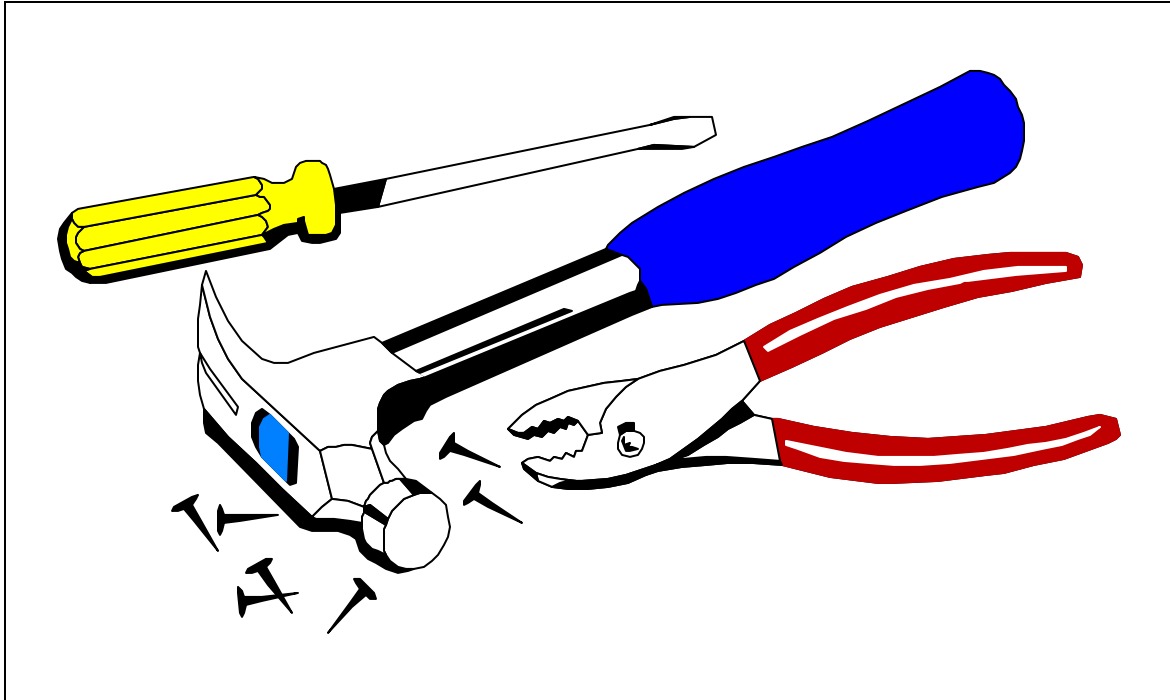# The Training Toolbox

A Guide to
Service-Learning Training

Maryland Student Service Alliance
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(410) 767-0358 Phone
(410) 333-2183 FAX
(410) 333-6442 TDD
Web Site: www.mssa.sailorsite.net

MARYLAND STATE BOARD OF EDUCATION

ACKNOWLEDGMENTS

The Maryland Student Service Alliance is fortunate to have trained more than two thousand teachers, administrators, and community-based organization personnel in service-learning. Through years of experience, trial and error, and plenty of feedback, the staff has refined the six models in this book. To create a reference of this size involves the dedication and hard work of many people and organizations.

We appreciate the assistance of the following:

- The many teachers statewide who were trained using these models.
- Maryland's corps of Fellows who assisted in trainings and helped refine these models.
- The various community-based organizations who attended Service Fairs and workshops, especially, Action for the Homeless, the Chesapeake Bay Foundation, and Reading Is Fundamental.
- Maryland's Youth RISE members and other students who contributed to panels and discussions.
- The community-based organizations that provided service-learning placements.
- The Abell Foundation, the Carnegie Foundation, the Hitachi Foundation, and the Joseph P. Kennedy, Jr. Foundation for financial assistance in creation of curricula and training.
- The many organizations who allowed MSSA to reprint their information as handouts, especially the Chesapeake Bay Foundation, Maryland Food Committee, Lutheran Brotherhood, Free Spirit Publishing, Inc., *Earth First! Journal*, National Youth Leadership Council, and the Constitutional Rights Foundation.
- The Maryland State Department of Education.

TABLE OF CONTENTS

TABLE OF CONTENTS

FOREWORD

1998 marks the 10th Anniversary of The Maryland Student Service Alliance (MSSA). For ten years MSSA has promoted service-learning education and advocated its widespread use in public schools. In our early years, we spent much of our time and resources traveling the state training teachers, students, administrators, and community agencies about the practice of service-learning. We compiled agendas, handouts, and strategies for all these training sessions and made every effort to provide particular audiences with the materials best suited for them.

Once the State Board of Education made service-learning a graduation requirement in 1992, MSSA realized we simply couldn't train everyone in the state who needed training. We needed to adapt a model that included training others, so they could be trainers themselves. Out of this necessity, MSSA created *The Training Toolbox*. We edited and integrated all the information we had at the time to create the original version of *The Training Toolbox*. The handouts, training tips, and flexible agendas made the *Toolbox* a valuable resource as service-learning grew across the state; but as both schools and MSSA developed more expertise in service-learning education, the need for a revision of the *Toolbox* became clear.

MSSA is proud to offer a revision of *The Training Toolbox* that reflects ten years of continuous learning about training various audiences in service-learning. We preserved the best of *The Training Toolbox*-it is still user friendly, easily accessible, and completely adaptable to individual needs-but we have updated it in several important ways. The seven components of Maryland's Best Practices for Classroom Service-Learning are now incorporated into project discussions as a guide to thinking about standards for quality. We have also added information on the most recent research about the impact of service-learning upon students and communities. Finally, the handouts, agendas, and appendix have been revised where necessary for clarity and consistency.

We think this revised version of *The Training Toolbox* contains the essential ingredients for success in all kinds of service-learning training. Effective service-learning training delivers the right information to the audience in the most easily understood fashion. In that spirit, we encourage all those who use *The Training Toolbox* to take full advantage of the flexibility this book offers. Please feel free to draw from the content, style, and options presented here and make them your own. Use the agendas as a starting point for crafting trainings tailored to the needs of your specific audiences. An important thing to remember is that service-learning is essentially, a learn by doing approach to education. We hope that *The Training Toolbox* allows you to both learn fresh approaches and to do new things in service-learning training. Good Luck!

HISTORY OF SERVICE-LEARNING IN MARYLAND

Schools in Maryland have always provided opportunities for students to serve.
There have been walk-a-thons, canned food drives, visits to the elderly on holidays, and tree planting projects. Building on this tradition, in 1985 the State Board of Education enacted a bylaw that required all school systems to offer courses and programs in community service for elective credit. These courses were to be "open to all students."

Following the adoption of the bylaw, it became apparent that local school systems would need technical assistance in order to develop effective service-learning programs. In response to this need, the Abell Foundation, in 1988, provided a two-year grant to support the initial implementation of the bylaw. With this support, a service-learning specialist was hired. The office established to implement the bylaw is the Maryland Student Service Alliance, (MSSA).

The Maryland Student Service Alliance has accomplished much since it was launched. In July 1992, Maryland became the first state in the nation to establish a service-learning graduation requirement for public school students. The Maryland State Board of Education stated that starting with the Class of 1997, in order to graduate from high school, students must complete:

(1)   75 hours of student service that includes preparation, action and reflection components and that, at the discretion of the local school system, may begin in the middle grades; or

(2)   A locally designed program in student service that has been approved by the State Superintendent of Schools.

The Alliance works with local school systems, helping them to develop effective service-learning programs through which they can implement the requirement. Maryland Fellows, a program to train master teachers in service-learning throughout the state, have an impact as they train other teachers in the use of service in the classroom. Maryland's Youth Representatives Involved in Service-Learning Education (Youth RISE), is a successful statewide organization designed to engage students in making meaningful contributions in the leadership of service-learning.

Since 1994 students of all grade levels and abilities have been involved in service, and thousands of teachers have been trained to use service-learning as an instructional strategy. The Alliance has produced a teacher training manual and video and a book of readings on service from the Great Books. It has also produced curricula for students in elementary, middle and high school and in special education. MSSA continues to enhance the field of service-learning with field visits to each Maryland school district and technical assistance to almost every state.

Maryland has taken seriously the mission of public education to create citizens to sustain our democracy by engaging all its youth in service.

WHAT IS SERVICE-LEARNING TEACHER TRAINING?

This book is designed to help champions of service-learning design and conduct training in school-based service-learning. We assume that the primary audience for training is educators, although many of the activities suggested here may be easily adapted for other groups such as community-based organizations, parents, and students.

The goals of training teachers in service-learning are to:

> 1. define service-learning and gain an understanding of the benefits of service-learning to youth, schools, agencies, and community.
> 2. introduce the best practices of service-learning.
> 3. acquire knowledge and skills of the critical elements of implementing a service-learning program.
> 4. generate ideas for service-learning's application to participant's own setting and develop service-learning project plans.

The training activities and sample agendas included in this book are, for the most part, like service-learning itself: experiential. In trainings, try to strike a balance between experiencing service-learning first-hand, sharing information, and providing time for teachers to design service-learning activities for their students. As a result of the training, teachers should leave with an action plan for service-learning to implement.

Teacher training in service-learning provides participants with the theory and rationale of service-learning and examples of how others have dealt with preparation, action, reflection, and program logistics. Training also gives participants opportunities to plan and practice effective service-learning.

WHAT IS SERVICE-LEARNING?

As growing numbers of educators become interested in service-learning, there is an ever increasing need for training in what service-learning is and how to organize it for a class, a school, and a school district. The Maryland Student Service Alliance (MSSA) has developed the following definition for service-learning:

> *Service-learning education links academic*
> *learning with student service*
> *that benefits the community.*
> *Service-learning projects must include*
> *academic preparation, service activities,*
> *and structured reflection.*

Service-learning is a way for many educators to arrange their students' learning and a recognized methodology for conveying information. It also provides students an opportunity for real world application of academic and functional skills.

Service-learning, although idiosyncratic to each place it is practiced, is guided by a set of key elements which include preparation, action, and reflection. Maryland educators identified seven essential components of high quality service-learning and created a guide called *Maryland's Best Practices*. These best practices are:

1. **Meet a recognized need in the community**
2. **Achieve curricular objectives through service-learning**
3. **Reflect throughout service-learning experience**
4. **Develop student responsibility**
5. **Establish community partnerships**
6. **Plan ahead for service-learning**
7. **Equip students with knowledge and skills needed for service**

Each training agenda in this guide highlights these best practices.

HOW TO USE THIS TRAINING PACKAGE

How to Choose a Training Session Model

There are six training models in this book: five for training teachers and one for training community-based organization personnel (agencies). The sixth training, for agencies, is a component of the four-day training model but can be used independently whenever there is a need to educate local organizations about youth service-learners. The training models vary in length and depth of content. You can determine which is the right training for your group by answering the following planning questions:

What is the length of time available for the training session?
Who is your audience?
What is the knowledge/experience base of your audience?
What are the needs of the group?
What are the goals and objectives of the training session?
How will the participants be involved in the session?
Who can help you?
What resources are available?

These questions are addressed in each agenda's introduction and preparation sections.

Of course, we encourage you to use these agendas as a jumping off point and to modify them to fit your particular training needs.

How to Use the Training Session Models

Once you have answered the questions above, glance through the six models provided.

The models include:
1. a one and a half-hour service-learning training.
2. a half-day service-learning training.
3. a one-day service-learning training.
4. a four-day service-learning training.
5. a one and a half-hour special education inclusion service-learning training.
6. a one-hour community agency service-learning training.

