Service-Learning
How to Design Service Experiences that Narrow the Opportunity & Achievement Gap

Minnesota Alliance With Youth
AmeriCorps Promise Fellows
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Key Terms Activity

Read each example below as a small group. Place in the blank after each scenario what you think is the best term to describe that example.

Service-Learning   **Community Service**

**Community-Based Learning**   **Volunteerism**

1. Northwest High School is located by a stream. The 9th grade science class left the classroom for one class each week to study the stream's ecology. Students investigated color, clarity, temperature, current and flow, stability, pH and acidity, fish, aquatic insects as well as stream pollutants.

   _____

2. A High School puts on a canned food drive for the local food bank. Ninth, 10th, 11th and 12th graders compete to see which class can collect the most food. They hold their drive in the late spring as the summer months are usually the lowest donation months at most food banks.

   _____

3. A middle school science class in Philadelphia was studying hypertension. The students decided that they would like to put on a health fair where they could offer some helpful information to local residents where hypertension was a frequent medical problem. The seventh graders partnered with medical students from a nearby university. The medical students taught the 7th graders how to take blood pressure and certain dietary choices that can affect blood pressure. The students developed pamphlets and displays for the health fair. They kept individual journals documenting their project and what they were learning.

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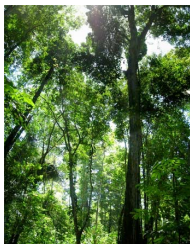
4. A 10th grade social studies teacher has just completed a unit on the Amazonian rainforest including the politics and ecological impact of deforestation. At the end of the unit the students put on a fundraising drive to support the Rainforest Trust organization that buys and preserves threatened land.

   _____

Service-Learning Definitions

"Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

Learn and Serve America

"Service-learning is a form of experiential learning whereby students apply disciplinary skills and knowledge, critical thinking, and wise judgement to address genuine community needs. It is a unique model of teaching because it is designed to simultaneously meet learning objectives/ standards, foster youth development and strengthen community life."

---Drs. James and Pamela Toole, Compass Institute, Saint Paul, Minnesota

Service-learning is distinguished from community service by:

Academic Connections: Service-Learning projects possess clear connections to the academic curriculum. One test to measure whether a project is truly service-learning is to ask: What disciplinary skills and content must a student learn to complete the service project?

Reflection: Service-learning projects balance action and reflection. One test to measure whether a project is truly service-learning is to observe whether students are required to use critical and creative thinking skills to prepare for, succeed in and to learn from their experience.

Youth Leadership: Service-learning projects place a strong emphasis on student initiative, decision-making and leadership. One test to measure whether a project is truly service-learning is to ask: Who is responsible for the major components of the service work (e.g. selecting and designing a project, contacting and developing partnerships, securing resources, implementing a plan, evaluating the results, etc)?
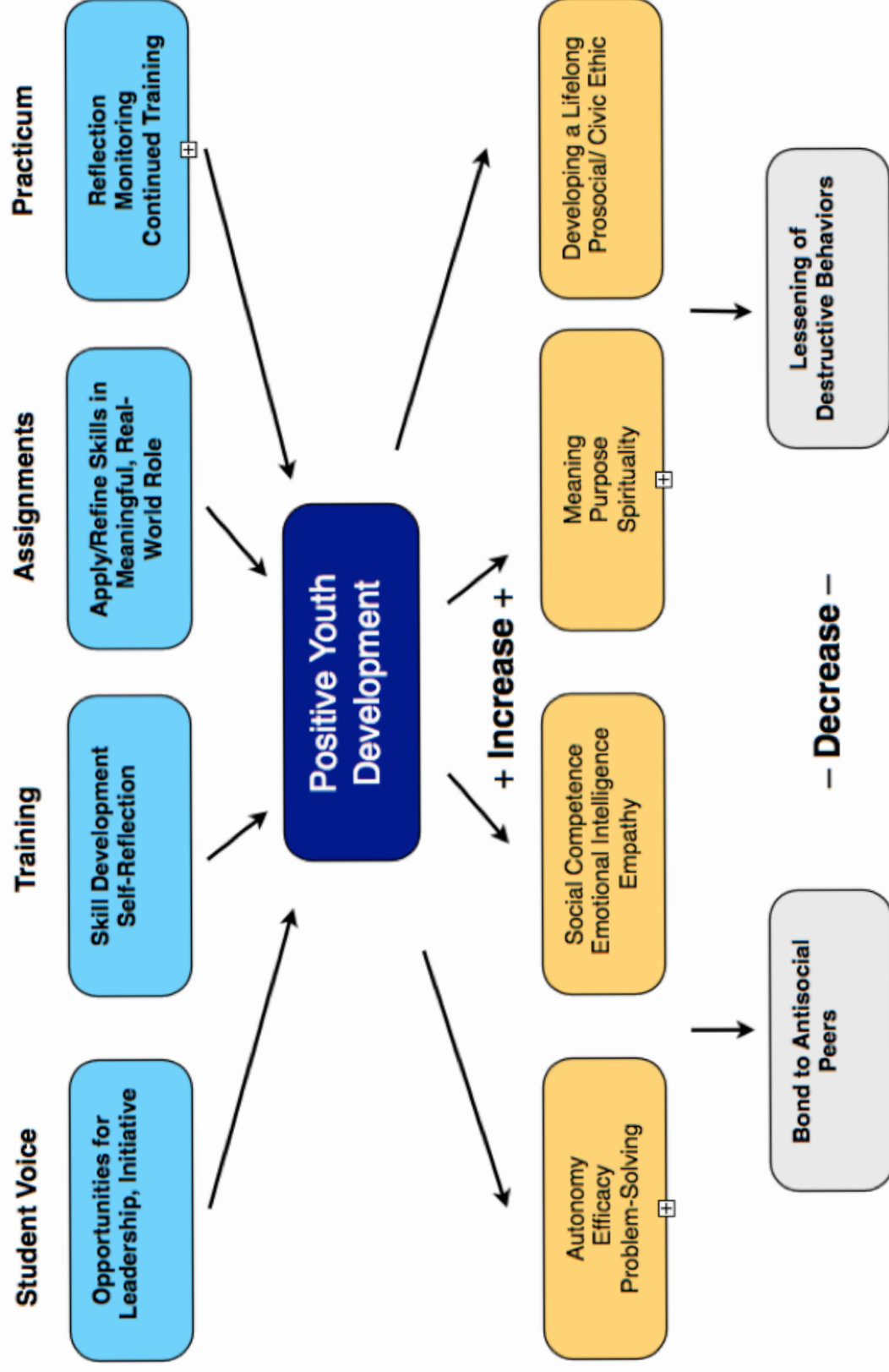
Community Partnerships: Service-learning projects typically involve community partners in a number of roles such as: 1). collaborators in identifying needs 2). mentors to learn specific skills; and 3). host agencies where service can take place. One test to measure whether a project is truly service-learning is to ask: Does a partnership exist where each side (the school and the community) both contribute and benefit from the

