SLUSIK

SERVICE LEARNING UPSCALING SOCIAL INCLUSION FOR KIDS

TOOLKIT

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ABOUT THIS TOOLKIT

This Toolkit is designed to help Secondary School Teachers implement the Service Learning Model. This Model builds on existing and successful Service Learning models taking place in universities. The toolkit therefore aims to transfer these practices in Service Learning into school curricula, and to support Teachers delivering the Model in schools.

INTRODUCTION TO SERVICE-LEARNING [1]

Service Learning (SL) can be understood as a teaching and learning strategy that integrates meaningful community service with education and reflection.
SL involves enabling students' engagement with the local community by identifying common challenges and developing fitting solutions. SL can further promote and support the social inclusion of young people by enhancing social and civic competences and developing knowledge, understanding, and ownership of values and fundamental rights.

Adding SL into the curriculum can be an opportunity for students to learn about EU Social Inclusion Policies and the UN Sustainable Development Goals in a real-life context. An SL project involves student engagement, allowing the application of ideas and skills to make community difference. SL can provide young people with community experience and contact with NGOs and volunteering in a structured and safe way, regardless of their personal circumstances or family context. This therefore reduces the chances of early school dropout and increases their chances of becoming socially-included adults.

Service Learning (SL) can be defined through key features, which are reflected in the PLACE Model:

- SL is a pre-planned and organised student experience, gained through a service that **responds to the authentic needs of the community** through a horizontal model of solidarity
- It is based on **active student involvement** in all stages, from planning to assessment. Students should feel ownership of the project and act as leaders of activities, not just their implementers. SL works with real student experiences and involves metacognitive learning, where the student is aware of how they learned, what they learned, what helped them learn, how they can use it in practice, and what they need to learn further.
- SL is **intentionally integrated into the academic curriculum.** SL methodology can be incorporated into the curriculum of various subjects, either within one specific subject or through a combination of several subjects/ teachers to solve interdisciplinary projects.
- SL allows participants to **reflect on the experience**. Reflection guides the learner, facilitating an in-depth understanding of the connections between experiences and the SL concepts.
- SL aims to **develop civic responsibility** for students, developing both professional competences and changes in the students' civic characteristics. SL enables students to be introduced to the role of civil society and how it functions, such as volunteering and funding mechanisms, as well as the importance of engagement with the local community.

1. ALBANESI, C., CULCASI, I., ZUNSZAIN, P. (Eds). 2020. *Practical guide on e-Service-Learning in response to COVID-19*. Brussels: European Association on Service Learning in Higher Education.

The PLACE Model Description

PLACE focuses on **enabling young people to acquire social and civic competencies**, fostering knowledge and ownership of values and fundamental rights. Through the use of the PLACE Model, Secondary School Teachers can easily **create quality opportunities** for young people's community engagement in local and global challenges. This creates a structured environment that fosters both **formal and non-formal learning**, thus enhancing social and civic skills.

Including the PLACE Model as part of the curriculum in your secondary school will mean that:

- Young people will develop a stronger sense of engagement with their communities
- There is an increased number of young people involved in community projects responding to local and global challenges
- The likelihood of becoming socially-included adults is increased and the chances of social exclusion are decreased
- The community as a whole will benefit from more young people with more highly developed social and civic competencies who are more engaged with the community around them
- There is an increased pool of potential volunteers in the community

The PLACE Model connects secondary schools and universities together for community needs and SL. This Model offers the possibility to cooperate with and to establish sustainable relationships with universities. This is done through the engagement of Role Models, who can help guide and facilitate SL at the secondary school. Role Models will be willing, as volunteers or as part of their university course, to share their time, experience and enthusiasm with younger peers in secondary schools, and accompany them as they go through their own SL.

The scope and size of the PLACE Model implemented in each location can vary and it may be different lengths and have different themes (e.g. environment/ social justice), or respond to a specific localised need (e.g. crisis resilience).

(Above) The PLACE Model graphic shows how each stage of the Model interacts with one another.

For more information on the PLACE Model stages , see **page 7**, and for a further explanation of the challenges the PLACE Model addresses, see **Annex 5.**

Non-Formal Learning

Non-Formal Learning (NFL) is purposeful learning that takes place in situations where teaching, training and/ or learning are not necessarily the sole or main activity.

Key characteristics of NFL can be summarised as follows:

- Coexistence and balanced interaction between the cognitive, affective and practical dimensions of learning
- Linking individual and social learning, teaching/ learning relationships oriented to partnership, solidarity and symmetry
- Participatory and learner-centred learning
- Real-life concerns, experiential and 'learning-by-doing' oriented teaching, promoting intercultural exchange and encounters as learning tools
- Priority to the transmission and practice of the values and skills inherent in democratic life

NFL methods are based on the 'learning-by-doing' approach and are customised to the needs of each learner. NFL methods include; Simulation exercises, Games, Outdoor activities, Expression, Debriefing, Reflection etc.

The set of proposed NFL activities in the following sections aim to support Teachers towards implementing the PLACE Model and consequently to help their Students achieve their goals.

Please see **Annex 2** for tools to help support the PLACE Model's implementation, and see **Annex 10** for a glossary definition of NFL.

5 Stages of the PLACE Model

Prepare

Designing and planning the SL experience to support Students' learning goals. This stage is all about preparing and designing the SL experience. It helps you understand if you and your school are ready to implement SL using the PLACE Model and, if not, what you need to do to be ready.

Link

Connecting young people with their Community Partners, Role Models, and one another through choosing the activities that best support student learning goals and establishing a common understanding of each participants' role.

Action

Action is the stage for Students to show that they can link their learning to real-life issues and opportunities, developing responsible outlooks and behaviours towards the community within and beyond the school. Action is also about reflection of what was done and what Students learned from the experience.

Celebrate

Demonstration of what Students have learned and accomplished in partnership with the community. Students have the opportunity to present their impact at a public event open to community partners including friends, families and policymakers.

Effect

The effect stage is when Students' ideas are complete, they are able to apply their formal and non-formal learning to situations, and there is reciprocal benefit realised; the Student has made a valued contribution to the community.

Core Actors in the PLACE Model

Secondary School Student

Students participate in diverse SL experiences set in a real-life context with not-for-profit Community Partners that combine both formal and non-formal learning outcomes. They work together and are empowered to take action, learning about themselves and the community by reflecting on their experiences, while also developing their knowledge, skills and social and civic competences.

Why get involved:
- Improve self-confidence/ sense of empowerment by engaging in the community on the same level with "adult" roles
- Provide an opportunity to develop soft skills such as communication and empathy
- Develop a greater understanding of others and knowledge of cultural differences
- Enhance awareness and collaboration with community groups becoming more engaged citizens in the longer-term

What to do:
- Learn through doing; become active participants in a real-world context with a Community Partner
- Reflect upon what happened during the experience
- Collaborate with Teachers, Role Models and Community Partners in planning your own learning
- Build new relationships in the community, developing respect and mutual agreements with partners
- Open up and develop awareness of university education through interaction with the Role Models
- Develop insights into critical issues in Europe and globally
- Demonstrate what was done in the experience, sharing insights and achievements with others

Secondary School Teacher

In the PLACE Model, Teachers practice an educational method that merges formal and non-formal learning within a framework of community partnership. They guide Students to pursue self-designed projects that affect social change, provide additional perspectives on what Students are learning, empower and expand civic engagement, all while developing a greater understanding of their community.

Why get involved:
- Broaden and deepen the curriculum by aligning real-world experiences and the growth of social and civic competences with formal learning outcomes
- Reposition a traditional teaching role towards that of a guide and facilitator in an active learning environment
- Promote the engagement of Students, enhancing their social and civic competencies and increasing learning ownership and sense of empowerment
- Form mutually-beneficial school and community partnerships, and increase wider public support

What to do:
- Liaise with the PLACE Model Coordinator regarding the SL programme and community partnership(s)
- Plan lessons to reflect curriculum content and identify learning outcomes
- Organise a welcome session with Role Models and Community Partners
- Establish a framework for activities, assessment and reflection
- Guide Students in developing a project to meet the Community Partner's needs
- Facilitate discussions, encouraging Students to seek information from multiple sources
- Acknowledge Student achievements, sharing the process and the outcomes with the Community Partner(s) and wider public

Community Partner

This constitutes any not-for-profit community organisation/ group that can create a space for meaningful SL experiences set in a real-life context to meet real community needs. Community Partners provide opportunities for young people to interact with adults and be acknowledged as valued, contributing members of society. They are willing to enter a partnership to enable SL within a school context, to meet curriculum requirements, and provide non-formal learning experiences that allow Students to acquire social and civic knowledge.

Why get involved:
- Contribute to the education and preparation of the next generation of leaders
- Use the opportunity to educate young people about current issues that impact their community
- Develop the possibility of seeking collaborative funding
- Seek capacity building to help in the performance of needed project-specific tasks
- Enable the possibility of solving challenges, increasing the quality of services or quality of beneficiaries' lives

What to do:
- Explain the organisation or group's purpose and vision, and the specific needs that Students will help to address
- Provide Students with knowledge and understanding of the community they are working with
- Assist in scoping the challenge or projects that the Students will be involved in and answering questions
- Participate in providing any orientation, training or supervision that may be required
- Participate in the evaluation of an SL project

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Role Model

Role Models are voluntary university students (undergraduate or postgraduate) with previous experience in SL programmes who can support Students in meaningful learning experiences set in a real-life context. They have an influential presence as an enabler for social change, by supporting the successful implementation of the PLACE Model in their local environment.

Why get involved:
- Contribute to a youth-led education initiative that stimulates wider civic engagement
- Receive training to empower school Students in SL project implementation
- Support Teachers, Students and Community Partners on various projects that respond to issues in the local community
- Relate your own knowledge and skills to co-create projects that support social inclusion at the local level and can contribute to the possible advancement of the implementation of EU Social Inclusion policies and the UN SDGs

What to do:
- Contribute to initial group/ team interactions through a story exchange and similar activities
- Assist in guiding the Students' journey from initial connection with the partners, development and implementation of their project, to the public presentation of their solution(s)
- Share your time, experience and enthusiasm with younger people in secondary schools and accompany them as they go through their own SL experience

PLACE Model Coordinator

Coordinators ensure that the SL Model progresses through all stages, providing continuity for both Teachers and Community Partners. They act as a link between parties and continually work to identify opportunities for future collaboration. The Coordinator could come from the school or university, or from another interested stakeholder group such as a local authority or local volunteer centre.

Why get involved:
- Provide consistency of the PLACE Model, promoting smooth principles and practices
- Improve the management of project interdependency and relationships across SL in schools
- Enhance collaboration, quality, and timeliness, while also supporting flexibility of the Model to change as required (both locally and at a European level)
- Manage risks by sharing lessons learnt and best practices in the PLACE Practitioners Community

What to do:
- Ensure the policy, curriculum and legal requirements are met as appropriate to the local environment
- Facilitate PLACE meetings on a regular basis
- Explain the PLACE Model to interested Teachers, guiding initial implementation in the school
- Provide examples of best practice and promoting opportunities for Community Partners to become involved
- Manage the identification and integration of university students as Role Models to support Teachers and the Students
- Assist the schools in selecting the types of projects that the Students may become involved in (aligning the school's strategic focus with local community partner needs) and responding to Teachers' questions
- Organise any orientation or training sessions that may be required by the volunteer Role Models and Teachers

IMPLEMENTING THE PLACE MODEL

For a full description of the PLACE Model and the actions to be taken by other core partners in the PLACE Model, see **Annex 2**. This section of the Tool Kit will go step-by-step through the PLACE Model **from the perspective of the secondary school teacher.**

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PREPARE

PREPARE is all about preparing and designing the SL experience framework. This stage identifies the types of community needs or activities that best supports Students' learning goals within the desired curriculum content, and helps establish a common understanding of each participants' role.

Before you decide to start implementing the PLACE Model at your school, it is important to be aware of a few key facts that may affect your intentions and that you should think about. **For a successful start, we recommend:**

- Make a personal decision that implementing the PLACE Model brings benefits to all involved in terms of modern educational principles, including knowledge of the basic steps and the philosophy of SL
- Address the management of the school in order to incorporate the PLACE Model into the school educational program
- Clarify the philosophy of the PLACE Model with teaching staff through their own subject and its potential for various educational/ thematic areas of education
- Address parents with an emphasis on the benefits for Students
- Be inspired by examples of already-implemented SL projects
- Establish cooperation with somewhere/one where SL has already been introduced in order to strengthen Students' own motives for implementing SL and avoid mistakes.

The basic prerequisites for the successful development of the PLACE Model at school take place in an atmosphere that motivates everyone to take an interest in what is happening in our surroundings, taking an interest in helping others, and allowing the activities of Students to be supported and appreciated.

This atmosphere is not something that is present automatically at a school, and it needs to be worked on elsewhere to become one of the goals of the PLACE Model's implementation. Such an atmosphere is largely shaped by the attitude of the school management towards volunteering, SL, or community service, but also by the attitude of school staff.