INTRODUCTION

Each service-learning training model in this book is comprised of five parts:

> **1.   an introduction**
> **2.   preparation for training**
> **3.   a participants' agenda**
> **4.   a trainer's agenda**
> **5.   materials from the appendix**

1.   The introduction to each agenda provides the trainer with background information and suggestions for a successful training session; however, the trainer is expected to have already had experience in service-learning and can expand upon the model using personal insights and experiences.

2.   Preparation involves planning and set-up before the participants arrive for training. The trainer arranges necessary contacts and panels. The longer models include more behind-the-scenes work.

3.   The participants' agenda is a basic schedule of the activities.

4.   The trainer's agenda is a detailed outline of the session's components with descriptions of the activities, a timeline, suggested handouts and teaching aids to enhance the presentations.

5.   The appendix contains the handouts for the various trainings. The handouts are presented in the order of their use and can be reproduced easily for each participant. The handouts may also be presented as transparencies and can be used with any size group.

Purchasing a copy of *Maryland's Best Practices* for each training participant is highly recommended. In addition, MSSA recommends that you obtain one copy of the *Courage to Care, the Strength to Serve* video and *Spinning Interdisciplinary Service-Learning Webs* to use during the training session and to make available to participants as additional resources. An order form and description of all of MSSA's materials is included in the appendix of this publication.

Once basic service-learning concepts have been established, activities other than those suggested here can be substituted to address your specific group. Feel free to pick and choose those activities that best meet your audiences' needs. Many components of the longer agendas can be modified easily for a shorter session. By analyzing your audiences' carefully in advance, you can create an individualized service-learning training that best suits your audiences' needs.

ONE AND A HALF-HOUR SERVICE-LEARNING TRAINING

INTRODUCTION

Length: The first service-learning model agenda is the shortest and broadest.
The information provided is merely an overview of the topic.

Audience: The one and one half hour agenda is an excellent tool for introducing service-learning to groups such as an entire faculty, parent-teacher organizations, statewide educational leaders, community-based organizations, and local civic leaders. As a topic of their monthly meetings, service-learning can be presented as an educational reform tool. This training model has also been used in pre-service courses for undergraduate students in teacher training.

Goal:

> **Participant will gain a brief overview and a general understanding of service-learning.**

> *Note: This agenda is an orientation to service-learning. To implement a successful service-learning program participants would need additional training and time to plan.*

Participant Involvement: This model offers the least amount of experiential service-learning training.

PREPARATION FOR TRAINING

Trainers: Even with a short training, featuring trainers with whom the audience can easily relate is helpful; for example, if the audience is comprised of teachers, one of the facilitators could be a teacher. Although this training can be successfully facilitated by one trainer, a team which might include a student, a community based organization representative, a teacher, etc. is stronger. An assumption is made that the trainer(s) is an experienced service-learning practitioner and can answer most questions that arise.

Materials & Resources: This short training requires the least amount of trainer preparation and set up and is equally effective for both small and large size groups.

Equipment:
- TV/VCR
- Flipchart & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:
All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.
- HO 1   Definitions
- HO 2   Definition of Service-Learning
- HO 3   Learning Pyramid
- HO 4   Service-Learning Outcomes
- HO 5-6   A Look at Service-Learning Research in Education
- HO 7   Service-Learning: Preparation, Action, Reflection
- HO 8   The Seven Best Practices of Service-Learning
- HO 9-10   Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
- HO 11   Preparation for Service (Definition)
- HO 12   "The Baby Story"
- HO 13   Direct Service
- HO 14   Indirect Service
- HO 15   Advocacy
- HO 16   Reflection
- HO 17   Integrating Service and the Study of Literature
- HO 18   Kids Sew for Kids
- HO 19   Storytellers Serving Others
- HO 20   Create an Outdoor Classroom: Stream Restoration and Maintenance
- HO 21-22   Project Walk-Through Activity by Curriculum
- HO 23-24   Project Walk-Through by Social Issue
- HO 25   MSSA is On-Line
- HO 26-31   Suggested Resources
- HO 32   Service-Learning Videos
- HO 33-35   MSSA Service-Learning Publications
- HO 36   MSSA Materials Invoice/Order Form
- HO 37   Plus/Delta Feedback Form

PARTICIPANT'S AGENDA

Goal: Participant will gain a brief overview and a general understanding of service-learning.

Topic	Facilitator
I. Welcome and Introduction	
II. Why are We Here?	
III. Service-Learning Definition and Criteria	
IV. Why do Service-Learning?	
V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices	
VI. Examples of Effective Service-Learning	
VII. Project Walk-Through	
VIII. Closing	

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Welcome and Introduction **Goal:** Trainers and participants get to know each other.	**#** Welcome participants. **#** Introduce trainers and background of trainers. **#** Briefly review participants' agenda, direct them to comfort areas (food, beverages, phones, bathrooms).	2-5 min

II. Why are We Here?
 	
Goal: Trainer assesses participant knowledge to identify the goal of training.
	# Survey knowledge by asking some of the following questions. Use the "Stand Up If" format for this activity to allow participants to respond and move their bodies.
	Stand up if:
	    you've heard of service-learning.
	    you've participated in an in-service on service-learning.
	    you've done any service-learning projects in your class.
	    you want to incorporate service projects into your class.
	    you want to start a service-learning course.
	    you want to start a service-learning club.
	    you are responsible for the school's service-learning program.
	    you were selected to come to this seminar by an administrator.
	
	# Review goal: to gain a brief overview and a general understanding of service-learning.
		10 min

III. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1: instruct the group to note key words and concepts for each of those terms either individually or in small groups. **#** Share definitions in large group and write ideas on flipchart. Reward participation by giving out recognition items (i.e.: candy, pencils, etc.) to trainees. **Tip:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time, that it must include Preparation, Action, and Reflection (PAR), etc.* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and intended learning outcomes.* **#** Distribute & review HO 2.	15 min

IV. Why do Service-Learning? **Goal:** Participants determine the rationale for and effects of service-learning.	**#** Question for participants: What do students learn by participating in service-learning? Solicit a few brief responses. **#** Select & briefly discuss the most relevant of HOs 3-6.	5 min
V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning.	**#** Reinforce that any effective service-learning program must include Preparation, Action and Reflection (PAR). Briefly cover PAR (optional -- select from HOs 7-16) But there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. **Tip:** *Do not spend much time reviewing PAR – Best Practices covers them comprehensively.* **#** Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	20 min
VI. Examples of Effective Service-Learning **Goal:** The 7 Best Practices of service-learning are used to review service-learning programs.	**#** Present HOs 17-20 which summarize four model service-learning programs. **#** Break group into four smaller groups. Assign each group one of the model program summaries to read. Each group should then discuss how their model meets or doesn't meet each of the 7 Best Practices. The facilitator should float from group to group. **#** If there is time, one member of each group should present results of small group discussion to all participants.	15 min
VII. Project Walk-Through **Goal:** Participants explore how service-learning can be used to reach existing goals and objectives in course curriculum.	**#** Conduct an exercise where you walk-through creating a curricularly linked service-learning project together. Use HO 21-22 or 23-24. As a group, pick one course to focus on, for example, 9th grade English. **#** At the end of this segment, give out worksheets so everyone can go through this same exercise on his or her own and develop a service-learning project linked to his or her specific course content.	10 min

| **VIII. Closing**

Goal: Participants review training objectives and evaluate how the material was presented. | **#** Leave time for providing clarification and answering questions.

Provide HOs 25-36 for participants' reference.

On an overhead or flipchart, conduct a brief Plus/Delta feedback session on the training (HO 37). Plus = what participants liked about the training. Delta = what participants would suggest changing in the future.

Handout index cards and a colorful band-aid to all participants. Ask each person to write on the index card something she or he wants to remember and act on that she or he learned at this training. Once completed, instruct participants to put the band-aid on a finger to remind them about what they wrote. | 10 min |

HALF-DAY
SERVICE-LEARNING TRAINING

INTRODUCTION

Length: The second service-learning model agenda is similar in content to the one and a half-hour session featured earlier but is more than twice as long. This training provides the same basic service-learning information but in much greater depth. In addition to providing an overview of service-learning, this training includes an experiential component.

Audience: The audience for this more intensive training would probably include teachers who would assist students in implementing service-learning projects, school-site administrators, and community leaders interested in helping to provide meaningful service-learning experiences for students.

Goal:

> **Participant will gain an overview of service-learning and will explore ways to use service-learning in schools.**

Participant Involvement: Since this training is at least twice the length of the last model, there are opportunities for increased participant involvement. In addition to the trainer's presentation, there are small group discussions, independent work, and a mini-service-learning project.

PREPARATION FOR TRAINING

Trainers: Even with a short training, featuring trainers with whom the audience can easily relate is helpful; for example, if the audience is comprised of teachers, one of the facilitators could be a teacher, etc. Although this training can be successfully facilitated by one trainer, a team which might include a student, a community based organization representative, a teacher, etc. is stronger. An assumption is made that the trainer(s) is an experienced service-learning practitioner and can answer most questions that arise. This session should be limited to no more than thirty participants. If necessary, run identical sessions concurrently to train many participants during the same half day.

Service-Learning Project: During this segment, the trainer(s) will choose and facilitate a short, indirect action service-learning project and should notify participants in advance of any supplies they may need to complete the project. A project could be chosen that does not need advance preparation by the participants such as creating cards and notes for residents of a hospital or nursing home, recording books on tape, or developing games and activities for children in the hospital. Any project selected must be planned in advance by the trainer(s) and include preparation, action and reflection segments. The four-day training agenda has suggestions for preparation, action, and reflection on poverty, environmental, and aging projects.

Materials & Resources: The following chart features the equipment, handouts or overheads that must be prepared in advance. This training has a fifteen minute break, and the trainer must arrange for any food and drink in advance.

Equipment:

- TV/VCR
- Flipchart & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:

All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

- HO 1   Definitions
- HO 2   Definition of Service-Learning
- HO 3   Learning Pyramid
- HO 4   Service-Learning Outcomes
- HO 5-6   A Look at Service-Learning Research in Education
- HO 7   Service-Learning: Preparation, Action, Reflection
- HO 8   The Seven Best Practices of Service-Learning
- HO 9-10   Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
- HO 11   Preparation for Service (Definition)
- HO 12   "The Baby Story"
- HO 13   Direct Service
- HO 14   Indirect Service
- HO 15   Advocacy
- HO 16   Reflection
- HO 17   Integrating Service and the Study of Literature
- HO 18   Kids Sew for Kids
- HO 19   Storytellers Serving Others
- HO 20   Create an Outdoor Classroom: Stream Restoration and Maintenance
- HO 21-22   Project Walk-Through by Curriculum
- HO 23-24   Project Walk-Through by Social Issue
- HO 25   MSSA is On-Line
- HO 26-31   Suggested Resources
- HO 32   Service-Learning Videos
- HO 33-35   MSSA Service-Learning Publications
- HO 36   MSSA Materials Invoice/Order Form
- HO 37   Plus/Delta Feedback Form
- HO 38   What We Know, What We Want, What We've Learned: KWL Chart - Getting the Most Out of Service
- HO 69-73   From *Philanthropy*, "Wake Up" or *The Rhetoric*

PARTICIPANT'S AGENDA

Goal: Participant will gain an overview of service-learning and will explore ways to use service-learning in schools.

