAPTER 3: INTEGRATION OF A SERVICE-LEARNING PROJECT

General presentatio: This chapter is split into sub-chapters derived from the 5 stages of the Service-learning project: Analysis of community learning needs, Preparation and planning, Action, Reflection and Demonstration.

Objectives:

By the end of this chapter, participants will:

- ▶ project opportunities for students to investigate community needs
- ▶ project activities and resources to guide the students in planning and finalizing a Service-learning project
- ▶ identify methods to monitor action progress
- ▶ identify opportunities to evaluate the learning and outcomes of Service-learning projects and will project activities to stimulate reflection
- ▶ describe the opportunities use by students to demonstrate learning and outcomes of the project

Indicative question:

How can I make sure my students learn and carry out relevant community services?

Activities:

PAGES IN THIS CHAPTER

LEARNING ACTIVITIES/WIDGETS USED (E.G. TEXT, VIDEO, QUIZ, TASK ETC)

PREPARING THE CLASS



Text

Methodological suggestions

In this chapter we offer a model of classroom work that must be adapted by each teacher depending on the age of the students you work with, the resources available, the safety conditions imposed, the number of hours you have, etc.

We hope to inspire you to use experiential activities and set the tone for more interesting hours. In addition, they can help you in your own project design exercise.

How do you to prepare the class for the Service-Learning project

1. Ice Breaking Game - Circle of Values (10 min)

This group game aims to help participants get to know each other better, bringing into discussion the common values, but also the different ones.

Participants must sit in chairs in a circle. All seats must be occupied. One of the participants must be inside the circle, standing up. He or she will have to make a statement about one of his or her personal beliefs or about his or her values such as "I believe in friendship" or "I don't believe in global warming" "I believe in the power of personal example," and so on. The other members of the group who share the same values will change places very quickly (but do not move to the seat right next to them if it becomes free). There must always be at least two seats away from the seat you left. The person in the middle must also occupy a seat. Then there will be another participant in the middle who must do the same as the first person. After a few members of the group (half of the group) was in the middle and made non-specific statements on a topic, then you can move on to the next level of the activity. For the next level you can attach a series of values or beliefs on a specific topic relevant to your group or their learning needs. For example, on the subject of natural or cultural heritage, people can look for

beliefs about nature or about local traditions, customs and superstitions in which they believe. Before you start, allow 1-2 minutes for everyone to think about at least 3 things they believe or don't believe in, so that when they get to the middle of the circle, they can mention them quickly.

Processing questions:

- ▶ How do you feel when other people have the same values as you?
- ▶ How easy is it to find people with personal values similar to yours?
- ▶ In what way do you think that different values can positively affect you, but also society in general?
- ▶ How do you think our common values and beliefs about the environment, nature, community, culture, etc. help us?

2. What is a community (20 min)

The aim of the activity is to help students identify new meanings and definitions for the concept of "community".

Ask students to form a circle. Explain that they will play a game to identify what a community is. Start by asking, "What is a community?" and ask participants to share their ideas. Make a ball, crumpling a sheet of paper. Every person who receives the ball must say, without thinking too much, a word related to the term "community". Tell the group that there are only two rules: (1) the ball should not be thrown to the same person twice, and (2) once an idea has been expressed, it should not be repeated. Write down the main ideas on a board or flipchart. Ask a volunteer to define the community based on the answers given. If necessary, complete the definition with at least the following features:

- ▶ group of persons,
- ▶ living in a certain geographical area,
- ▶ who have a sense of belonging to that space,
- ▶ which are relating to each other and sharing common beliefs, values and norms of life,
- ▶ participating in community life.

3. Story - Ubuntu (10 min)

Ubuntu is the philosophy of some African tribes that can be summed up as follows: "I am what I am because of what we all are." This story captures the essence of the idea of community.

Read the story aloud. When you're done, end with a processing / debriefing discussion, using the suggested questions.

An anthropologist who studied the customs and traditions of an African tribe was surrounded by children almost every day. So he decided to play a game with them. He managed to buy sweets from the nearest town and placed them in a beautifully decorated basket, next to the trunk of a tree. Then he called the children and suggested they play a game. When the anthropologist started, the children had to run to the tree; the first one to get there received all the sweets in the basket.

So all the children lined up, waiting for the signal. When the anthropologist started, they all grabbed each other's hands and ran together towards the tree. They all arrived at the same time, shared the sweets, sat down on the floor and began to eat happily.

The anthropologist went to them and asked them why they all ran together, when any of them could have received the sweets just for him/her. Then, the children replied, "Ubuntu. How could any of us be happy if everyone else was sad?"

Processing / debriefing questions:

- ▶ What does "ubuntu" mean?
- ▶ What is the connection between this story and "community"?
- ▶ Which of the characteristics of a community are found in the story?
- ▶ What does it mean to share?
- ▶ How does "being together" express the meaning of community?
- ▶ Where can you meet the "ubuntu" principle in your life? Can you give examples?

Then lead the discussion to Service-Learning for the benefit of the community (Service-Learning) - what project idea you have chosen, what skills / contents you want to develop during this process, what steps you will go through to plan and carry out the project.

