

# Community Development Service Learning

## Tester Package



Reflection      Service      Learning



A research & development project of  
Storytellers' Foundation  
[www.upperskeena.ca](http://www.upperskeena.ca)

# Community Development Service Learning Test Project

## Introduction

This test project was delivered over a six-week period. The project began with an orientation to classroom teachers, community practitioners and students. The project ended with an evaluative focus group with classroom teachers and community practitioners. An evaluation was also conducted with students. The community development service learning (CDSL) project was delivered over a four week period, It was anticipated that students would commit about 3 hours each week to the project. This time included service, reflection and evaluation. It was expected that teachers and practitioners commit at least one hour per week during the testing. This time was spent on reflection and supervising or assessing the learning. To hear how the test project unfolded check out the digital stories available on CCEDNet's website.

A terms of reference (ToR) guided our behaviour in the testing project and it made clear both the intent of the CDSL testing project and the governing variables behind the testing project. Here is our ToR:

## Terms of Reference

### Guiding Principles

- We recognize that each organization is a distinct entity with a specific set of procedures and protocols that will be respected in this partnership.
- Each organization has an equal voice.
- Learning is social, we learn with and from each other.

### Core Values and Aims

- We respect the hopes and dreams of everyone and there is a place for all.
- We want the active involvement of people in the issues that affect their lives.
- We approach our work first and foremost as citizens of the Upper Skeena.
- We believe that each person is capable of contribution and, therefore, work alongside others rather than a charitable approach of "doing for" others.

### Norms of Behaviour

- We will communicate honestly and openly at all times.
- We will explicitly describe roles and responsibilities within each service-learning project.
- We will meet weekly to review and refine partnership agreements.
- We will work together to resolve disagreement.
- Classroom teachers will evaluate learning; Storytellers' will facilitate reflection about citizenship development; community practitioners will evaluate the service, and students will reflect on their experience. Storytellers' will ensure quality in all project components.

## Information and Consent Form

All those who participated in the test project signed an information and consent form. This form communicated the expectations within the project, a project timeline and the risks and benefits associated with participation. The form is on page four.

## Work Plans

Each person involved in the test project completed a work plan. This plan identified citizenship assets to foster as well as work skills to foster. Storytellers' conducts community-based research. One project supported youth to identify necessary assets of citizenship to engage within community life. The youth researchers designed a citizen poster. We attached this poster as a guide for testers. Work plans are on pages 5 - 11.

## Evaluation Plan

The evaluation tools provide feedback to the individual student/learner and highlight how the service and learning relationships have benefited the community organization as well as the broader community. These tools are on pages 12 - 16.

## Reflection Tools

The reflective tools guide each person to take perspective on their actions and testing experience—in other words, to examine the experience rather than just living it. These tools are on pages 17 – 21.

# Community Development Service Learning Tester Package

## 1. A quick introduction to Service Learning

### Service Learning

Service Learning is a form of experiential education. It is most often applied in partnership between post-secondary institutions and community service organizations. Service Learning allows the student to apply their classroom learning in real-life situations. The legacy of service learning is the increase of social capital within a community.

### Community Development Service Learning

Community Development Service Learning is a form of experiential education situated in a community learning framework. This means that within the informal arenas of community, practitioners consciously create learning opportunities for people to engage with each other to bring about change that enhances local life. In community learning the informal arenas of community such as community kitchens, recreation clubs, community gardens, festivals and potlaches are used as teaching grounds. In community development service learning the results are first and foremost in the community.

### Local Programming in the Upper Skeena

Community Development Service Learning is offered in partnership within the Upper Skeena. Our programming offers environments for learning; service; workplace mentorship and social networking. Local programming provides people with an opportunity to gain work and service skills by helping in a specific project within emerging economic opportunities of the community. It also helps people increase their relationships with neighbours, friends and family.

## 2. Storytellers' Foundation and Service Learning

Storytellers' Foundation has been involved with both service learning and community development service learning for the past ten years. Local programming has been delivered in partnership with local high schools and post-secondary institutions and also in partnership with non-formal learning organizations (such as literacy organizations, informal learning storefronts) and community service organizations.