Topic	Facilitator
I.　　Welcome and Introduction	
II　　Why are We Here?	
II　　Service-Learning Definition and Criteria	
IV.　　Why do Service-Learning?	
V.　　Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices	
VI.　　Break	
VII.　　Examples of Effective Service-Learning	
VIII.　　Mini Service-Learning Project	
IX.　　Project Walk-Through	
X.　　Closing	

HALF DAY SERVICE-LEARNING TRAINING

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Welcome and Introduction **Goal:** Trainers and participants get to know each other.	# Introduce trainers and background of trainers. # Welcome participants. If time allows, have each person state their name, school, subject area, etc. # Briefly review participants agenda, direct them to comfort areas (food, beverages, phones, bathrooms).	15 min

II. Why are We Here?
 	
Goal: Trainer assesses participant knowledge to identify the goal(s) of training
	# Survey knowledge by asking some of the following questions. Use the "Stand Up If" format for this activity to allow participants to respond and move their bodies.
	Stand up if:
	    you've heard of service-learning.
	    you've participated in an in-service on service-learning.
	    you've done any service-learning projects in your class.
	    you want to incorporate service projects into your class.
	    you want to start a service-learning course.
	    you want to start a service-learning club.
	    you are responsible for the school's service-learning program.
	    you were selected to come to this seminar by an administrator.
	
	# Review goal: Participant will gain an overview of service-learning and will explore ways to use service-learning in schools.
	
	# On a flipchart, record how group responds to the question: What do **you** want to learn today about service-learning?
		15 min

III. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1: instruct the group to note key words and concepts for each of those terms either individually or in small groups. **#** Share definitions in large group and write ideas on flipchart. Reward participation by giving out recognition items (e.g. candy, pencils, etc.) to trainees. **Tips:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time, that it must include Preparation, Action, and Reflection (PAR), etc.* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and intended learning outcomes.* **#** Distribute and discuss HO 2.	20 min
IV. Why do Service-Learning? **Goal:** Participants determine the rationale for and effects of service-learning.	**#** Question for participants: What do students learn by participating in service-learning? Solicit responses and record on flipchart or overhead. **#** Select the most relevant of HOs 3-6 to make into overheads or handouts. **#** Using the info on the handouts/overheads, add to the list you were generating as a group.	15 min

V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning.	# Reinforce that any effective service-learning program must include Preparation, Action, and Reflection (PAR). Briefly cover PAR (optional -- select from HOs 7, 11, 13-16). # Read HO 12 to the group and discuss with the group the difference between direct, indirect, and advocacy action. Solicit from the group examples of direct, indirect, and advocacy projects (tutoring, food drives, meeting with legislators, etc). # Although PAR and Direct, Indirect and Advocacy (DIA) are the basic building blocks of service-learning, there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. **Tip:** *Do not spend much time reviewing PAR – Best Practices covers them comprehensively.* # Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	35 min
VI. Break	*(note – remember to do the "competition segment of the 7 Best Practice Window Pane activity when group returns from break)*	15 min
VII. Examples of Effective Service-Learning **Goal:** The 7 Best Practices of service-learning are used to review service-learning programs.	# Present HOs 17-20 which summarize four model service-learning programs. # Break group into four smaller groups. Assign each group one of the model program summaries to read. Each group should then discuss how its model meets or doesn't meet each of the 7 Best Practices. The facilitator should float from group to group. # In the large group setting, ask one member of each small group to briefly report out by describing the project his or her group reviewed and how well it met the 7 Best Practices.	20 min

| VIII. Mini Service-Learning Project

Goal: A hands on experience with the main components of a service-learning project is provided. | # <u>**Preparation**</u> – The group will be doing an indirect service-learning project for a group of isolated, at need, members of the community.
Critical Tips: *In advance, the trainer should have identified a need at a specific nursing home, hospital, hospice, shelter, etc. The trainer should have contacted the agency and asked what type of indirect support they could use (cards and letters for residents, poetry, or children's books on tape, decorations for rooms, etc.)*

Check out pages 45-46 of this handbook for additional ideas for preparation on poverty, aging, and environmental projects.

The trainer will need to have the materials on hand for the group to use to create the project (i.e. paper, markers, paint, glitter, scissors, tapes, tape recorders, children's and poetry books, etc.)

Create a KWL Chart (*What I <u>K</u>now, What I <u>W</u>ant to Know, What I've <u>L</u>earned*) on the issue you will be addressing (aging, illness, poverty). Through a group discussion, fill in the columns for K & W -- HO 38-39.

Present material from the agency that you will be helping on the clients they serve (e.g.: statistics on those needing services, characteristics of population served, needs of clients, why there is a need, how agency meets need, etc. Or, invite a guest speaker from the agency to present background information).

<u>**Action**</u> – Create the product the community agency needs (e.g.: cards and letters, books on tape, etc.)

<u>**Reflection**</u> – 1) Complete the L column of the KWL chart with information that was learned from the community agency presentation. 2) Select and distribute one of HOs 69-73 for the group to read. Have participants generate one question that the article raises for them and have them share it with the group. 3) Review the value of the project just completed. Discuss: What need did this project meet? How do you feel about what you just did? What more could have been done? What additional related projects could be created? How might a teacher connect a project such as this to a course? What course goals or objectives could this or a similar project meet? | 60 min |

IX. Project Walk-Through **Goal:** Participants explore how service-learning can be used to reach existing goals and objectives in course curriculum.	**#** Conduct an exercise where you walk-through creating a curricularly linked service-learning project together. Use HO 21-22 or 23-24. As a group, pick one course to focus on, for example, 9th grade English. This should take 10 minutes. **#** Give out worksheets so participants can complete this exercise individually and develop a service-learning project linked to their specific course content. If time allows, share some/all in large group.	30 min
X. Closing **Goal:** Participants review training objectives and evaluate how material was presented.	**#** Leave time for providing clarification and answering questions. **#** Provide HOs 25-36 for participants' reference. **#** On an overhead or flipchart, conduct a brief Plus/Delta feedback session on the training (HO 37). Plus = what participants liked about the training. Delta = what participants would suggest changing in the future. **#** Handout index cards and a colorful band-aid to all participants. Ask each person to write on the index card something s/he want to remember and act on that s/he learned at this training. Once completed, instruct participants to put the band-aid on their finger to remind them about what they wrote.	10 min

ONE-DAY
SERVICE-LEARNING Training

INTRODUCTION

Length: The third service-learning model agenda is significantly longer and more detailed than the first two. It covers the same basic service-learning information but with more depth.

Audience: The audience for this training is typically school-based personnel such as teachers, teams of teachers working to implement service-learning together or administrators overseeing students meeting service-learning requirements.

Goal:

> **Participants will be ready to discuss and to implement service-learning in the classroom.**

Participant Involvement: This model contains a great deal more experiential learning than the last two. In addition to small and large group discussion, individual project plans are developed. The agenda includes a time for participants to actually perform a service-learning project. Since time is limited, the trainees' project will only have the flavor of a service-learning project, not represent a comprehensive classroom project. One idea is to tell participants in advance to bring a new personal hygiene item with them which will be donated to a homeless shelter, or, evaluate the needs of your community to select some type service project you feel is appropriate and meets a need. Once at the training, participants will go through the actual steps of preparation, action, and reflection.

PREPARATION FOR TRAINING

Trainers: A full day of service learning training requires several hours of behind the scenes preparation and more on-site set up. Trainings of this length are usually staffed by more than one trainer, regardless of the size of the group. Featuring trainers with whom the audience can easily relate is helpful; for example, if the audience is comprised of teachers, one of the facilitators could be a teacher, etc. Having a team lead the training which might include a student, a community based organization representative, a teacher, etc. is the best choice if possible. An assumption is made that the trainer(s) is an experienced service-learning practitioner and can answer most questions that arise.

To prepare, trainers must do some research to provide participants with names of organizations and players in the local service-learning picture. The trainer must also contact and schedule experienced service-learning teachers and students in advance to participate in the panel of practitioners.

Since an actual service-learning project is performed, trainers must arrange the project in advance. One suggestion would be to notify participants in advance to bring a new personal hygiene item with them. Suggestions include: combs, brushes, toothpaste, soap, toothbrushes, shampoo, etc. The trainers must make the community contact beforehand and arrange for a shelter representative to be at the training to discuss the shelter and collect the items.

Materials & Resources: Since *Maryland's Best Practices* and *The Courage to Care, The Strength to Serve* video are used, either enough copies must be purchased from MSSA, or reproductions of the necessary pages must be duplicated in advance.

This training contains two breaks. A forty-five minute break for lunch is usually taken on the premises with a luncheon provided by an outside caterer. Having participants eat together is a valuable tool for getting acquainted. The trainer must arrange for all food and drink in advance.

ONE-DAY SERVICE-LEARNING TRAINING

Equipment:

- TV/VCR
- Flipchart & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:

All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

- HO 1   Definitions
- HO 2   Definition of Service-Learning
- HO 3   Learning Pyramid
- HO 4   Service-Learning Outcomes
- HO 5-6   A Look at Service-Learning Research in Education
- HO 7   Service-Learning: Preparation, Action, Reflection
- HO 8   The Seven Best Practices of Service-Learning
- HO 9-10   Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
- HO 11   Preparation for Service
- HO 12   "The Baby Story"
- HO 13   Direct Service
- HO 14   Indirect Service
- HO 15   Advocacy
- HO 16   Reflection
- HO 17   Integrating Service and the Study of Literature
- HO 18   Kids Sew for Kids
- HO 19   Storytellers Serving Others
- HO 20   Create an Outdoor Classroom: Stream Restoration and Maintenance
- HO 21-22   Project Walk-Through by Curriculum
- HO 23-24   Project Walk-Through by Social Issue
- HO 25   MSSA is On-Line
- HO 26-31   Suggested Resources
- HO 32   Service-Learning Videos
- HO 33-35   MSSA Service-Learning Publications
- HO 36   MSSA Materials Invoice/Order Form
- HO 37   Plus/Delta Feedback Form
- HO 38   What We Know, What We Want, What We've Learned - KWL Chart - Getting the Most Out of Service
- HO 39   What We Know, What We Want, What We've Learned: KWL Chart
- HO 40-41   History of Service-Learning in Maryland
- HO 42-48   Building Support for Service-Learning in Your School
- HO 69-73   From *Philanthropy*, "Wake Up" or *The Rhetoric*

PARTICIPANT'S AGENDA

Goal: Participant will be ready to discuss and to implement service-learning in the classroom.

