TRAINING MATERIALS

Discovering Citizenship
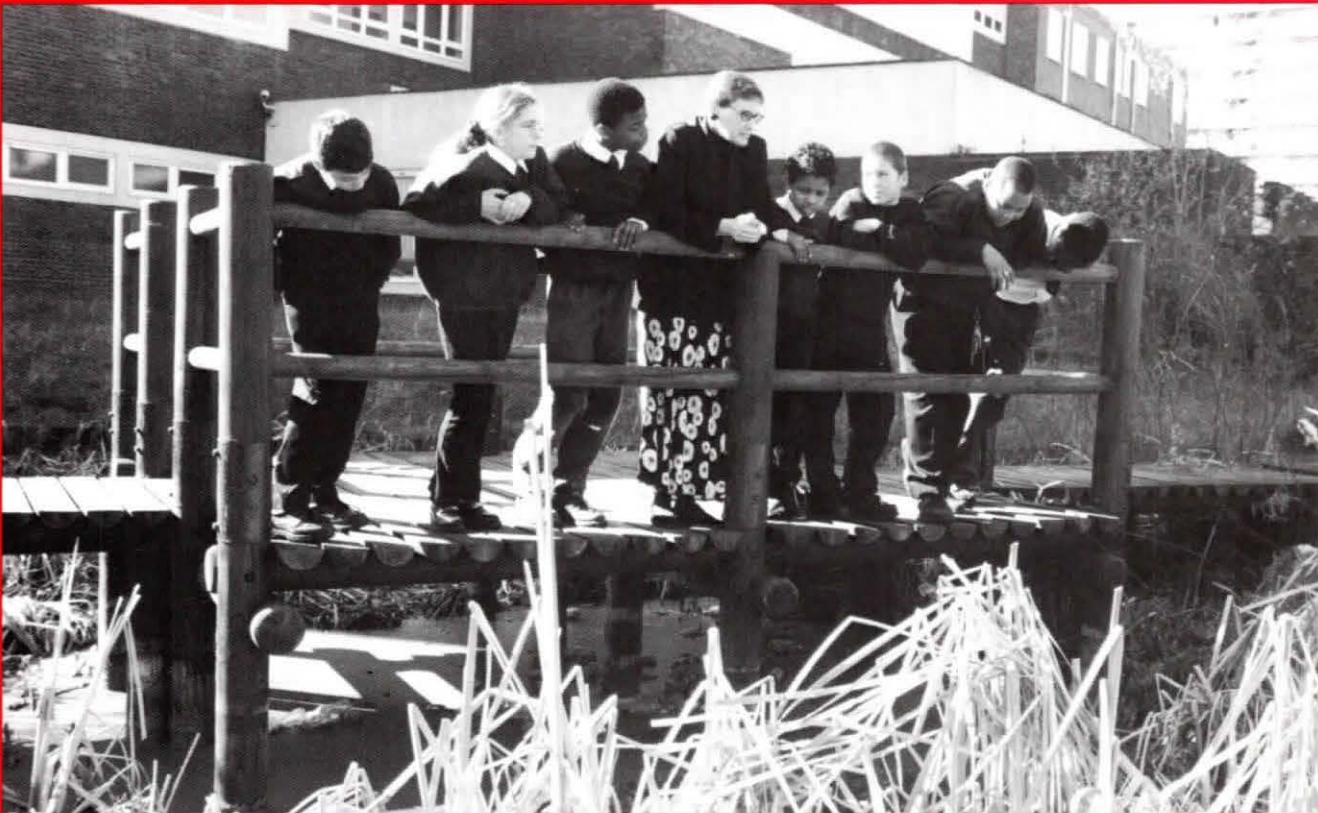
through

Active Learning

in the

Community

CSV Education for Citizenship

INSTITUTE FOR SERVICE LEARNING

CSV
EDUCATION FOR CITIZENSHIP

CSV Education for Citizenship and *Institute for Service Learning* publications provide a wealth of knowledge, ideas and examples of good practice in citizenship education through active learning in the community. We work within primary, secondary, higher and further education.

If you would like further information about other CSV publications, or about the range of activities, support and training which CSV offers, please contact *CSV Education for Citizenship*. Our staff will be happy to provide details about all areas of our work.

CSV creates opportunities for people to play an active part in the life of their community.

Contents

Preface

If you are an educator with an active interest in enabling young people to develop into mature and effective citizens, this teacher training course is for you. This *Training Manual*, the *Teacher's Manual* and the *Student Guide* provide a simple and practical approach to citizenship education that has been successfully pioneered on both sides of the Atlantic. It stems from a dynamic partnership between the Institute for Service Learning (Philadelphia) and CSV Education for Citizenship in the UK.

Our two organisations have worked in partnership to produce a flexible, step by step citizenship programme. It is based on the principle that young people learn to be effective citizens through meeting real needs in the school and wider community. Active learning in the community becomes part of the mainstream curriculum. Young people develop social responsibility and political literacy through becoming actively involved in the school and wider community.

In Britain and America there is growing public concern about the quality of public and personal life. In both countries schools are increasingly seen as centres of community as well as of learning. The schools of the future will increasingly be places where people come together to learn and to build stronger and healthier places to live and work.

These materials tell a remarkable story. They provide practical encouragement and guidance to educators and students who believe that the purpose of education is to equip young people to meet the social, intellectual and personal challenges of the next century.

John Potter

Director of CSV Education for Citizenship

I congratulate Francine Britton, the International Director from the Institute for Service Learning (Philadelphia), on what she has achieved with us in England. I thank Harry Silcox, the Director of the Institute, for his inspiration, insight and help. Above all, I applaud the young people and teachers who have turned the vision into a reality that can be shared with others.

Preflection

What do you think
the term *'active
learning'* means?

_____

_____

_____

What skills does a
person need to be a
good citizen?

_____

_____

_____

What does a teacher
need to do to
develop these skills
in the classroom?

_____

_____

_____

How do you
integrate citizenship
into the classroom?

_____

_____

_____

Preflection?