Storytellers' Foundation is recognized as a lead community based organization in the design, delivery and mentoring of community development service learning across Canada. As a result of this the Foundation, in partnership with the Canadian Community Economic Development Network, is currently replicating its service learning delivery tools and publishing a research report on local approaches for a national project that is funded by the McConnell Foundation, which funds post-secondary service learning in Canada.

## 3. Testing a local model for Service Learning

Our tools will be replicated within a Community Development Service Learning toolbox. As part of this toolbox we are adapting the procedures and forms we have used in our local programming. This package includes some of our adapted tools. Our intent in developing this package is to foster partnerships of equality between formal and non-formal learning organizations and community service organizations. The package includes tools for all partners to situate themselves as a community member and, therefore, identify how they can support citizenship development as they monitor, evaluate and reflect upon the learning that is taking place within a service learning project.

This package introduces you to community development service learning and invites you to take part in testing our tools. For further information on Storytellers' you can check out our developing website at [www.upperskeena.ca](http://www.upperskeena.ca) For further information on community development service learning you can check out the CCEDNet link at [http://www.ccednet-rcdec.ca/?q=en/our\\_work/youth/emergingleaders/projects](http://www.ccednet-rcdec.ca/?q=en/our_work/youth/emergingleaders/projects) For further information about service learning in Canada go to [www.communityservicelearning.ca/en/](http://www.communityservicelearning.ca/en/)

*Thanks for your interest*

## Information and Consent Form Service Learning Test Project

### Attendance

I agree to commit to full participation in this service learning test project. I understand that this requires weekly reflection and evaluation of the project. I appreciate the need for full engagement in this project in building trust and collegiality between partners, and in refining the tools being tested.

### Description of Process

I understand that, as part of this testing, I will fully engage in the schedule detailed below. This schedule details the tasks associated with testing. These activities are beyond the actual supervision and evaluation of service and learning.

Task	Who	When	Staff person
Attend orientation	Teachers & community practitioners	Nov 7	Anne
Logistical arrangements	Teachers & community practitioners	Week of Nov 12	Mel
Student orientation	Students	Same as above	Mel
Complete work plan	All	As above	Anne/Mel
Reflective storyboard	Teachers & community practitioners	Each week	Mel
Interview with Doug	Sampling of all	Week of Nov 26	Doug
Evaluation/Focus Group	Teachers & community practitioners	Week of Dec 10	Anne
Evaluation	Students	As above	Mel
Report on testing	Storytellers' staff (give to testers)	Week of Dec 17	Anne, Mel, Doug

### Risks and Benefits

I understand that this process will add work and time commitments to my schedule. I will be sharing information about my practice and individual student practice/behaviour. If I share information gathered during the session I will always consider confidentiality. I will not disclose personal information and any information shared will be general and not specific. The benefits from this project are a closer relationship between school and community; increased skill development of students and an increase in community social capital.

### Use of Information

We will share the findings from this project with other educators and community organizations outside of the test group. It will be the teachers, community practitioners and students who decide how much information will be shared beyond the test group. The information shared will be used in the national Service Learning Toolbox being created by Storytellers' Foundation and the Canadian Community Economic Development Network.

I understand and agree to the terms above. I am willing to commit to a \_\_\_\_ week testing period.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# **Work Plans**

## Community Development Service Learning Contract Overview

*This form is a compilation of the community agency service learning plan and the learning organization's service learning plan. It is shared with the instructor/coach, community agency and student/learner to ensure that everyone is clear on the service and the learning objectives for citizenship and applied learning. This form is completed by the CDSL liaison.*

### Service Description

### Citizenship Assets to Foster

- 
- 
- 
- 
- 
- 

### Learning Objectives – Learning Organization

- 
- 

### Learning Objectives – Student/Learner

- 
- 

### Reflection Tools

- Poster
- Storyboard of Change
- 

### Evaluation Methods

- 
- 

### Timeline

Period:

Weekly Service:

Reflection:

Evaluation:

Signed: \_\_\_\_\_  
*Instructor/Coach*

Signed: \_\_\_\_\_  
*Community Agency*

Signed: \_\_\_\_\_  
*Student/Learner (or class rep for all students)*

**FOR COMMUNITY AGENCY**

*This form is to guide your thinking before supervising a student/learner. Please share this with the student/learner(s) at the beginning of the community development service learning project.*

**Citizenship Skills to Foster [refer to attached poster and glossary]**

- 
- 
- 

**Methods to foster these skills**

**Work Skills to Foster**

- 
- 
- 

**Methods to foster these skills**

**Reflective Monitoring Tool**

-

**FOR INSTRUCTOR/COACH**

*This form is to help you plan what citizenship assets and learning objectives you will be evaluating during the community development service learning project. Please share this with the student/learner(s) at the beginning of the project.*

**Citizenship Assets [refer to attached poster and glossary]**

- 
- 
- 

**Learning Objectives**

- 
- 
- 

**Evaluation Methods**

**Grading System (if suitable)**

- 
- 
- 

**Reflective Monitoring Tool**

- 
-

**FOR STUDENT/LEARNER**

*This form is to be completed before you begin the service. It will be shared with your instructor/coach and your community supervisor.*

**Citizenship Assets I want to increase [look at the poster]**

- 
  
- 
  
- 

**I want to increase this asset because**

**Work skills I want to develop [these are the ones that employers say are important]**

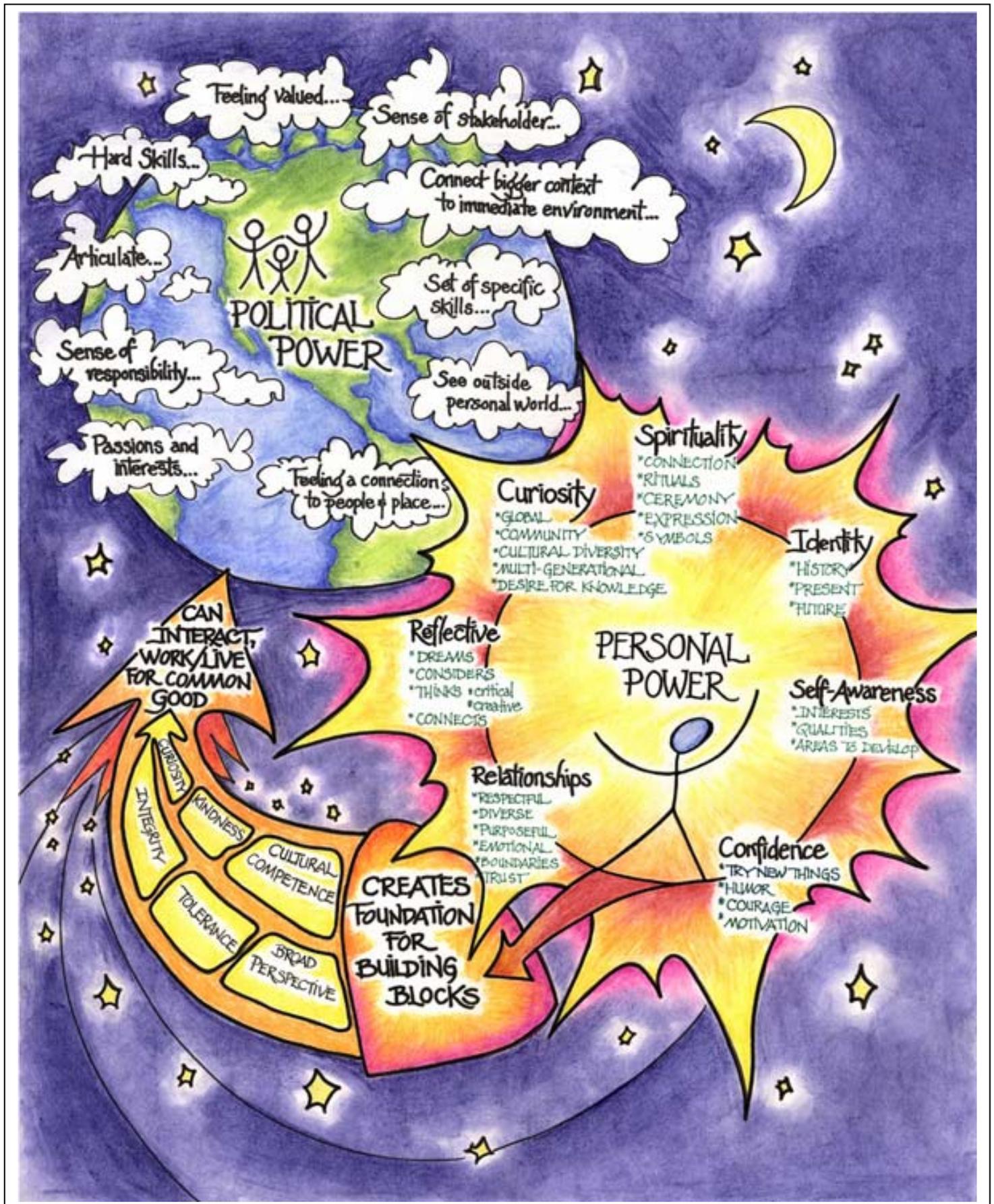
- Punctuality
- Working with others
- Critical thinking
- Technology skills
- Problem solving
- Other \_\_\_\_\_