Topic	Facilitator
I. Welcome and Introduction	
II. Why are We Here?	
III. Service-Learning Definition and Criteria	
IV. Why do Service-Learning?	
V. Elements of Effective Service Programs: Maryland's Seven Best Practices	
VI. Break	
VII. Examples of Effective Service-Learning	
VIII. Mini Service-Learning Project	
IX. Project Walk-Through	
X. Panel of Practitioners	
XI. Lunch	
XII. How Did We Get to Where We Are Today?	
XIII. Overview of the Nuts and Bolts of Service-Learning	
XIV. Break	
XV. Building Support and Collaborations	
XVI. Individual Project Plans	
XVII. Closing	

ONE-DAY SERVICE-LEARNING TRAINING

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Welcome and Introduction **Goal:** Trainers and participants get to know each other.	**#** Welcome participants. If time allows, have each person state her or his name, school, subject area, etc. **#** Introduce trainers and background of trainers. **#** Briefly review participants agenda, direct them to comfort areas (food, beverages, phones, bathrooms).	2-5 min
II. Why are We Here? **Goal:** Trainer assesses participant knowledge to identify the goal(s) of training.	**#** Survey knowledge by asking some of the following questions. Use the "Stand Up If" format for this activity to allow participants to respond and move their bodies. Stand up if: 　　you've heard of service-learning. 　　you've participated in an in-service on service-learning. 　　you've done any service-learning projects in your class. 　　you want to incorporate service projects into your class. 　　you want to start a service-learning course. 　　you want to start a service-learning club. 　　you are responsible for the school's service-learning program. 　　you were selected to come to this seminar by an administrator. **#** Review goal: Participants will be ready to discuss and to implement service-learning in the classroom. **#** On a flipchart, record how group responds to the questions: What do you want to learn today about service-learning?	10 min

III. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1; instruct the group to note key words and concepts for each of those terms either individually or in small groups. **#** Share definitions in large group and write ideas on flipchart. Reward participation by giving out recognition items (candy, pencils, etc.) to trainees. **Tip:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time, that it must include Preparation, Action, and Reflection (PAR).* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and intended learning outcomes.* **#** Distribute and discuss HO 2.	20 min
IV. Why do Service-Learning? **Goal:** Participants determine the rationale and effects of service-learning.	**#** Write this question for participants on the flip chart: What do students learn by participating in service-learning? Divide participants into three groups. Distribute HOs 5 & 6to each group. Assign specific portions of the study to each group to read, summarize, and present to the entire group. **#** Other suggested HOs may be 3 & 4. **#** Using the info from the group discussion and from handouts, record ideas on flip chart.	20 min

V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning programs.	# Reinforce that any effective service-learning program must include Preparation, Action, and Reflection (PAR). Briefly cover PAR (optional -- select from HOs 7, 11-16). # Read HO 12 to the group and discuss with the group the difference between direct, indirect, and advocacy action. Solicit from the group examples of direct, indirect, and advocacy projects (tutoring, food drives, meeting with legislators, etc.) # Although PAR and Direct, Indirect, and Advocacy (DIA) are the basic building blocks of service-learning, there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. **Tip:** *Do not spend much time reviewing PAR - Best Practices covers them comprehensively.* # Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	35 min
VI. Break		5 min
VII. Examples of Effective Service-Learning **Goal:** Participants learn to review service-learning using the 7 Best Practices.	# Present HOs 17-20 which summarize four model service-learning programs. # Break group into four smaller groups. Assign each group one of the model program summaries to read. Each group should then discuss how its model meets or doesn't meet each of the 7 Best Practices. The facilitator should float from group to group. # In the large group setting, ask one member of each small group to briefly report out by describing the project his or her group reviewed and how well it met the 7 Best Practices.	20 min

VIII. Mini Service-Learning Project **Goal:** Participants will gain a hands on experience using the main components of a service-learning project.	**# Preparation** – The group will be doing an indirect service-learning project for a group of isolated, at need, members of the community. **Critical Tips:** *In advance, the trainer should have identified a need at a specific nursing home, hospital, hospice, shelter, etc. The trainer should have contacted the agency and asked what type of indirect support they could use (cards and letters for residents, poetry, or children's books on tape, decorations for rooms, etc.)* *Check out pages 45-46 of this handbook for additional ideas for preparation on poverty, aging, and environmental projects.* *The trainer will need to have the materials on hand for the group to use to create the project (i.e. paper, markers, paint, glitter, scissors, tapes, tape recorders, children's and poetry books, etc.)* Using HOs 38-39, create a KWL Chart (*What I Know, What I Want to Know, What I've Learned*) on the issue you will be addressing (aging, illness, poverty). Through a group discussion, fill in the columns for K & W. Present material from the agency you will be helping on the clients they serve (e.g.: statistics on those needing services, characteristics of population served, needs of clients, why there is a need, how agency meets need, etc. Or, invite a guest speaker from the agency to present background information). **# Action** – Create the product the community agency needs (e.g.: cards and letters, books on tape, etc.) **# Reflection** – 1) Complete the L column of the KWL chart with information that was learned from the community agency presentation. 2) Select and distribute one from HOs 69-73 and have the group read it. Have participants generate one question that the article raises for them and have them share it with the group. 3) Review the value of the project just completed. Discuss: What need did this project meet? How do you feel about what you just did? What more could have been done? What additional related projects could be created? How might a teacher connect a project such as this to a course? What course goals or objectives could this or a similar project meet?	60 min

IX. Project Walk-Through **Goal:** Participants explore how service-learning can be used to reach existing goals and objectives in course curriculum.	# Conduct an exercise where you walk-through creating a curricularly linked service-learning project together. Use HO 21-22 or 23-24. As a group, pick one course to focus on, for example, 9th grade English. This should take 10 minutes. # Give out worksheets so participants can complete this exercise individually and develop a service-learning project linked to their specific course content. If time allows, share some/all in large group.	20 min
X. Panel of ractitioners **Goal:** Participants gain first-hand information about service-learning projects from veteran students/teachers.	# Student/teacher panel on service-learning experiences. Panelists describe programs and experiences, benefits of service-learning programs for students, teachers, schools and communities. # Questions and Answers	45 min
XI. Lunch	# Network with practitioners.	45 min
XII. How Did We Get to Where We Are Today? **Goal:** Participants become familiar with the history of service-learning nationally and in Maryland.	# Present history of national service. # Share national/local organizations and players. # Use HOs 40-41 which describe Maryland's service-learning program as a basis for participants to create handouts relevant to their own state. **Tip:** *If this training is only for residents of Maryland, use the above HOs to better understand individual county plans.*	30 min

XIII. Overview of the Nuts and Bolts of Service-Learning **Goal:** Participants identify possible solutions for logistical problems.	# Divide the participants into four groups and distribute one piece of flip chart paper and a marker to each group. Direct each group to make a chart of two columns on their paper and select one of the following headings: Transportation, Liability, Scheduling, and Supervision. Ask each group to brainstorm possible problems and possible solutions for the logistical issue assigned. Have them write their ideas on their charts. # Each group then presents their ideas and their chart to the large group. # Refer participants to HOs or overheads from *Maryland's Best Practices* book that address logistical issues.	1 hr
XIV. Break		15 min
XV. Building Support and Collaborations **Goal:** Participants determine strategies for gaining support within the school and with agencies.	# Review HO 42-48. # Using flip chart to record ideas, discuss how community-based organizations can be used as resources for service-learning projects.	30 min
XVI. Individual Project Plans **Goal:** Participants individually develop plans to use in their schools and classrooms; to utilize Maryland's Best Practices Self-Assessment tool.	# Individually complete worksheets on project ideas, preparation, action, and reflection (HOs 21-22 or 23-24). # Use the *Maryland's Best Practices* self-assessment tool designed for use in evaluating service-learning projects. Have participants use it to identify areas in their own project plan that they might want to refine. # In small groups, share ideas for their action plans, including grade, ages, subject area, community resources, target population, level of service, location, etc.	45 min

XVII. Closing	# Leave time for providing clarification and answering questions.	15 min
Goal: Participants review training objectives and evaluate how material was presented.	# Provide HOs 25-36 for participants' reference. # On an overhead or flipchart, conduct a brief Plus/Delta feedback session on the training (HO 37). Plus = what participants liked about the training. Delta = what participants would suggest changing in future trainings. # Hand out index cards and a colorful band-aid to all participants. Ask each person to write on the index card something she or he wants to remember and act on that she or he learned at this training. Once completed, instruct participants to put the band-aid on their finger to remind them about what they wrote.	

FOUR-DAY
SERVICE-LEARNING TRAINING

INTRODUCTION

Length: The four day training is the longest and most detailed of those offered. It is usually presented during the summer in a centrally located area to draw teachers from many different schools.

Audience: Participants include classroom teachers, project developers, trainers, and those who coordinate their school's service-learning programs. In Maryland, teachers can obtain three graduate level credits or in-service credit when they attend all four days of training, develop, implement, and evaluate a service-learning project, write a service-learning research paper, and attend a follow-up meeting later in the fall.

Goal:

> Participant will be able to discuss and to implement
> service-learning in the classroom;
> additionally, participant will be able to apply general
> concepts of service-learning to specific situations.

Participant Involvement: This training is composed of many experiential pieces, and includes an on-site service-learning project, panels of experienced teachers and youth, a community based organization service fair, a community search, and a service-learning project plan. These four days are spent exploring, performing, researching, and experimenting with service-learning. Participants must be active learners. On Days One and Three, participants will leave the training site and be out in the community engaged in a variety of activities. Many of these activities can later be replicated in classrooms to engage students in service-learning.

PREPARATION FOR TRAINING

Trainers: Because of the size and scope of this four day training, a great deal of preparation is necessary before training can begin. The many types of activities and venues make logistics an important element for its success.

> *Staff:* This training requires the greatest number of staff. Due to the many details and behind the scene planning involved with this four day training, one person is needed to coordinate the logistics for the entire four days. If all three service sites are used on Day One, then a minimum of three trainers are needed. Days Two, Three and Four can run effectively with a minimum of two experienced trainers each day. Group size will also dictate the number of staff necessary.

> *Experienced Service-Learning Teachers:* In areas where there are master teachers in service-learning (similar to Maryland's Fellows Program), these educators can be used to run small discussion groups, lead site visits, and provide additional expertise to the trainees.

> *Experienced Service-Learning Youth:* Allowing experienced service-learning youth (similar to those in Maryland's Youth RISE Program) to facilitate discussions puts their leadership talents into practice. The students' development as service-learning champions encourages teachers to use service-learning in their own classrooms.

Set Up: This training takes an enormous amount of pre-planning and set-up. The following is a list of all the activities which must be arranged in advance of the training.

> *Pre-Registration:* Participants must be pre-registered for training. A flyer is sent several months in advance to all school superintendents, subject area coordinators, principals, previously trained teachers, and other interested service-learning contacts. Announcements for the training are printed in area publications and community-based organization newsletters. Applications are accepted up to four weeks prior to training. Based on the number of participants, decisions can be made about the number of trainers needed, the amount of food and materials, and the number of service placement slots needed. A confirmation of registration letter sent to participants includes directions to the training site, a participant's agenda, and information about performing service on Day One. Participants are told they will have a choice of three service projects which they will register for and perform on Day One. Participants do not know in advance which project they will be doing but are advised as to the types of clothing appropriate for each project. They are asked to bring another change of clothing in case they do not get their first choice of service placement.

Videos and Handouts: The purchase of enough copies of *Maryland's Best Practices* for each participant is recommended, or reproductions of the necessary pages must be duplicated in advance. Purchasing on copy of *Spinning Service-Learning Webs* is also necessary so you can duplicate pages for participants. An order form for MSSA materials is located in the appendix of this book.

Trainers need to purchase one copy of the MSSA video, *The Courage to Care, The Strength to Serve* to show during the training. In addition, the videos *Today's Heroes* and *Youth as Resources* must be purchased in advance. Information on obtaining all videos is included on the service-learning video resource handout. Staff must provide newsclips of local students engaged in service-learning for Day Four.

Since videos are shown, staff must arrange for a TV/VCR that can be viewed by all. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

All necessary handouts must be reproduced and put in the correct order so the agenda can be followed smoothly.

Flipcharts and markers are valuable for brainstorming sessions and should be used during the group discussions.

Food: This training contains breaks. On Days One and Three, participants must provide their own lunches because activity takes place off-site. On Days Two and Four, a break for lunch is usually taken on the premises provided by an outside caterer and paid for by the organization conducting the training. Having participants eat together is a valuable tool for getting acquainted and sharing ideas and information about service-learning. The trainers must arrange for all food and drink in advance.

Service Projects: Preparation for service placements on Day One requires a great deal of staff time. Weeks in advance, staff must locate and contact community based organizations. These organizations, representing the areas of poverty, aging, and the environment, must provide trainees with three hours of service, preferably direct, on Day One of the training. The staff may not need to use all three, depending on resources available and number of participants. Allowing teachers to choose where they are to be placed models the choice-giving behavior teachers should use in the classroom with their own students. Trainees are told through a letter in advance of the training to dress appropriately for a service project and to bring a bag lunch on Day One to eat at the service site. Staff accompany trainees to service project sites, stay for the actual service component, and then lead reflection exercises there.