The Geography of Service-Learning
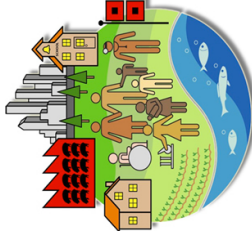
Done in School Benefits School	Done in School Benefits Community	Done in School Benefits Global	Done in Community Benefits Community
Cross-age Tutoring	Kinder Books	Save the Rain Forest	Read to Senior Citizens
Peace Garden	Rock n' Read	Protect Endangered Species	Adopt a Stream
Cross-Age Education	Health Education/ Safety	Raise Money for Well Water	Rest Stop Beautification
Campus Beautification	Health Pamphlets	Advocate	Walkathons
New Student Handbook	Intergenerational Pen Pals		Museum Docents
Anti-Bullying Effort	Build a Bird Sanctuary		Meals-on-Wheels
	Recycling		
	Local History Book		

Service-Learning Theory of Change

Student Voice

Training

Assignments

Practicum

Opportunities for Leadership, Initiative

Skill Development
Self-Reflection

Apply/Refine Skills in Meaningful, Real-World Role

Reflection
Monitoring
Continued Training

Positive Youth Development

+ Increase +

Autonomy
Efficacy
Problem-Solving

Social Competence
Emotional Intelligence
Empathy

Meaning
Purpose
Spirituality

Developing a Lifelong Prosocial/ Civic Ethic

Bond to Antisocial Peers

Lessening of Destructive Behaviors

– Decrease –

Making Service-Learning Challenging!

When a service project challenges students' present mindsets and skill sets, there are opportunities to develop a greater sense of personal identity, power, perception, knowledge, and sense of community. Challenge is a key source of growth, meaning, and leadership development. Here are some of the attributes can make service experiences challenging and meaningful. The more qualities present, the stronger the challenge.

1. **It's Risky:** Success and failure are both possible.

2. **It's Public:** Your performance is being watched by people whose opinions count.

3. **It's Diverse:** You need to work with and trust people different than yourself.

4. **It's Educational:** You must learn new disciplinary skills and knowledge to be successful.

5. **It's Transformational:** You are pushed to change how you think about yourself, others, the problem, and/or the world.

6. **It's Complex:** The problem is ambiguous, multifaceted, and complex.

7. **It's Experimental:** It's necessary to test different ideas because it's impossible to know what will work beforehand.

8. **It's Personal:** It involves your emotions as well as your thinking.

9. **It's Leadership:** There is nobody telling you what to do every minute. You have to make it up and make it happen.

10. **It's Influence:** You can only be successful if you are able to influence people over whom you have no direct authority.

11. **It's Resources:** You're forced to be creative because you don't have the perfect resources for the task--some important pieces are missing.

12. **It's Teamwork:** You must manage the interpersonal dynamics, conflicting values, and differing beliefs of a team of people.

13. **It's Values:** The work challenges you to distinguish between right and wrong and to stand for your core values.

14. **It's Important:** The results possess real world implications and will make a difference in other's lives for better or worse.

The Case for Service-Learning: Non-Cognitive Skills

How
CHILDREN
SUCCEED

GRIT, CURIOSITY, and the
HIDDEN POWER of CHARACTER
PAUL TOUGH
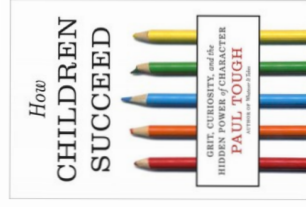
Paul Tough's "**How Children Succeed**" asks 3 questions:

1. What skills and traits lead to success?
2. How do these skills develop in childhood?
3. What kind of interventions might help children do better?

He compares two very different answers of what children need to succeed --the "cognitive hypothesis" (which is the dominant cultural paradigm) and the "character" or non-cognitive hypothesis.

|	Cognitive Hypothesis	Character Hypothesis
Success	Success today depends mostly on cognitive skills	Both cognitive and non-cognitive skills are essential, but non-cognitive skills are more crucial than sheer brainpower to long-term school and socioeconomic success
Assessment	IQ tests, college entrance tests, GED tests	Difficult to measure objectively because they are more subtle personality elements.
Examples	Memory, language and thinking skills (e.g. recognize letters and words, calculate, detect patterns)	Persistence, empathy, self-control, curiosity, resilience, overcoming failure, emotional maturity, initiative, grit)
Development	Practicing as much as possible as early as possible	Can't be developed by more and faster practice (there is no worksheet for empathy or curiosity). More useful is school-based experiential learning like service-learning and role of parents.
Inter-relationship	Cognitive skills will not necessarily help a person to develop non-cognitive skills	Non-cognitive skills will help a person to develop cognitive skills
Sample Research	Hart & Risley (1995) found crucial differences in long-term outcomes for children from professional, working-class and welfare families based on the number of words heard early in life.	University of Chicago Nobel economist James Heckman found that passing GED tests (based on the cognitive model) were essentially useless to improve people's lives. These students lacked the non-cognitive skills that allowed others to make it through high school (they were bright but non-persistent).

Education for What Type of Citizenship?