**I want to develop this skill because**

**One thing I hope to learn by giving service is**

<b>Key Words and Phrases</b>	<b>Our Meaning</b>
Civic Engagement	A reciprocal relationship between an individual and their community.
<b>Community Learning</b>	Consciously creating learning opportunities for people to engage with each other to bring about change that enhances local life. And consciously or not, in that process, we change existing power relationships and our capacity to become involved in our own affairs and the affairs of others.
Comprehensive Framework	We recognize the interconnectedness of social and economic issues and, therefore, the need for tools to analyze our work with this connectedness in mind.
<b>Cultural Identity</b>	The lens through which we see and understand the world. “Culture is to people what water is to fish.” (Cecil Hermann). A set of guidelines.
Diversity	Fundamentally, we can disagree and live as neighbours. Difference. Resists homogenization. When we consciously invite diversity, we begin to create the conditions for thriving, healthy community.
Ecological Approach	Observing and learning from the natural environment
<b>Economic Security</b>	Recognizing that economic, environmental and social challenges are interdependent, complex and ever-changing & need to be addressed in a holistic and participatory way.
Evaluation	Naming, and then tracking, anticipated benefits that happen because of a service, project or program. Using a set of tools to collect information that tells us whether or not these anticipated benefits happened. It tells us the story.
Giving Love; Sending Love	Fostering kindness; a climate of kindness, of fostering a condition where people feel safe enough to be ‘diverse’ – have differing opinions but/and be honored and supported.
Inclusion	Making concrete efforts to include diverse participation in our action. Particularly seeking out representation from groups often excluded from being involved.
Informal Education	A community educator working with groups to promote relationship building and working together towards a common good. Working with one another while learning to care for one another.
Insider/Outsider	The awareness of working with a group within projects and programming and yet stepping outside of the group to highlight learning and conduct analysis. The ability to move “in and out” of community work.
Literacy <b>[personal/political power]</b>	To take information and make meaning from it (knowledge); making the connections between information and knowledge, one’s own experience and the larger community and society.” Ability to imagine a future, imagine myself in that future and to take action towards that future.
Place-based	Local. Rooted to one place. A history and building on the history for current action and future visions.
Reflection	Enabling a person to assess, understand and learn through his or her experiences. The key to reflection is learning how to take perspective on one’s own actions and experience—in other words, to examine an experience rather than just live it.
Service	The capacity to assume the responsibilities and enjoy the benefits of giving and contributing to community affairs.
<b>Social Capital</b>	Connections among individuals. Our social networks and the norms of reciprocity and trustworthiness that arise from them.