Teacher Training Outcomes

1. Understand basic tools of active learning in the community

2. Familiarity with the *Teacher's Manual* and *Student Guide Book*

3. Clarification of the citizenship competencies

4. Ability to create reflection activities for all aspects of the service experience

5. Implementation into your school/classroom setting

6. Awareness of appropriate assessment strategies

What is Active Learning in the Community?

The Term 'active learning in the community' is used throughout this manual.

In some other countries other terms are used - such as 'service learning', 'community service learning' and 'community-based learning' - to describe the same approach.

The underlying principles are the same.

Pupils and students are offered structured learning experiences that develop their concepts, knowledge, skills and dispositions through active participation designed to benefit others.

Why Active Learning in the Community?

Basic Active Learning in the Community Facts

The Learning Pyramid: Average Retention Rates For Different Teaching Methodologies

5% Lecture

10% Reading

20% Audio Visual

30% Demonstration

50% Discussion Group

75% Practice by Doing

90% Teaching Others
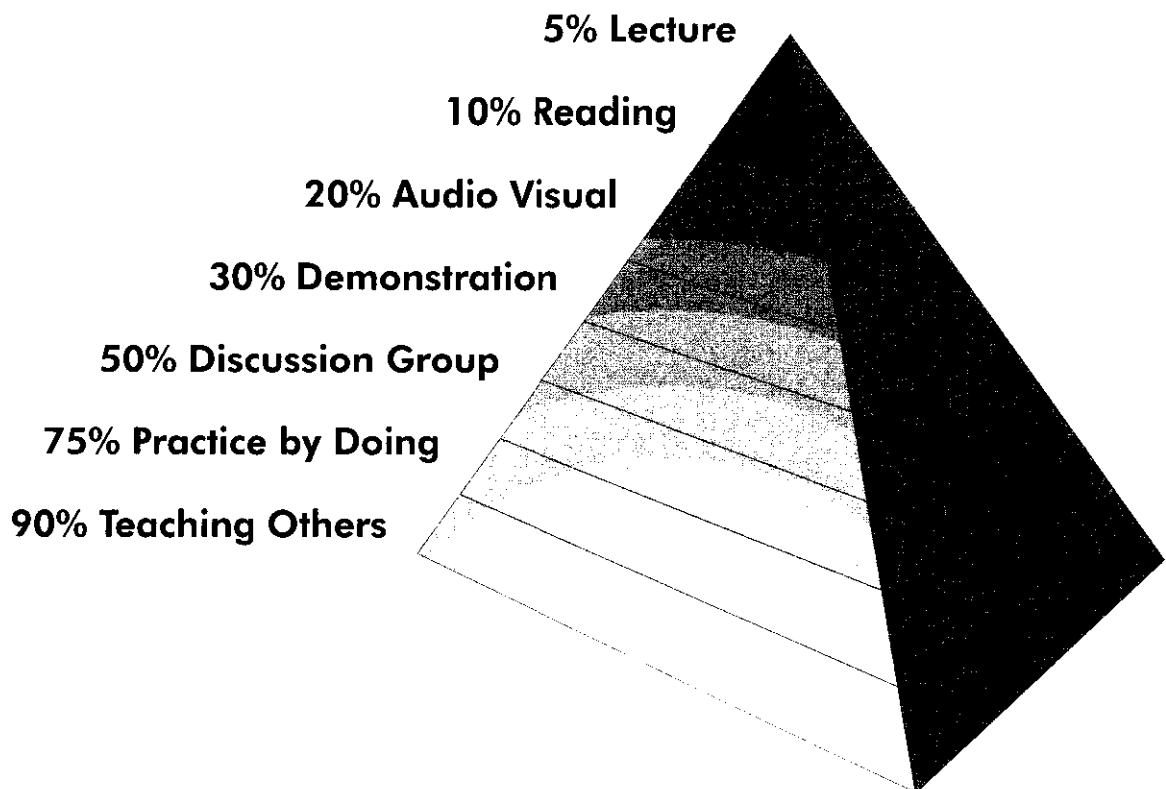
Source: National Training Lab, Bethel, Maine, USA

Will Active Learning Take Away From the Basics?

Active Learning consists of activities which connect the community to learning done in the classroom. Therefore, it provides a real life application of knowledge and skills to real life needs. This method strengthens classroom learning.

Many students learn best when they experience what they are studying. For example, instead of only studying problems associated with rubbish and pollution, students create programs to help solve this problem in their own community. Rather than complain about having nothing to do, students can help the community by creating a community welcome package for new residents.

To begin a project, teachers and students generate ideas for service projects by asking, 'Who needs help in our community?' They can conduct surveys and interview community leaders. The following are three successful projects which integrated service learning into the school's core curriculum.

The Gathering Place

Students receive hands-on lessons in art, science, industrial arts, and communication as they work on a project to transform their school's courtyard into a 'Gathering Place' which will help bring the majority working class neighbourhood together with the culturally diverse and minority student populations. Plans call for the *Gathering Place* to include two amphitheatres, a stage arena, sculpture garden, community and school kiosk, benches and picnic tables. (Minneapolis, Minnesota)

Rock 'n' Read

Active learning is integrated with thematic instruction and cooperative learning with *Rock 'n' Read*, a project emphasising the importance of instilling a love of reading in children from birth. Students illustrate and write books which are later presented to new mothers in local hospitals. The project engages students in the research of children's literature, subject matter for books, and the publishing industry. (Grand Rapids, Michigan)

Buddyworks

Secondary school students prepare lesson plans for younger students which are based on the seven developmental skills presented in the *Early Prevention of School Failure*. This successful cross-age tutoring model promotes self-concept and academic success for both the tutor and the student being coached. This year *Buddyworks* has expanded to include *Parentworks*. (Acoma, New Mexico)

Summary Statements About Learning

Benefits to Students

❑ Students develop a habit of critical reflection on their experiences, enabling them to learn more throughout life

❑ Students become more curious and motivated to learn

❑ Students are able to perform better service

❑ Students strengthen their ethic of social and civic response

❑ Students feel more committed to addressing the underlying problems behind social issues

❑ Students understand problem in a more complex way and can imagine alternative solutions