Citizen Type	Sample Action	Description	Civic Knowledge	Assumption
Personally Responsible	Contributes food to a food drive.	• Works and pays taxes. • Obeys laws. • Votes. • Recycles, gives blood • Lends a hand in time of crisis	Individual Character (i.e. compassionate, honest. socially responsible)	Citizenship involves being a good, responsible, law-abiding member of the community.
Participatory	Helps to organize a food drive.	• Active member of community organizations and/or improvement efforts. • Organizes community efforts to care for those in need, promote economic development, clean up environment, support the arts, etc.	• Knows how public sector works (i.e. government, non-profit groups). • Knows strategies for accomplishing collective tasks. • Good organizer and motivator and team member.	Citizenship involves active participation and leadership within the community and system to help improve the quality of life for all.
Transforming	Explores why people are hungry in this town and acts to solve root cause(s).	• Critically assesses social, political, and economic structures to see beyond surface causes. • Educates others and forms partnerships about a deeper view of community issues. • Acts to change areas of injustice through policy and social innovation.	• Knows how to analyze and affect systemic change. • Social inventor • Knows about social movements • Courage to take a stand different than other people. • Is action-oriented.	Citizenship involves a responsibility to question and change the system when it reproduces a pattern of injustice or ineffectiveness over time.

IPARD: The Service-Learning Cycle

Investigation

- Community Voice: What does the community want/ need? (surveys, newspapers, interviews, media, personal experiences and observations, visiting agencies, neighborhood walk).
- Empathy: Do we understand the point of view of those we seek to help?
- Systems Thinking: What is our underlying or deeper or systemic problem?
- Youth Gifts: What are the resources of the student population? (interests, skills, talents)
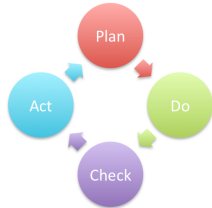
Prepare and Plan

- How do we frame the service design challenge? (i.e. How might we…..
- What strategies do we brainstorm for making a difference?
- How can we prototype and test our best idea?
- What will we need to learn about the topic?
- What new skills will we need?
- Who do we want to partner with us?

Action

- How can we best implement the service idea (direct, indirect, advocacy, research)?
- Where do we take the time to reflect, monitor, and reiterate?
- How do we continue to grow our academic skills and knowledge to be successful?
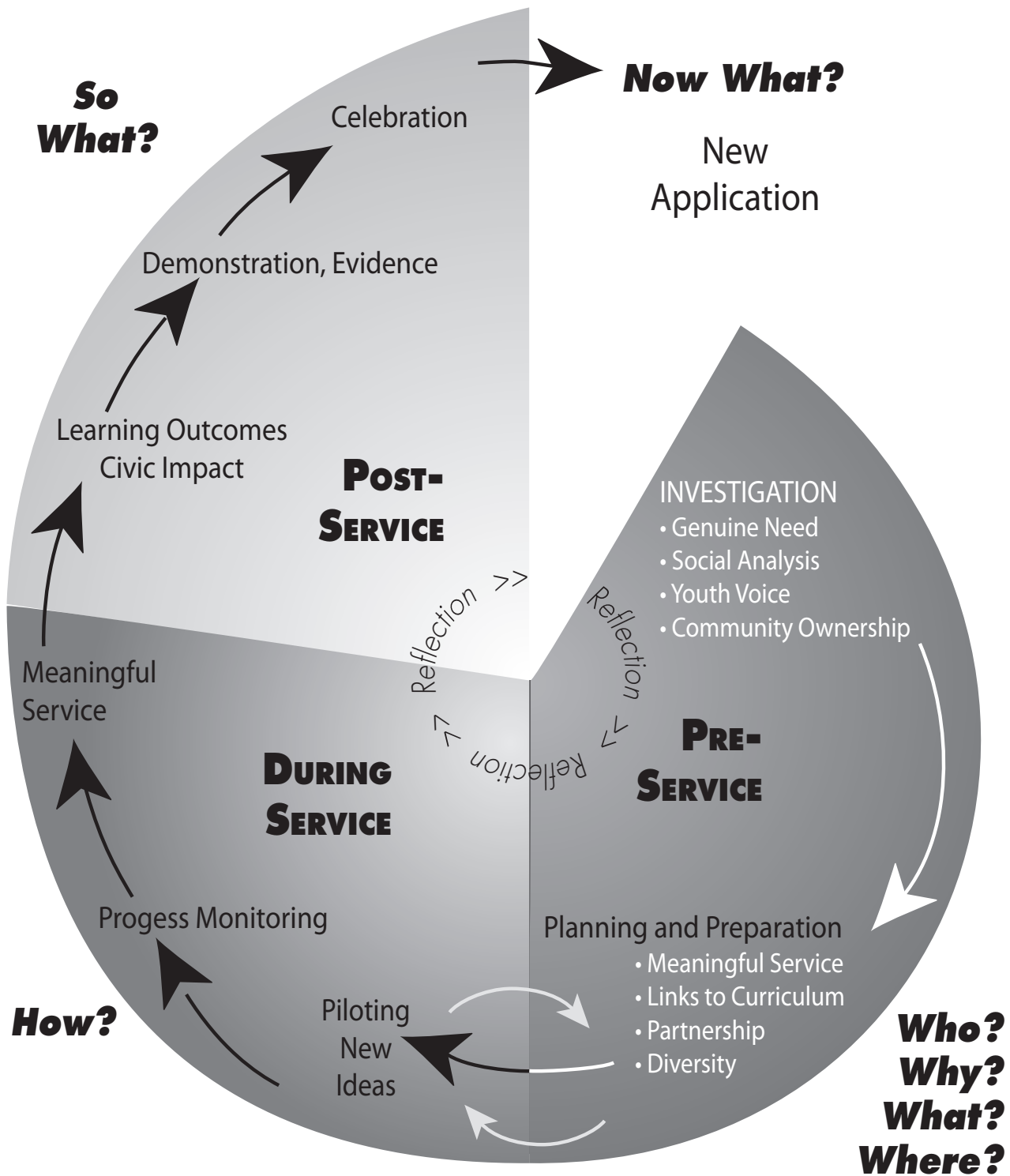
Reflection

- How do we use critical thinking at every stage to help students reflect on self, community, the service, and the larger context of the issue (e.g. poverty, aging, healthy eating, etc.)
- How do we engage multiple methods ranging from journals to art to group discussion to question and make sense of the experience?

Demonstration

How will students demonstrate and make public what they have learned (student outcomes) and accomplished (community outcomes)? (e.g. presentations, displays, performances, letters, photos)

Life Cycle of a Service Project

So What?