Citizen Engagement Poster



# **Evaluation Tools**

## FOR COMMUNITY AGENCY

### Evaluation of Service

Name of student/learner(s): \_\_\_\_\_

Service completed: \_\_\_\_\_

Community Practitioner: \_\_\_\_\_

**Students/learners' skills are rated using a scale of 1-5 with the number that best represents the performance:**

5 Excellent    4 Good    3 Satisfactory    2 Fair    1 Poor    N/A Not Applicable

<b>Academic Skills</b>						
is able to solve problems	5	4	3	2	1	N/A
follows directions	5	4	3	2	1	N/A
communicates well with colleagues and public	5	4	3	2	1	N/A
communicates well through writing	5	4	3	2	1	N/A
comprehends written material	5	4	3	2	1	N/A
understands and solves problems involving math	5	4	3	2	1	N/A
<b>Personal Management Skills</b>						
attendance	5	4	3	2	1	N/A
is punctual	5	4	3	2	1	N/A
dresses appropriately	5	4	3	2	1	N/A
is enthusiastic	5	4	3	2	1	N/A
accepts constructive criticism	5	4	3	2	1	N/A
adjusts to new situations	5	4	3	2	1	N/A
works independently	5	4	3	2	1	N/A
concentrates on tasks	5	4	3	2	1	N/A
does his/her share of the work	5	4	3	2	1	N/A
handles equipment safely and effectively	5	4	3	2	1	N/A
<b>Team work skills</b>						
works well with other employees	5	4	3	2	1	N/A
shows initiative when appropriate	5	4	3	2	1	N/A
<b>Productivity</b>						
uses technology effectively	5	4	3	2	1	N/A
manages time effectively	5	4	3	2	1	N/A
completes assignments and projects	5	4	3	2	1	N/A

Student's/learner's strengths and assets include:

Areas that require further work:

This service has helped our organization because

The relationships built in this project have helped our community because

Signed: \_\_\_\_\_

**FOR INSTRUCTOR/COACH**

**Evaluation of Learning**

**Name of student/learner(s):** \_\_\_\_\_

**Service completed:** \_\_\_\_\_

**Community Practitioner:** \_\_\_\_\_

**Please indicate your level of agreement with each statement.**

	Strongly Disagree	Disagree	Strongly Agree	Agree	N/A
<b>Citizenship Assets</b>					
Giving service has helped the students/learners increase citizenship assets.					
The students/learners express more of a connection to community because of this service.					
I believe service learning is an opportunity to build citizen engagement.					
I want to continue using service learning as a way to build citizen engagement.					
<b>Learning Objectives</b>					
Giving service has helped the students/learners understand how classroom/group learning can be used in everyday life.					
Applying classroom/group learning motivates the students/learners to study more.					
Service learning has helped the students/learners recognize that they can control their learning path.					
<b>Teaching curriculum</b>					
Service learning has given me ideas of how to incorporate citizenship into my curriculum/activities.					
I will look for ways to incorporate citizen engagement in other curriculum/activities that I teach/facilitate.					
I believe service learning is a model that the organization can apply in many other courses/activities.					

Describe how citizen assets were increased (or not) through this project:

Describe how learning objectives were met (or not) through this project:

**FOR STUDENT/LEARNER**

<b>Evaluation of Service</b>
Name: _____
Service completed: _____

**Please indicate your level of agreement with each statement.**

	Strongly Disagree	Disagree	Strongly Agree	Agree	N/A
<b>Citizenship Assets</b>					
Giving service has helped me increase citizenship assets.					
I feel more connected to my community because of this service.					
I believe service learning is an opportunity to build citizen engagement.					
I want to continue using service learning as a way to build citizen engagement.					
<b>Learning Objectives</b>					
Giving service has helped me understand how classroom/group learning can be used in everyday life.					
Applying classroom/group learning motivates me to study more.					
Service learning has helped me recognize that I can control my learning path.					
<b>Course curriculum</b>					
I believe service learning is a model that the organization can apply in many other courses/activities.					
I believe that work and/or service should be a mandatory part of any schooling.					

I increased the following citizen assets:

I increased the following work skills:

Some important learning for me was

# **Reflective Tools**

## FOR COMMUNITY AGENCY & FOR INSTRUCTOR/COACH

### Reflecting On Practice



Reflection is a critical component of service learning. It is often what separates service learning from any other form of practicum or work experience. Reflection enables us to assess, understand and learn through our experiences. The key to reflection is learning how to take perspective on one's own actions and experience—in other words, to examine our experience rather than just living it.