Count on the fact that you may not be met with a positive response from all your colleagues. For some, it may be strange why someone engages in SL activities if they have never participated in it themselves. If you motivate Students to participate in SL, yet at the same time your colleagues speak contemptuously about your activity or express their disinterest, you will have to invest a lot of energy to not only get students to be involved in activities, but also keep them in it and that they feel good about it.

Answer these questions:

1. What is the school management's attitude to the activities of students in the community?
2. What is the attitude of other Teachers to the activities of Students in the community?
3. How can I motivate the school management and other staff to be involved in the PLACE Model?
4. What is the experience of the school and its Students with activities in the community?
5. How can I motivate Students' involvement in the PLACE Model?
6. What do parents say about community activities of Students?
7. What is my attitude towards volunteering and SL?
8. How much time do I want/ can I devote to this activity?

IMPLEMENTING THE PLACE MODEL
PREPARE (Continued)

Tasks to be done by the Teacher:
- Think about the needs and aims of the PLACE Model's implementation that is specific for your school

Answer the questions:
1. What are the school's needs that the implementation of the PLACE Model should respond to?
2. What are the goals of implementing the PLACE Model in relation to my school?
3. What should the implementation of the PLACE Model bring to my school?

- Review and fill out the "Is my school ready for Service Learning?" check list in **Annex 3**
- Discuss and decide where in the school curriculum the SL methodology will be used - e.g. in one particular subject or across several subjects with a cross-curricular approach?
- Identify colleagues who will support you in the SL implementation
- Establish a partnership between your school and the university where the Role Models will come from
- Identify the PLACE Model Coordinator - it could be you or another actor described previously

- Decide which social & civic competencies you will focus on as learning outcomes. For a list of possible social & civic competences, see **Annex 7**
- Encourage Students and Role Models to begin thinking about what topic/ field (e.g. environment, cultural, civic, poverty...) they would like to work on and why
- Conduct a scanning of possible local organisations that the school can engage with to meet local needs. **Annex 8** is a useful resource that can help in this assessment
- Sign up to the PLACE Practitioner Community and participate in capacity building opportunities offered online and share your doubts, questions and ideas with other interested practitioners with different levels of experience

Outcomes expected:
1. The Coordinator builds knowledge and awareness of the initiative. They facilitate the building of relationships with all stakeholders and develop a network of a diverse range of initiatives addressing community needs
2. The Teacher plans to become a facilitator of knowledge, offering Students a new learning experience in which they get the opportunity to become co-creators and co-producers of knowledge
3. Role Models are identified, then trained how to best support the Teacher and connect with the Students. (For guidance on Role Model training and the role of the Role Models in the PLACE Model, see **Annexes 1, 2, and 4**)
4. Lesson content is developed to inform Students about various aspects of their community project, the engagement with Partners and Role Models should allow opportunities for Students to learn course content at deeper levels
5. Students are aware about the concept of SL and they are motivated to work with Community Partners
6. Students set up their personal learning objectives

Co-ordinating

PREPARE

IMPLEMENTING THE PLACE MODEL
LINK

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LINK connects young people with their Community Partners, Role Models, and one another and choosing the type of community needs or activities that best supports Student learning goals within the desired curriculum content and establishing a common understanding of each participants' role.

Tasks to be done by the Teacher:

- Act as a guide to facilitate learning, supported by Role Models in the building of connections with not-for-profit Community Partners
- Plan group interactions and a focus on a common need, with constant interaction and debate; allow Students to compare their understanding with others, and to construct new understandings
- Assist Role Models in connecting with the Students; organise welcome sessions to get Students introduced to Role Models and Community Partners
- Support Students in understanding the needs analysis and preparing the plan for needs analysis
- Ensure that the PLACE Model Coordinator has secured the agreement or agreements between the school, university and local partners identifying the roles and responsibilities of each member

Outcomes expected:

1. Students are introduced to Community Partner(s) and recognise the needs or goal that they will be working towards
2. Students are introduced to Role Models and can relate their goals to the experiences of the Role Models
3. Students understand what the need of the community is through assessment; why it is important and how it can be provided
4. Students decide on the tools to identify community needs and also policies, initiatives, strategies that they want to respond to
5. Formal agreements are set with local organisations to work together

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LINK

Mentoring

Guiding

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IMPLEMENTING THE PLACE MODEL
## ACTION

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ACTION is the stage for Students to show they can link their learning to real life issues and opportunities, developing responsible outlooks and behaviours towards the community within and beyond the school. Action is also about reflection of what was done and on what Students learned from experience.

Tasks to be done by the Teacher:
- Discuss regularly with the Coordinator the SL's process and monitor its development
- Support Students to conduct the needs analysis and provide feedback
- Invite Role Models to the school for the suggested lessons
- Organise events to bring Community Partners and Students together to present the needs analysis results
- Enhance the overall benefits of the SL experience through the implementation of SL projects
- Clarify commitments, expectations and roles. The most common problems in the implementation of SL activities arise when Students' obligations, tasks, and behavioural expectations are not clarified in the community service phase
- Maintain a focus on the learning and development goals. Activities that Students carry out during community service are not automatically linked to their learning objectives. Therefore, it is necessary to create a link between service and learning directly during the phase of service in the community, for example, by continuous reflection

- Support Students during their service. New environments and tasks related to the implementation of SL activities can be a challenge for Students. Regular instruction, encouragement, and guidance can help students overcome feelings of insecurity, anxiety, and nervousness
- Promote interpersonal and intercultural experience. Community service can contribute to the development of Students' interpersonal and cultural competencies by coming into contact with people of different ethnicities, socio-economic statuses or ages. They also have the opportunity to teach others about their own situation and status
- Help manage changes during the implementation of an SL project. Despite thorough preparation, things may not go as planned. If change occurs, it is important to help Students effectively and creatively manage the change. Not every SL project has to succeed as originally foreseen. Even with failure, people learn
- Provide oversight and safety. When serving in the community, it is important to ensure the safety of Students through regular monitoring. In case of any threats or problems, the Teacher should be able to ensure safety as a person of contact
- Maintain energy and enthusiasm. With longer-term service in the community, Students may lose energy and enthusiasm, so it is important to encourage them to fulfil their tasks and achieve their goals through informal support

IMPLEMENTING THE PLACE MODEL
ACTION (Continued)

Tasks to be done by the Teacher (Continued):

- Document experiences and prepare reflections. In order for Students to get the most out of their SL experience, it is important that they document their experiences, learning, and questions in various ways and ways during the actual implementation of SL activities. There are several ways to reflect during community service, such as:

1. Ask Students what they are doing, why they are doing what they are learning, what they are confused and/ or upset about
2. Encourage them to write down the keywords of their experiences, feelings, or learning process
3. In team projects, ensure that a designated person is responsible for taking photos or videos
4. Encourage them to write diaries and use other reflection techniques

- Be active. If Students decide to clean up a space, to do creative workshops for others, or help in a facility for the elderly, it is necessary for you to also get involved
- Do not take responsibility for the ideas or for the form of SL activities and projects of Students. They have to feel it's their project, not yours. Try to give up the idea of how an activity would be planned or carried out by an adult (teacher/ educator). You are in the role of a consultant, not that of creator.

Outcomes expected:

1. Community projects are set up in ways that allow Students to have significant community impact, meeting a public need predetermined by an open collaboration between the Teacher, PLACE Coordinator, Role Models, and Community Partners
2. Students identify a project/ activity responding to the Community Partner's need/ problem
3. Students present plans to the Community Partner and receive advice and/ or feedback
4. Students develop social and civic competencies and a sense of empowerment. They must have a belief that their behaviour, ideas, or approach will make a difference for them in their current learning context and for their future life opportunities
5. Students are not acting in isolation, there is a connectedness with the Community Partner and project team members
6. Students develop awareness of responsibility for their own actions on the environment and others
7. The intervention plan in reference to Teachers has been completed as planned (fidelity concept in program evaluation)
8. The intervention plan in reference to Students has been completed as planned
9. The intervention plan in reference to Role Models has been completed as planned
10. The intervention plan in reference to Community Partners has been completed as planned
11. The intervention plan in reference to Coordinator has been completed as planned

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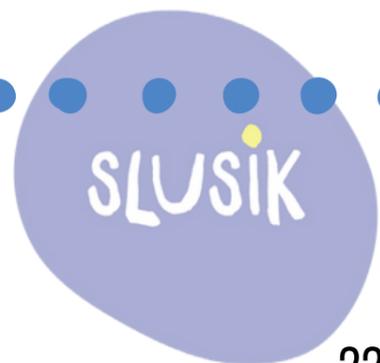
IMPLEMENTING THE PLACE MODEL
CELEBRATE

CELEBRATE is the stage where Students have the opportunity to present their outcomes and impact at a public event open to the local community to acknowledge and celebrate their achievements. The Students can show what they have learnt and accomplished throughout their partnership in the community.

Tasks to be done by the Teacher:
- Support Students to organise an open event to present their achievements
- Communicate with Community Partners and Role Models to include them in the event
- Take steps to increase the publicity of the achievements
- Assist Students in preparing their final demonstration and provide feedback
- Encourage Students to reflect on the impact of their project
- Help to prepare the report and deliverables (photos, posters, website content etc.) on the implementation to be used in the school as sample for the next implementations

Outcomes expected:
1. Students have the opportunity to perform, display and/ or speak about what they have done
2. Students receive feedback from their Community Partners and their peers
3. Students reflect and provide thoughts on their experience and what they have learned
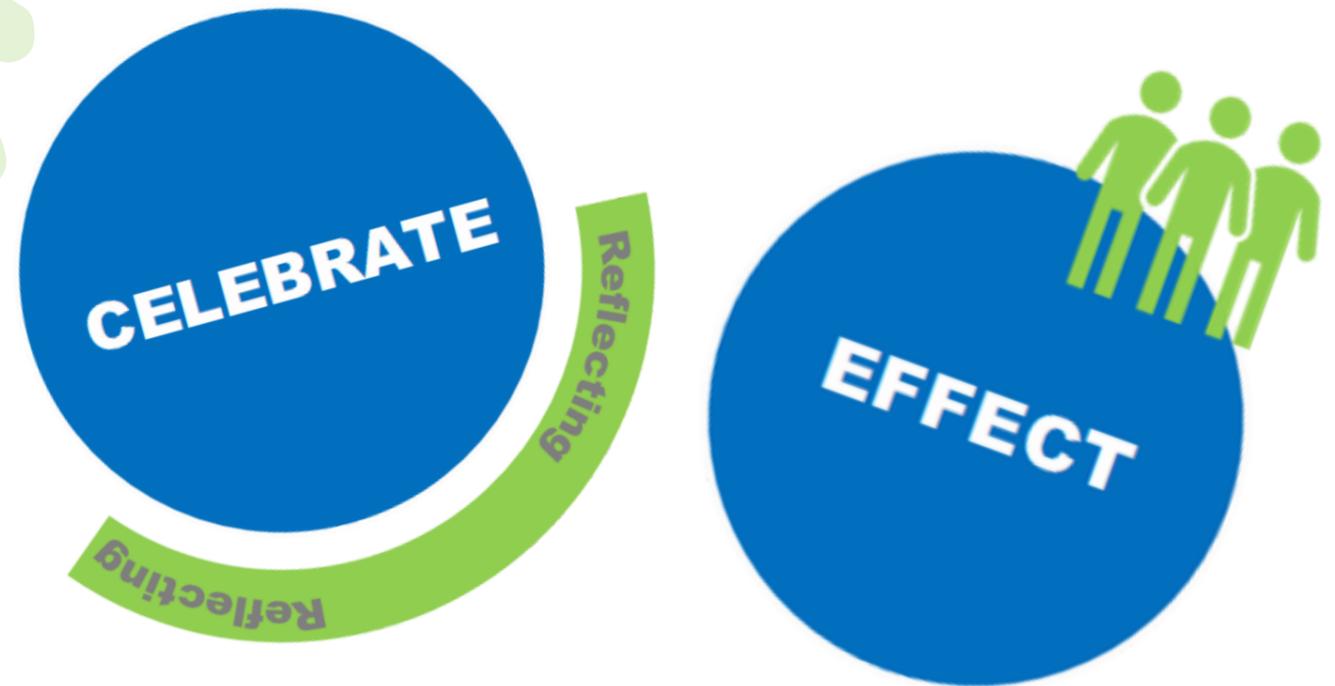
EFFECT

The EFFECT stage is when Students' ideas are complete, they are able to apply their formal and non-formal learning and there is reciprocal benefit realised; the Student has made a valued contribution to the community.

Tasks to be done by the Teacher:
- Arrange reflection sessions at school to multiply the effect of the program and to raise awareness amongst Students about such opportunities
- Encourage Students to share their experiences with the wider school community
- Measure and assess Student progress against the pre-established learning objectives and targeted competencies (social and civic)
- Inform Students about the long-term impact achieved in the local community (can be in the coming school years)

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IMPLEMENTING THE PLACE MODEL
EFFECT (Continued)

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Because of the specificities of SL projects, focusing on both service and learning, an evaluation of both the goals set for the service in the community and the achievement of the educational objectives of the project is required: this is expressed through knowledge and competencies acquired and applied (Regina, Ferrara, 2017).