❑ Students demonstrate more sensitivity to how decisions are made and how institutional decisions affect people's lives

❑ Students learn to respect other cultural differences

❑ Students learn how to work more collaboratively with other people on real problems

❑ Students realise that they can make a difference

Here is what research says about what active student learning can do for you:

❑ Students' grades and attendance increase (Follman, 1997)

❑ Students accept greater responsibility for their learning (Conrad and Hedin, 1981)

❑ Students demonstrate greater subject matter achievement (Dewsbury-White, 1993)

❑ Students have greater interest in obtaining education beyond high school and an increase in social responsibility (Institute for Service Learning, 1997)

❑ Students obtain direct experience with the world of work and learn the relevance of what they learn in school as applied to real life problem solving (Gibson-Carter, 1995)

❑ Student involvements in quality relationships, leadership opportunities and reflection are the best practices most associated with positive student changes (Blythe and Saito, 1996)

Basics of Active Learning

Preparation	Action	Reflection	Celebration
Preparation consists of the learning activities, orientation, training and analysis done prior to and as needed throughout service	Action is the meaningful service being done by youth - for their school, community, or other youth.	Reflection is processing, integrating, and contextualising the service experience through the use of creative and critical thinking skills	Celebration is the recognition that students and communities deserve for a job well done
Examples of tasks Analysing of community's assets and needs followed by selection and planning of a project. Note: it is important to be considerate of the community's needs and not only the needs of the educators Gathering information about the service site - agency or school, its purpose or function, and the individuals being served - as well as any social or contextual issues related to the service Problem solving around difficult situations which may arise Group building among participants Constructing ongoing reflection activities, evaluation exercises and assessment tools	*Questions to Ask* Are programs designed around real community needs? Does the project have academic integrity? Is the service work engaging, challenging and meaningful for the students? Are the students significantly involved in defining and designing the service experience? Is there adequate supervision? Does the school or agency contact people and work effectively with the students? Is the project developmentally appropriate? Has the project incorporated reflection and assessment into the model?	*What makes up good reflection?* The activities should have the four 'C's. They should be Continuous, Connected, Challenging and Contextualised - always integrating the service and related learning with the rest of one's life The activities utilise Reading, Writing, Telling and Doing strategies The activities should offer adequate time to review, ponder, contemplate, evaluate, and analyse the feelings and the processes involved The activities should help students make sense of their experiences and clarify values as new issues are confronted The activities should help students to community-build among participants The activities should have assessment through portfolio, self assessment and peer assessment	*Some Recognition Ideas* Host community events done publicly with officials, participants and perhaps the service recipients Honour students for their responsible actions by organising a project which includes a trip Give students T-shirts, certificates, pins, pizza parties and so on Honour participants through the media: an appearance on the local news, or in the newspaper, or a feature done for radio Have special school assemblies Complete final evaluations both objective and subjective as a part of the end to a successful project

Adapted from: Duckenfield, M & Swanson, L *Service Learning: Meeting the Needs of Youths at Risk*, National Dropout Prevention Centre, 1992 and National Youth Leadership Council, *Core Elements of Effective Service Learning Activities*, 1991

| 1) Planning & Preparation	2) Meaningful Service	3) Structured Reflection
For example: Responsibilities/how to perform the actual service work Information on the individuals intended to be served Information about social contextual issues related to the service Information about the service site (agency/school purpose, functions) Problem solving around difficult situations that may arise Group-building amongst participants	*Questions* Are programmes designed around real community needs? Are the students/young people and the school/agency placement contact people significantly involved in defining and designing the service experience? Are the school/agency placements committed to the programme goals and willing to work in partnership to achieve them? Is the service work engaging, challenging & meaningful for the student? Do the school/agency contact people work effectively with students?	*Why?* 'Reality check' - guard against reinforcing inaccurate perceptions/biases Problem solving, specific situations, issues etc. On-going education on general issues related to, the service (e.g. family, socioeconomic, cross-cultural developmental issues in cross-age mentoring programs) Clarifying values - as students confront new situations Integration of service and related learning with the rest of one's life Community building among participants

Active Learning Activities

There are three types of active community/service learning activities you can choose. Some of the activities you choose may include more than one of the types of service.

Types of Service

Direct: In direct service you are doing hands-on work that puts you in direct contact with the service recipient.

Indirect: With indirect service, you are involved in activities where you do not have direct contact with those you serve to solve a community problem by recruiting, collecting materials, designing, or preparing materials.

Advocacy: In advocacy, you are involved in telling, writing or lobbying leaders about community needs in order to solve a problem.