FOUR-DAY SERVICE-LEARNING TRAINING

For each service placement, assembling a preparation kit is suggested for the off-premise travel involved. This kit contains the preparation and reflection components for each issue area.

POVERTY: The Poverty segment includes an activity with pretzels.   These must be purchased in advance. The Poverty preparation kit should include the necessary handouts for preparation and reflection, newspaper grocery advertisement sections, pretzels, markers, masking tape, and paper.

ENVIRONMENT: The Environment preparation kit should include: the necessary handouts for preparation and reflection; markers, masking tape, and paper.

AGING: Preparation for the Aging segment includes baking tasteless cookies. The recipe for these is included in the appendix. The Aging preparation kit should include: the necessary handouts for preparation and reflection, the cookies, eyeglasses, rubber gloves, Vaseline, sewing needles, pennies, markers, masking tape, and paper.

Local Service-Learning Status: Trainers must do some research to provide participants with names of organizations and players in the local service-learning picture. It is also important to know and discuss the status of service-learning in your area.

Panels: The trainer must contact and schedule experienced service-learning teachers and students in advance to participate in the teacher panel on Day Two and the student panel on Day Three.

Concurrent Community-Based Organization Training: On Day Two in the morning a service-learning training is conducted for community-based organizations concurrently at the teacher training site. In advance, staff must contact interested agencies. A pre-registration flyer is preferable. Many organization representatives choose to attend the one hour agency training before they meet with the teachers at the Service Fair.

Service Fair: In advance, staff must contact community-based organizations to attend on Day Two. These organizations set up a booth or display, hand out informational flyers, and use the time to network as the teachers travel around the room making community contacts.

Issue Area Workshops: On the afternoon of Day Two, several agencies present concurrent seminars about the main concerns in their field and how students can get involved. Trainees choose their areas of interest, and attend two of the three seminars.

Community Search Scavenger Hunt: Directions are enclosed for the community search scavenger hunt. Teachers are given instructions during Day Two and begin Day Three with their search. They report to the training site in the afternoon after having completed their scavenger hunt.

Individual Consultations: On Days Three and Four, during the afternoon small group meetings and presentations, individual participants or teaching teams meet with expert service-learning teachers for 15 minute private discussions about the trainees' project ideas.

FOUR-DAY SERVICE-LEARNING TRAINING

Equipment:
- TV/VCR
- Flipcharts & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:

All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

•	HO 1	Definitions
•	HO 2	Definition of Service-Learning
•	HO 3	Learning Pyramid
•	HO 4	Service-Learning Outcomes
•	HO 5-6	A Look at Service-Learning Research in Education
•	HO 7	Service-Learning: Preparation, Action Reflection
•	HO 8	The Seven Best Practices of Service-Learning
•	HO 9-10	Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
•	HO 11	Preparation for Service
•	HO 12	"The Baby Story"
•	HO 13	Direct Service
•	HO 14	Indirect Service
•	HO 15	Advocacy
•	HO 16	Reflection
•	HO 21-22	Project Walk-Through Activity by Curriculum
•	HO 23-24	Project Walk-Through by Social Issue
•	HO 25	MSSA on the Web
•	HO 26-32	Suggested Resources
•	HO 33-35	MSSA Service-Learning Publications
•	HO 36	MSSA Materials Order Form
•	HO 37	Plus/Delta Feedback Form
•	HO 39	What We Know, What We Want, What We've Learned: KWL Chart
•	HO 49	Who Do You Know..
•	HO 50	Teaching Service-Learning Goals for the Week
•	HO 51	A Guided Newspaper Search for Service-Learning Ideas
•	HO 52-53	Icebreakers
•	HO 54	The World of Pretzels
•	HO 55	Hunger Awareness Quiz
•	HO 56-59	Schoolyard Report Card
•	HO 60	How Nature Recycles Water
•	HO 61-62	Water Cycle Theater
•	HO 64	Levels of Reflection
•	HO 65-68	Sample Reflection Questions
•	HO 69-70	From Philanthropy (Poverty Group Reading)
•	HO 71-72	"Wake Up!" (Environment Group Reading)
•	HO 73	From The Rhetoric (Aging Group Reading)
•	HO 74	Personal Journal
•	HO 75-78	Evaluation
•	HO 79-84	Curriculum Connections
•	HO 85-88	Devising Developmentally Appropriate Activities

- HO 89-97   Service-Learning with Students with Disabilities
- HO 98   An Overview of Service-Learning with Students with Disabilities
- HO 99   Directions for Community Search Scavenger Hunt
- HO 100-101   Community Search Scavenger Hunt
- HO 102   Community Contacts Sheet
- HO 103   Partnership Questions
- HO 104   Agency Project Brainstorm Activity: Categories to Consider
- HO 105   Changing Educational Roles Through Service-Learning
- HO 106   Youth Service Recipe
- HO 107   Youth Service Projects
- HO 108-110   "Reaching Out to a Stranger"
- HO 111   Learning Leadership Through Service
- HO 112   Preparation for Service
- HO 113   Reflection on Service
- HO 114-115   Forces Driving or Inhibiting Service-Learning
- HO 116   Gaining Support
- HO 117-119   Next Steps at a Glance
- HO 120-121   Project Timeline

FOUR-DAY SERVICE-LEARNING TRAINING

Day by Day Logistics: The following schedule will help with day to day preparation and materials needed.

<table>
<tr>
<td>

DAY ONE:
Registration Table
Daily sign in sheet and pens
Name tags and markers
Group lists and highlighter
Maryland's Best Practices or page   reproductions
Personal information sheets and pens
Handout 40: "Who Do You Know..."
Person to supervise
Service project sign-in sheets, directions to service sites, and pens
Other
Set up easel in main room with paper
Set up flipcharts in each small group room
Set out videos on TV/VCR
Set out service placement room kits: poverty, environment, aging
Make sure participant chairs are set up correctly
Set up food

</td>
<td>

DAY TWO:
Daily sign-in sheet and pens
Name tags and markers
Flipcharts in each room
Issue area workshop sign-up sheets and pens
Individual consultation sign-up sheets and pen
TV/VCR with video
Group lists with room numbers posted
If providing community-based organization (cbo) training, refer to cbo training preparation
Organize teacher panel questions
Arrange tables in service fair room
Put up service fair signs
Take down signs after fair
Move tables back after fair
Put up issue area workshop signs
Post issue area sign-up sheets with room numbers
Set up issue area workshop rooms

</td>
</tr>
<tr>
<td>

DAY THREE:
Daily sign-in sheets and pens
Name tags and markers
Set up for individual consultation spaces
Post individual consultation sign-ins on wall
Set up TV/VCR for participant videos
Set out prizes
Make sure small group rooms are in order
Set up for youth presentations
Set up for youth speeches and panel
Prepare youth questions

</td>
<td>

DAY FOUR:
Daily sign-in sheets and pens
Name tags and markers
Set up TV/VCR with newsclip video
Set up for networking segment
Set up for big finish
Set up two easels, flipcharts, and markers

</td>
</tr>
</table>

PARTICIPANT'S AGENDA

Goal: Participant will be able to discuss and to implement service-learning in the classroom; additionally, participant will be able to apply general concepts of service-learning to specific situations.

DAY ONE

Topic	Facilitator
I. Sign In and Sign Up	
II. Welcome and Introductions	
III. Why are We Here?	
IV. Service-Learning Definition and Criteria	
V. Why do Service-Learning?	
VI. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices	
VII. Project Walk-Through	

VIII.   Preparation for Service
        POVERTY GROUP
        ENVIRONMENT GROUP
        AGING GROUP	

IX. Depart for Projects (*eat lunch an route*)	
X. Perform Service Projects	
XI. Reflection at Project Site & Snack	
XII. Readings and Discussion	
XIII. Discussion of Personal Service Experience	
XIV. Local Service-Learning Status	
XV. Prepare Questions for Tomorrow's Panel of Practitioners	
XVI. Feedback	

HOMEWORK: # Complete Personal Journal handout 74 on your own service
      # Review *Maryland's Best Practices* book and handouts 79-84 "Curricular Connections," 85-88 "Devising Developmentally Appropriate Activities," 89-97 "Service-Learning with Students with Disabilities"

DAY TWO

Topic	Facilitator
I. "Today's Heroes" Video	
II. Curricular Connections and Outcomes	
III. Teacher Panel	
IV. Preparation for Community Search Scavenger Hunt	
V. School and Community Collaboration	
VI. Roleplays: Preparation for Community Search	
VII. Recipe for Service and Service Fair Preparation	
VIII. Lunch	
IX. Service Fair	
X. Break	
XI. Resources	
XII. Issue Area Workshops	
XIII. Project Development	
XIV. Preparation for Youth Servers Panel	
XV. Feedback	

HOMEWORK: Prepare to do scavenger hunt in the morning.

DAY THREE

Topic	Facilitator
I. Community Search Scavenger Hunt	
II. Reflection, Celebration, and Recognition	
III. Youth as Resources	
IV. Youth Speeches and Panel	
V. Facilitating Youth Leadership	
VI. Service-Learning Webs	
VII. Individual Consultations and Project Development	
VIII. Feedback	

HOMEWORK: Read "Pitfalls and Safety Nets" section of *Maryland's Best Practices*

DAY FOUR

Topic	Facilitator
I. Nuts and Bolts of a Service-Learning Project	
II. Small Group Workshops	
III. Break	
IV. *Next Steps*	
V. Lunch	
VI. *Best Practices* Self Assessment	
VII. Networking	
VIII. Service-Learning and Educational Reform	
IX. Develop Timeline	
X. Feedback	
XI. Big Finish	

FOUR-DAY SERVICE-LEARNING TRAINING

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Sign In and Sign Up **Goal:** Participants register for service placements.	# Sign in and get name tag. # Register for Service placement. # Pick up materials: packet of handouts and *Maryland's Best Practices*. # Begin to fill out HO 49 as an icebreaker.	30 min
II. Welcome and Introductions **Goal:** Trainers and participants get to know each other.	# Welcome participants & find "winner" of icebreaker and give him or her a prize. # Introduce trainers and background of trainers. # Direct participants to location of comfort areas (bathrooms, phones, food, etc).	5 min

III. Why are We Here?
 	
Goal: Trainer assesses participants knowledge to identify the goals for the training.
	# Survey knowledge by asking some of the following questions. Use the "Stand Up If" format for this activity to allow participants to respond and move their bodies.
	Stand up if:
	    you've heard of service-learning.
	    you've participated in an in-service on service-learning.
	    you've done any service-learning projects in your class.
	    you want to incorporate service projects into your class.
	    you want to start a service-learning course.
	    you want to start a service-learning club.
	    you are responsible for the school's service-learning program.
	    you were selected to come to this seminar by an administrator.
	
	# On a flip chart, record how group responds to the question: What do **you** want to learn today about service-learning?
	
	# Discuss goals from HO 50.
	
	# Present an overview of the next four days (agenda and logistics review), describing activities including a service project, a community search, and a service-learning project plan which can be replicated in classrooms to engage students in service-learning.
	