Celebration

Now What?

New Application

Demonstration, Evidence

Learning Outcomes
Civic Impact

POST-SERVICE

INVESTIGATION
• Genuine Need
• Social Analysis
• Youth Voice
• Community Ownership

Reflection >>

Reflection >>

Meaningful Service

DURING SERVICE

Reflection >>

Reflection >>

PRE-SERVICE

Progess Monitoring

How?

Piloting New Ideas

Planning and Preparation
• Meaningful Service
• Links to Curriculum
• Partnership
• Diversity

**Who?
Why?
What?
Where?**

Empathy Mindset

Empathy Versus Sympathy

There is a huge gulf between sympathy and empathy. We can easily feel sympathy for any difficult circumstance (e.g. flood victims). But empathy is a lot more work. We often define empathy as "putting yourself in someone else's shoes," but that is actually quite difficult. For instance, what is it like to be flood victim and lose all your possessions?

Supporting Youth to Have an Empathetic Leadership Mindset

At the core of any successful service-learning project is a deep empathy for its intended beneficiaries. Who is it that you are serving? What are your critical insights about your participants? Whenever you design a new service initiative, ask: "How does this fit with each group's needs, goals, strengths character, and future?

Strategies for Building Empathy

1. Interview: Spend time in conversation with the person/ people you are intending to engage.
2. Active Listening: Teach active listening skills.
3. Probe: Teach youth to probe more deeply.
4. Observation: Spend time observing your service site and its people.
5. Simulation: Simulate
6. Literature: use stories that bring insight into others' lives.
7. Oral Histories: Conduct oral histories to get to know people.
8. Teach Point of View: Teach this concept (see to the right of this page).

James Toole, Ph.D.
Compass Institute
Saint Paul, MN 2013

Empathy and Innovation

Many programs appear to be carbon copies because they are constructed from the same assumptions and beliefs about the world. They are stuck producing linear, incremental, and unsurprising solutions.

How then do we see old problems in new ways that open up fresh possibilities for thinking, action, and impact? It begins with understanding how the end user sees the world, understanding what is important to them, and how they live.

Point of View

Real leadership and real service depends on understanding another person or organization's point of view. One great introductory activity is to read any version of the Three Little Pigs and then surprise people by reading "The True Story of the 3 Little Pigs" from the point of view of the world.
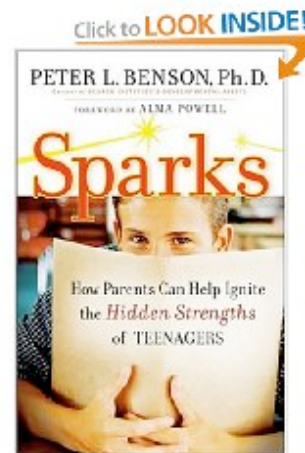
Sparks and Purpose

"Sparks are the hidden flames in (our youth) that light their proverbial fire, get them excited, tap into their true potential."

Peter Benson, Search Institute

Types of Sparks

A TALENT: Something you're good at-a talent or skill-like piano or soccer or writing.

A CAUSE: Something you care deeply about—such as the environment, animals, helping people, or serving their community.

A CHARACTER TRAIT: A personal quality that you know is special—such as caring, listening, empathy, or being a friend.

Teenage Sparks Ranking

Creative Arts **(54%)**
Athletics **(25%)**
Learning a subject **(18%)**
Reading **(11%)**
Helping, serving, volunteering **(10%)**
Spirituality or religion **(10%)**
Nature, ecology, the environment **(8%)**
Being committed to living in a specific way **(7%)**
Animal welfare **(6%)**
Leading **(2%)**

Percentages that say these settings help them develop their sparks.	
Schools	35%
Congregations	23%
Youth Organizations	21%
Neighborhoods	6%

Sparks and Adult Work

At work I have the opportunity to do what I do best every day.

Only one third "strongly agree"
Of 1,000 people that disagreed, not one person was emotionally engaged at work
People that focus on strengths are 6X as likely to be engaged in their job.

People that focus on strengths are 3X as likely to report having a general excellent quality of life

Summarized by James & Pamela Toole from Peter Benson's *Sparks* (2008), Search Institute

Identifying Your Sparks
Personal Inventory

"Sparks are the hidden flames in (our youth) that light their proverbial fire, get them excited, tap into their true potential."

Pair off with one other person and interview each other about the following personal topics.

Interests: When you have free time, what is it you like to do? (favorite hobbies, sports. or activities)

Learning: What are you interested in learning more about presently? (e.g. video, kayaking, responsive classroom)

Character Traits: What are the personal character qualities that you value most deeply? (caring, courage, persistence)

Service: What types of service projects, if any, have you participated in that you enjoyed?

Skills and Talents: What is it that you are best at? (e.g., piano, public speaking, soccer, writing, drawing, dancing)

Applying Bloom's Hierarchy of Questions to Service-Learning Reflection

COGNITIVE LEVEL	FOCUS OF QUESTION	Sample Question for Student Helping in a Nursing Home
KNOWLEDGE	**Recalling** — Requires recognizing or recalling specific information.	How would you describe the nursing home facility? How do you spend your time at the nursing home?
COMPREHENSION	**Understanding** — Requires demonstrating understanding of what was experienced.	What are the reasons that most of the residents are sent to the nursing home? What is "old" to you?
APPLICATION	**Solving** — Requires using learning in a new context.	If you were designing a nursing home, what would be the three most important elements? How has volunteering at the senior home changed your perspective on your own grandparents?
ANALYSIS	**Distinguishing** — Requires breaking down the experience into parts and understanding their relationship to the whole.	What parts of the experience have been most challenging to you? How was the nursing home similar or different than what you expected?
SYNTHESIS	**Creating** — Requires constructing new meaning by combining disparate elements into a new pattern.	Can you write a tip sheet for other students who will volunteer at the nursing home in the future? What do you think that senior citizens have to offer our communities?
EVALUATION	**Judging** — Requires making assessments about a situation.	How would you assess your effectiveness in meeting your goals at the senior center? What changes would you recommend in how your service site operates?