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              Service
     ┌───────────┼───────────┐
  Direct      Indirect     Advocacy
```
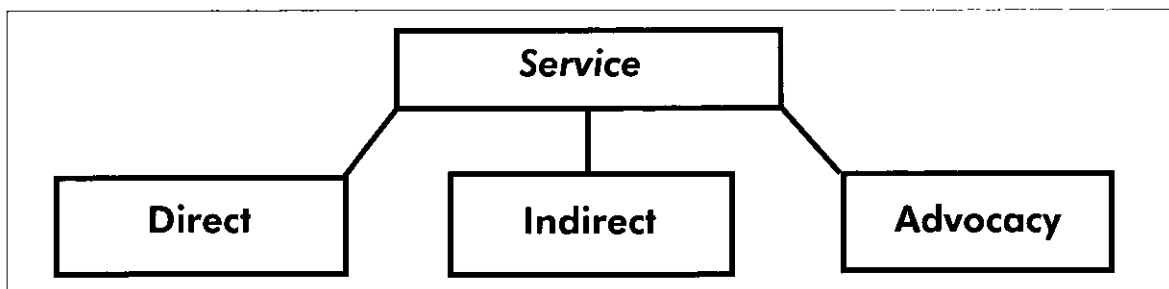
Areas of Service

There are four areas of service. Your activities may include more than one of these areas of service.

Education

Served by: cross-age tutoring, *CSV Reading Together* and other activities for improving the school setting

Environment

Served by: clean-ups, creating natural habitats, measuring pollution levels in streams and construction of outdoor classrooms

Citizenship

Served by: electoral registration drives, letter writing campaigns to local and national political bodies and advocacy for service and social issues

Human Needs

Served by: inter-generational and oral history projects, assistance to people with special needs, centres for the homeless and special events such as the Special Olympics
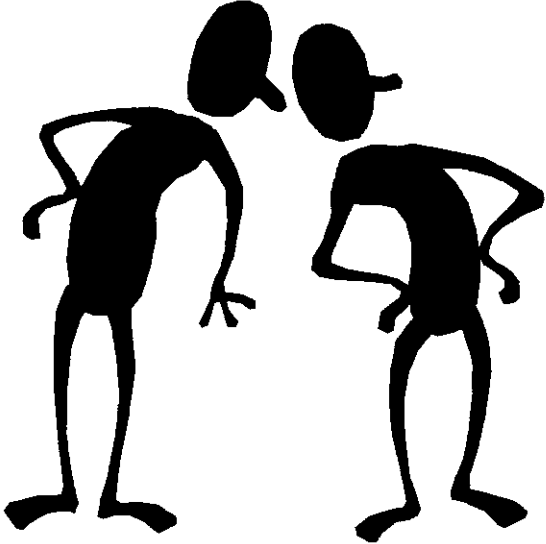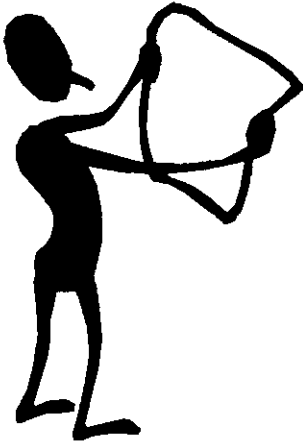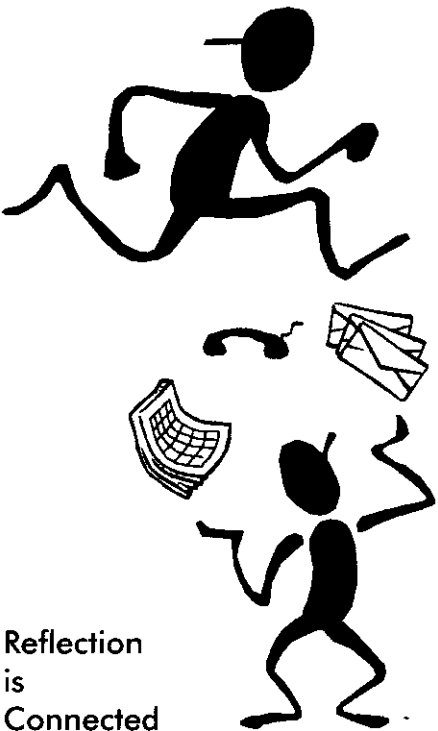
Portfolios

Portfolio Assessment in Active Learning

Portfolio contents are evidence of learning

- **Reflection activities**

- **Written work such as: journal entries, essays, research papers, data, outlines of presentations.**

- **Evaluation checklists**

- **Teacher's anecdotal records**

- **Attendance log**

- **Record of hours served**

- **Test results**

- **Constructed products such as: videotapes, books, aids quilt (piece), charts.**

Reflection

Reflection is thinking about and processing experiences or information to give meaning

Outcomes of Reflection

Effective Problem Solving
Lifelong Learning Skills
Increased Sense of Personal power
Higher Level Thinking Skills
Academic Skills
Celebration
Improved Service
