WEAVING SERVICE LEARNING INTO THE CURRICULUM

A DYNAMIC PLANNING PROCESS

Educating the mind without educating the heart is no education at all.
Aristotle

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The Five Stages of Service Learning: A Dynamic Process
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In this design, service learning is seen as an engaging dynamic, building on the core curriculum.

**Investigation:** Includes both the inventory of student interest, skills and talents, and the social analysis of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

**Preparation:** Includes the continued acquisition of knowledge that addresses any resultant questions from investigation, identification of groups already working towards solutions, organization of a plan with clarification of roles, responsibilities and timelines, and ongoing development of any skills needed to successfully carry the plan to fruition.

**Action:** Includes the implementation of the plan that usually looks like direct service, indirect service, advocacy, or research.

**Reflection:** In this presentation, reflection is seen as the connector between each stage of service and as a summative (overarching) intention addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

**Demonstration:** As seen in this visual, student demonstration captures or contains the totality of the experience. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and include key informative reflection. Students draw upon their skills and talents in the manner of demonstration however integration of technology should be expected and included.
The Five Stages of Service Learning Meet 21st Century Skills

Investigation

Action

Preparation

Reflection

DEMONSTRATION

REFLECTION
Introducing: Planning for Dynamic Learning
Cathryn Berger Kaye, M.A.

The design of this planner offers flexibility when approaching curriculum development. Several unique elements include:

- Integration of the service learning process—the five stages of investigation, preparation, action, reflection, and demonstration are all featured.
- Transdisciplinary opportunities—even for single subject classes, being cognizant of the interdisciplinary connections assists students with learning and may lead to collaboration with other teachers.
- Adaptive to any entry point for development—begin the process with your first idea or impulse and continue recording the ideas as they evolve.
- Easy to use with collaboration—even if the curriculum will be implemented by one teacher, collaboration when planning opens up the opportunities for more ideas and possibilities.

A Key Tip for Using this Planner
This planner is designed for collaboration. When working with the document, have a print copy for each participant single-sided and laid out so all pages are visible. Designate one person to be the scribe; others can fill in their planner as well. The scribe has a definite task: every time any statement or comment is made during the planning process, the scribe makes an entry. Every time. Often in planning meetings, ideas can be missed or lost if not recorded. The aim is to capture all that is said to create a wide variety of options; upon review choices can be made of what is doable, best advances the learning, meets the designated standards and benchmarks, offers students opportunities for making choices, or enhances students’ transferable skills. With each use of the planner it becomes clearer where to put the comments and ideas. Not sure where to place a comment or idea? Write it anywhere, or on a sticky note to place as the process evolves. Most important: capture every comment made.

A Page By Page Review

Page One – The Foundation

Organizing Concepts

- Teacher Overarching Purpose—setting everything aside (standards, assessments, outcomes), what do you as a teacher most want your students to gain from this unit or series of lessons? Knowing your overarching purpose will influence your essential questions.
- Enduring Understandings—a statement of key concepts or lessons to be learned.
- Essential Questions—the recommendation is for three
  - A big picture or macro question
  - A more concrete or tangible question
  - A question that places the student in the dynamic, for example, What do my purchases impact the economics of poverty? Being in the dynamic can compel students to take action
  - An optional fourth question can be developed or contributed by students
- Central Idea or Content—key themes that are the centerpiece for deeper understanding

Remember: Start anywhere on the three pages, for example, with a book you want to use, a key activity, an essential question, or a community partner. As a professional, you know where to begin to initiate your planning process.
• Related Needs—with service learning students investigate their community to find an authentic need related to the curriculum content; during curriculum development, teachers can articulate what is a likely or related need the students’ investigation may reveal.

The Service Learning Process
• Investigation—includes the student inventory or profile of interest, skills and talents that will be used throughout the curriculum; also how students will authenticate a need using action research methods: media, interview, survey, and observation.
• Preparation—using the knowledge gained from investigation, students delve deeper into the curriculum to gain knowledge and skills that advance their learning and can lead to designing a plan of action to meet the verified need.
• Action—can take the form of direct, indirect, advocacy, and/or research.
• Reflection—is ongoing throughout the learning process and incorporates varied methods.
• Demonstration—describes how students will capture the story of the learning and the service.
• Youth Voice & Choice—even though teachers develop plans, the intention is to allow flexibility of student voice and choice during the implementation; identify places this will occur knowing this may create opportunities for changes.

Skills
Placing ideas within the three categories of thinking skills, social skills, and communication skills can indicate what is emphasized and what may require more emphasis.

Page Two – Interdisciplinary Connections
A list of curricular categories are provided. These can be altered or added to as needed.

Sidebars—these categories add to the dimensions of learning and possibilities for service
• Vocabulary—key words to be examined and understood.
• Books and other Resources—when a theme of service is identified, finding nonfiction, fiction, and picture books all show how the topic has relevance and importance; a well-selected picture book used with upper level students can evoke an emotional response and curiosity about the topic that can be further examined with higher level text.
• Global Connections—by making explicit the global connection to the topic raises awareness even if the proposed action is local; global connections can lead to international mindedness.
• Community Partners—every theme of service has the possibility of government, organizational, and business partners.

Page Three – Sequence and Assessment
• Sequence—ideas for activities are placed in this open page ideally using sticky notes so they can be reordered as needed; as teachers generate ideas, there is a moment when the question arises, Where do I start? What’s the sequence? and this is what compels this section.

The spark is the idea, activity, or experience that launches the unit, stimulates curiosity and leads to the continued engagement and discovery throughout the learning process.

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• Assessment—while this can be developed at any time, once the sequence is determined, key opportunities for assessment can be noted with different colored pens to other notation; a sidebar references different modalities for assessment

**Sidebars**—these categories add to the dimensions of learning and possibilities for service as well as the IB learner profile and approaches to teaching and learning

• Leadership Opportunities—in every class when students take on roles and responsibilities, they can be advancing leadership abilities; these can be identified for the entire class or individuals

• Social, Emotional and Character Development—being aware of the aspects of character and ways to integrate the whole person recognizing this is part of the learning process benefits students and the culture of the classroom

• Engaging Teaching Methods—during the planning, ideas often emerge regarding engaging teaching processes and approaches to teaching and learning that when noted become a helpful reminder for the teacher to incorporate strategies for different learning styles
Planning for Dynamic Learning

Organizing Concepts
  Teacher Overarching Purpose

  Enduring Understandings

  Essential Questions

  Central Idea & Content

Related Needs

Investigation
  Personal Inventory/Profile
    Media
    Interview
    Survey
    Observation

Preparation

Action
  Direct
  Indirect
  Advocacy
  Research

Demonstration

Youth Voice and Choice

Ongoing Reflection with Varied Modalities

<table>
<thead>
<tr>
<th>Thinking Skills</th>
<th>Social Skills</th>
<th>Communication Skills</th>
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Curricular Connections

English and Language Arts

Social Studies

Science

Math

Arts

Languages

Technology

Physical Education

Vocabulary

Books and other Resources

Global Connections

Community Partners
Sequencing and Assessments

SPARK

Leadership Opportunities

Social, Emotional and Character Development

Engaging Teaching Methods

Assessment Protocols
- Observation
- Performance
- Product
- Written
- Discussion
- Visual—art, photo, video
- Acting/Role play
- Visual
- Acting
- Role play
- Written

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