Increasing Transfer of Learning

Higher Order Thinking Skills →

Four Potential Hats of Service-Learning Experiences

	Cross Age Tutoring	Adopting a Stream	Hospital Volunteer
Academic Hat	Subject Skills & Knowledge of both Tutor and Tutee	Science Class Content (e.g. Stream Ecology)	Chemistry & Biology Related to Health Issues Communication Skills from English Issues Related to Illness from Social Sciences
Career Hat	Learning to be a Teacher Interpersonal Skills Problem-Solving Career Exposure to Teaching Profession	Knowledge & Skills Related to Science Careers Exposure to Environmental Careers Exposure to Ecologists' Field Work Conditions Teamwork Accuracy	Exposure to Multiple Hospital Careers Exposure to Hospital Work Environment Interpersonal Skills Individual and Team Work Habits
Citizen Hat	Responsibility to Help Those Younger Contribute to General School Community Examine Policies that Effect Education	Making the Local Environment Cleaner for Everyone Examining Environmental Policies Effecting the River	Contributing to Local Health Care Examining Policies Effecting Quality of Patient Care
Youth Development Hat	Self-Esteem Self-Efficacy Sense of Purpose Prosocial: Helping Others	Personal Responsibility Connection to Nature Sense of Making a Difference	Exposure to People in Need Empathy Trust-Building Social Responsibility

Reflection Questions that Fit the Four Hats of Service-Learning

	Cross Age Tutoring	Adopting a Stream	Hospital Volunteer
Academic Hat	What did you learn about your strengths and weaknesses in this subject area? Did being a tutor help you improve your own skills and knowledge? How?	What did you learn about stream ecology? How did this project connect to or influence the rest of your learning in Science?	What kinds of classroom knowledge helped you in your job? Did you become more interested in specific areas of chemistry and biology? What communication skills were most important to your job? What were your communication strengths and which skills do you think you most need to develop further?
Career Hat	What did you like and not like about being a teacher? What problems arose and how did you solve them? Did the experience make you more or less interested in a career in teaching? What would you like to know about teaching careers? Are you aware of careers outside of schools that also involve teaching?	What did you like & not like about being a field biologist? Did the experience make you more or less interested in an environmental career? What did you learn about working on a team to complete the project? Are you aware of the many different kinds of agencies and companies involved in environmental work?	What did you like and not like about working in a hospital? Did you have any challenging situations arise? How did you solve them? What did you learn about being a member of a staff or team? Did the experience make you more or less likely to consider a Health Sciences career? Why? Are you aware of the many different kinds of jobs in Health Sciences?
Citizen Hat	Do you feel that you have made a difference as a tutor? How important is the tutoring program to your school? What motivated you to contribute to someone else's learning? Do you think the school is doing enough to help students who are not achieving?	Do you feel that this project has made a difference? What has been the reaction of your parents & neighbors? How important is a clean environment to you? What do you know about the success or failure of current policies designed to protect this stream and our environment?	What do you think you accomplished in your volunteering? What motivated you to help others? What do you think of the quality of care that patients get? In which ways would you change the hospital policies?
Youth Development Hat	What was it like for you to be a tutor? What was the most challenging part? What was the most rewarding? What did you learn about yourself from being a tutor? Has it changed your view about yourself in any way?	What was it like for you to participate in the project? What was the most challenging part for you? What did you learn about yourself? Has it changed your view about the environment?	What was it like for you to work in a hospital? Did your feelings about working there change over time? How? What was most challenging for you? What did you learn about yourself from the experience?

Service-Learning Reflection through Writing

Sample Pre-Reflection Activities Begins

Critical Thinking Skill	Writing Format	Classroom Activity
Recalling, Organizing	KWL Chart	In a small group, make a three column chart labeled K, W, and L. In column 1, write everything you already know about the service issue. In the second column, what you would like to know. Leave the third column blank to record what we go on to learn.
Goal Setting	Chart	Create a chart that lists the outcomes you hope to accomplish in your service project.
Planning	Flowchart	Create a flowchart to represent the steps involved in implementing your service project.
Predicting	Letter	Write an imaginary letter to yourself dated at the end of the project about what you learned.
Analyzing	Make a List	List 10 words you would use to describe senior citizens (or any group you are going to work with). Afterwards, place a plus, minus, or zero next to each trait to mark whether it is positive, negative or neutral. Write a paragraph about what your list reveals about your attitudes.

Sample Reflection Activities During the Service Project

Critical Thinking Skill	Writing Format	Classroom Activity
Problem-Solving	Storytelling	Tell the story of a critical incident that happened at your site where you didn't know what to do. How did you handle it? What did you learn?
Creative Thinking	Draw	Draw a cartoon that illustrates something that you learned about the social issue.

Sample Reflection Activities Post-Service

Critical Thinking Skill	Writing Format	Classroom Activity
Compare & Contrast	Venn Diagram	Draw a Venn diagram to compare your attitudes before and after the project.
Evaluation	Brochure	Write a tip sheet for students who may work at your site in the future.
Application	Journal	What has your service work taught you about your career likes and dislikes?

What Does Cognitive Complexity Look Like?

Definition

Cognitive challenge is typically defined as presenting the learner with a problem or situation that the learner cannot tackle with his/her existing cognitive structure.

Piaget differentiated between assimilation (new knowledge that fits into our existing way of thinking) and accommodation (new knowledge that challenges existing beliefs and assumptions). We call this incremental versus transformative learning.

The Need

"...our world is full of `seductive trivialities which invoke neither reflection nor choice but instant participation.' ... Michael Oakeshott

In a culture that fosters impulsiveness and offers constant entertainment, the challenge for parents and teachers is to design alternative settings that value and reward qualities like self-initiative, empathy, depth, intellectual integrity, and ethical reasoning."