Assessment as a form of evaluation is expressed by testing the level that Students have achieved in the learning (academic) and the SL outcomes that are set by Teachers at the beginning of formal or non-formal education (subject, course, training etc.). We can also define it as grading, but bearing in mind that young people are being graded on the academic product (learning outcomes), not on their hours of service.

Evaluation also represents the feedback from different stakeholders in the process of SL. The aim of the evaluation is not to grade or assess, but rather to give feedback on the whole process. Each project needs evaluation not just of the content, but of the whole project itself (Brozmanova Gregorova et. al, 2020). Therefore, the evaluation may consist of:
- Students evaluating Teachers and Community Partners
- Community Partners evaluating the Students and Teachers
- Teachers evaluating the Community Partners
- Teachers engage in self-evaluation based on all proposed evaluations (Brozmanova Gregorova et al.,2020)

Outcomes expected:
1. Community Partners are satisfied with Student participation and provide feedback to the school and Coordinator
2. Interpersonal development such as team work, leadership, and communication skills are improved for the Students
3. Students have improved satisfaction with school and society and are motivated to continue learning
4. Students have a greater sense of social responsibility and enhanced citizenship skills that will reduce social exclusion
5. Schools have a stronger bond with the university that provided the Role Models
6. Community Partners receive support from young people while providing them with engagement opportunities

EFFECT
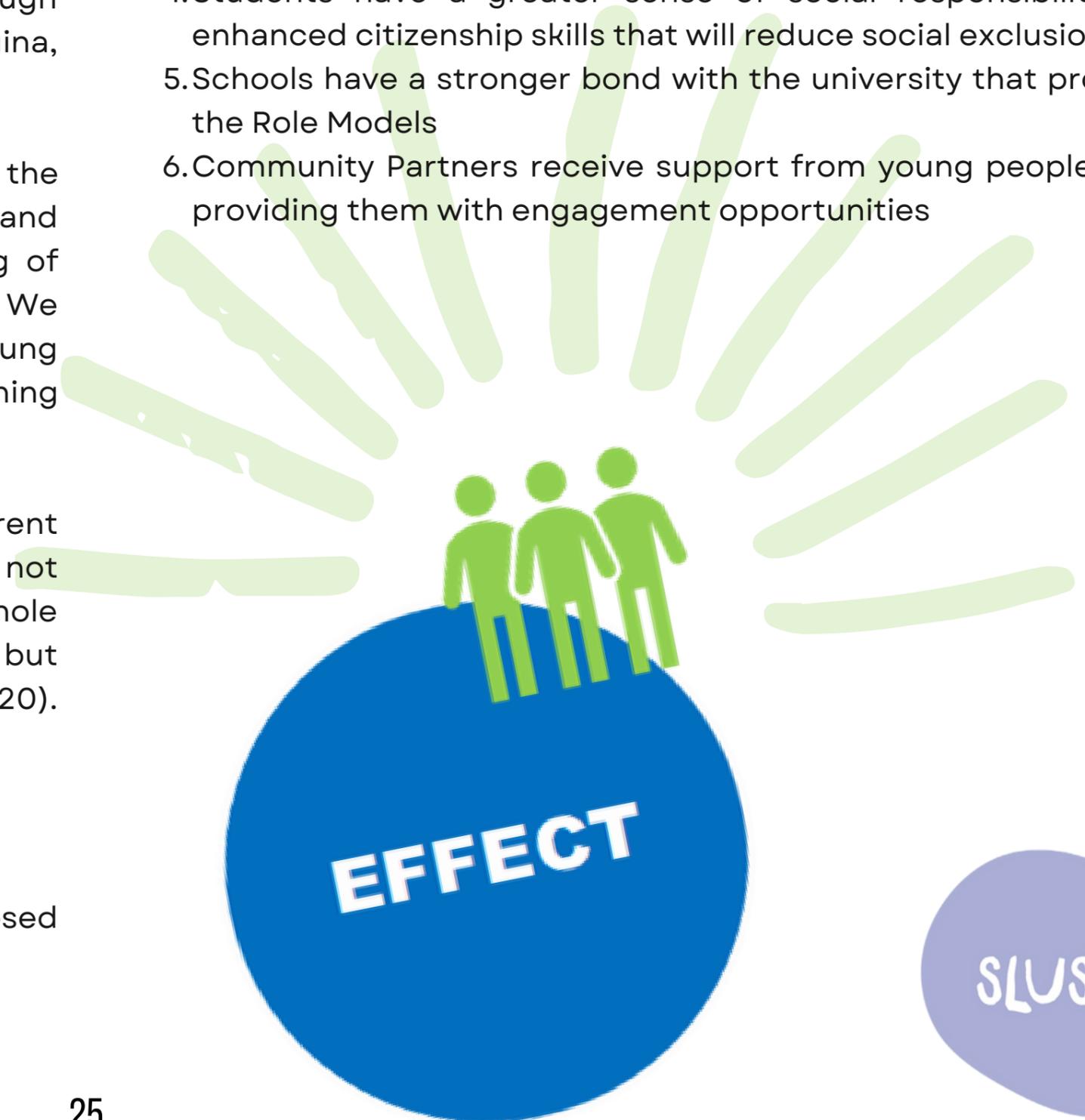
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ANNEX 1

LESSON PLANS IN THE PLACE MODEL

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LESSON 1 Introduction to SL & Personal Objectives

Brief Content
- Introduction to SL - what it is and what the impact will be. This includes presentations from one or several Role Models who have already experienced SL and will be accompanying the Students throughout their experience
- Reflecting about the personal objectives of Students – what I want to learn & what I want to develop
- Defining expectations and fears
- Setting up the rules for teamwork

Guiding Questions for the Teachers
1. Is it clear for the Students what SL is and what they will do?
2. Did Students express their expectations and fears?
3. Did Students set up their personal development objectives?
4. Are rules for team work set up?
5. Did the story telling from the Role Models have the impact that you expected?

Lesson Outcomes
1. Students are aware about the concept of SL and they are motivated to engage with the Community Partner
2. Students set up their own personal learning/ development objectives
3. Students set up their rules for teamwork

LESSON 2 Needs Analysis - Concepts & Methods

Brief Content

Explaining needs assessment (NA): NA involves research and systematic consultation with community stakeholders and project beneficiaries before the project is designed and implemented. In this way, NA helps to identify needs/ problems and involve those (partner organisations, their beneficiaries, families etc.) who are meant to benefit from the SL project in deciding on the final project's design.

Every SL project should begin with clearly stating the needs it aims to solve. Often when planning a project, Students tend to confuse activities and needs. They usually find it easier or more fun to think about what they would like to do instead of thinking about what the real need/ problem they should solve is. Activities are the way we are going to solve a need/ problem, but to be able to do that, you should first be sure what the need/ problem is. A need can be defined as a lack of something indispensable, desirable or useful, and usually are associated with problems that a specific group (i.e. youth, people with disabilities, etc.) deals with.

Lesson Outcomes

1. Students are aware about the concept of SL and they are motivated to engage with the community partner
2. Students set up their own personal learning/ development objectives
3. Students set up their rules for teamwork

LESSON 3a Matching Intentions & Initiation with the Role Models

Brief Content

Strategies likely to increase the probability that mentoring relationships will endure and be effective involve the following actions:

- Matching Role Models and Students based on a thorough analysis of characteristics
- Holding an initial session in school in which they are introduced to each other, interact, and initiate the mentoring relationship
- The use NFL methodology for getting to know each other and "break the ice"

Guiding Questions for the Teachers - Have you...

1. Considered/ analysed the characteristics of the Role Model and Students?
2. Arranged and documented an initial meeting between Role Models and Students?
3. Introduced the Role Models and Students, and signed a commitment agreement consenting to the project's rules/ feedback on match preferences?
4. Ensured that the Role Models are prepared after the match to start their role?
5. Prepared Students after the matching session to do their tasks?

Lesson Outcomes

1. Students meet with their Role Models and are acquainted
2. Students sign the commitment agreement document, including the risk management policy
3. Students are debriefed by their Teacher to start a needs analysis plan

LESSON 3b Needs Analysis Plan

Brief Content
- Designing the needs analysis plan with a Student-led approach.
- Support from Role Models in the planning of needs analysis

Guiding Questions for the Teachers
1. Do we have a plan for the needs analysis?
2. Is it clear for the students what their role is in the needs assessment?

Lesson Outcomes
1. Students decide on the tools needed to identify community needs and also to identify the policies, initiatives, strategies that they want to respond to
2. Students distribute the responsibilities for the needs analysis

LESSON 4 Conducting the Needs Analysis

Brief Content
Based on the plan prepared in the previous lesson, Students conduct a needs analysis and prepare reports. Role Models and Teachers can help with the process of conducting data and preparing the report.

Guiding Questions for the Teachers
1. What are the results of the needs analysis?
2. Do we know what the needs, problems, and challenges are that we can work on in the SL project?

Lesson Outcomes
1. Students meet with their Role Models and are acquainted
2. Students sign the commitment agreement document, including risk management policy
3. Students are briefed by their Teacher to start the needs analysis plan

LESSON 5 Discussion of Needs Analysis Results

Brief Content

The starting point is to identify a need or problem of the local community which the project will address. It is essential that the activity undertaken is sensible, and contributes to the development of project participants' competencies and supports the local community wisely.

Based on the results of the needs analysis, Students will discuss which need/ problem/ challenge they want to react to in the project. They also try to describe more precisely the selected problem.

Guiding Questions for the Teachers

1. Which problem/ challenge is interesting for the Students?
2. In which problem/ challenge are they to be involved?
3. What do they know about the selected problems?

Lesson Outcomes

Students reflect on the results of the needs analysis and decide about the needs or challenges they want to contribute to solve.

LESSON 6 Meeting with Community Partners

Brief Content

Meeting with Community Partners to discuss the results of the needs analysis and to get feedback.

Guiding Questions for the Teachers

1. What do the Community Partners think about the needs analysis?
2. What is their feedback?
3. What are their recommendations?
4. Is the community need well identified?
5. Is it essential for the community?
6. Was the community involved in the needs analysis?

Lesson Outcomes

Students meet with the Community Partners to present the results of the needs analysis, to co-design the possible solutions, and to get feedback.

Reflecting

ACTION

Reflecting

LESSON 7 Planning the SL Project

Brief Content

At this stage, the objective of SL should be defined. The type of activities should be planned in consultation with people who know the topic and the needs of the group, or directly with representatives of the local community. Once the topic and scope of the project are identified, it is time to move on to the preparation of the activity. Depending on what kind of project the Students are going to implement, they have to plan slightly differently, but the planning will always involve: the definition of tasks and their distribution, communication in the group, preparation of the project schedule, and budget planning. The Students may also need to get some extra training in specific issues, gain specific knowledge or develop certain skills.

Guiding Questions for the Teachers

1. Are the service objectives defined?
2. Are the service objectives connected with the identified need?
3. Are the learning objectives defined?
4. Are the learning and service objectives connected?
5. Are the planned activities connected with the objectives?
6. Are the responsibilities and duties in the team defined?
7. Is the timeline of the project defined?
8. Is there a budget planned for the activities?
9. Do we have sources to implement the project?
10. Is there a plan for monitoring and evaluation?
11. Is there a plan for project promotion?

Lesson Outcomes

Students set up together with Community Partners the objective of SL projects and plan activities.

LESSONS 8-12 SL Project Implementation

Brief Content

The next step is the actual activity the Students have prepared for. Sometimes, the activity itself takes less time than the preparation, depending on the type of the activity. Longer commitment is advisable, as SL projects should be sustainable in the long-term.
A service can take place in a variety of ways:

Personal (direct) activities: this is a personal service in which Students are directly involved in an SL activity (e.g. tutoring, cleaning a selected area, organising a leisure activity, etc.).

Distributed (indirect) activities: this is an indirect service of Students for a selected organisation/ community (e.g. distribution of food or clothing, organisation of a collection, involvement of other actors (people, professionals, organisations).

Civic activities: these are activities aimed at promoting change in the community; lobbying, advocacy, campaigns etc.

When the activity is recurrent, there will also be time to reflect on it between individual events - discuss the learning process and emerging difficulties, look for solutions, and introduce any modifications. Reflection is considered a key ingredient that transforms experiences from an SL activity into learning, it has a vital role in awareness-building and transforms SL into critical pedagogy, with a potential to determine personal transformation and social change (Jacoby, 2015).

There are different ways to inspire reflection among Students. Teachers can simply have a discussion with the group or talk individually to each Student, asking questions which lead to a deeper understanding of the learning process.

LESSON PLANS

ACTION

There are different tools which can be used to help Students reflect. The inclusion of art and creativity into work with young people helps to activate the right hemisphere of the brain (logical thinking). Self-reflection brings better results when it is inspired by something from the outside. It also encourages creativity, e.g. by creating, participants are given an opportunity to think outside the box and to notice and understand more of the learning process.

