

Exercise: Create a Service-Learning project  
Webinar, 6th March

Group 1 (Markus):

Step 1	democratic competence	<b>self-efficacy</b>
Step 2	real need	Retirement home: Contact with younger people, Remembering things from the past, activities to socialize, meet people from outside the retirement home, Memory training, sport activities,
Step 3	curriculum	music, literature, biology, maths, history
Step 4	possible cooperation partners	retirement home; NGO (Services for elderly people), Churches, Municipality,
Step 5	participation	<ol style="list-style-type: none"> <li>1.) First Contact Meeting: Talk to the elderly people; identify the needs (organized by teacher)</li> <li>2.) from that point all decisions are taken by the students: <ul style="list-style-type: none"> <li>• What kind of activity would the students like to do?</li> </ul> </li> <li>3.) Project Plan with dates; negotiate the timing and the responsibilities for tasks, establish communication channel</li> <li>4.) negotiate the products; including the subjects</li> <li>5.) Regularly Meetings</li> </ol>
Step 6	exercises to make targeted use of the selected democratic competence	<ul style="list-style-type: none"> <li>• Genuinely involve the pupils in the planning, organisation and assessment of their engagement.</li> <li>• Organise the learning situations in such a way that the pupils feel competent and can demonstrate their abilities</li> <li>• Give formative feedback</li> <li>• Reflection about oneself and one's development, reflecting about the course of the project</li> <li>• Response by project partners</li> </ul>

		<ul style="list-style-type: none"> <li>• Appreciative conclusion and thorough reflecting about that has been achieved</li> </ul>
Step 7	Reflection of the chosen democratic competence	<ul style="list-style-type: none"> <li>- Have I completed my tasks correctly/ fulfilled all my responsibilities?</li> <li>- What could we do in a different way?</li> <li>- Do I believe that I can help shape society with my abilities? Why do I believe that?</li> <li>- What am I particularly proud of achieving by myself?</li> <li>- When I think about my future, do I think that I can influence it myself?</li> <li>- Where have I been able to demonstrate my abilities particularly well?</li> <li>-</li> </ul>

Group 2 (Felix):

Step 1	democratic competence	<b>Area Attitudes and Values</b>
Step 2	real need	<p>Integration of students with different backgrounds/cultures into the (school) community</p> <p>A class (grades 8/9) implements a S-L project, the (school) community profits</p> <p>Activity: Project Week (food, sports, languages, traditional games) → not focussing on differences, but on finding similarities (for example: games with the same names in different countries)</p>
Step 3	curriculum	<p>subjects:</p> <p>political education/social sciences; sports/physical education; cooking (part of different subjects), music; languages</p>

Step 4	possible cooperation partners	local sports clubs (for using the facilities/integrating their teams); artistic/music clubs;
Step 5	participation	Ideally, the idea comes from the students (from all schools involved)! At minimum decision doing it or not - and how  project groups (from the schools involved) develop parts of the project week (and possibly involve more students from other classes)
Step 6	exercises to make targeted use of the selected democratic competence	reflection exercises (on their view on the collaboration, the project, their own perspectives before and after the project)
Step 7	Reflection of the chosen democratic competence	"What were your personal findings"?

Group 3 (Maria Butyka):

Step 1	democratic competence What <b>democratic competence</b> should be promoted in the service learning project?	<b>Respect for diversity</b> <b>Openness and Tolerance</b> <b>Tolerance to ambiguity</b> <b>Flexibility and adaptability</b>  <b>Middle school- 10/11- 14 years old</b>
Step 2	What is the <b>real need</b> that we are addressing in our service learning project?	1. Working with elderly from shelters (Romanian people) Need: no interaction and connection between kids and elderly people  2. Work with kids from primary to support kids to get a transition from primary to secondary school (read, provide a partner to talk to).