James & Pamela Toole, 1995

Sample Rubric for Journal Writing

Trait	Novice	Emerging	Proficient	Exemplary
Elaboration	Little detail	Partially describes events	Fully describes events	Tells a story; embellishes
Analysis	Reports what happened only	Begins to critically examine experience	Visibly analyzing what is happening	Fresh insights about self, others, and community
Significance	Little understanding of meaning of experience	Partially describes meaning	Clear sense of what the experience meant	Uses experience to build new theory

Five Questions to Ask When Developing Service-Learning Curriculum

| Service Approach	Teacher Questions	Curricular Examples
Teaching Others	Could students teach what they have learned (skills or knowledge) to benefit others?	High school chemistry students teach elementary school science labs. US government students tutor adult immigrants to pass the citizenship test.
Creating a Product or Performance	Could students craft a product or performance to benefit others?	Students design a sanctuary for migrating birds in back of the school. High school students and senior citizens form an intergenerational choir.
Solving a Community Need	Could classroom learning be applied to help solve a real school or community need?	A middle school science class adopts a polluted stream that involves clean-up and water testing and resorts the results to the Department of Natural Resources. Biology students study bird aggression at the zoo aviary and recommend improvements.
Addressing a Public Policy	Could students research a public policy issue and formulate recommendations to present to public officials?	Middle school students lobby the state legislature to give academic credit for service-learning courses. Biology students study and make recommendations about how to handle local deer overpopulation.
Serving as Interns or Apprentices	Could students serve in local government or non-profits as interns or apprentices to gain real world experience.	Middle school students act as docents for the local Children's Museum. High school science students do lab work to help Alzheimer's researchers

Drs. James and Pamela Toole, Compass Institute, St. Paul, MN. 2005

Service-Learning Curriculum Development Approach #1
Starting with Learning Objectives

First Approach: Identify the state or district curricular standards/ objectives that you want to address and ask whether there is a service project that will help you to do that.

Example: A sixth grade middle school interdisciplinary team looks at their curriculum map and realize that an intergenerational service project at the local nursing home would allow them to incorporate many of the objectives that they have for the spring semester.
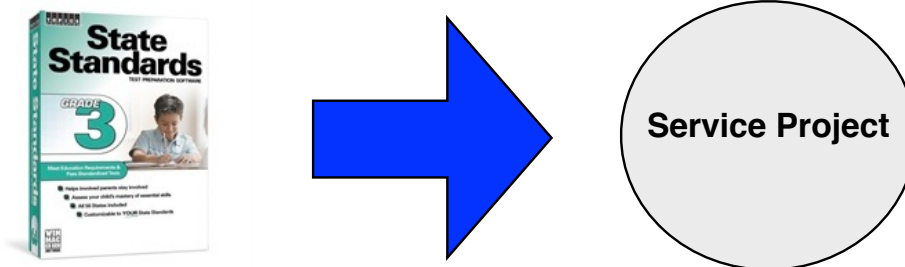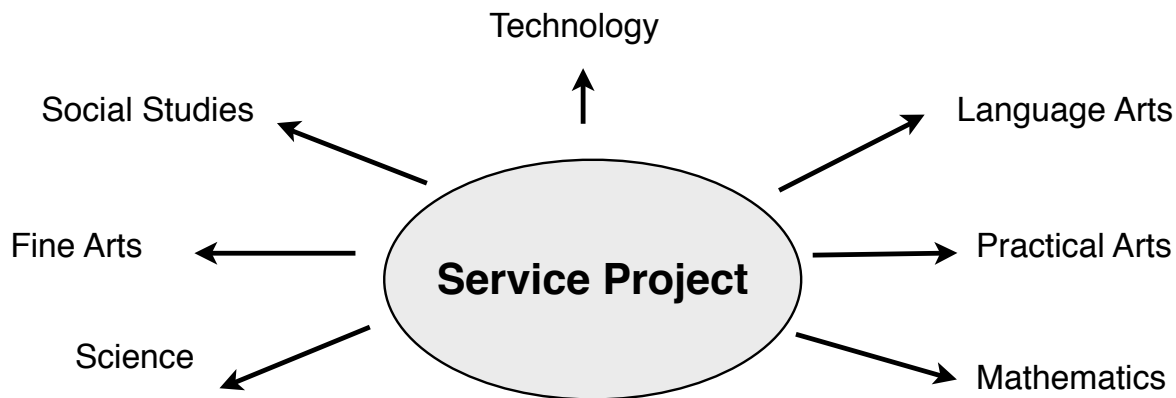

Start with Objectives	Service Project	Design Service to Meet Learning Objectives
Social Studies: 20th Century History		Seniors help students investigate local history
Science: Parts of a Plant		Grow flowers for residents
Mathematics: Simple Fractions		Baking cookies for residents
English: Letter writing		Set up pen pals with seniors
Technology: Basic computer skills		Teach computer skills to seniors
Fine Arts: Drawing	Intergenerational Project at a Nursing Home	Portraits of seniors (either now or from a photo when they were younger
Practical Arts: Woodwork		Build raised planter beds for seniors to grow vegetables and flowers