Guiding Questions for the Teachers

1. Do you enhance the overall benefits of the SL experience during the SL activity/ project?
2. Do you identify clear commitments, expectations and roles?
3. Do you control or maintain a focus on the goals and objectives of the Students' development?
4. Do you support Students during the activity/ project, during the event with your personal participation, regular instructions, encouragement, and emotional help in times of change/ anxiety?
5. Do you help to promote interpersonal and cultural experiences?
6. Do you provide supervision and security - Who do Students communicate with when problems arise during the activity? (it should be you!)
7. Do you document the experience of the activity?
8. Do you ask Students what they do, why they do it, what they learnt, or what makes them confused/ upset?
9. Do you encourage Students to write down and reflect on the keywords of their experiences, feelings, or learning process?

Lesson Outcomes

Students put in practice their SL with timely moments for evaluation and reflection on their progress and impact.
Students meeting with Role Models to share their experiences.

CELEBRATE

LESSON 13 Develop Ideas about the Final Demonstration Event

Brief Content

The celebration of an SL project is a moment in which efforts and achievements are recognised, and participants let everyone know they have managed to make a difference in the community while also developing knowledge and skills.

How Students choose to celebrate is up to the team, but there are some parts that should not be missing from the celebration:

- The presentation of the results achieved through the project
- The recognition of the participants activity – certificates are very appreciated
- The "Thank you" moment for everyone involved

In addition to these key moments, it is recommended that they choose other activities that are either connected to the project, designed to attract more people to the event, or both. They can create an exhibition of photos taken during the project, a video screening of the process or something connected to the topic, a concert or artistic moment, a moment in which the direct beneficiaries show their gratitude or present themselves.

Make sure you plan a meeting or trip that will conclude the whole process, and give you the opportunity to show and appreciate your Students' achievements. To plan the celebration, think about timing, agenda, location and the organising team.

Guiding Questions for the Teachers
1. Do we have a plan for the celebration?
2. Is it clear who will be involved in the celebration?
3. Is it clear what the celebration will look like, when and where it will happen?
4. Is there a clear agenda for the celebration?
5. Does the agenda include results achieved, recognition and a "thank you" moment?
6. Are roles and responsibilities for the celebration defined?

Lesson Outcomes
Students set up the plan for the celebration of their results and achievements throughout the SL project.

LESSON 14 Celebration Time!

Brief Content
For the Students, this is a moment to reflect on the whole adventure, and have their actions and their learning recognised. For the beneficiaries, a celebration brings closure. For the possible partners, sponsors, other people or organisations involved, this can be a moment to understand exactly what their support means for the community and the project team. For the organisers – either the school or a non-profit organisation – it's a great occasion to let everyone know about the projects they are developing, the way we involve young people, and the impact they have on our community. For the public or the community participants are active in, it's an opportunity to get to know the Students, the projects, and the ways in which anyone could get involved and support the activity.

Lesson Outcomes
Students organise and enjoy the celebration with the support of Teachers and Role Models.

CELEBRATE

Reflecting

Reflecting

LESSON 15 Final Evaluation of the SL Experience

Brief Content

Assess the level that Students have achieved in learning (academic) and the SL outcomes that are set by a Teacher at the beginning of education (subject, course, training etc.) - they are being graded on their academic product, not their hours of service. Since SL is not a traditional teaching method, traditional evaluation methods should be adjusted accordingly.

Evaluation can be focused on the Students' cooperation with the organisation, the community, the service itself, the school, and the SL application. Evaluation also represents the feedback from different stakeholders in the process of SL. The aim of the evaluation is not to grade or assess, rather give feedback on the whole process. Each project needs evaluation of the whole project itself.

Guiding Questions for the Teachers
1. What did Students learn?
2. On which level did they achieve the learning outcomes?
3. Did the preparation process match the implementation of the activities? Is the problem solved, or was the support provided helpful? Would it make sense to repeat the activity in the future? Would it require any modification or perhaps a complete change? etc.
4. How do Students evaluate the course?
5. How do Community Partners evaluate the SL project and cooperation with the school?
6. How do Teachers evaluate the SL project?

LESSON 16 Preparing the SL Project Report

Brief Content

Students, together with the Teacher and the Role Models, will prepare and write reports on their SL projects.

EFFECT

ANNEX 2

SUGGESTED TOOLS FOR PLACE MODEL IMPLEMENTATION

SLUSIK

Introduction to Service Learning

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

Time: 1 hour

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

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

The Teacher will then encourage the Students to suggest words that relate to SL, and create a mind map on the board. Explain that SL is a process which includes five different stages, and invite the Students to watch another video:
Stages of Service Learning

The Teacher will ask the Students to split into groups, and each group is given a large piece of paper and markers. Each group of Students is assigned to create an infographic which will explain, in a clear and entertaining way, their idea of what SL is and why it matters. When finished, they present their infographic to the class. The fellow Students then comment on the presentation in a process facilitated by the Teacher.

Motivation, Fears & Expectations - Role Model Storytelling

Goals:
- Get direct feedback from real-life examples
- Reflect on the Students' own attitudes, motivations and expectations towards getting involved in an SL project

Time: 1 hour

Materials: A2 sheets of paper, post-it notes, markers

Instructions:
Role Models present their experience from their involvement to SL activities, they describe their initial fears and expectations and attitudes when they first started their journey, the emotions they experienced through the process, and what they gained from their experience. At the end, they answer any questions Students may have. The Teacher then puts three A2 paper sheets on the wall, each one titled as follows:

Yellow: My attitude towards volunteering/ any previous experience
Blue: My motivation regarding SL implementation. Why I want to get involved
Green: What I expect from involvement in an SL project

The Teacher distributes coloured post-it notes and gives 10 minutes to the Students to write down their response to each statement. Students then take turns to present their thoughts.
The Teacher summarises the responses and points out the most common responses among three statements and encourages students to comment on the findings.

The Bridge - Team-Building Activity

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

Time: 1 hour

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

Instructions:
Two teams will be assigned to build a bridge that can support a paper cup filled with water. Each team has to build a portion of the bridge which must complement the opposing team's portion.

Both teams choose a leader at the beginning of the game, who will represent the group. During the construction of the bridge, meetings are organised every 5 minutes between the two leaders. The two teams can communicate together and speak about their task only during this meeting. When the time is finished, both teams bring their bridge portions in the middle of the room and try to unify the two pieces. The Teacher tests the bridge's strength by putting on a paper cup full of water.

Debriefing and Evaluation: Seated in a circle, the participants explain one by one how they felt during the game. The Teacher can ask: how can you define your position in the team? What do you think about the communication between each group's members? How did you like the leader's attitude? etc.

The Bridge - Team-Building Activity (Continued)

Tips for Teachers:

1. It's very important to respect the game's timing. The duration is limited and it has consequences on the collaboration/competition's dynamics within the team

2. In order to better evaluate what has happened during the game, you need at least two people to observe each group and to check the time

3. You can't help the teams during the game; the participants have to understand and organise their work by themselves. The way they organise themselves and deal with the difficulties that they encounter are part of the reflection and evaluation part of the game

Variations: Two variations to the Bridge's game can be used.

1. The observer: one person has the task of observing both teams and of noticing the participants' behaviours.

2. For each group, one participant (the troublemaker) has the task of obstructing the process of building the bridge. Another one (the facilitator) has the task to facilitate the connections within the team. Any kind of verbal communication is forbidden, only the leaders can speak during the meetings.

Ideas for Action: Take enough time for the debriefing. The participants are often frustrated if they had not been able to build the bridge/ they feel stressed by the short time.

Three Monkeys - Team-Building Activity

Goals:
- Working together on one goal, increasing creativity

Time: 15 minutes for group work, 20 minutes for reflection

Materials: Blindfolds, ear plugs

Instructions:
Split the Students into groups consisting of three people. Each group needs to make plans for a trip (e.g. a place near you or in a building that you are in). An important part of the game is that each participant of every group has one ability: one can only hear, another one can only see, and the third one can only talk. In this way, participants try to discuss as many questions about their trip as possible. Only 7 minutes are given for this trip arrangement, and afterwards it is checked how many questions were answered. Did any of the group manage to plan a trip?

Questions for Groups:
- Where are they going?
- Where will they stay?
- When are they going?
- What do they need to bring?
- What will they do there?

Marshmallow Challenge - Team-Building Activity

Goals:
- Practice group communication, leadership dynamics, collaboration, innovation and problem solving

Time: 30-40 minutes

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

Instructions:

Step 1: Create a kit for each team, consisting of the above materials. These ingredients should be placed into a paper bag/ envelope, which simplifies distribution and hides the contents, maximising the element of surprise. Organise the group into teams of 3-6 people. Each team should work in the same space.

Step 2: Give the instructions clearly and concisely: build the tallest freestanding structure. The winning team is the one that has the tallest structure, measured either from the tabletop surface or the floor to the top of the marshmallow. The structure cannot be suspended from a higher structure, like a chair or the ceiling. The entire marshmallow must be on top - cutting or eating part of the marshmallow disqualifies the team. Use as much or as little of the kit as needed. The team cannot use the paper bag/ envelope as part of their structure. Teams are free to break the spaghetti, or cut the tape and string to create their structures. The challenge lasts 18 minutes: Teams cannot hold on to the structure when the time runs out, or they will be disqualified. Ensure everyone understands the rules, repeat if necessary, and ask if anyone has any questions before starting.

Step 3: Start the countdown clock and music at the start of the challenge. Remind the teams of the time: call out the time at 12 minutes, 9 minutes (halfway), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second countdown. Call out how the teams are doing, letting the entire group know how the teams are progressing. Call out each time a team builds a standing structure to build a friendly rivalry. Encourage participants to look around, and don't be afraid to raise the energy and the stakes.

Remind the teams that holders will be disqualified: Several teams will have the desire to hold on to their structure at the end to stabilize it because placing the marshmallow on top will cause the structure to buckle. The winning structure needs to be stable.

Step 4: After the clock runs out, ask everyone in the room to sit down so that everyone can see the structures. Measure the structures and call out the heights. Identify the winning team.

Step 5: Teams reflect on how they did. Have teams sit together and discuss their process. Introduce the questions below to help guide them in their reflection:
- How did we work as a group?
- What role did I take? How did I contribute? Is there anything I held off from doing? Why?
- Who took the leadership in the group? How did it manifest in different moments?
- What did I learn about myself and my behaviour? About other people and their behaviour? About the behaviour of groups?
- What insights can I take from this experience that I could apply in other contexts?

The Island - Rule-Setting Activity

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

Time: 20 minutes

Instructions:
Imagine that the class is trapped on a desert island. Students have to find their own basic working principles for life on this island, which will then be applied to the SL experience

Steps:
1. Participants are divided into small groups of about 5-6
2. Introduce how each group now finds itself on a small and isolated island
3. In 20 minutes, each group must formulate and note down a set of guidelines to define life on the island
4. In a plenary session, inhabitants of the island present their rules, followed by group discussion: "What are the rules for our SL programme?" This part takes around 30 minutes

Reflection:
- What aspects came up quickly?
- What was easy to agree on and why?
- What was somewhat harder to solve?
- On which of the rules can we all agree for the duration of the SL programme?

Setting Personal Development Goals

Goals:
- Set each Student's personal development goals

Materials: Bertelsmann-Stiftung Competency cards

Instructions:
These cards were originally developed to assist in the identification of competencies amongst people from migrant communities, but they are a useful resource to use in a reflection exercise to consider which competencies could be the most important for your Students' personal development goals.

Needs Analysis in the Local Community

Goals:
- Learn the geography and layout of your local area
- Determine areas of need for people, animals and the environment
- Identify resources that can support efforts to meet community needs

Time: 2 hours

Materials: A4 paper, pens, markers, Google Maps, large sheets of paper, tape

Instructions:
Part 1: Introduction - Observing my community. Teacher draws a brainstorming starter on the board with 3 core words (people, animals, environment). Then, Students are asked to think of their community and about the people, animals, and the environment within the area, recalling assets that their community possesses e.g.:
- Human Assets (schools, libraries, hospitals etc.)
- Animal Assets (local species, dog parks, animal sanctuaries etc.)
- Environmental Assets (Mountains, beaches, recycling units etc.)
The Teacher writes down the Students' answers.

Part 2: Preparing the map. Students split into groups of 5 and with the help of Google Maps (or another online map resource) they observe their community map and draw it on a big sheet of paper, marking each of the identified answers on the map. They can distinguish the three categories on the map by assigning each category with an identifier (colour, shape, stickers etc.). At the end, each group takes turns to present their map and answer questions. 53

Reflection Activity: Each group is given a list of guiding questions for reflection and 20 minutes to discuss and prepare their answers. They are asked to give their answers in a creative and entertaining way.

Each group presents their answers to the class. The mapping activity should leave Students with several ideas on their potential service project. The Teacher informs the Student groups that they should decide on their project theme, and come to the next lesson with a commonly agreed theme.

Sample Questions List:
- Do any of the marked assets above serve more than just the one category? (human, animal and environment) e.g. a recycling centre benefits the environment but also provides a service to humans
- What are some of the assets above that support the people, other animals, and environmental habitat in your community?
- What things do you like about your community?
- One quality about your community that makes it a great habitat for people/ animals/ the environment?
- What makes you most proud (happy?) to live in your community?
- Is your community meeting the basic needs of people and animals?
- Is your community environmentally sustainable?
- What things could be improved for your community?
- One quality your community could improve to make it a better habitat for people/ animals/ the environment?