“I now look at my work differently. I think the biggest change in my viewpoint is I feel more focused. I don't feel as random about the actions I take. I haven't changed my actions but I am changing how I see them. I am feeling more of a sense of pride, or confidence.”

*Community Practitioner*

Reflection usually begins by examining assumptions or engaging in a critical analysis of beliefs and practices. Reviewing actions is the essence of reflective practice. Stephen Brookfield (<http://www.stephenbrookfield.com/>) refers to this as appraisal or a period of self-scrutiny where we engage in self-examination.

“..having been told by many I'd have to leave [home], I was surprised to see the valuable and exciting jobs that exist and the opportunities and value of living a remote-rural life.”

*Service Learning Student*

### **Storyboard of Change**

The reflective tool you will use is a storyboard. A storyboard is usually strips (think cartoon strips) of a film or book that helps the author/film maker visualize the scenes of a story and find potential problems before they occur. Often storyboards include tools or instructions that indicate movement.

You will use your storyboard to describe your experiences as you apply service learning. You will fill in your storyboard once per week. It takes about 15 minutes to complete each storyboard entry.

Your storyboard comes with a package that includes:

#### **Blank storyboard**

Use your storyboard after you have engaged in a service learning activity.

#### **Set of stickers**

The stickers are a fun way to remember how you felt at any given time while you applied service learning.

#### **Stick-it notes**

The stick-it-note is to record your learning. Fill in your storyboard, read back what you have written then note down any significant thoughts that arise.

We will use the storyboard notes to help us evaluate the test project and tools. Your storyboard package is attached.

**Citizenship assets to foster:**

**Work skills to foster:**

<u>Describe Experience – any service learning activity</u>	Process Feelings – use the stickers	Explore Change – about citizen development

## FOR STUDENT/LEARNER

### Reflecting On Practice



**Describe** your experience with service learning.

Apply some stickers to this page that represent how you **feel** about your experience.

Why did you pick these stickers?

What **changes** do you see in yourself because you gave service to your community?



IDEAS

OWNERSHIP



CONFUSION



LEFT IN THE DUST

CONTROLLING  
BEING BOSSY



ACCOMPLISHMENT



CHANGE OF  
PLAN



EXCITEMEN



BIG WIG OR  
SMALL POTATOES  
GOT TO GET  
MOVING



WORKING TOWARD  
A GOAL



DETERMINATION



WORKING TOWARD  
A GOAL



ADORATION

REWARDED



DESPAIR



IDEAS



CELEBRATION



ENCOURAGED



COOPERATI



DESPAIR



WINNER



JUGGLING



DETERMINATI



POOR  
COMMUNICATION



GENEROUS



END RESULTS  
OUTCOMES



OWNERSHIP



HIDDEN  
AGENDA



REFLECTING



CROSSROADS  
DECISION



DESPAIR



DISTRESSED



JUGGLING  
TOO MANY  
BALLS



LATE  
GESTURE



RELATIONSHIPS



TIME  
CRUNCHED



CONNECTING



TOAST  
RECOGNITION



DOUBT



PLAYFUL



COOPERATION



ANGUISH



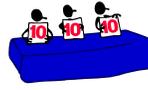
REFLECTION



OVERWHELMED



JUDGMENTAL



QUICK FIX



ACHIEVEMEN



CHASING  
FUNDING



SURPRISE



PARTNERSHIP



ANALYSIS



DELIGHT



RELATIONSHIPS



CAREFREE



ON THE RUN



DOUBT



FEEBLE



ACHIEVEMENT



STUCK ON THE  
TREADMILL



COMMUNICATION



AGREEMENT



DISCONTENT



SHARED  
ACCOMPLISHMENT



ANGER  
FRUSTRATION



FRUSTRATION



ANGER



PULLED IN TOO  
MANY  
DIRECTIONS



APPRECIATION



REFLECTION



HAPPINESS  
SUCCESS



STUCK IN A RUT



CONCERNS



CAUTIOUS



LOVE DECLARATION



THINKING  
OUT OF THE  
BOX



ENJOYMENT  
RELIEF



OOOPS!  
MISCALCULATION



COOPERATIVE  
AGREEMENT