Service-Learning Curriculum Development Approach #2
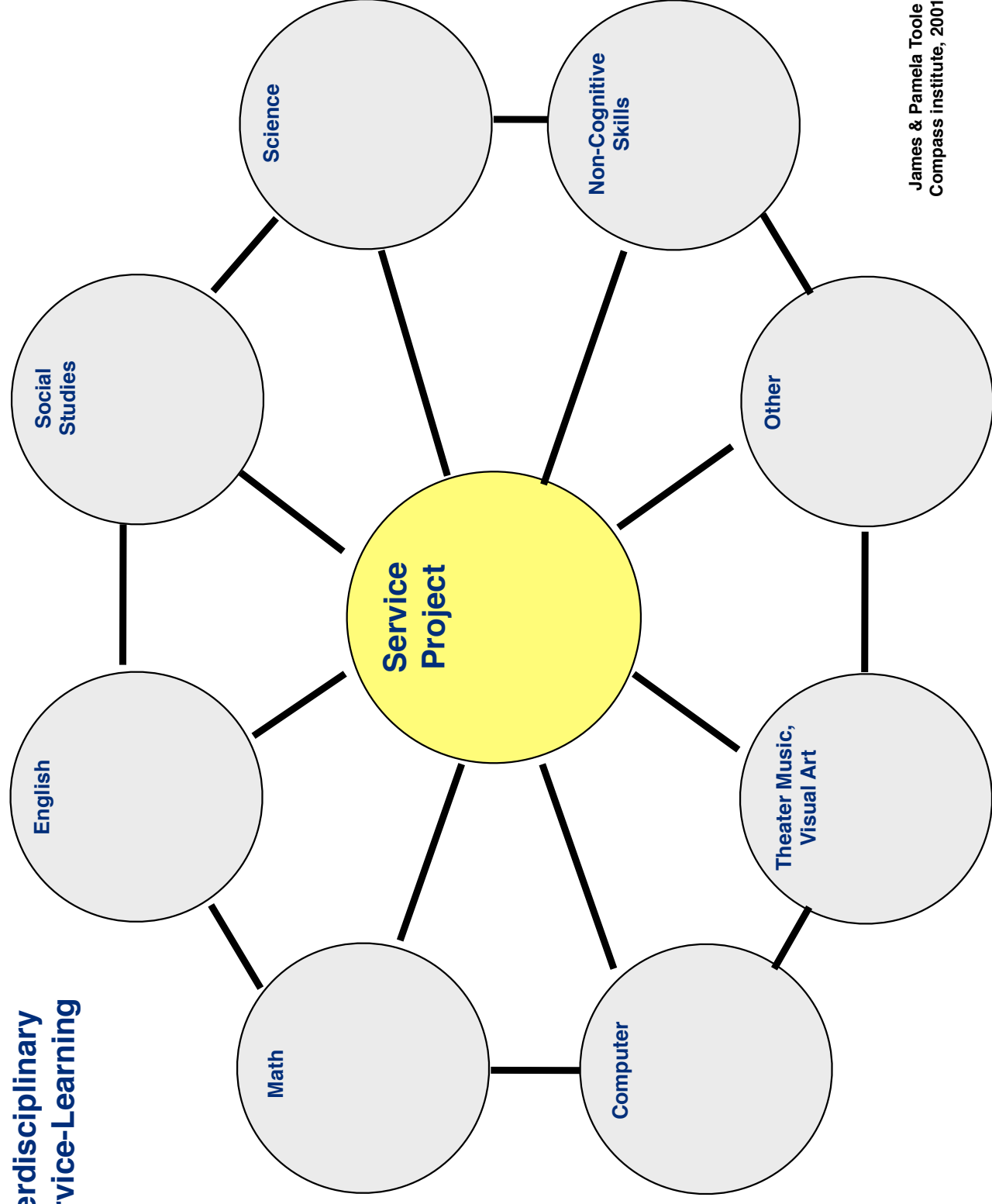## Starting with a Service Project

Second Approach: In this second model, you would start with a service project and ask how to design the experience so students

Example: A fifth grade class in the Pacific Northwest turned a eyesore outside of their classroom windows in a welcoming feedback habitat for

Technology

Social Studies

Language Arts

Fine Arts

Service Project

Practical Arts

Science

Mathematics

Start with a	Service Planning and Activities	Academic Discipline
Creating a Migratory Bird Feeding Station	Study birds' North American migration	Geography-maps
	Create bird habitat to attract and support migratory birds	Science--ecology
	Create field identification guide for school	Science, Language Arts - taxonomy, writing
	Bird reports	Language Arts -- writing
	Act as docents at city's bird sanctuary	Language Arts--public speaking
	Create a database of bird counts by month and species	Technology & Mathematics--categorizing, counting
	Draw bird pictures to decorate	Fine arts

Interdisciplinary Service-Learning

Science

Non-Cognitive Skills

Social Studies

Other

English

Service Project

Theater Music, Visual Art

Math

Computer

James & Pamela Toole
Compass institute, 2001

Designing Service-Learning Projects:
High School Advocacy Example

> **How does this project exemplify the five main design principles?**

High school students in an alternative school in the northeast knew that the community was not very supportive of their school. They decided that they needed to tackle this issue head on by figuring out why there was so little support and what they could do about it. They designed an interview to use, and received training from a local marketing group on how to probe while still being polite and respectful when collecting data in person or by phone. The students used a combination of door-to-door canvassing and telephone calls to determine why there was so little support for their school. They discovered that residents who were paying property taxes to support the schools overall thought that the students in the alternative schools were violent, unmotivated, likely to join gangs, and otherwise had a slew of negative characteristics. Many of the elderly residents, who importantly made up a substantial portion of the tax base in the county, were actually afraid of alternative school students. The students decided to engage in a campaign to change their image. They consulted with advertising agencies, researched generational issues and perceptions of youth, and what had worked in other communities to change images of teens. During this phase, the students talked a lot about discrimination in society and views of youth, people of color, and people of limited means. After a lot of discussion, they decided to implement multiple very visible service projects throughout the community. First they conducted a major clean-up event around the school and its surrounding neighborhood, knocking on doors and asking if they could remove trash, rake leaves, build ramps for the disabled and so on. They then beautified the neighborhood by persuading a nearby hardware and gardening shop to donate tools and plants and persuading the local policymakers in a town hall meeting to allow them to "adopt a spot" throughout the community, planting flowers and shrubs and making the community prettier. Next they launched blood and clothing drives to benefit nearby community health and homeless organizations. Finally, they collected used and discarded computers, fixed them, and donated them to the local elementary school. Each time they engaged in tasks, they contacted the media and invited the community to help them. Each time they finished a project, they had a demonstration and celebration during the town hall meeting. When it came time the next year for a tax levy bond to help the schools, they planned and actively campaigned for its passage, having community spokespersons write testimonials and appear on local media citing the contributions that the students had made to the community. The tax bond passed, and all of the alternative schools students stayed in school and completed their high school graduation requirements.

Misguided Giving

Five hundred sleeping bags
you gave us for Christmas,
but coats were what we needed.
Two hundred dolls arrived
for middle school girls
when three of us were pregnant.

Four hundred turkeys sent,
directions: one per family,
but you didn't help distribute them.
Three hundred frozen pizzas
with no place for storage
were delivered for next week.

Six hundred Bibles
you passed out to save us,
in spite of our religions.
Ten trees you donated
to make our area greener,
but more trees were unsafe.

Eight hundred dollars
you gave to one family
when several could have shared.
You said you adopted us,
won a grant to help us.
We never even met you.

We overheard your comments
when you said we were clean.
Why did that surprise you?
We noticed your amazement
when we behaved well.
What did you expect?

We smiled for your pictures
that document your goodness.
We really felt embarrassed.
You wanted us to thank you
every time we met,
although we gave you a card.