Improved Programmes

Reflection is Continuous

Reflection
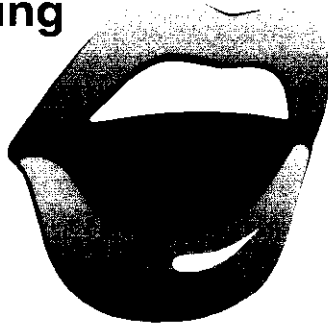is
Connected

Reflection is Challenging

Reflection Ideas

Writing

Personal journals – group journals – stories – poems – thank you notes – letter to the editor of a newspaper – newsletter – informational brochure – essay – research paper

Telling

Class discussion – three-minute speech – oral presentations to outside groups – debate – think – pair – share

Reading

Newspaper stories – articles about service – books related to community needs – journals of others – poems – song lyrics
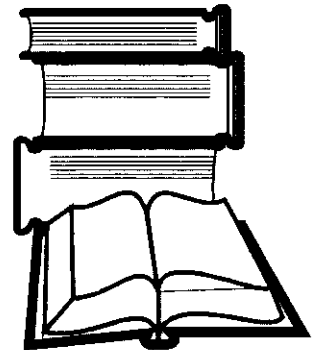
Doing

Role play – mock trial – collage – mural – photo essay – video – service fair display – compile a scrapbook – create a walking tour

Citizenship Competencies – A Closer Look

Competency 1

### To Work Effectively in a Variety of Group Settings

1 Group Roles

- ❏ Leaders
- ❏ Hinderers
- ❏ Encouragers
- ❏ Team Players
- ❏ Passive Players

2 Effective Group Strategies

- ❏ Establishment of ground rules
- ❏ Acceptance of ideas of others
- ❏ Participation by everyone
- ❏ Development of listening and communication skills

3 Democratic Process

- ❏ Consensus
- ❏ Voting
- ❏ Process of elimination
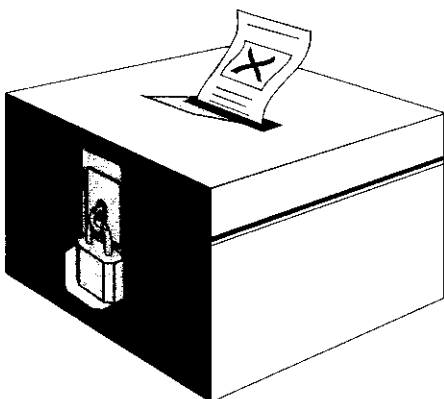
Note The Teacher's Manual and Student Guides will be used to establish effective group strategies and democratic process

Group Roles

Leader

Keeps the group on task
Tries to get everyone to participate

Encourager

Acknowledges the contributions of others
Asks questions to clarify ideas

Passive player

Does not lead, follow or ask questions
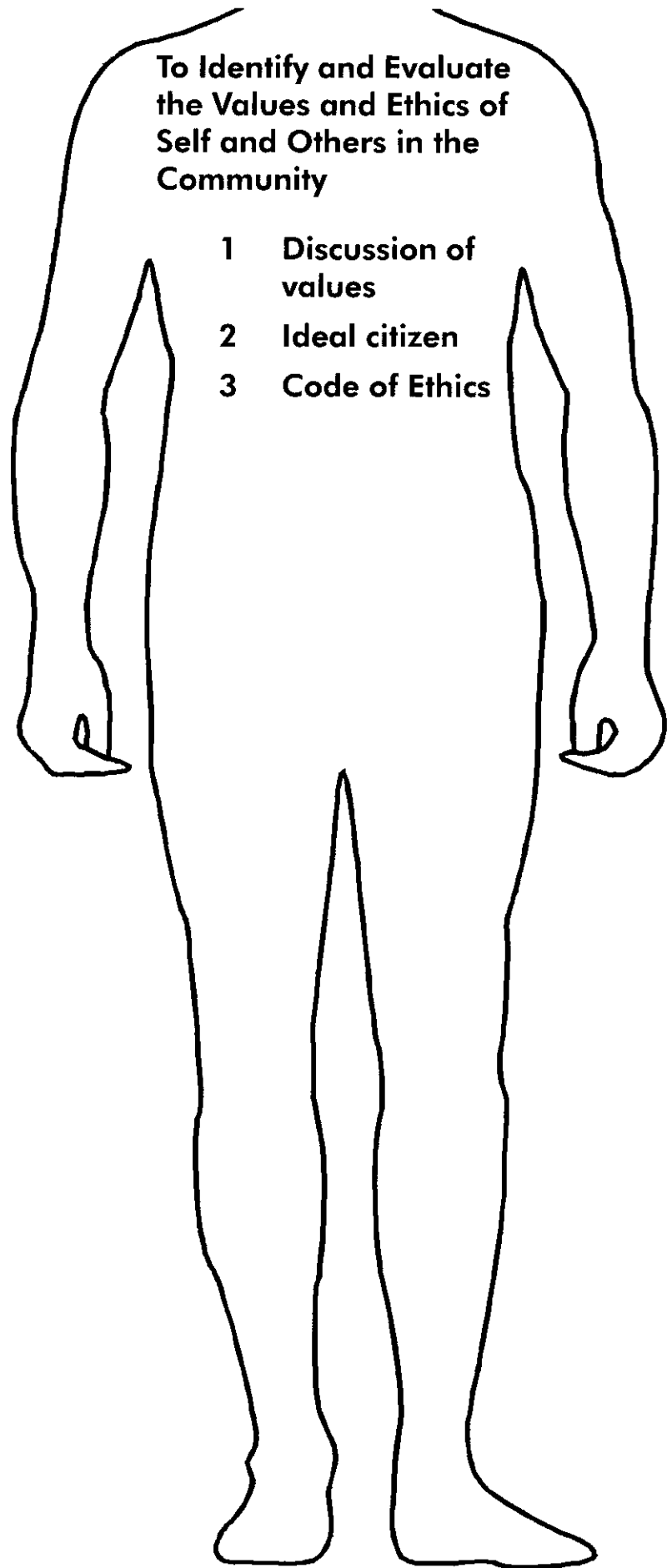Behaves like a warm blob taking up space

Team Player

Goes along with what the rest of the group wants