		Need- reassure the kids that they can do a transition- fell confident in making a transition.6th grader- working with 4th graders
Step 3	curriculum. Which subjects are included? What content from the <b>curriculum</b> is addressed?	<p>Activities:</p> <ul style="list-style-type: none"> <li>- social learning</li> <li>- cooperation activities- reading, sport activities, theater plates, board games together in teams, movies, peace games, non-competitive games</li> </ul> <p>Subject: Sport, English/ mother tongue class, Personal development, Professional communication &amp; ethics, Arts</p>
Step 4	What <b>possible cooperation partners</b> are there outside the school to address real needs?	<p>Invite a athlete to speak about they chose their career- transitioning- speak at the opening</p> <p>To create a bike park- or playing sports activity</p> <p>Do art activity in the park</p> <p>Work with the town hall or any official organization</p>
Step 5	participation How can students <b>participate</b> in the design of the project	<ul style="list-style-type: none"> <li>- choosing the activities</li> <li>- brainstorming on how to improve activities</li> <li>- let them be flexible in imagining what they want</li> <li>- dream about it</li> <li>- bring people from their family to get involved</li> <li>- show that is ok to change your mind</li> <li>- failure is ok &amp; flexibility</li> </ul>
Step 6	exercises to make targeted use of the selected democratic competence Which <b>exercises</b> do we incorporate so that the students can make <b>targeted use</b> of the selected democratic competence?	<ul style="list-style-type: none"> <li>- exercise in the curriculum- make list</li> <li>- games, simulations</li> </ul>

Step 7	Reflection of the chosen democratic competence What questions do we use in <b>reflection</b> to make students <b>aware of the learning process in relation to the chosen democratic competence</b> ?	<ul style="list-style-type: none"> <li>- ask about feelings, lesson, what they can improve</li> <li>- share feelings- emotional intelligence</li> </ul>
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Group 4 (Andreea):

Step 1	democratic competence What <b>democratic competence</b> should be promoted in the service learning project?	<b>Human dignity &amp; human rights</b>
Step 2	real need. What is the <b>real need</b> that we are addressing in our service learning project?	<p>Infrastructure / Accessibility for students with different disabilities.</p> <p>Possible activities: searching for good practices somewhere else.</p> <p>Asking</p>
Step 3	curriculum	Math, Civics, Language skills - research , media competencies
Step 4	possible cooperation partners. What <b>possible cooperation partners</b> are there outside the school to address real needs?	Mayor, groceries stores/ companies, therapist, doctors, construction specialists, printing company
Step 5	participation How can students <b>participate</b> in the design of the project	Research, info material, design, presentation to authorities, hands-on activities.
Step 6	exercises to make targeted use of the selected democratic competence Which <b>exercises</b> do we incorporate so that the students can make <b>targeted</b>	Role plays, reflection

	use of the selected democratic competence?	
Step 7	Reflection of the chosen democratic competence What questions do we use in <b>reflection</b> to make students <b>aware of the learning process in relation to the chosen democratic competence?</b>	Do you think now, that these children have the same possibilities as you in school?

Group 5 (Jens):

### Creating a theater play

Step 1	What <b>democratic competence</b> should be promoted in the service learning project?	Analytical and critical thinking skills Self-esteem / self efficacy Set boundaries - Learning to say no!
Step 2	What is the <b>real need</b> that we are addressing in our service learning project?	Need of society or students or school? Drop out of school because of pregnancy Missing support system Lack of self esteem
Step 3	Connection to the curriculum	sociology, biology, life skills, math, arts music
Step 4	What <b>possible cooperation partners</b> are there outside the school to address real needs?	local education office Municipality - district NGOs - theater pedagogy parents groups
Step 5	How can students <b>participate</b> in the design of the project	Understand the problem passing the information Song - play - dance Create a play set the topic
Step 6	Which <b>exercises</b> do we incorporate so that the students can make <b>targeted use</b> of the selected democratic competence?	Understanding the problem about empowerment discuss with experts and stakeholders Talk with victims - stakeholders What are the real reasons? Survey analyze results Develop a Play, song,

		Discuss - Develop case scenarios
Step 7	What questions do we use <b>in reflection</b> to make students <b>aware of the learning process in relation to the chosen democratic competence</b> ?	Session on how best to reflect journal journey of the project written

Group 6 (Sara):

Step 1	democratic competence	<b>Openness to cultural otherness and to other beliefs, world views and practices</b>
Step 2	real need	Community center with refugees near my school (some of the members of the community are students in our school)
Step 3	curriculum	Social studies (politics, history, geography) subject; Religion class; International classes (language classes); Citizenship and Development subject area - talking about diversity in society and different worldviews and beliefs
Step 4	possible cooperation partners	Community center (ONGD); Municipality; Parents associations and communities; (diverse) Church(es) groups in the community; Other schools in the community
Step 5	participation	students will design a project to support a community center near the school (in groups): develop a questionnaire for the community Center to detect the real needs; (examples of needs detected: helping the young kids to learn the language and to read; language classes for older people; connection to church groups to provide food or other goods like clothes or books; organizing events: being social together and preparing special events (religious celebrations, food and traditions sharing, etc.))
Step 6	exercises to make targeted use of the selected democratic competence	by designing and participating in the cultural events we will target openness to cultural otherness and to

		other beliefs, world views and practices; making certain exercises to be aware on one culture and others cultures; thinking on ways of being together as a society
Step 7	Reflection of the chosen democratic competence	aware of one-self and of one culture aware of other cultures (diversity) reflecting - students could reflect on different views and beliefs they have experienced during the Project and compare it to what they thought before realizing the project; reflect on what was a surprise, what was a challenge to face and overcome (or not) on the project