Your intent may have been good,
but we didn't feel respected.
You thought you knew us best,
ignored values we possess,
believed we had been blessed
because you served us.

Gaining Administrative Support
Creating a Supportive Context for Implementation

Why Should administrators support service-learning?

Relevance: It Will Help Us Reach District/School Goals

I.   Illustrate how service-learning can address district goals and how it ties to other reform initiatives in your district.

2.   Suggest that service-learning might address some key concerns at the school. (e.g. reading achievement, truancy, character education).

Effectiveness: It Is A Proven Way to Teach

3.   Be familiar with and share research that supports the effectiveness of service-learning as a teaching strategy.

Public Relations: It will Enhance the Image and Stature of the School

4.   Give credit to the school and administration when your students are highlighted in the local press.

5.   Invite the administrators to present with you and students at a conference to showcase the school.

How to gain administrative support?

- Invite an administrator to join your students on a service project.

- Have your service-learning students present to a group of administrators.

- Ask an administrator to observe you while you are utilizing service-learning as a teaching strategy.

- Have students interview administrators concerning community and school needs.

- Apply for a grant that requires evidence of administrative support.

- Keep Administrators Informed.

- Define a definite role for each administrator within the scope of normal job responsibilities**.**

What will administrative support look like?

Adapted from the Service-Learning Professional Development Guidelines from the Providers' Network (Toole and Toole)

1. **Purpose:** Align the purpose of service-learning with larger district goals and strategies.

2. P**olicy**. There are formal systems of encouragement, rewards and accountability

3. **Culture:** Creates an honest and supportive learning community.

4. **Leadership and advocacy:** Stakeholder groups demonstrate a commitment to service-learning growth and quality.

5. **Resources:** Resources are available to support quality practice.

Drs. James and Pamela Toole, Compass Institute

How Design Thinking Drives Creativity and Innovation

Stage	Core Question	Innovation Drivers	Your Reflection	Sample Tools
Empathy	How well do I know my user's point of view and context?	Novel insights that I can design around	• Whose P.O.V. do I want to know more about? • How would I discover those insights?	• Open-Ended Interviewing • Engage/ Listen • Observe in Context of Life • Video/ Camera
Define	Am I solving the right problem?	• Reframing the original question • "Opening up the problem space"	• Does the problem statement bring clarity and focus to the design challenge? • Does the design challenge reflect the user's point of view and offer wide space for innovation?	• Format (X needs a way to Y because......) • Start design challenges with "How Might We...."
Ideation	Have I thought of all the possible solutions?	• Culture of Play • More ideas • Wild ideas	• What are three wild ideas to address the design challenges? • How would a child solve this issue? • What could I do with $1 million?	• Generate a range of possibilities, not one "right" answer • "Yes, And...." • Individual brainstorm and then group brainstorm
Prototype	What will a solution look like?	• Build to think • Trial and error • Action oriented • Show, don't tell	What part of my current or future initiative would I most like to prototype?	• Simple materials • Rapid Prototyping/ Low res • Multiple Prototypes
Test	In which ways does the prototype solve or not solve the user's needs?	• Feedback • New Insights • Open-mindedness	What do I need to test in my prototype?	Let the tester do 75% of the talking (the purpose is to test, not impress). Don't be attached!

James Toole, Ph.D. Compass Institute, 2012 and 2013

About the Presenter

James Toole, Ph.D. is a Senior Fellow at the University of Minnesota's College of Education and Human Development, a Senior Consultant for the International Youth Foundation (IYF), and the President of Compass Institute. He has taught at every level from pre-school and kindergarten through graduate school.

Dr. Toole works globally supporting NGO's, schools, governments, and youth social entrepreneurs through facilitation, curriculum development, writing, and teaching. Over the last 10 years, he has worked with global youth leaders from over 50 countries that have started innovative, mission-driven organizations. His curriculum on social entrepreneurship for IYF is translated into Spanish, Portuguese, Turkish, and Arabic and used in 20 countries. He also helped design a number of innovative civil society organizations including PeaceJam™, a world-wide peace education program that brings Nobel Peace Prize winners together with diverse high school and college students.

He is the recipient of the 2008 international Alec Dickson Servant Leader Award (with his wife). He also acted as the expert consultant on practice to the National Service-Learning Commission led by Senator John Glenn.

Throughout his career, he has sought to push the boundaries of understanding and practice in the youth service/ leadership and social innovation fields.

Peer Helping/School Atmosphere. Helped coordinate and then direct an award-winning peer helping program started through a National Institute of Mental Health grant to the Stanford Medical School. Invented and disseminated a series of innovative school-based projects where youth acted as resources to their peers including youth as parent educators, peer counselors, cross-age educators, and cross-age mentors.

Service-Learning. Founded with his wife the National Youth Leadership Council's Professional Development Department. When the first federal legislation passed to support service-learning, provided the original training to multiple state departments of education. Conducted a three-year study of service-learning implementation in seven low-income schools in seven states for the W.K. Kellogg Foundation.

Social Entrepreneurship. Conducted (with his wife) a literature review and study of youth social entrepreneurship in 2000 for the W.K. Kellogg Foundation. Since 2004, Toole works closely as the master trainer for the International Youth Foundation's YouthActionNet program to foster youth social entrepreneurship globally. Trained Arab Middle Eastern youth leaders for two summers in Amman, Jordan that had won the King Abdullah II Youth Social Innovation and Achievement Award.

Areas of Expertise: Social Innovation • Service-Learning • Leadership Development • Social Entrepreneurship • International Development • Design Thinking • Group Facilitation • Appreciative Inquiry • Educational Reform • Service & Spirituality • Peer Helping • Strategic Planning • Professional Development • Systems Thinking • Professional Learning Communities • Organizational Change • Storytelling

Dr. Toole has a BA in political science and international relations from the University of California at Santa Barbara, an MA in History of Ideas from England's University of Sussex, an MA from Stanford University in Education (and a lifetime teaching credential), and a Ph.D. from the University of Minnesota in Educational Administration and Policy. His main mentor is his 12-year-old daughter who teaches him daily about the desire to participate, new ways to see the world, the importance of differentiation, and the power of curiosity.

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