Pitches in and helps out

Hinderer

Says and does things that have nothing to do
with the group or the activity
Distracts others

Competency 2

To Identify and Evaluate
the Values and Ethics of
Self and Others in the
Community

1   Discussion of
      values

2   Ideal citizen

3   Code of Ethics

Ideal Citizen Activity

Competency 3

To Recognize, Appreciate and Support Vital Elements of the Local Community

1   Think - "Brainstorm"

2   Investigate

   ☐   Walkabout and map

   ☐   Media Search

   ☐   Visit

3   Talk

4   Survey

5   Interview

Data Collection - Walkabout and Map
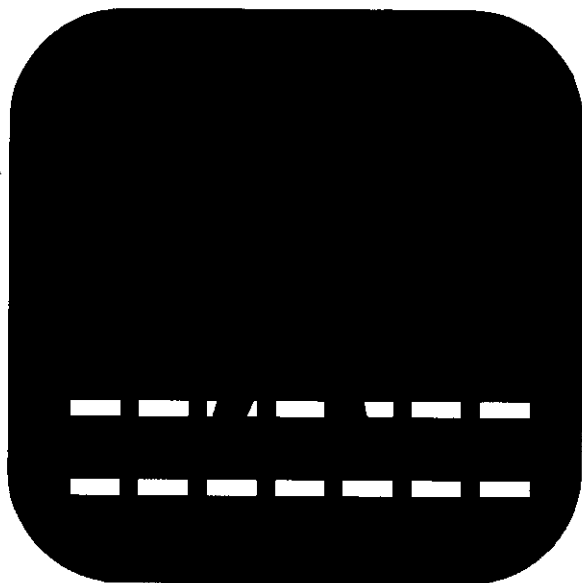
Using the information from the *Teacher's Manual* spend a few minutes walking around our training environment making notes about the location of important facilities (toilets, phones, exits and so on).

Work as a group to create a map of the area and be prepared to present it to the rest of the group.

Media Search

Talk Show

News Report

Documentary

Game Show

Point/Counterpoint

Skit

Surveys

Using the information from the *Teacher's Manual*, work together to create and conduct a survey to find out about the active learning experience of others at this training.

Each person in the group should ask a different survey question.

Sample survey questions:

Which level do you teach? Primary school, secondary school, college, other?

How many students will be doing this programme at your school? 25 or less, 26 to 50, 51 to 100?

Do you have any experience with active learning? None, a little, a lot?

Create a simple bar, pie or other chart and be prepared to share the results of your group's survey
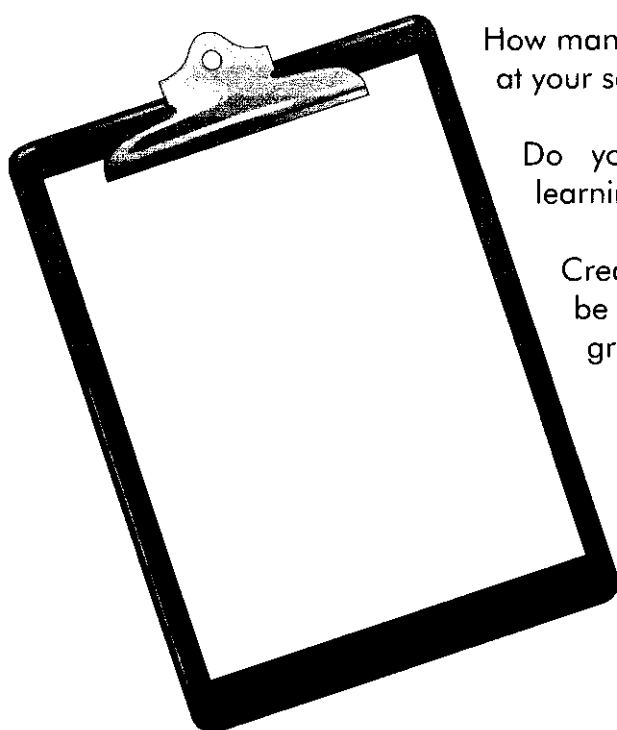
Interviews

1 Review *Eight Steps for Investigating People in the Community*