4. Initial assessment (15 min)

You will need to build a test with the main concepts that will be taught during the semester / school year, depending on what you have decided on in the planning.

COMMUNITY NEEDS ANALYSIS



Text

The video below can be used in class to explain to students what community analysis is and how it is done.



Video

< [Link video](#) > add English subtitles



Text

Methodological suggestions

Remind students what the project idea is and the skills you want to develop during the project. Let them know that you will begin with a process of in-depth analysis of the problems.

1. Data collection (1 hour preparation + 1 hour collection)

Set a few questions ahead of time to guide the children in analyzing community issues. If the questions are too general, "what are the community's problems?" then the answers will be vague and you will risk digressing from the project idea and from the chosen competences / contents. For example, in the case of the Romani people case study in Romanian society, the investigative questions could be:

- ▶ What is the history of the Romani people in Romania?
- ▶ How are the consequences of 500 years of slavery felt today?
- ▶ What resources (people) do we have in the community that can help us better understand the past and present of the Romani people in Romania?

Present the video and divide the class into "research teams." Assign to each team a data collection method, with the aim of finding out the needs and resources of the community, as follows:

- ▶ **Media analysis** - which newspapers (online or printed), radio stations or TV channels could publish useful information? List several sources from which you can inform yourself.
- ▶ **Conducting interviews** - think of two/three people who know the community and the topic of interest very well (someone from the school, an NGO or a representative of a local authority). Write down four questions you would ask these people and contact them to conduct the interview.
- ▶ **Questionnaire application** - can help you understand what more people think - students, family members, neighbors - about the chosen problem. Decide on the questions and on the minimum number of answers you would like to receive.

To solve this task it is important to leave * the classroom.

* For COVID-19 safety reasons you can perform this step online or by phone..

2. Data analysis (1 hour)

Use [My Maps](#) to see the needs and resources identified in the previous exercise.

3. Defining the problem (30 min)

The information gathered in the previous exercise should be filtered until you get to a single problem that you want to solve. Use the question set below to narrow down your options:

1. It is in our power to change something ?
2. If we choose this problem, do we contribute to the initial project idea?
3. If we choose this problem, will we have the opportunity to develop our skills / contents established in the beginning ?
4. If we get involved, will we have support from the community (other young people, other people or resource institutions)
5. Will we feel challenged to complete this project?

A positive answer to the five questions should help you make the right decision.

4. The idea of the project (20 min)

This step is rather a clarification / improvement of the initial project idea, based on the new information collected and analyzed. Students will feel included in the final decision and thus their level of motivation will increase.

A good brainstorming exercise starts with a good question:

How you could turn the identified problem into a project idea?

To get a good idea, start by listing at least 20. The process is called brainstorming and has a few rules:

1. **From quantity we can achieve quality** - make an effort to write as many ideas as possible in order to choose the best option.
2. **No self-criticism** - think of ideas as intriguing as possible. The problems you address have been around since time immemorial, and the same solutions will not solve them. Think outside of what has been done and is already known.
3. **Combine ideas** - $1 + 1 = 3$. Seriously! At least in this exercise, two ideas may generate the third.

Write 20 project ideas that could meet the need identified above. Then choose / combine / place and re-place them until you come up with a "good enough" idea. It doesn't have to be "the ONE" – we will get back to it.

PREPARATION AND PLANNING



Text

The video below can be used in class to explain to students what it means and how to plan a project.



Video

< [Link video](#) > add English subtitles



Text

Methodological suggestions

Present this stage as an adventure worthy of the Heroes of the City.

You have been chosen to kill a dragon with many heads! To accomplish this mission, you will receive a bag with X coins and a cuckoo clock that will stop time for 3-4 months. You will go through many trials worthy of your courage and you will also meet dwarfs and fairies who have the power to support you in concrete activities, they can bring you more coins, resources, time or support. In addition, you will use messengers who have the power to pass on your messages, connect people, bring ideas or contributions. Only you (and a few hundred other young people like you) are chosen each year to prove your superpowers. And your story will be worthy of a papyrus.

Draw a map with the following checkpoints:

1. **Project idea** - you already have it from the previous stage
2. **City** - describe the project beneficiaries (who, how many, what problems they have)
3. **Your treasure** – what results you want to have at the end of your project
4. **Project adventure** - the activities you set out to accomplish
5. **Messengers** - what people/institutions can help you make your actions public
6. **Dwarfs and fairies** - what partners and sponsors you need
7. **Cuckoo clock** – how long it takes to get the job done
8. **Coins** – what resources are needed
9. **The heroes of the story** - who, what role they play in the project
10. **The superpowers of the heroes** - what they can learn in this trip

If the students are younger (pre-school, primary school), prepare your own project story and present it to the children, so that they know what you are going to do. If they are in middle school or high school, give them time to find answers and fill in, help only where needed.

Depending on the decisions made at this stage, you will be able to build lesson plans using curriculum content, aligned with the learning needs generated by this project.

ACTION



Text

The video below can be used in class to explain to students what to expect from this stage.