Group 7 (Maria Kapeller):

Step 1	democratic competence	<b>empathy</b>
Step 2	real need	poor people, hospitals (animate, feel the pain, serve, generosity, sharing (ideas, explain to others, material things,..))
Step 3	curriculum	music, share one planet, live responsibly, religion, dignity, ethics, history, literature
Step 4	possible cooperation partners	churches, hospitals, retirement homes, children homes, .
Step 5	participation	
Step 6	exercises to make targeted use of the selected democratic competence	exercises to learn from each other, to express themselves, active listening, reflection in the classrooms about the reasons, read/speaking => exchange thoughts, feelings,.. watch a movie, theater/role plays, music, songs,..
Step 7	Reflection of the chosen democratic competence	reflection in the classroom, reflection (questions to guide them), demonstrate to other students, exhibition what they have gone through and what they think about it, gallery walk => invite guests (families,..)

Group 8 (Ahmmad):

Step 1	democratic competence	<b>Valueing human dignity and human rights</b>
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Step 2	real need	Addressing problems of homeless people
Step 3	curriculum	History, ethics, religion, social studies: politics/sociology, informatics/computer science (use of multimedia), economics
Step 4	possible cooperation partners	Local community, cinema, organisations for homeless people, religious organisations, NGOs, (local) government
Step 5	participation	Reflecting the interviewsetting, what questions should be asked, which kind of video (short, documentary...), finding a cinema, economic knowledge and decisions, finding spots, addressing what homeless people need and what they are facing (struggles)
Step 6	exercises to make targeted use of the selected democratic competence	Sensibility of students regarding problems of homeless people, direct contact to people involved (outside their usual environment), use interview methods (methodological competencies), reflective role plays, mindful exercises (meditation for self-reflection), inviting autobiographical views (human books/human library) and experts (social workers, NGOs e.g.) and talk with these people, NGO sharing their stories with students and which can be documented e.g. interactions and role of NGOs helping homeless people
Step 7	Reflection of the chosen democratic competence	Reflection on systematic discrimination and the help of different actors, why human rights for everybody, reflection on privilege What would the world look like if everybody are equal?, What do equal opportunities in life mean?, Why do we need human rights?, Reflecting daily routines – where are we facing human rights and dignity (e.g. eating breakfast, water, a bed...)

Group 9 (Fabian):

-> One school/college or cross-border?

Step 1	democratic competence	Skills (communicative and plurilingual skills, empathy)
Step 2	real need	refugee kids in kindergartens (language gaps, cultural conflicts)
Step 3	curriculum	art/physics/sports/language studies
Step 4	possible cooperation partners	kindergartens, community with playgrounds, NGOs, language schools, town hall (integration offices), international communities
Step 5	participation	identify family/friends/needs in community, plan activities as part of the support (art, physics, find cooperation partners)
Step 6	exercises to make targeted use of the selected democratic competence	Reflect on body language while playing
Step 7	Reflection of the chosen democratic competence	In what situations (in class or in the engagement) do I make use of body language? What do these situations have in common?

Group 10 (Paula):

Step 1	democratic competence	- <b>valuing cultural diversity</b>
Step 2	real need	- multilingualism → democratization of knowledge - sustainable development - environment, all senses - room for creativity
Step 3	curriculum	- primary school: social learning, accepting diversity
Step 4	possible cooperation partners	- school canteen - culinary heritage - Ministry of Agriculture → quality labels - food producers/farmers
Step 5	participation	- students decide on the approach - What does it mean for the school community? → imagine the changes
Step 6	exercises to make targeted use of the	- engage students creatively (movie, cooking day, ...)

	selected democratic competence	
Step 7	Reflection of the chosen democratic competence	<ul style="list-style-type: none"> <li>- price and value of food</li> <li>- regulations</li> </ul>

Group 11 (David):

There was not a single participant! Only 5 black tiles, who did not respond to repeated questions.

Step 1	democratic competence	
Step 2	real need	
Step 3	curriculum	
Step 4	possible cooperation partners	
Step 5	participation	
Step 6	exercises to make targeted use of the selected democratic competence	
Step 7	Reflection of the chosen democratic competence	