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Problem Tree - Investigating the Issue

Goals:
- Acquiring a 360° understanding of the issues to address
- Identify causes and effects
- Reflect on possible solutions

Time: 1 hour

Materials: A3 paper, markers

Instructions: Teachers ask the groups to reveal the chosen theme of their project and explain the reason why they selected the certain issue. The Teacher explains that they are going to create their 'problem tree', an activity that will help them to better understand the issue they are dealing with.
In this activity, Students will illustrate a tree that represents three components of a problem:
1. **The Problem (trunk)** – What is the issue or challenge that we are addressing?
2. **The Causes (roots)** – What are the reasons that this problem exists?
3. **The Effects (branches)** – What are the consequences of this problem?
The Teacher gives the following guiding steps in order to help the Students investigate their issue in depth:

Step 1: Draw the trunk of your tree and write the problem inside of the tree trunk. Remember to leave enough space below and above the trunk for the roots and branches of your tree.

Step 2: Next, you will need to determine the causes of the problem. The causes of the problem will be represented by the roots of the tree. For each individual cause, you will draw a single root from the tree trunk.

Step 3: Often, the cause of a problem has other underlying causes. For each case you identified, ask "why?" to discover any underlying causes. Write each underlying cause as an additional root that branches off the original root. The more you ask "why", the deeper the roots of your tree will be.

Step 4: Next, you will determine the effects of the problem. The effects of the problem will be represented as the branches of the tree. For each individual effect, you will draw a single branch from the tree trunk. The effects of a problem often have additional impacts. To find any additional impacts, ask "then what happens?" for each effect. Write each additional effect as a branch or leaf off the main branch. The more you ask "then what happens?", the more branches and leaves your tree will have. Students take 20 minutes to discuss and draw their 'problem tree'. When time is over, each group presents their 'problem tree' to the class and answers questions.

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'Speed Dating' with the Role Models

Goals:
- Encourage communication between Role Models and Students
- Get to know each other
- Break the ice

Time: 30-45 minutes

Materials: Small pieces of paper with questions written on them according to the group number

Instructions: Group forms two lines of equal numbers and each person stands facing each other across the line. Each one is given a piece of paper with a question on it. One line is chosen to ask their questions first, and they will be those who will be moving between questions. Each person in this line asks the person standing opposite a question. The one asked has 1 minute to answer. Then the Teacher says 'switch' and the other Student asks a question. One minute later, the Teacher says 'rotate' and one line takes a step down to the next person, while the person at the very end of the line rotates to the beginning. This goes on again, and again, until all persons in one line have engaged with all others in the other line.

After the activity is over, the group sits in a circle and has a group reflection on the activity about what kinds of things learned through the activity. Teacher asks questions to encourage people to share their experience (most interesting answer, most unexpected etc.).

Sample Questions:
- Where did you grow up? What was it like?
- What is something you're passionate about?
- Can you tell me some things about your family?
- What is your favourite thing to do around town?
- Are you more of a morning person or a night person?
- If you could visit any place in this world, where would you go and why?
- What is something you're most knowledgeable about?
- What is something good that happened to you in the last days?
- Which is your favourite movie/show and why?
- What is something you wish you could change in today's world?
- What are some little things that bring happiness into your everyday life?
- What is your favourite thing to do with your friends?
- What was an embarrassing moment of your life?
- What is your most funny childhood memory?
- What is one thing that you absolutely cannot stand?

My Project Canvas – Project Designing Activity

Goals:

- Learn what a canvas model is and its purpose
- Visualise the project's main elements
- Develop teamwork skills

Time: 2 hours

Instructions: The canvas model is a useful activity that helps students visualise their project idea and present their project in a summarised, graphical and comprehensive fashion. The canvas consists of 9 boxes, each one connected to the others. In these boxes, Student groups will capture concisely and accurately various aspects of their project. For the implementation of a SL project, the canvas contains the following boxes:

1. Social value: This box represents what the project will offer to the community. This should be expressed as a positive statement, not as a problem, and should clearly outline what the project is about. e.g. Build a school greenhouse for supplying fresh vegetables and fruit for school lunches.

2. Target community group: This box identifies the members of the community with which actions will be undertaken, and who will benefit from the implementation of the project. e.g. Students of primary schools in the community.

3. Specific actions: This box will contain the actions that will be carried out in order to reach out to the target community and produce the intended result. You should not include any planning or preparation activities; rather, you should include only those that will help the project materialise. These actions need to be defined in time and space. e.g. Deliver 5 boxes of greens in every school on daily basis

4. Communication and networking: This box describes the communication channels that will be used ex. social media pages, emails.

5. Key resources: This box describes the resources (both human and material) that are essential to the development of the project. e.g. Construction materials, earth, water pipes, plants etc.

6. Key activities and actions: If the project's objectives are to be met, a number of activities will have to be carried out in a specific order e.g. Meetings with potential supporters and sponsors, organisation of training for Student farmers, delivery of the construction material for the greenhouse etc.

7. Key partners: These are the partners without whose participation the achievement of objectives is at risk. e.g. School board, Local DIY store, Viticulture experts etc.

8. Origin of resources: How will you obtain the resources required for the project? e.g. Fundraising school fair, sponsors, volunteering parents etc.

9. Cost structure and timeline: In addition to defining how you will obtain the resources you need, it will be essential to determine how they will be used, which ones will need to be replenished/ replaced and how often.

The canvas will change and evolve throughout the life of the project. Students are given 1 hour to develop the draft of their canvas and prepare their presentation. Afterwards, each group switches their canvas with another group and their canvas is peer-reviewed on a piece of paper for 15 minutes. Each group then presents their own canvas and the reviewing group makes comments. Students from other groups can also comment during the discussion. Based on the comments received, each group adapts their canvas accordingly.

Action Plan - Project Designing Activity

Goals:
- Link activities to objectives
- Assign responsibilities
- Set timeframes

Time: 2 hours

Materials: A4 paper, pens

Instructions: Teacher explains that each objective usually requires a number of different activities to be carried out and each activity can be broken down into a number of tasks to help group members track what needs to be done. For example:

Goal 1: To reduce violent crime in Gotham City
Objective 1: Increase the number of superheroes living in Gotham by 100% by the end of the year
Activity 1: Host a first-class meeting and tour of Gotham City for every superhero in the world
Activity 2: Work with Gotham real-estate agents to develop an attractive package for superheroes

Groups take 1 hour to prepare a table where for each objective they add a number of activities, and for each activity a number of tasks to be implemented. For each task a responsible person is assigned, specific materials needed, and a deadline. The Teacher moves around the groups and facilitates the process, making comments, giving feedback, and helping Students overcome possible obstacles. By the end of this activity, the Students should have a clear view of their action plan and what is needed in order to implement their project activities.

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Define Objectives - Objective Setting Activity

Goals:
- Learn about objectives and its significance in the project planning stage
- Learn how to set SMART objectives
- Link objectives to activities

Time: 2 hours

Materials: A2 paper, markers

Instructions: The Canvas (Project Designing Activity, **page 59**) offers a comprehensive view of your project. However, since many details are not included in the canvas, it is necessary to create a set of objectives to clarify how goals will be achieved. Objectives describe the things you will do to achieve your goal. If all the objectives are successfully completed, this means you should have achieved your goal. Remember, one goal = a number of objectives.
Setting Smart Objectives: Objectives should be SMART! The objective needs to be written clearly enough so that you know what you need to do. If well written, it will also help you effectively measure your success after the project is done. A SMART objective is:
- Specific - it is written very clearly and precisely
- Measurable - it includes targets that you are trying to reach
- Achievable - it is something you have the skills/ resources to do
- Realistic - it is practical and doable
- Timely - it includes a timeline for objective completion

The group takes 30 minutes to draft the objectives of their project. Afterwards, they take 30 more minutes to create an infographic which presents their objectives clearly. Each group presents their charts and gets feedback from the audience.

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Elevator Pitch - Presentation and Performance Activity

Goals:
- To "sell" own ideas to others
- To practice giving effective presentations in a short time

Time: 45-50 minutes

Instructions: An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organisation does, and lasts as long as an elevator ride. You can also use it to create interest in a project, idea, or product.

After a short introduction by the Teacher, each group gathers together and they are given 20 minutes to prepare a short pitch, no longer than 3 minutes, about their project idea and its main components in order to persuade Community Partners to participate in their project.

Then groups present their ideas to the class in a convincing way and the activity is finalised with a reflection.

World Café: Meeting with Community Partners

Goals:
- To present project ideas to community partners
- To develop persuasive skills
- To exercise presentation skills

Time: 1 hour

Materials: Paper, markers, drinks and snacks, candles, games, music and speakers, plates, etc.

Instructions:
Part 1: Each group performs the elevator pitch that was already prepared in class, and answers short questions from the audience.
Part 2: Set tables and chairs in a café style. Add candles and soft lights to create a chill-out mood. (Arrangement should be ready before the event's starting time). Teacher acts as the employee of the café, serving some drinks and snacks, while explaining and clarifying when needed. On each table, a different project is discussed. On each table, there is the previously-made SL canvas chart and the objective's infographic. The Students discuss with Community Partners in more detail about the project and get feedback from them. A designated member in each table is taking notes.

Community Partners and Role Models can drop in and out freely to each table and add their own contributions according to their experiences. At the end, the Teacher asks each table to present the main findings and share the learning achievements within the activity.

Five Fingers - Personal Reflection Activity

Goals:
- Students to reflect on their experience
- Students to assess their learning achievements

Time: 30 minutes

Materials: A4 paper, pens

Instructions: To get feedback from Students, help them summarise what new things each of them have learnt. The "Five Fingers" evaluation activity can be a useful way to engage all Students in the discussion.

Teacher asks Students to draw their hand on a piece of paper. For each finger of the hand, there is a specific question about what they have learnt and experienced so far:
- What did you like the most?
- What didn't you like?
- What is the most important thing you learnt?
- Did you discover anything new about yourself? If so, what is it?
- Small details that touched you

After answering the questions, everyone is invited to share and reflect on their answers.

A Project on Wheels - Project Reflection Activity

Goals:
- Develop analytical thinking
- Promote the analysis of the project's direction and the introduction of relevant changes
- Promote Student leadership

Time: 1 hour

Instructions: Teachers introduce the activity by stating that it is important to make space for scheduled reflection activities during the development of the project, in order to assess work done and make quick adjustments in moving forward. Students are asked to imagine the project as a car, and to match the components of their project with each part of the car. Each group take a piece of paper and markers, and discusses the following questions as a guide to help them draw their project car:
- What is the car like: big, small, firm, unstable?
- What serves as the wheels of the car? What moves it?
- What is the fuel/ power source? Does it have enough?
- Where is the car going?
- Who travels in it? Who is the driver and passengers?
- What obstacles are there on the road?
- Are there any other cars on the same road? What are they like?
- What luggage do we carry in the car?
- What safety features does the car have? What is there in the first-aid kit/ airbags?
- What stops should we make along the way?
- What things need urgent mechanical assistance?

After 30 minutes, each group presents their cars to the class.

Gallery Walk - Preparing the Final Event

Goals:
- To discuss the final event
- Develop teamwork

Time: 1-2 hours

Materials: A4 paper, pens, masking tape

Instructions: This discussion technique allows Students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. This activity will be used as an idea development tool for the final demonstration/ celebration event.

1. Write: Create 6 prompts about the final demonstration/ celebration event, and write each one on a piece of chart paper. Hang/ place the prompts in various places around the classroom to create 6 stations.
Guiding questions:
- WHO will be involved in the event?
- WHEN and WHERE it will take place?
- HOW the event will look like?
- WHAT activities will be included in the event?

2. Begin: At their first station, groups will read what is posted, and one Student should write the group's responses, thoughts, and comments on the chart paper. Having different coloured markers to represent each group is a good option.

3. Rotate: After 5 minutes, groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until groups have visited each station.

4. Monitor: It is important for the Teacher to monitor the stations while the Students participate. It may also be needed to clarify or provide hints if Students don't understand or misinterpret what is posted at their station.

5. Reflect: Students go back to their previous stations to read all that was added to their first response. Then, the class gathers back together to discuss and reach agreements about the content of the final celebration event, allocate responsibilities, and set a timetable for completion.

Mentimeter Event Evaluation

Instructions: Mentimeter.com is a free online presentation platform which offers features for the creation of interactive presentations and data collection from participants using smart devices.
For collecting Students' feedback on the celebration event, the Teacher organises a Mentimeter poll with the following questions:
- What went well that you'd like to repeat on future projects?
- What didn't go well that you'd like to avoid doing on future projects?
- Did you achieve your goal?
- Did the outcomes turn out like you expected?
- Were all the requirements met/ tasks completed?
- How satisfied do you feel regarding your contribution?
- Based on a scale from 1 to 10, how satisfied are you about the event as a whole?