2 Demonstrate community role play and interviewing

3 Review introduction and community questions statements

4 Generate questions to ask community members

5 Role play with students

6 Reflect on activity

Introduction and Interview questions

My name is ...

I am working with...

Our goal is...

This is how we want to help you...

This is how you can help us...

Would you be willing to answer some questions?

If yes, what are some questions we should ask?

1 _____

   _____

2 _____

   _____

3 _____

   _____

Three important closing questions are:

4a)   Do you have any brochures or other literature that
      may be useful to us?

4b)   Is there anyone else we should talk to?
      Name:
      Organisation:
      Address:
      Phone:

4c)   May we contact you in the future?
      Name:
      Organisation:
      Address:
      Phone:

Thank you for your time.

Interview Participants

Using the form below, work as a group to interview several participants in this training. Decide on three further types of information to gather and questions to ask.

Name _____
School _____
Subject _____

Name _____
School _____
Subject _____

Be prepared to introduce all
participants to the group

Name _____
School _____
Subject _____

Name _____
School _____
Subject _____

Competency 4

To Gather and Evaluate Data Necessary to Effect Positive Change

1   Select Community Issues

2   Group Research
    ☐   Cause Effect
    ☐   Public Opinion
    ☐   Investigate Policy

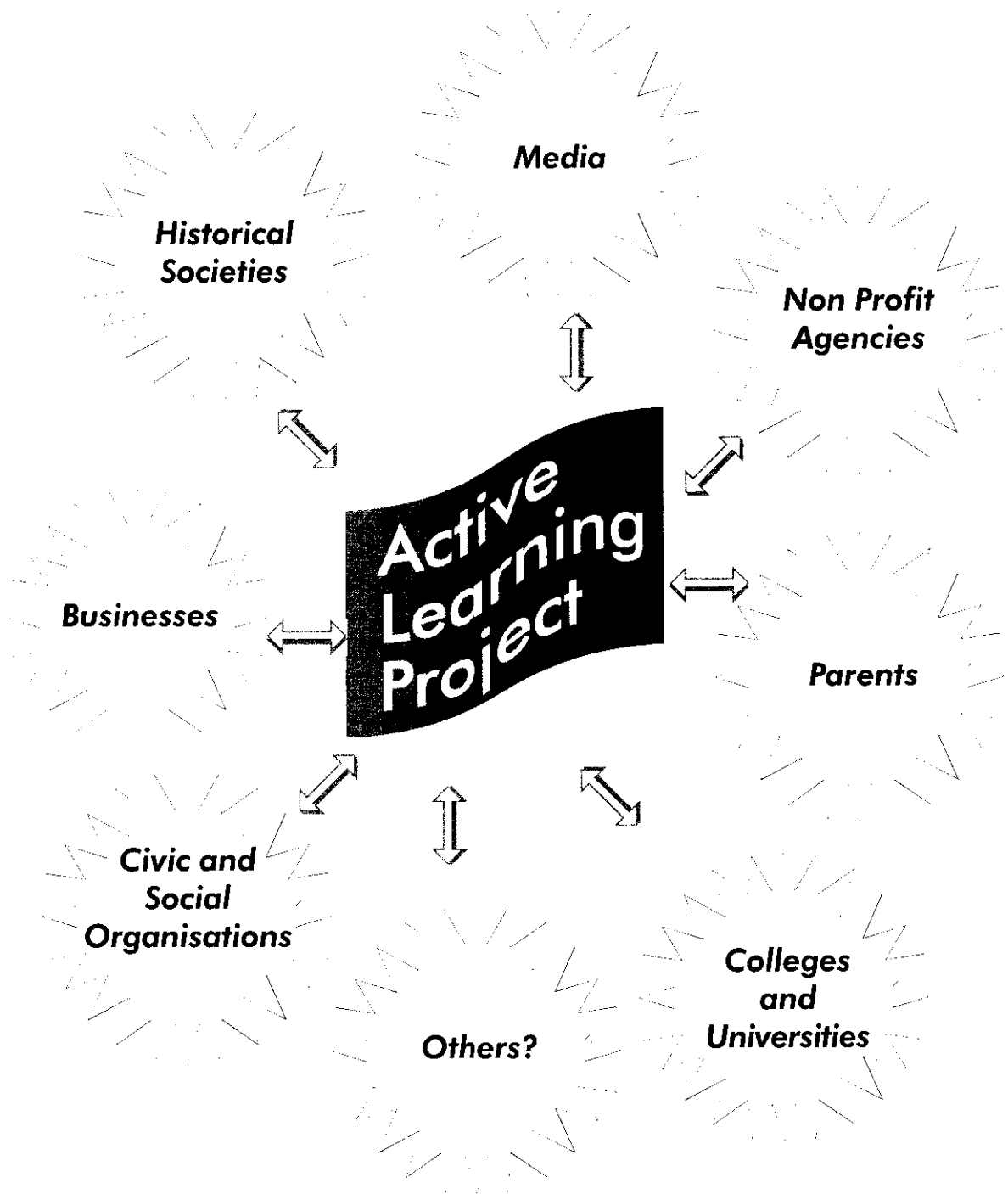3   Group Problem Analysis

Brainstorming Service Opportunities

In the centre of a paper plate draw a circle. In the circle write a community need (or topic/subject) for a service learning project. Draw three lines to divide the plate and copy the captions below.