	# Discuss group's participation as active learners.
		10 min

IV. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1; instruct the group to note key words and concepts for each of those terms either individually or in small groups. **#** Share definitions in large group and write ideas on flipchart. Reward participation by giving out recognition items (e.g. candy, pencils, etc.) to trainees. **Tips:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time, that it must include Preparation, Action, and Reflection (PAR), etc.* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and intended learning outcomes.* **#** Distribute and discuss HO 2. **#** Show video: "The Courage to Care, The Strength to Serve".	20 min
V. Why do Service-Learning? **Goal:** Participants determine the rationale for and effects of service-learning.	**#** Question for participants: What do students learn by participating in service-learning? Solicit responses and record on flip chart or overhead. **#** Select the most relevant of HOs 3- 6, to make into overheads or handouts. **#** Using the info on the handouts/overheads, add to the list you were generating as a group.	10 min

VI. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning.	# Reinforce that any effective service-learning program must include Preparation, Action and Reflection (PAR). Briefly cover PAR (optional -- select from HOs 7, 11-16). # Read HO 12 to the group and discuss with the group the difference between direct, indirect, and advocacy action. Solicit from the group examples of direct, indirect, and advocacy projects (tutoring, food drives, meeting with legislators, etc). **Tip:** *Do not spend much time reviewing PAR – Best Practices covers them comprehensively.* # Although PAR and Direct, Indirect and Advocacy (DIA) are the basic building blocks of service-learning, there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. # Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	25 min
VII. Project Walk-Through **Goal:** Participants explore how service-learning can be used to reach existing course goals and objectives.	# Conduct an exercise where you walk-through creating a curricularly linked service-learning project together using a flip chart or overhead. Use HOs 21-22. As a group, pick one course to focus on, for example, 9th grade English. # Alternate Activity: Guided newspaper search for service-learning ideas. (HO 51)	10 min
VII. Preparation For Service **Goal:** Training provides hands-on experience with the main components of a service-learning project.	# Break into small groups depending on service project (poverty, environment, aging). # Choose an icebreaker game for group from HOs 52-53. # Conduct orientation to and logistics for your group's particular service project.	1 hr 10 min

POVERTY GROUP PREPARATION

1.   Complete activity on HO 54.

2.   Complete HO 55 or a similar one tailored to your state. Discuss group's answers.

3.   Complete Columns 1 and 2 of HO 39, compiling ideas on a flip chart. Discuss answers; read and discuss HO 64 for more reflection ideas.

4.   Now that trainees know the average food stamp amount allotted per person per meal, have them develop 3 balanced meals a day for a family of four using the daily food stamp allotment. They can use the food advertisement section of the newspaper to plan their menus. Discuss.

5.   Host speaker on poverty; invite questions and answers.

ENVIRONMENT GROUP PREPARATION

1.   To determine your personal environmental impact, go over your activities so far today, from when you woke up to now. Assess the positive, negative, and neutral impact you have made on the environment. Discuss.

2.   Complete activity on HOs 56-59: " Schoolyard Report Card".

3.   Complete activity on HOs 60-62: " How Nature Recycles Water" and "Water Cycle Theater".

4.   Complete Columns 1 and 2 of HO 39, compiling ideas on a flip chart. Discuss answers; read and discuss HO 64 for more reflection ideas.

5.   Discuss expected outcomes of environmental service project.

6.   Host speaker on environmental issues; invite questions and answers.

AGING GROUP PREPARATION

1.   Sensory Expectation Activity:
        Place five flip chart sheets on the walls. Each sheet should have one of the
        following headings: See, Smell, Hear, Feel, Taste. Ask the participants what
        they expect to see, to smell, to hear, to feel and to taste at a nursing home.
        Record their responses on the appropriate sheet. Make sure the discussion
        covers all potential experiences, good and bad; i.e. good feel = warm hands, bad
        feel = drool. Next ask what are things in the world that will kill you. Discuss
        the accuracy of one or two of these. Then ask, based on the sensory
        expectations they listed, which ones of these would kill them. This is a
        important exercise to do with students to show the differences between things
        that may be unpleasant, and things that are dangerous.

2.   Sensitivity Training:
        To simulate some of the effects of aging, have teachers wear glasses covered
        with Vaseline (cataracts) and try to walk or read; wear rubber gloves or mittens
        (decreased tactile sensations) and try to pick up a needle, penny or write
        something; try to determine if water is hot or cold while wearing rubber gloves;
        use masking tape to restrict their mobility (arthritis). Discuss their reactions.
        ** *Note some people are allergic to latex gloves – check with participants about possible allergies.*

3.   Tasteless Cookies:
        Hand out cookies that have been baked according to the recipe on HO 63. Ask
        teachers to enjoy their snack. Discuss their reactions to decreased sensitivity to
        taste. What would it be like to not be able to taste? Or chew? Why might you
        not be able to do these things? What is your favorite food? What would you
        do if you could not taste it anymore?

4.   Complete Columns 1 and 2 of HO 39, compiling ideas on a flip chart. Discuss
        answers; read and discuss HO 64 for more reflection ideas.

5.   Discuss elderly people from personal experience.

6.   Brainstorm similarities between teenagers and the aging. Discuss stereotypes
        and common ground.

7.   Host speaker on aging issues; invite questions and answers.

Topic & Goal of Segment	Activity, Materials & Tips	Time
IX. Depart For Projects	# Travel as a group or individually to sites of service projects and eat your lunch.	30 min
X. Perform Service Projects	# Perform service as directed on site: environmental, poverty, or aging. Trainers should participate in project along side participants.	3 hrs

XI. Reflection at Project Site and Snack
 	
Goal: Participants understand the importance of reflection in its different forms for any service-learning project.
	# Sitting in a circle, have group discuss experiences from the morning. On flip chart by each group, have several of these questions written out:
	    What did you learn?
	    What surprised or moved you?
	    What else did you need to be prepared for?
	    How do you feel about the experience?
	    What role could you see for your students at that agency?
	    What is the most interesting that happened to you? What was the most frightening thing that happened to you?
	
	# Discuss HOs 64-68 as resources.
	
	# Complete third column of KWL Chart -- HO 39 , using a flipchart.
		45 min

XII. Readings and Discussion **Goal:** Participants use literature to promote deeper reflection.	# Poverty group: HOs 69-70. # Environment group: HOs 71-72. # Aging group: HO 73. # Have each participant read and write down one question about the reading; have everyone share their questions and have the group choose a question to discuss. If time permits, choose a second question.	30 min
XIII. Discussion of Personal Service Experience **Goal:** Participants personalize their service-learning experience.	# Have participants <u>share</u> personal experiences serving their communities. Experiences could be from childhood or adulthood. Have participants identify PAR and DIA elements from their experiences during the discussion.	20 min

XIV. Local Service-Learning Status **Goal:** Participants become more knowledgeable about service-learning in their state, school district, school.	**#** Discuss the status of service-learning in your state, school district and school.	5 min
XV. Prepare Questions for Tomorrow's Panel of Practitioners **Goal:** Participants are provided an opportunity for participants to ask questions of experts.	**#** Participants write questions on index cards for the expert panel.	5 min
XVI. Feedback	**#** Complete Day One of HO 75.	10 min

HOMEWORK: **#** Complete personal journal HO 74 on your experience with and definition of service
       # Review *Maryland's Best Practices* book
       # Read HOs 79-84: "Curricular Connections"
       # Read HOs 85-88: " Devising Developmentally Appropriate Activities"
       # Read HOs 89-97: " Service-learning with students with Disabilities"

FOUR-DAY SERVICE-LEARNING TRAINING

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. "Today's Heroes" Video **Goal:** Participants identify student outcomes of service-learning.	**#** Show video with directions to think about outcomes. Discuss what the students in the video learned, and what students learn in general from service.	20 min
II. Curricular Connections and Outcomes **Goal:** Participants discuss service-learning and its ties to learning outcomes.	**#** Review HOs 4-6 which include Brandeis University Study results. **#** Ask each participant to write 5 course goals/objectives for one subject he or she teaches. **#** Refer participant to HOs 79-84, read as homework. Discuss the language of service and the importance of infusing this language as well. **#** Go over process of connecting curriculum: course, interdisciplinary, clubs, or teams. **#** Have participant get into pairs and discuss how they could incorporate service-learning into their courses to meet the 5 course goals/objectives they listed. How could these goals be obtained through service-learning? **#** Share examples in large group. **#** Discuss special education inclusion on HO 98.	20 min
III. Teacher Panel **Goal:** Participants learn about service-learning projects through questions and answers of veteran teachers.	**#** Teacher panel on service-learning experiences. Panelists describe programs and experiences, benefits of service-learning programs for students, teachers, schools and communities. **#** Questions and Answers	45 min

IV. Preparation for Community Search Scavenger Hunt **Goal:** Participants network with community agencies for possible student service-learning projects.	# Review HO 99. # Discuss HOs 100-101: " Community Search Scavenger Hunt" # Encourage participants to complete HO 102 as contacts are made. # Encourage participants to use HO 103 when speaking with agencies.	15 min
V. School and Community Collaboration **Goal:** Participants discuss positive outcomes of school/agency service-learning projects.	# Agency volunteer coordinators join teachers. # Introductory remarks on working together. # Brainstorm issues that arise between agencies and schools, using HOs 103 & 104. # Review and discuss HO 105.	15 min
VI. Roleplays: Preparation for Community Search **Goal:** Participants roleplay the importance of preparation and communication in service-learning projects.	# Explore teacher and community interaction. # Roleplay worst case scenarios: 　　1. Teacher with no specific plans calling nursing home (agency). 　　2. Teacher with specific plans being swallowed up by soup kitchen (agency) with heavy demands. Soup Kitchen initiates call. 　　3. Student who wants to do advocacy being detoured into envelope stuffing by environmental organization (agency). # Have audience provide feedback and suggestions after each roleplay on how to improve interaction.	25 min
VII. Recipe for Service and Service Fair Preparation **Goal:** Participants examine nuts and bolts of school/agency interaction.	# Discuss HOs 106-107: " Youth Service Recipe" and " Youth Service Projects".	5 min

VIII. Lunch		45 min
IX. Service Fair **Goal:** Participants highlight service opportunities for classes or individuals.	**#** Introduce idea of service fair. Teachers should visit and talking with agencies about possible projects. They can be filling out contact sheets, as well as meeting categories on their Community Scavenger Hunt form. *Note: CBOs should have assembled displays on their agencies in advance of this segment.*	1 hr
X. Break		10 min
XI. Resources **Goal:** Participants use outside resources as teaching tools.	**#** Discuss reactions to service fair. **#** Read HOs 108-110and discuss how to use such stories as classroom tools. **#** Brainstorm other resources that can help. Refer to suggested resources HOs 26-31.	20 min
XII. Issue Area Workshops **Goal:** Participants examine areas for service-learning through an issue area workshop with a CBO.	**#** Three workshops are offered, each on a different community issue/need area and lasting 45 minutes. Participants get an opportunity to go to two workshops. **#** Workshop Format: 1. Introduce agency and presenter. 2. Introduce issue area and list three main concerns in this field today. 3. Provide information on the issue. 4. List resources for information on this topic: guest speakers, books, articles, videos, etc. 5. Do an experiential activity on this issue with group (simulation, game, role-play, skit, etc.) for 30 minutes. 6. Questions from group for 10 minutes.	1 hr 35 min
XIII. Project Development **Goal:** Trainer helps participants link ideas and projects together.	**#** In small groups, complete and discuss: 1. HOs 106-7 based on one of the workshops just offered or a similar idea. 2. Complete HOs 21-22 **or** 23-24.	50 min

XIV. Preparation for Youth Servers Panel **Goal:** Participants prepare to hear from youth on service-learning.	# Participants write questions on note cards for panel of young people who participate in service-learning. Collect cards so youth presenters may review them in advance of next day's panel.	5 min
XV. Feedback	# Get feedback on service fair and review logistics for scavenger hunt. Participants will not return to training site until next afternoon. They will be working on the scavenger hunt the next morning on their own. # Complete Day Two of HOs 75-78.	5 min

HOMEWORK: # Prepare to do scavenger hunt in the morning.