After each question, the Teacher asks Students to comment on the results of the poll and give their explanations.

6 Thinking Stickers - Project Final Evaluation

Goals:
- Reflect and think about the activities that took place during project design and implementation, and assess both group work and also individual contribution.

Time: 1 hour

Materials: Flipchart paper, markers, post-it notes in different colours

Instructions: 6 Thinking Stickers is an evaluation exercise, based on De Bono's 6 Thinking Hats method. This exercise can be used both as an individual and group self-evaluation method.

Part 1: Teacher prepares a big paper (6 flipcharts taped to each other) and prepares 6 different colour stickers: white, red, yellow, pink, green and blue. Teacher puts flipcharts and coloured stickers on the floor and writes the stickers' meanings on the whiteboard:

White: Data, Information, Facts - On the white stickers, participants write facts which they can remember happened.

Red: Feelings and Emotions - What feelings and emotions did they have during the SL project?

Yellow: Positive things - Participants answer the question: What positive things happened during the project?

Pink: Contribution - What were their contributions during the project?

Green: Creative thinking and ideas - What was the most interesting/ new for thing for them which engaged them?

Blue: Summaries, conclusions - What conclusion do they reach after the training? How they summarised it for themselves.

Teacher gives participants 20-30 minutes to fill each colour sticker and to attach the stickers on the words written on the flipchart.

When all participants finish their task, Teachers, together with volunteers, hang the flipchart on the wall to show everyone what a colourful and diverse picture they have created together.

Part 2: The Teacher distributes evaluation forms to Students and gives them 15 minutes to complete them, providing support to the Students as needed.

EFFECT

Participation in the SL Project

Through participation in the SL Project…

1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neither Disagree nor Agree 4 = Somewhat Agree 5 = Strongly Agree

I gained a deeper understanding of things I learned	1	2	3	4	5
I learned to apply concepts to real situations	1	2	3	4	5
I better understand the role of a professional in this field	1	2	3	4	5
I became more interested in a career in community work	1	2	3	4	5
I learned about the community	1	2	3	4	5
I learned to appreciate different cultures	1	2	3	4	5
I learned to see social problems in a new way	1	2	3	4	5

I became more aware of the community of which I am part	1	2	3	4	5
I am planning to be involved with volunteering in the future	1	2	3	4	5
I am planning to implement other SL projects in the future	1	2	3	4	5

Thanks to participation in the SL Project I developed…

1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neither Disagree nor Agree 4 = Somewhat Agree 5 = Strongly Agree

Ability to communicate better	1	2	3	4	5
Ability to work with information	1	2	3	4	5
Ability to actively listen to others	1	2	3	4	5
Ability to participate in a discussion	1	2	3	4	5
Ability to communicate in a foreign language	1	2	3	4	5

SUGGESTED TOOLS
EVALUATION OF THE SL EXPERIENCE

SLUSIK

Thanks to participation in the SL Project I developed... (cont.)
1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neither Disagree nor Agree 4 = Somewhat Agree 5 = Strongly Agree

PC and Internet skills	1	2	3	4	5
A critical attitude to available information	1	2	3	4	5
Ability to perceive and analyse problems and solve them independently and creatively	1	2	3	4	5
Ability to make a decision and think critically	1	2	3	4	5
Ability to handle stress and to work in difficult situations	1	2	3	4	5
Ability to use new knowledge	1	2	3	4	5
Self-motivation to learn	1	2	3	4	5
Ability to develop & manage self	1	2	3	4	5

Self-respect & self-confidence	1	2	3	4	5
Ability to work in a team	1	2	3	4	5
Adaptability & flexibility	1	2	3	4	5
Responsibility & reliability	1	2	3	4	5
Ability to tolerate others	1	2	3	4	5
Entrepreneurial attitude and thinking	1	2	3	4	5
Ability to manage projects	1	2	3	4	5
Ability to present and promote something	1	2	3	4	5
Time management	1	2	3	4	5
Ability to plan and organise own work	1	2	3	4	5

Thanks to participation in the SL Project I developed... (cont.)
1 = Strongly Disagree 2 = Somewhat Disagree 3 = Neither Disagree nor Agree 4 = Somewhat Agree 5 = Strongly Agree

Ability to adapt for working conditions	1	2	3	4	5
Ability to lead a meeting	1	2	3	4	5
Ability to lead other people	1	2	3	4	5
Ability to focus on a client	1	2	3	4	5
Respecting rules & regulations	1	2	3	4	5
Ability to provide help in critical situations	1	2	3	4	5
Protection of cultural traditions	1	2	3	4	5
Environmental protection	1	2	3	4	5
Ability to be oriented on the needs of individuals, groups, and communities	1	2	3	4	5

Ability to actively participate in solving community problems	1	2	3	4	5
Personal responsibility and responsibility for others	1	2	3	4	5

● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

How much time did you spend with the preparation, implementation and evaluation of the SL project in project in total?

Please evaluate the cooperation with the youth worker as a tutor of your SL project. Which support did you receive? What did you miss?

Please try to evaluate your overall participation in the SL project:
a. If your experience was excellent or good, what made it that way?

b. If your experience was average, what made it that way?

c. If your experience was poor or terrible, what made that way?

ANNEX 3

EXAMPLES OF SERVICE LEARNING PROJECTS

SLUSIK

EXAMPLES
Period Poverty Initiative - Ireland

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A team of 6 Students from Coláiste Iósaef in County Limerick were interested in addressing inequalities and stigmas surrounding periods at school. After some general research, the team realised that several of their fellow Students may not have access to sanitary products, which led to embarrassment and self exclusion from school. They sought to normalise discussion about periods, and aimed to educate their peers about reproductive health.

Specific Project Benefits
- The Students got agreement from the headteacher that basic sanitary products should be provided in school toilets for free
- Teachers gave donations and the team approached several local shops to get sponsorships and donate sanitary products to the school, raising awareness in the wider community
- Their project was so successful that Coláiste Iósaef entered them into the Young Social Innovators Awards, and the Students were invited to an interview with a local radio show

Learning:
- Empathy and awareness of others
- Inclusive behaviours
- Interpersonal skills

Challenges during the project:
- Understanding the extent of the problem, as people are too embarrassed to discuss openly
- Finding an appropriate way of communicating their messages
- Identifying solutions that were affordable and easily implemented

"The highlight for me was probably the project where we went around the classrooms. It was great to get people involved... it was just nice to see people getting so involved in a matter that is actually so close to heart." - Student, Coláiste Iósaef

Promoting Recycling - Ireland

Referendum! - Croatia

A team of 4 Students from Coláiste Mhichíl in Limerick City were inspired after meeting with their Community Partner, who had spoken about the impact of everyday items on the environment. Realising it was something they and other Students were unknowingly contributing to, the team decided to increase awareness across the school about the importance of recycling, and to take some action.

Specific Project Benefits
- Increased recycling in the school by designing and arranging their own collection points for fellow Students to recycle their used plastic bottle and crisp packets. This initiative was approved by the headteacher, and has increased awareness across the school about the importance of recycling
- The Students were surprised with how quickly they could start to make a practical difference. After early success, the team were keen to continue their collections

Learning:
- Awareness of local environmental issues
- Ability to affect social change
- Empathy and inclusive behaviours

Challenges during the project:
- Time constraints due to pandemic shortening the school term
- Finding ways to communicate their message to others wasn't as easy as first thought

"If people don't put their bottles and crisp packets anywhere and just throw them away, it affects their community in a bad way."

"I didn't know about climate change, that food can have that effect. I really like doing something to help the environment."
- Students, Coláiste Mhichíl

After familiarising themselves with the three branches of government, the Students decided to tackle a space in their community – their school. They met with representatives of an organisation for youth, Association Delta, that help recognise and respect active youth in their communities. After some brainstorming and debating, students agreed that their pain lies in school bathrooms. They then proposed a referendum question: "Do you want to separate the bathrooms?". They prepared the campaign and made posters and announcements to all their colleagues. They also met with the headteacher and other teachers. After gathering the needed signatures in just one day, students made their custom ballot boxes. An astounding 60% of the student body voted. Of that, 64% wanted to change the school bathrooms. Students brought the results to the headteacher, who started the procedures for action.

Specific Project Benefits
- The Students got to work on their teamwork, communication, and civic skills. They got to know their school and teachers better. They also got more confident, and some were motivated to join other projects or start their own
- The target group were other Students who got to see their (younger!) colleagues making a fundamental change in the school. They participated in the referendum and got better bathrooms with sanitary products
- The Community Partner had a chance to try and develop a new method for activating youth inclusion and action
- The school benefited from better bathrooms and a change to school culture and atmosphere. It's not every day that Students can engage with Teachers and school leaders in a structured way to demand their rights!

Referendum! - Croatia (Continued)

Shoebox - Austria

Learning:

After the project, Students were supposed to know how to:
- Describe the role of the Constitution of the Republic of Croatia,
- Describe the purpose of the referendum, list the steps in organising the referendum,
- Analyse the needs of the community and formulate them into a referendum question,
- Describe their role and contribution in initiating the referendum in school.

Students met the learning outcomes with a combination of lectures and practical work.

Challenges during the project:

The referendum was lengthy, and due to COVID-19, some Students didn't participate from beginning to end. It was also time-consuming, with some Students feeling they would've been better off with a lecture. Community Partners and Role Models felt Students would benefit from more time for each activity and focusing on group-building activities.

"What I found useful is seeing the results of my work. If I am in school, usually it is not that important." - Laura, 15

"Examples left the greatest impact from practice, the way children learn through problems that arise in their community. Students feel that their actions change school – they are proud and feel more connected to the school community!" - Sonja, Teacher

With the help of the NGO Kinderschuhe für Osteuropa, Students worked under the guidance of Role Models to prepare boxes full of basic school materials for children in Eastern European countries. The school materials in these boxes were all handmade by the Students.

Specific Project Benefits

Thanks to the project, communication among the school children increased. They had new topics to communicate about, and they mentioned that talking about community or charity topics was not something common to them. They recognised this change in the classroom. Thanks to the project, they also had the chance to work with classmates with whom they were not close. Students were also happy to get some specific tasks during the project. Everyone had some steps to go through and tasks to finish, and they could work as a team. Everyone was responsible for their own tasks, but at the same time, for the success of the team.

Learning: School Students were happy that they developed competencies for being an active citizen and having a perspective that goes beyond their own life. Way of encouraging the other classmates who did not show too much interest was another point that they developed.

Challenges during the project:

The communication between Teachers and Role Models did not work well. Teachers mentioned that the inclusion of Role Models in the projects was not really necessary and the steps of the project could be implemented without Role Models, causing tension.

"Working with the community partners and NGOs when they are children can motivate them to go on this kind of work in the future." - Community Partners

The first action (SLUSIK Reforesta) was focused on environmental awareness and the students contacted a local NGO that works with natural spaces and reforestations. Students built a greenhouse for the high school with autochthonous trees and conducted a reforestation on a burned hill near the high school.

The second action (Recetas de la Abuela) was focused on connecting with elder people, so that they spent time with the Students and share experiences and old recipes. For this action, the Students contacted the local neighbours association, which made the middleman role between the Students and retired neighbours without relatives or an active social life. The Students elaborated a script for interviewing the volunteering neighbours and the interviews took place in the high school.

Specific Project Benefits
- The goals of the project have been achieved by the Students, and the benefits in the target group and the community are still to come
- The school has gained popularity regarding community engagement
- Teachers have learnt a different way to conduct and apply lessons
- Students have developed their social skills, since they've proactively participated in the activities from the beginning, and their motivation with the project has been increasing along with the sessions
- They've worked on their negotiation and communication skills, and have improved their capacity to hear and understand others' opinions and ideas

Learning: The program has shown positive outcomes when it comes to Students' socio-emotional learning, social skills and civic competencies. The engagement grew along with the phases of the project, because it took some time for the Students to understand the final goal of the project and to feel it was theirs, instead of "one more school project". The mentors helped in the process, since they were an educational reference, but they were not part of the high school staff, and that contrast really helped with the bonding.

Challenges during the project:
- The Teachers misunderstood their role in the project since they couldn't see clearly from the beginning how their work would be different from the mentors' work in the classroom
- The Students' lack of motivation at the beginning made them approach the project as an excuse to skip class, so some of the sessions were deliberately slowed down by a certain group of Students, and they didn't clearly see that it wasn't another school project
- The difficulty to implement the project as part of the school curriculum has been a constant struggle, and wasn't totally solved
- The lack of participation of the elder people of the community due to COVID effects

"The project has helped us to know each other and ourselves better, and now we feel really close with the rest of the class" - María, Student

"We've witnessed some unexpected leadership from girls who were so quiet and shy at the beginning of the academic year. The project created the context they needed to actually exploit their potential" - Antonio, Teacher

As part of the project, Students organised several activities on the topic of developing reading literacy. One group of pupils organised a special event - Night of Literature, at which various books were read within the school. Another group visited seniors in a social service facility, where they read books with them. Students also rehearsed theatre for the younger grades and read in the newly-opened space dedicated to books in the school.