When the leader says 'GO' pass the plate to your right. Look at the new plate, try to think of an idea that fits in one of the sections, write your idea. When the leader says 'PASS' pass the plate to your right and repeat the first step.

A Service to Perform

A Product

Need or Topic

Who or What to Teach
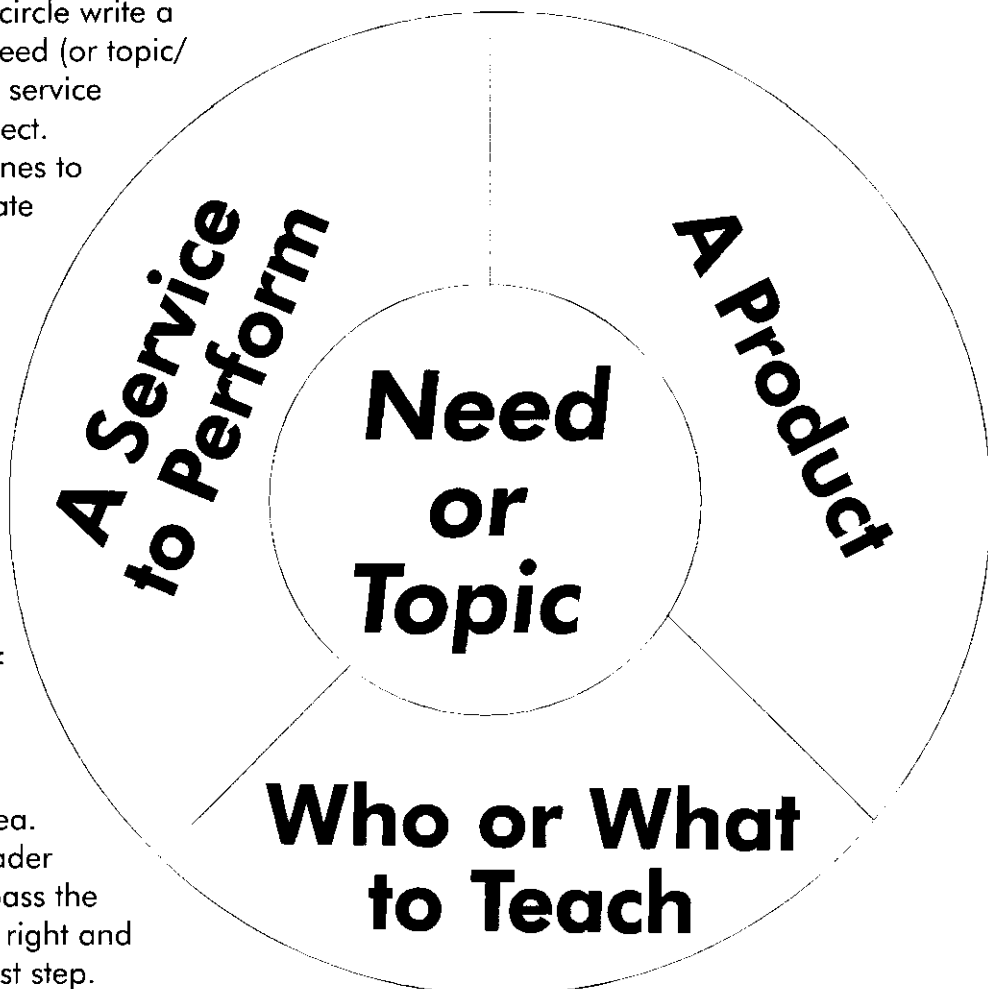
Community Resources

Brainstorm all the possible partners that you think might have an interest in working with you on your project. Research community resources through the internet, newspapers, phone book and by conducting surveys in the neighbourhood.

Media

Historical Societies

Non Profit Agencies

Active Learning Project

Businesses

Parents

Civic and Social Organisations

Colleges and Universities

Others?

Competency 5

To Implement Effective Decision Making and Problem Solving Strategies

1   Choose the need to address

2   Brainstorm and select a project

3   Write a mission statement

4   Identify the skills needed

5   Create an action plan
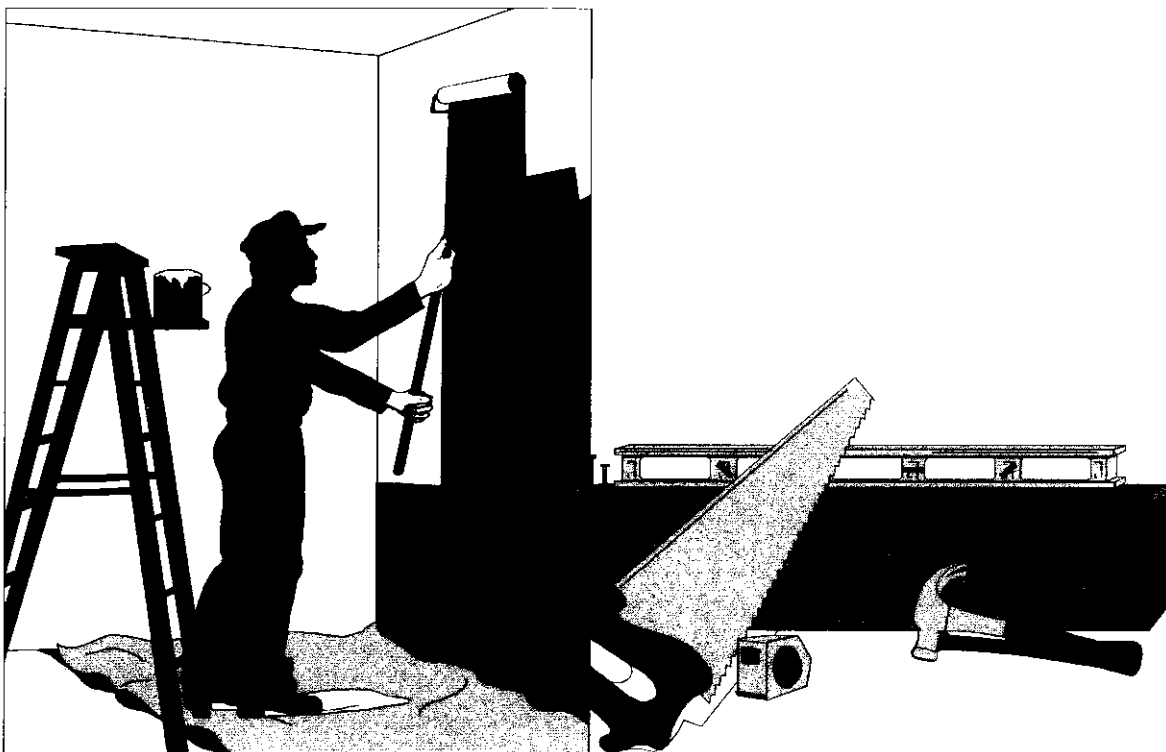
Action Plan for an Active Learning Project

Project Topic

Preparation	Action	Reflection	Celebration
❒ Ethic of Service ❒ Skills / Competencies ❒ Materials	❒ Type of Service ❒ Is it Meaningful? ❒ Are students empowered?	❒ Reading ❒ Writing ❒ Telling ❒ Doing	❒ Can be a service ❒ Can be before completion of Project ❒ Include as many participants as possible

Final Reflection

Create a visual image of what you hope active learning will do for you and your students. (Use pictures, symbols etc.)
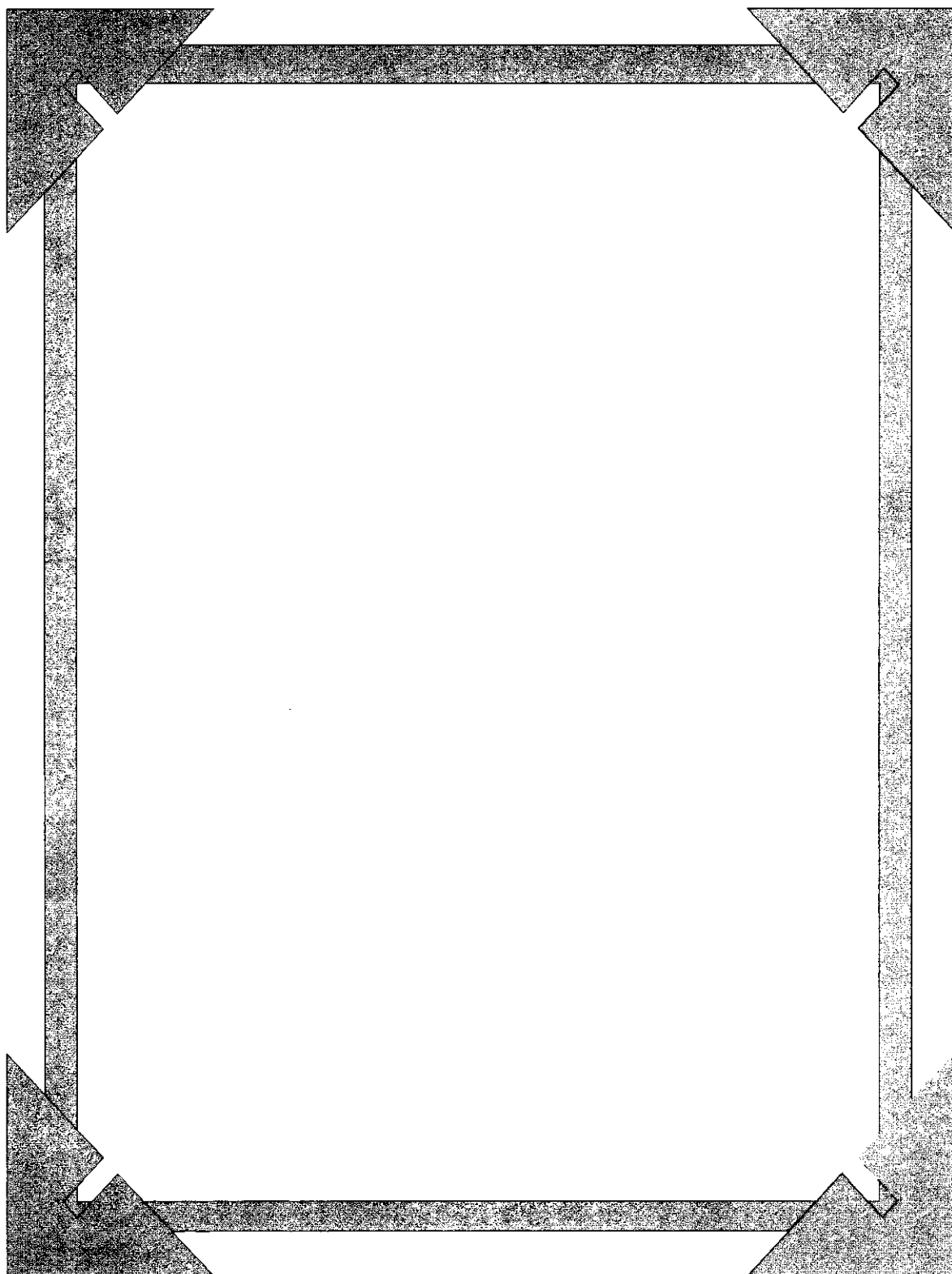
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Quality Training from CSV Education for Citizenship

INSTITUTE FOR SERVICE LEARNING

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