FOUR-DAY SERVICE-LEARNING TRAINING

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Community Search Scavenger Hunt **Goal:** Participants locate and network with possible service sites.	# Participants are searching for possible service sites in the community and do not report to training site until 1:00 p.m.	4 hrs
II. Reflection, Celebration, and Recognition **Goal:** Trainer provides a hands-on celebration for participants.	# Discuss scavenger hunt highlights and contacts. Show videos if any were made. # Tally points. # Give prizes. # Discuss role of celebration and recognition in service-learning. Invite participants to share ideas for effective celebration and recognition.	30 min
III. Youth as Resources **Goal:** Participants identify how students learn leadership through service-learning.	# Show video: "Youth as Resources". # Read and discuss HO 111.	45 min
IV. Youth Speeches and Panel **Goal:** Participants provide first hand student observations on their service-learning experiences.	# Experienced youth service participants speak about what they have learned from service, then answer questions from note cards prepared on Day 2.	30 min

V. Facilitating Youth Leadership
 	
Goal: Participants highlight student leadership roles.
	# Students lead session:
	    1. Brainstorm how to facilitate youth leadership use flip chart.
	
	    2. Choose one teacher's plan and chart out the decision points where students could take leadership roles. Track this on flip chart using material below.
		15 min

Name & Type of Project

Decision	Who Traditionally Makes	Student Role

VI. Service-Learning Webs **Goal:** Participants examine how a service-learning theme can become a team, grade or school-wide project.	# Pass out samples of poverty web for discussion and explore how service-learning can be enhanced by using projects as a unifying theme across the curriculum.	10 min
VII. Individual Consultations and Project Development **Goal:** Trainer provides the opportunity for participants to create a web for a service-learning project.	# While each participant discusses a project with staff during a 15 minute individual consultation, others individually create Webs for the projects they are planning, marking in all the opportunities for student leadership. # Complete and discuss pages 112 and 113: "Preparation for Service" and "Reflection on Service".	30 min
VIII. Feedback	# Complete Day Three of HOs 75-78.	10 min

HOMEWORK: Read Pitfalls and Safety Nets section of *Maryland's Best Practices*.

FOUR-DAY SERVICE-LEARNING TRAINING

DAY FOUR

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Nuts and Bolts of a Service-Learning Project **Goal:** Participants examine the problems and solutions for participants, school or classroom situation.	\# Have participants individually complete pages 114 and 115. Share ideas in large group. \# Provide information on: fund raising, publicity, liability, transportation and other logistical elements of a service-learning project. Refer back to their homework reading about Pit Falls and Safety Nets. \# Show news clip video of local service-learning projects to highlight how to get media coverage.	1 hr
II. Small Group Workshops **Goal:** Participants develop an introduction to service-learning to use with any group.	\# Brainstorm which groups (parents, community, etc.) need information on service-learning and what will appeal to each group. Each participant chooses one of these groups as an audience for his/her speech. Utilizing HO 116 each participant writes out a brief speech, delivers it and gets feedback. \# Continue work on project plans. \# Build A Citizen: Break into small groups. On flip chart paper, each group draws the outline of a body and draws in body parts a good citizen would have, i.e. a heart for compassion, eyes to identify problems in the community, etc. Each group must name its citizen and present him or her to the group.	45 min
III. Break		15 min
IV. Next Steps **Goal:** Participants explore large scale administration of service-learning.	\# Discuss the elements necessary to create a high quality service-learning program on a school-wide, district-wide or statewide scale – using the *Next Steps* document and HOs 117-119.	1 hour
V. Lunch		1 hr

VI. **Best Practice Self Assessment** **Goal:** Participants evaluate the effectiveness of proposed service-learning projects.	# Review the *Maryland's Best Practices* self assessment tool designed for use evaluating service-learning projects. Have participants use it to identify areas in their own project that they may want to refine.	30 min
VII. **Networking** **Goal:** Participants share and expand ideas.	# In small groups divided by grade levels and then by project type, share ideas and make plans for supporting each others' efforts. # Round-robin sharing: grade, ages, subject area, community resource, target population, level of service, location of service.	30 min
VIII. **Service-Learning and Educational Reform** **Goal:** Participants explore service-learning's connections to other reform initiatives.	# Using flip chart, have participants name five significant educational reforms currently being discussed in your area. These may include inclusion, alternative scheduling, interdisciplinary teaching, performance assessment, Dimensions of Learning, Character Education, and school-to-work transition. Through group discussion, have them relate service-learning to these reforms.	45 min
IX. **Develop Timeline** **Goal:** Participants finish developing their service-learning plan.	# Complete HOs 120-121 and return to staff; forms will be returned to participant prior to follow-up meeting. # Share ideas.	1 hr
X. **Feedback**	# Complete rest of HOs 75-78 and collect from participants. # Perform a plus/delta feedback session, HO 37, on a flip chart with the group (plus = what they liked, delta = what they would like to see done differently or added in the future). Explain this is also a good technique to use with students when evaluating service-learning projects.	15 min

XI. Big Finish **Goal:** Participants celebrate and reflect on the four day program.	# Ask everyone what the world would be like if it were filled with student servers. Everyone comes forward and writes a word and draws a picture of one way the world would be on flip charts you have set up in advance. Read "picture" aloud at end and comment on how they have the power to make the picture real. Each person is handed a reward (such as tee-shirts or mugs with your logo, etc.) as they make their drawing and write their word. As background during activity, play upbeat, positive music to complete the training on an uplifting note.	5 min

ONE AND A HALF-HOUR SPECIAL EDUCATION INCLUSION SERVICE-LEARNING TRAINING

INTRODUCTION

Students with disabilities are recipients of many special education and related services. Consequently, they are perceived as persons in need of assistance and are seldom seen as people capable of giving assistance and making positive changes in the community. Service-learning provides an avenue through which disabled students can improve their self-images and interact in their community with dignity.

Length: This ninety minute agenda provides trainers and trainees with a comprehensive introduction to service-learning for students with disabilities. The agenda can stand alone as a training tool, or can be used as a supplement to any of the previous four.   When using this model as an independent training schedule, note that an additional thirty minute general service-learning agenda has been provided should this information be necessary. The service-learning experience of your audience will determine the need for this added half-hour.

Audience: The audience for this special education agenda includes special educators, teachers of non-disabled students who need assistance to adapt service-learning activities to include students with disabilities, administrators, and community-based organizations that wish to include students with disabilities in their volunteer programs. If the audience does not include special education teachers, then the trainer should have special education experience to assist the audience in adapting service-learning programs. If the audience has special education experience, the trainer need not, as most of the discussion can be based on audience experience.

SPECIAL EDUCATION INCLUSION
SERVICE-LEARNING TRAINING

Goal:

> Participant will be able to discuss and to implement
> service-learning with Special Education students and
> incorporate service-learning into Individual
> Educational Plans.

Participant Involvement: This model offers the least amount of experiential service-learning training due to time limitations. Since most of the material is taught through presentation style, group participation is possible only through limited discussion and some small group activity.

PREPARATION FOR TRAINING

Trainers: The number of trainers will be determined by the size of the audience. In advance of the training date, the trainer must evaluate the service-learning knowledge and experience of the audience to determine if it is necessary to include the thirty minute general service-learning information agenda.

Materials & Resources: Flipcharts and markers are valuable for brainstorming sessions and should be used during the group discussion. In several instances, flipcharts are used to record responses as the audience brainstorms. Be certain that charts which will be completed as a group are already properly headed to facilitate the discussion process and not interrupt the momentum.

SPECIAL EDUCATION INCLUSION
SERVICE-LEARNING TRAINING

Equipment:

- TV/VCR
- Flipchart & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:

All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

- HO 1 — Definitions
- HO 2 — Definition of Service-Learning
- HO 3 — Learning Pyramid
- HO 4 — Service-Learning Outcomes
- HO 5-6 — A Look at Service-Learning Research in Education
- HO 7 — Service-Learning: Preparation, Action, Reflection
- HO 8 — The Seven Best Practices of Service-Learning
- HO 9-10 — Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
- HO 11 — Preparation for Service
- HO 12 — "The Baby Story"
- HO 13 — Direct Service
- HO 14 — Indirect Service
- HO 15 — Advocacy
- HO 16 — Reflection
- HO 25 — MSSA Website Address
- HO 26-32 — Suggested Resources
- HO 33-35 — MSSA Service-Learning Publications
- HO 36 — MSSA Materials Order Form
- HO 37 — Plus/Delta Feedback Form
- HO 89-97 — Service-Learning with Students with Disabilities
- HO 98 — Overview of Service-Learning with Students with Disabilities
- HO 122 — Rebecca & Ann
- HO 123 — Three Challenges
- HO 124 — Soup Kitchen: Project Chart for Challenge Two
- HO 125 — Incorporating Service-Learning into IEPs

PARTICIPANT'S AGENDA

Goal: Participant will be able to discuss and to implement service-learning with Special Education students and incorporate service-learning into Individual Educational Plans.

Topic	Facilitator
I. Welcome and Introduction	
II. Why are We Here?	

General Service-Learning Introduction, if needed:

Topic	Facilitator
III. Service-Learning Definition and Criteria	
IV. Why do Service-Learning?	
V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices	

Return to Special Education Agenda:

Topic	Facilitator
VI. "Rebecca and Ann" Exercise	
VII. Inclusive vs. Segregated Projects	
VIII. Three Challenges	
IX. Incorporating Service-Learning into Individual Educational Plans	
X. Closing	

SPECIAL EDUCATION INCLUSION
SERVICE-LEARNING TRAINING

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Welcome and Introduction **Goal:** Trainers and participants get to know each other.	# Introduce trainers and background of trainers. # Welcome participants. If time allows, have each person state their name, school, subject area, etc. # Briefly review participants agenda, direct them to comfort areas (food, beverages, phones, bathrooms).	2-5 min

II. Why are We Here?
 	
Goal: Trainer assesses participant knowledge to identify the goal of training.
	# Survey knowledge by asking some of the following questions. Use the "Stand Up If" format for this activity to allow participants to respond and move their bodies.
	Stand up if:
	    you've heard of service-learning.
	    you've participated in an in-service on service-learning.
	    you've done any service-learning projects in your class.
	    you want to incorporate service projects into your class.
	    you want to start a service-learning course.
	    you want to start a service-learning club.
	    you are responsible for the school's service-learning program.
	    you were selected to come to this seminar by an administrator.
	
	# Review goal: Participant will be able to discuss and to implement service-learning with Special Education students and incorporate service-learning into Individual Educational Plans.
	
	# On a flipchart, record how group responds to the questions: What do you want to learn today about service-learning?
		10 min

General Service-Learning Introduction, (30 minutes) if needed:

III. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1; instruct the group to note key words and concepts for each of those terms individually or in small groups. **#** Share definitions in large group and write ideas on flipchart. Reward participation by giving out recognition items like candy, pencils, etc. to trainees. **Tip:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time; that it must include Preparation, Action, and Reflection (PAR).* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and intended learning outcomes.* **#** Distribute and discuss HO 2.	10 min
IV. Why do Service-Learning? **Goal:** Participants determine the rationale for and effects of service-learning.	**#** Question for participants: What do students learn by participating in service-learning? Solicit responses and record on flipchart or overhead. **#** Select the most relevant of HOs 3-6 to make into overheads or HOs. **#** Using the info on the HOs/overheads, add to the list you were generating as a group.	5 min

V. Elements of Effective Service-Learning Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning programs.	**#** Reinforce that any effective service-learning program must include Preparation, Action and Reflection (PAR). Briefly cover PAR & DIA (optional -- select from HOs 7-16). **Tip:** *Do not spend much time reviewing PAR – these concepts are covered in the Best Practices in more depth.* **#** Although PAR and Direct, Indirect, and Advocacy (DIA) are the basic building blocks of service-learning, there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. **#** Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	15 min

Return to Special Education Agenda:

VI. "Rebecca and Ann" Exercise **Goal:** Participants understand that all students can make significant contributions during service projects.	**#** Divide participants into even number of groups with no more than five people in each group. Tell all groups to imagine they will be conducting a service-learning project involving their class at a soup kitchen. **#** Cut HO 122 in half. Distribute the top of HO 122 to half of the groups, and the bottom of HO 122 to the other groups. Each group must incorporate this student into their project. Both groups must determine: 1. What role could the student have in the project? 2. What steps would it take to involve the student? **#** Allow the groups to discuss for 10 minutes as the trainer moves around the room and listens to discussions. **#** Bring the audience back together. Ask someone to read the description of Rebecca to the large group, and then ask them to share their responses to questions 1 & 2. **#** Ask someone to read the description of Ann to the large group, and then ask them to share their responses. **#** Discuss answers to questions. Ask if it was difficult to incorporate these children and how they came to their decisions.	20 min

Reveal to participants that Rebecca and Ann are the same child; participants may want to re-read the descriptions.