Specific Project Benefits

The project supported the development of reading literacy in the school community and relationships in the school and in the wider school community. Students learned to use their free time effectively, developed a culture of reading. Within the community of seniors, the project contributed to their sense of usefulness, but also supported their social relationships and created a space for passing on the experience of the older generation to the younger. The project also contributed to the visibility of the new library and reading room open to Students at the school.

Another benefit of the project was the increased Students' interest in books and reading, greater independence in organising cultural events, skills in taking photos and videos of events, Students' independence in choosing examples, working with a literary text, acceptance of volunteering as a natural part of school activities.

Learning: Active participation of Students in individual activities improved the general overview of world literature. At the same time, it strengthened soft skills - communication, presentation, critical thinking, empathy and social skills.

Challenges during the project:
- Insufficient estimation of the time allowance
- Failure to complete some details, insufficient communication between some team members
- In some cases, Students may have been too influenced by the Teacher and did not bear sufficient responsibility for the aspects of the activity that they manage to implement by themselves

"It gave me an insight into civil society." - Maria, Student

"So it certainly shifted the relationship between the teachers." - Jan, Student

"Everyone is a part of society and should somehow contribute to it." - Anna, Student

ANNEX 4

ROLE MODEL TRAINING & QUALITY BENCHMARKS

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ROLE MODEL TRAINING

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For effective mentoring, **six core standards of practice** are needed:
1. Recruitment
2. Screening
3. Training
4. Matching and Initiation
5. Monitoring and Support
6. Closure

These standards cover the aspects of Role Model programs that directly support their mentoring relationships with Students and schools.

1 - Recruitment

When recruiting potential Role Models from universities for SL programmes being implemented in secondary schools, it is important for the school to set realistic expectations regarding what a Role Model relationship is and what it can achieve.

Role Model programmes need to build upon their positive reputation and image to promote engaging as a Role Model and mentoring others as a compelling and worthwhile activity.

Recruitment materials need to be designed to attract and engage appropriate target audiences whose skills and motivations best match the goals and structure of the programme. The importance of the role can be publicised to a wide range of university students from different disciplines.

ROLE MODEL TRAINING

1 - Recruitment (Continued)

The following benchmarks are proposed:
- The programme engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being a Role Model in the SL programme
- The programme utilises recruitment strategies that build positive attitudes and emotions about being a Role Model
- The programme recruits Role Models whose skills, motivations, and backgrounds best match the goals and structure of the SL programme
- The programme encourages Role Models to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the programme, to also become Role Models
- The programme communicates to Role Models about how acting as a Role Model, mentoring, and volunteering can benefit them
- The programme has a publicly-available written statement outlining eligibility requirements for Role Models in the SL programme
- The programme uses multiple strategies to recruit Role Models (e.g. directly asking, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis
- The programme conducts awareness and information sessions for potential Role Models

2 - Screening

Screening prospective Role Models helps to determine whether they have the time, commitment, and personal qualities to be safe and effective in their role.

The following benchmarks are proposed:
- The programme has established criteria for accepting Role Models into the programme as well as criteria for disqualifying unsuitable applicants
- Prospective Role Models complete a written application that includes questions designed to help assess their safety and suitability for mentoring young people
- The programme conducts at least one face-to-face interview with each prospective Role Model that includes questions designed to help the programme assess their suitability for mentoring a young person
- The programme conducts a comprehensive criminal background check on prospective Role Models
- Prospective Role Models agree in writing to a minimum time commitment that is required by the SL programme
- Prospective Role Models agree in writing to participate in face-to-face meetings with their matched secondary school Students at a minimum frequency and number of hours that are required by the SL programme
- The programme uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective Role Model relationships

Training prospective Role Models in the basic knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship using culturally appropriate language and tools.

The following benchmarks are proposed:
The programme provides a minimum of two hours of pre-match, in-person, Role Model training

The programme provides pre-match training for Role Models on the following topics:
1. Programme requirements (e.g. match length, match frequency, duration of visits, protocols for missing/ being late to meetings, and match termination)
2. Participants' goals and expectations for the Role Model relationship
3. Participants' obligations and appropriate roles
4. Relationship development and maintenance
5. Ethical and safety issues that may arise related to the Role Model relationship
6. Effective closure of the Role Model relationship
7. Sources of assistance available to support Role Models
8. Opportunities and challenges associated with mentoring specific populations of youth (e.g. children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant
9. Initiating the Role Model relationship

The programme provides pre-match training for the Role Models on the following risk management policies that are matched to the programme model, setting, and population served:

1. Appropriate physical contact
2. Contact with the SL programme (e.g. who to contact, when to contact)
3. Relationship monitoring requirements (e.g. response time, frequency, schedule)
4. Approved activities
5. Mandatory reporting required surrounding suspected child abuse or neglect, suicidality, and homicidally
6. Confidentiality and anonymity
7. Digital and social media use
8. Overnight visits and out of town travel: Money spent on Secondary School Student and mentoring activities
9. Transportation
10. Emergency and crisis-situation procedures
11. Health and medical care
12. Discipline
13. Substance abuse
14. Inclusion of others in match meetings (e.g. siblings, Secondary School Student's friends)
15. Photo and image use
16. Evaluation and use of data
17. Grievance procedures
18. Other programme-relevant topics

This involves matching Role Models and Secondary School Students, and initiating the Role Model relationship using strategies likely to increase the probability that mentoring relationships will endure and be effective is important.

The following benchmarks are proposed:

- The programme considers the characteristics of the Role Model and Secondary School Student (e.g. interests, proximity, availability, age, gender, race, ethnicity, personality, expressed preferences of Role Model, Secondary School Student, and parent or guardian, goals, strengths, previous experiences) when making matches
- The programme arranges and documents an initial meeting between the Role Model and Secondary School Student
- The programme staff members should be on site and/ or present during the initial match meeting of the Role Model and Secondary School Student
- Role Model, Secondary School Student, and an SL programme staff member meet in person to sign a commitment agreement consenting to the programme's rules and requirements (e.g. frequency, intensity and duration of match meetings, roles of each person involved in the mentoring relationship, frequency of contact with the program), and risk management policies
- The programme matches Secondary School Students with a Role Model who is at least three years older than the Secondary School Student
- The programme sponsors a group-matching event where prospective Role Models and Secondary School Students can meet and interact with one another and provide the programme with feedback on match preferences

- The programme ensures that the initial match meeting occurs at the school
- Programme staff members prepare Role Models for the initial meeting after the match determination has been made (e.g. provide Role Models with background information about prospective Secondary School Students, remind Role Models of confidentiality, discuss potential opportunities and challenges associated with mentoring and supporting the proposed Secondary School Student)
- Programme staff members prepare Secondary School Students for the initial meeting after the match determination has been made (e.g. provide the Secondary School Student with background information about the selected Role Model)

When monitoring Role Model relationship milestones and child safety and support matches, provide ongoing advice, problem-solving, training, and access to resources for the duration of each relationship.

The following benchmarks are proposed:

- The programme contacts Role Models and Secondary School Students at a minimum frequency of X times per month (as agreed)
- At each Role Model monitoring contact, the programme should ask Role Models about mentoring activities, Secondary School Student outcomes, child safety issues, the quality of the Role Model relationship, and the impact of mentoring on the Role Model and Secondary School Student using a standardised procedure
- At each Secondary School Student monitoring contact, the programme should ask Secondary School Students about the mentoring activities, Secondary School Student outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the Secondary School Student using a standardised procedure
- The programme follows evidence-based protocol to elicit more in-depth assessment from Role Models and Secondary School Students about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools
- The programme contacts a responsible adult in each Secondary School Student's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter
- The programme regularly assesses all matches to determine if they should be closed or encouraged to continue

- The programme documents information about each Role Model-Secondary School Student meeting including, at a minimum, the date, length, and description of activity completed
- The programme provides Role Models with access to relevant resources (e.g. expert advice from programme staff or others, publications, Web-based resources, experienced Role Models) to help Role Models address challenges in their mentoring relationships as they arise
- The programme provides Secondary School Students and Teachers with access or referrals to relevant resources (e.g. expert advice from programme staff or others, publications, web-based resources, available social service referrals) to help them to address needs and challenges as they arise
- The programme provides one or more opportunities for post-match Role Model training
- The programme provides Role Models with feedback on a regular basis regarding their Secondary School Students' outcomes and the impact of mentoring on their Secondary School Students to continuously improve Secondary School Student outcomes and encourage Role Model retention
- The programme conducts a minimum of one in-person monitoring and support meeting with Role Models, Secondary School Students, and Teachers
- The programme hosts one or more group activities for matches and/ or offers information about activities that matches might wish to participate in together
- The programme hosts one or more group activities for matches and Secondary School Students' families
- The programme thanks Role Models and recognises their contributions at some point during each year of the mentoring relationship, prior to match closure

To facilitate bringing the match to closure in a way that affirms the contributions of the Role Model and Secondary School Student, and offers them the opportunity to prepare for the closure and assessment the experience.

The following benchmarks are proposed:
- The programme has a procedure to manage anticipated and unanticipated closures, where members of the match are willing and able to engage in the closure process
- The programme has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process
- The programme conducts exit interviews with Role Models and Secondary School Students
- The programme has a written policy and procedure, when relevant, for managing re-matching
- The programme documents that closure procedures were followed
- Regardless of the reason for closure, the SL programme should have a discussion with Role Models that includes the following topics of conversation: Discussion of Role Models' feelings about closure; discussion of reasons for closure, if relevant; discussion of positive experiences in the mentoring relationship; procedure for Role Model notifying the Secondary School Student and their parents/ guardians, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the Secondary School Student for closure; review of programme rules for post-closure contact; creation of a plan for post-closure contact, if relevant; creation of a plan for the last match meeting, if relevant; and discussion of possible re-matching, if relevant

- Regardless of the reason for closure, the SL programme should have a discussion with Secondary School Students that includes the following topics of conversation: Discussion of Secondary School Students' feelings about closure; discussion of reasons for closure, if relevant; discussion of positive experiences in the mentoring relationship; procedure for notification of Role Model, if relevant, about the timing of closure; review of programme rules for post-closure contact; creation of a plan for post-closure contact, if relevant; creation of a plan for the last match meeting, if possible; and discussion of possible re-matching, if relevant
- The programme has a written public statement to parents or guardians, if relevant, as well as to Role Models and Secondary School Students that outline the terms of match closure and the policies for Role Model/ Secondary School Student contact after a match ends (e.g. including contacts using digital or social media)
- The programme hosts a final celebration meeting or event for Role Models and Secondary School Students, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship
- The SL programme staff provide training and support to Secondary School Students and Role Models, as well as, when relevant, to parents or guardians, about how Secondary School Students can identify and connect with natural Role Models in their lives

ANNEX 5

THE PLACE MODEL EXPLAINED - CHALLENGES & RESPONSES

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The Challenge: An increasing number of young people in Europe are excluded from the political and social life of their communities, which often results in a sense of isolation from society at large. Experiences in education play an important part of a person's life journey. Leaving school early can result in fewer employment opportunities and lower levels of cultural and social participation in the community.

The Response: SL in secondary-level education seeks to address the risk of exclusion. The PLACE Model enables both formal and non-formal learning within a 'real-world' context, targeted at making positive change in the lives of young people. The SLUSIK project has developed an upscaled model aimed at improving the social inclusion of young people in Europe.

ANNEX 6

"IS MY SCHOOL READY?" CHECKLIST

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IS MY SCHOOL READY?

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1. Does your headteacher support SL initiatives?
2. Do you have a number of passionate, knowledgeable teachers to be a driving force for SL in your school?
3. Has your school appointed an SL Coordinator, and given time for that person to adequately coordinate?
4. Has your school formed a small committee to meet and plan the direction for SL in your school context?
5. Has your school developed a vision and definition for what SL will look like in your school?
6. Have Teachers considered what they already do, and what can be turned into SL initiatives without too much additional work?
7. Has your school been realistic in time needed for planning and developing units of work incorporating SL initiatives?
8. Does your school have targets in place for what it wants to be achieved in the long term?
9. Has your school discussed and planned for staff professional development in meetings and PD days?