Video

< [Link video](#) > add English subtitles



Text

Methodological suggestions

1. Monitoring sheet

Use this model to empower students to collect data on the project's progress and to reflect on their experiences.



Download



Text

* For younger students re-create the story of the hero so that it becomes a story about progress.

2. Evidence of project success

Don't forget to gather throughout the project:

- ▶ Activity pictures;
- ▶ Written or recorded testimonies of partners and beneficiaries;
- ▶ Newspaper articles or links that referred to your project;
- ▶ Any evidence that you did a good job, depending on your project.

This evidence will help you reflect on what happened and what you learned.

REFLECTION



Text

The video below can be used in class to explain to students what reflecting on and evaluating a project mean, as well as how to do it.



Video

< [Link video](#) > add English subtitles



Text

Methodological suggestions

< Suggest 2-3 methods of reflection >

DEMONSTRATION



Text

The video below can be used in class to inspire students to show what they have learned during the project and find motivation to start a new one.



Video

< [Link video](#) > add English subtitles



Text

Methodological suggestions

At this stage, students "demonstrate" what they have learned, usually as a determining way if and to what extent they have achieved the learning objectives for a subject. A learning demonstration is usually both a learning experience in itself and a means of assessing academic progress and achievement.

Unlike worksheets, tests and other more traditional approaches to assessment, a learning demonstration can take a wide variety of forms in schools:

- ▶ Presentations, speeches or spoken poems
 - ▶ Video documentation, multimedia presentations, audio recordings, or podcasts
 - ▶ Works of art, illustration, music, drama, dance or show
 - ▶ Printed or online publications, including websites or blogs
 - ▶ Essays, poems, short stories or theater plays
 - ▶ Galleries of printed or digital photos
 - ▶ Scientific experiments, studies and reports
 - ▶ Physical products such as models, sculptures, dioramas, musical instruments or robots
 - ▶ Portfolios of work samples and academic achievements that students collect over time
-

CHAPTER 4: THE FIRST SERVICE-LEARNING PROJECT

General presentation: Students will finalize, examine and present the course project – a Service-learning project.

Objectives:

By the end of this chapter, participants will:

- ▶ finalize and upload their final project proposal
- ▶ evaluate their own performance in this course by reflecting on them

Indicative question:

What can I transfer from this course to my classroom practice?

Activities:

PAGES IN THIS CHAPTER

LEARNING ACTIVITIES/WIDGETS USED (E.G. TEXT, VIDEO, QUIZ, TASK ETC)

LEARNING EVALUATION



Quiz

1. Fill in the blanks:

Donating books to people in need is a _____.

Expressive reading, studying and applying grammar and comprehension exercises are _____.

Applying what is learned in Language and Literature, in creating teaching strategies and materials for a literacy program in a community center means _____.

A: SERVICE, LEARNING, SERVICE-LEARNING

2. Find all the quality criteria of a project (do not use diacritics or uppercase letters)

- a) Students identify and respond to a real need in the community _____.
- b) The teacher aims to develop skills and content _____.
- c) The plan contains all the necessary elements, is clear and ready to implement _____.
- d) Students are involved in decision making _____.
- e) Students have the opportunity to think and verbalize what they have learned _____.

A: connected to the curriculum, relevant to the community, reflection and demonstration, students' voice, coherence

3. Community analysis is a process that allows us to collect information about:

- a) The needs and problems of a community
- b) Resources which can be used for the benefit of the community
- c) People who can sponsor fundraising events

A: a), b)

4. Methods for data collection are:

- a) Media analysis
- b) Interviews
- c) Community map
- d) Questionnaires

A: a), b), d)

5. The following details shall be set out at the planning stage of the project:

- a) Project activities
- b) Experts and partners involved
- c) How you will promote your cause
- d) What is the budget of the project

A: a), b), c), d)

6. Fill in the blanks:

The evaluation represents _____ of the activities, achievements and of _____ to which they were fulfilled during a project and the establishment of _____ in which we managed to do what we _____.

A: the analysis, the extent, learning objectives, proposed

7. Check to what extent you agree with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree
My expectations from this course have been met.				
I understood the concepts presented and therefore I managed to successfully write a project plan.				
I feel motivated to implement what I have learned in this course.				
I feel motivated to tell other people what I learned in this course.				

THE PROJECT PLAN

Task






Upload the project plan

1. Each participating teacher will upload his / her own project plan that corresponds to certain competences or contents from the syllabus of the taught subject.
 2. A full form should be between 3 and 8 pages.
 3. Deadline: xx.xx.xxxx
-

RESOURCES

General presentation: Here teachers can find the guide, the self-evaluation tool, project examples organized on learning cycles.

PAGES IN THIS CHAPTER	LEARNING ACTIVITIES/WIDGETS USED (E.G. TEXT, VIDEO, QUIZ, TASK ETC)
GUIDE	 Download < Guide for carrying out Service-Learning projects >
SELF-EVALUATION TOOL	 Download < Self-evaluation tool >
PROJECT IDEAS	 Text < Take the relevant project ideas the Guide for carrying out Service-Learning projects, page 28. You can also add new ones relevant for your context. >

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