Discuss what this says about how information about students with disabilities is presented to others and what assumptions people make.

On flipchart, define and discuss:

1. What information about your students do you share with the agency (Focus on strengths & needs, not diagnosis; discuss what information is necessary; etc.)

2. Continuum of participation (There are many different jobs to do in any project; make each role equally important; modify each job to accommodate the students' strengths and needs.)

On flipchart, define and discuss:

1. How you present information to others (examples: describe by strengths and needs, not diagnosis; how and what kind of information is necessary; etc.)

2. Continuum of participation (examples: many   different jobs to do in any project; how do you develop a job; etc.)

3. Partial participation (examples: make each role equally important, don't create a hierarchy; how can you give a piece of a role to a student; etc.)

VII. Inclusive vs. Segregated Projects **Goal:** Participants develop strategies to involve students with special needs in service-learning.	**#** On flip chart, present the following questions: 1. Would it benefit your students to receive assistance from regular education students to complete a project? 2. Do you have the option of including regular education students in helping the special needs students complete their service-learning project? **#** Brainstorm what would affect a decision on the structure of a service-learning project involving students with special needs. **#** Ask participants to think about what their students are capable of doing from the tasks required for the service-learning project.	10 min
VIII. Three Challenges **Goal:** Participants identify possible solutions & modifications for service-learning projects involving students with special needs.	**#** On flip chart, discuss HO 123 and complete HO 124. 1. Discuss how Rebecca/Ann exercise relates to challenge one. (receptive community agencies, modified work assignments, etc.) 2. Brainstorm adaptations as you complete HO 123 to meet Challenge Two. (adapt: materials, skill sequences, activities, etc.). 3. Brainstorm solutions to meet Challenge Three. (what are they afraid of; why; etc.)	20 min
IX. Incorporating Service-Learning into Individual Educational Plans (IEPs) **Goal:** Participants create outcomes and goals for IEPs incorporating service-learning projects.	**#** Brainstorm reasons for incorporating service-learning into IEPs and ITPs (Individual Transition Plan); (applies instruction to real life situations, document methodology of service-learning to meet educational needs and explore career opportunities, etc.) **#** Distribute HO 125. **#** On flipchart, have large group create behavioral objectives for soup kitchen project for Rebecca/Ann's IEP.	15 min

X. Closing	# Leave time for providing clarification and answering questions.	10 min
Goal: Participants review training objectives and evaluate how materials was presented.	# Distribute HOs 89-97: " Service-Learning with Students with Disabilities"; HO 98: " Overview of Service-Learning with Students with Disabilities"; and HOs 33-35: MSSA Publications.	
	# On an overhead or flip chart, conduct a brief Plus/Delta feedback session on the training (HO 37) Plus = what participants liked about the training. Delta = what participants would suggest changing in future trainings.	
	# Hand out index cards and a colorful band-aid to all participants. Ask each person to write on the index card something she or he wants to remember and act on that she or he learned at this training. Once completed, instruct participants to put the band-aid on a finger to remind them about what they wrote.	

ONE-HOUR
SERVICE-LEARNING TRAINING
FOR COMMUNITY AGENCIES

INTRODUCTION

Length and Audience: This one hour training is specific to the needs of a community-based organization. The training can stand alone to educate agency personnel but is most often utilized as a concurrent training during Day Two of the Four Day Training. While the teachers are being trained in the morning of that day, agency staff can begin their training. After their hour introduction to service-learning, they join the teachers for the service fair introduction, role plays, lunch, and the actual service fair.

Goal:

> Community Agencies will understand the principles and practices of service-learning in schools and will be able to incorporate the schools' and students' needs into the agencies' plans more effectively.

Participant Involvement: This model offers the least amount of experiential service-learning training. Since most of the material is taught through presentation style, group participation is possible only through limited discussion.

PREPARATION FOR TRAINING

Trainers: This short training requires the least amount of trainer preparation and set up and is equally effective for both small and large size groups. It is expected that this training can be successfully led by only one trainer as there are no small discussion groups. If this training is offered concurrently with the Four Day training, an additional trainer is needed. The trainer is assumed to have experience with service-learning and can answer most questions that arise.

Although the audience is comprised of agency personnel, they may have different service-learning experience. The trainer should be prepared for different levels of service-learning exposure.

Materials & Resources: Trainers must research and present their local school system implementation plans so that agencies can keep accurate records of service and advise students of their requirements.

Flipcharts and markers are valuable for brainstorming sessions and should be used during the group discussion.

Note that the agenda ending depends upon whether the training is being used independently, or before joining the teachers on Day Two of the Four Day training. If used as part of the Four Day agenda, it is necessary to add the Overview of Community Search Scavenger Hunt and Service Fair to the schedule so that agency professionals are aware of the afternoon's activities and their possible involvement in the next day's community search.

SPECIAL EDUCATION INCLUSION
SERVICE-LEARNING TRAINING

Equipment:
- TV/VCR
- Flipchart & Paper
- Markers
- Overhead Projector
- Overheads
- Overhead Markers
- Folders
- Name Tags

Handouts:

All necessary handouts must be reproduced and in the correct order so the agenda can be followed smoothly. If you choose to create transparencies from the handouts provided, an overhead projector and screen are needed.

- HO1   Definitions
- HO 2   Definition of Service-Learning
- HO 3   Learning Pyramid
- HO 4   Service-Learning Outcomes
- HO 5-6   A Look at Service-Learning Research in Education
- HO 7   Service-Learning: Preparation, Action and Reflection
- HO 8   The Seven Best Practices of Service-Learning
- HO 9-10   Maryland's 7 Best Practices for Service-Learning: Window Pane/Icon Activity
- HO 11   Preparation for Service
- HO 12   "The Baby Story"
- HO 13   Direct Service
- HO 14   Indirect Service
- HO 15   Advocacy
- HO 16   Reflection
- HO 25   MSSA Website
- HO 26-31   Suggested Resources
- HO 32   Service-Learning Videos
- HO 33-35   MSSA Publications
- HO 36   MSSA Materials Order Form
- HO 37   Plus/Delta
- HO 85-88   Devising Developmentally Appropriate Activities
- HO 103   Partnership Questions
- HO 104   Agency Project Brainstorm Activity: Categories to Consider
- HO 106   Youth Service Recipe
- HO 107   Youth Service Projects

PARTICIPANT'S AGENDA

Goal: Community Agencies will understand the principles and practices
of service-learning in schools and will be able to incorporate the
schools' and students' needs into the agencies' plans more
effectively.

Topic	Facilitator
I. Welcome and Introduction	
II. Service-Learning Definition and Criteria	
III. Why do Service-Learning?	
IV. Elements of Effective Service-Learning Programs: Maryland's Best Practices	
V. Local School System Implementation Plans	
VI. Project Ideas Brainstorm	
VII. Closing	

If joining teachers on Day Two of the Four Day Training, include:

VIII. Overview of Community Search Scavenger Hunt and Service Fair	

TRAINER'S AGENDA

Topic & Goal of Segment	Activity, Materials & Tips	Time
I. Welcome and Introductions **Goal:** Trainers and participants get to know each other.	**#** Welcome participants. If time allows, have each person state their name, agency/organization, and familiarity with service-learning, etc. **#** Introduce trainers and background of trainers. **#** Briefly review participants' agenda, direct them to comfort areas (food, beverages, phones, bathrooms). **#** Review Goal: Community Agencies will understand the principles and practices of service-learning in schools and will be able to incorporate the schools' and students' needs into the agencies' plans more effectively.	2-5 min
II. Service-Learning Definition and Criteria **Goal:** Participants distinguish service-learning from other types of service.	**#** Distribute HO 1; instruct the group to note key words and concepts for each of those terms individually or in small groups. **#** Share definitions in large group and write ideas on flip chart. Reward participation by giving out recognition items (i.e.: candy, pencils, etc.) to trainees. **Tip:** *As the group presents its definition of service-learning, make sure to briefly highlight the key elements of service-learning: that service-learning is reciprocal in nature -- students learn and give at the same time; that it must include Preparation, Action, and Reflection (PAR).* *This exercise helps participants understand the differences and similarities between community service, volunteerism, internships, and service-learning. Making these distinctions early in the training is critical. Since service-learning is a relatively new teaching method, many participants may not understand that it is a structured educational activity with distinct components and learning outcomes.* **#** Distribute and review HO 2.	10 min
III. Why do Service-Learning? **Goal:** Participants determine the rationale for and effects of service-learning.	**#**Ask: What do students learn by participating in service-learning? Solicit responses and record on chart. **#** Select the most relevant of HOs 3-6 to make into overheads or handouts. **#** Using the info on the handouts/overheads, add to the list you were generating as a group.	5 min

IV. Elements of Effective Service Programs: Maryland's Seven Best Practices **Goal:** Participants identify the essential ingredients for high quality service-learning.	# Reinforce that any effective service-learning program must include Preparation, Action and Reflection (PAR). Briefly cover PAR & DIA (optional -- select from HOs 7-16). **Tip:** *Do not spend much time reviewing PAR – Best Practices covers them comprehensively.* # Although PAR and Direct, Indirect, and Advocacy (DIA) are the basic building blocks of service-learning, there are other critical elements as well. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made programs most effective. From those interviews the 7 Best Practices of Service-Learning were born. # Engage the group in the 7 Best Practice Window Pane Activity (see appendix for instructions and HOs 8-10).	15 min
IV. Local School System Implementation Plans **Goal:** Participants learn how the local school system implements service-learning and identifies contacts.	# Discuss how schools and school systems in your area engage students in service-learning projects. Identify contacts in schools or school systems that CBOs can reach to set up projects. # Discuss any requirements that schools or school systems have in place which students must meet for service-learning.	10 min
V. Project Ideas Brainstorm **Goal:** Participants create project ideas based on needs of school, students, & organizations.	#Discuss HOs 85-88. # Discuss HO 103. # Discuss and, if time, complete HO 104 and HOs 106-107.	15 min

| VI. Closing

Goal: Participants review training objectives and evaluate how material was presented. | # Leave time for providing clarification and answering questions.

Provide HOs 25-36 for participants' reference.

On an overhead or flip chart, conduct a brief Plus/Delta feedback session on the training (HO 37). Plus = what participants liked about the training. Delta = what participants would suggest changing in future trainings. | 5 min |
|---|---|---|

If joining teachers on Day Two of the Four Day Training, include:

| VIII. Overview of Community Search Scavenger Hunt and Service Fair | #Discuss HOs 100-101and how they may be involved.

#Describe service fair and their role in this activity. | 5 min |
|---|---|---|