ANNEX 7

LIST OF SOCIAL AND CIVIC COMPETENCIES

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LIST OF SOCIAL AND CIVIC COMPETENCIES

Social competencies (interaction and interpersonal communication):

1. Constructive collaboration with others
2. Interpersonal relations
3. Understanding the codes of conduct generally accepted in different societies and environments (e.g. adapting manners and behaviour to local and external situations, considering cultural diversity)
4. Understanding the rules of communication generally accepted in different societies and environments (e.g. adapting language and communication to local and external situations)
5. Empathy (e.g. considering others' difficulties and limitations)
6. Understanding different viewpoints (e.g. listening to others' contributions and suggestions, respecting and considering their validity)
7. Showing tolerance to others
8. Ability to negotiate (e.g. ability to reconsider one's own goals and to constructively meet an agreement)
9. Ability to manage conflicts (e.g. ability to deal with different interests and viewpoints in a conflictive situation in order to find a reasonable and fair solution)
10. Ability to collaborate in teams (e.g. being able to manage workload and communication during shared tasks)
11. Creating confidence (e.g. acknowledgement of others' values and contributions, showing availability and understanding)
12. Attitude of collaboration (e.g. initiative to contribute with one's own capabilities and time)
13. Assertiveness (e.g. communicating one's own viewpoint, goals or interests in a constructive manner while considering others' situations)
14. Being prepared to compromise (e.g. respecting agreements with partners, employers and co-workers)

LIST OF SOCIAL AND CIVIC COMPETENCIES

Civic competencies have been divided into responsibility, awareness, and participation aspects. These competencies encompass key knowledge, skills and attitudes for the development of values in the framework of active citizenship. The outcomes of the learned individual and collective actions are bound to sustainability improvement, democracy reinforcement, and a better coexistence within communities.

a) Responsibility: Personal actions aimed at contributing to the promotion of social values

1. Active support for gender equality
2. Support for sustainable lifestyles (e.g. questioning consumption patterns)
3. Promotion of a culture of peace and non-violence (e.g. supporting financial companies that do not invest in weaponry)
4. Readiness to respect the privacy of others (e.g. privacy-friendly social network behaviour)
5. Readiness to take responsibility for the environment (e.g. participating in initiatives aimed at protecting the environment)

b) Participation: Collective actions aimed at contributing to the promotion of social values

1. Engagement with others in common or public interest (e.g. participating in action networks, political parties, or interest groups)
2. Skills to develop constructive participation in community activities (e.g. voluntary community service, participating in neighbourhood-level initiatives)
3. Ability to access, have a critical understanding of, and interact with traditional forms of media (e.g. newspapers, magazines, TV, regardless of print/ digital versions)
4. Ability to access, have a critical understanding of, and interact with new forms of media (e.g. digital social networks, blogs)
5. Willingness to participate in democratic decision-making at all levels and civic activities (e.g. leveraging existing mechanisms to influence formal politics)

c) Awareness: Showing interest and understanding citizenship-related frameworks and phenomena

1. Knowledge of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture
2. Awareness of the aims, values and policies of political and social movements
3. Awareness of climate change at the global level and their underlying causes
4. Awareness of demographic change at the global level and their underlying causes
5. Knowledge of European integration
6. Understanding of the multi-cultural and socioeconomic dimensions of European societies (e.g. knowledge of demographic diversity of other European societies regarding language, ethnicity, religion, etc.)
7. Understand the role and functions of media in democratic societies
8. Critical thinking (e.g. critical consumption of media, critical understanding and adoption of viewpoints)
9. Interest in political developments
10. Interest in socioeconomic developments
11. Interest in humanities

LIST OF SOCIAL AND CIVIC COMPETENCIES

The European Common Values are listed in the Charter of Fundamental Rights of the European Union, and include:

- Human dignity
- Freedom
- Democracy
- Equality
- Rule of Law
- Human Rights
- Rights of minorities
- Pluralism
- Tolerance
- Justice
- Solidarity

ANNEX 8

COMMUNITY PARTNER ASSESSMENT TOOL

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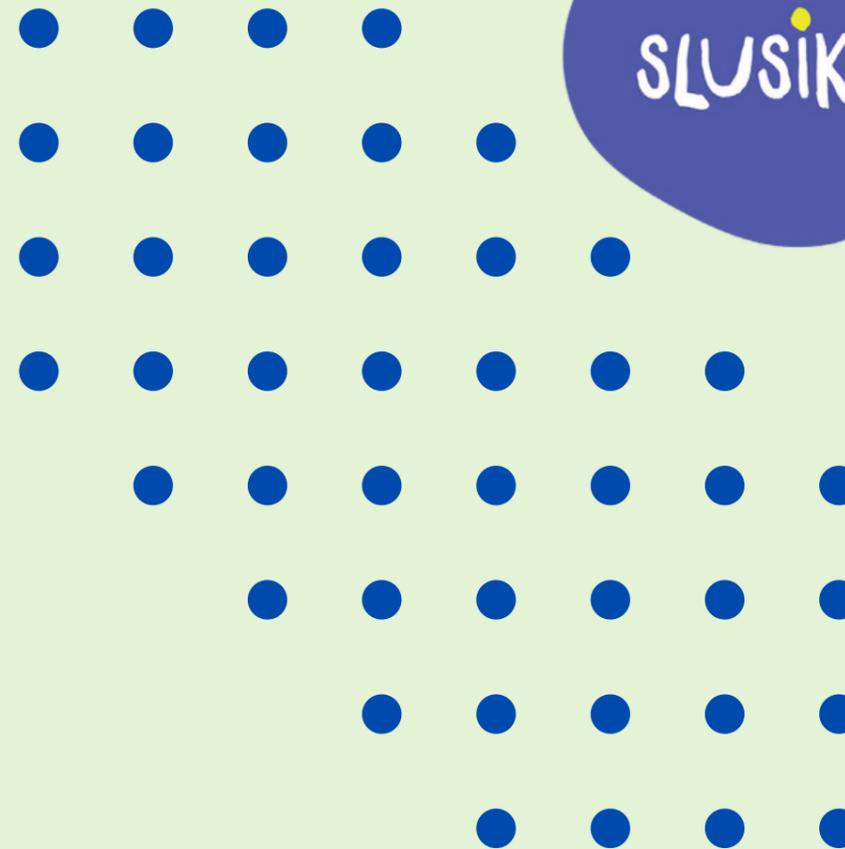
COMMUNITY PARTNER ASSESSMENT TOOL

Evaluation form for Community Partners

1. Do you have previous experience in implementing SL projects?
a) Yes
b) No

2. Please try to evaluate whether the problem or need to which the project responded was sufficiently resolved
a) Was not resolved at all
b) Partially
c) Completely

3. Was the project manageable in terms of resources in your organisation?

4. Describe the project's benefits for your organisation and/ or its beneficiaries.

5. Describe what you would invest in the project differently if you were to implement it again.
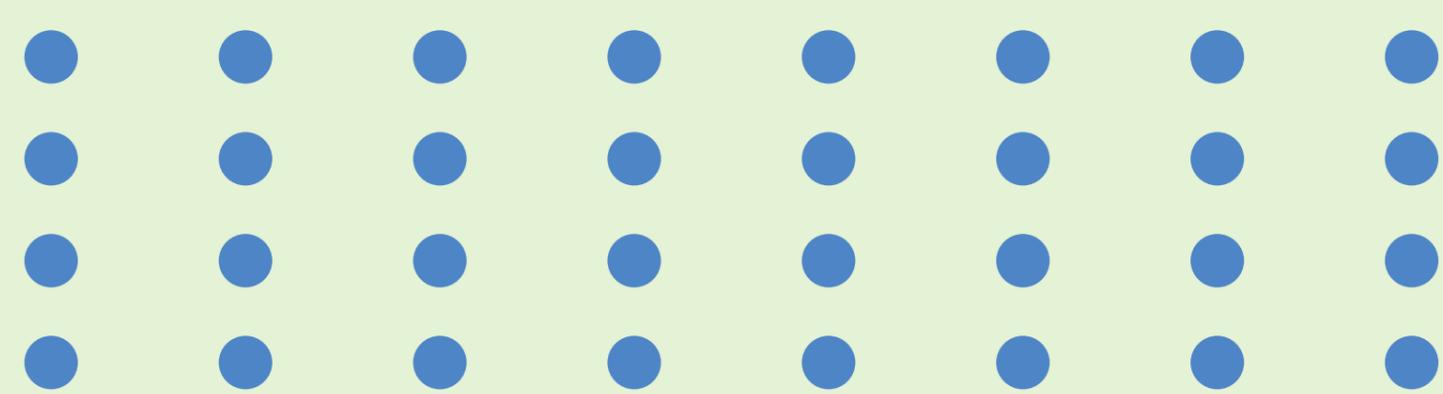
ANNEX 9

METHODS OF EVALUATING STUDENT PERFORMANCE THROUGH SERVICE LEARNING

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METHODS OF EVALUATING STUDENT PERFORMANCE

Roots and Shoots Toolkit (Rootsandshoots.org)

Problem Tree Project (Digital Promise)

Project Planning Workbook (Maine.gov)

Tool for Youth Work and Projects (SALTO Youth)

Methods of Evaluating Student Performance through Service Learning (Digital Commons)

ANNEX 10

GLOSSARY

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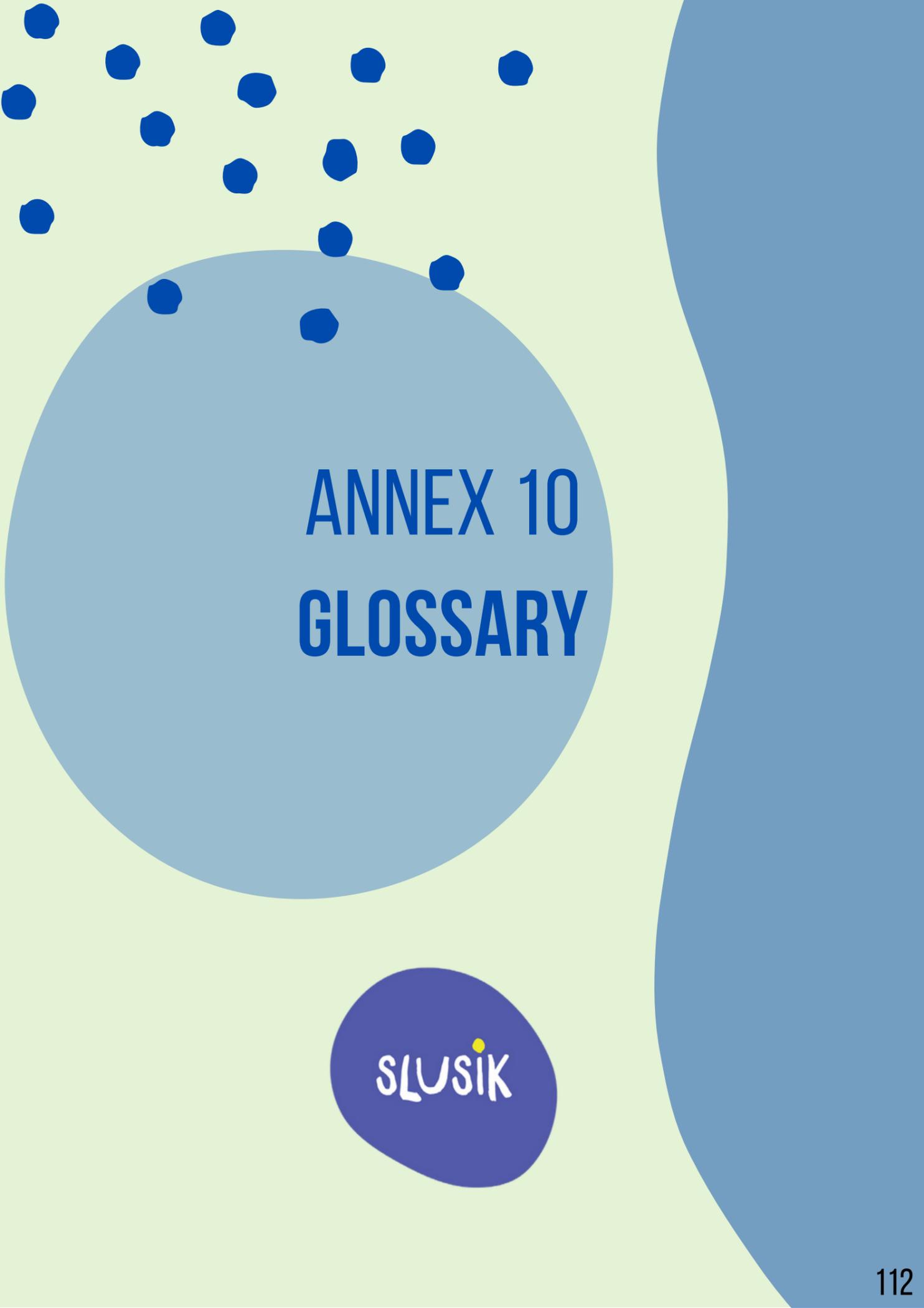
GLOSSARY

Civic and Social Competence: A combination of knowledge, skills, attitudes and values that enable a person to perform real-world tasks. Civic competences equip people to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Civic Responsibility: Actions and attitudes associated with democratic governance and social participation. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, environmental or quality of life issues.

Needs Analysis: A formal, systematic process of identifying and evaluating training that should be done, or specific needs.

Non-formal Learning: Purposeful but voluntary learning that takes place in a diverse range of environments and situations, for which teaching/ training and learning is not necessarily the sole or main activity.

Secondary School: Formal education establishment for students between the age of 11- 16 years.

Service Learning: Teaching and learning strategy that integrates meaningful community service with education and reflection.

Service Learning Project: A project that can achieve learning outcomes through community service and enhance the development of civic and social competencies.

Service Learning Curricula: Lessons and academic content taught in a school or in a specific course or programme for service learning.

Social Inclusion: The process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity or situation.

Social Exclusion: The process in which individuals are blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group.

Upscaling: The facility for or process of redesigning to increase the effectiveness and outreach.