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SERVICE-LEARNING FOR DEMOCRACY IN

WELCOME TO OUR WEBINAR!

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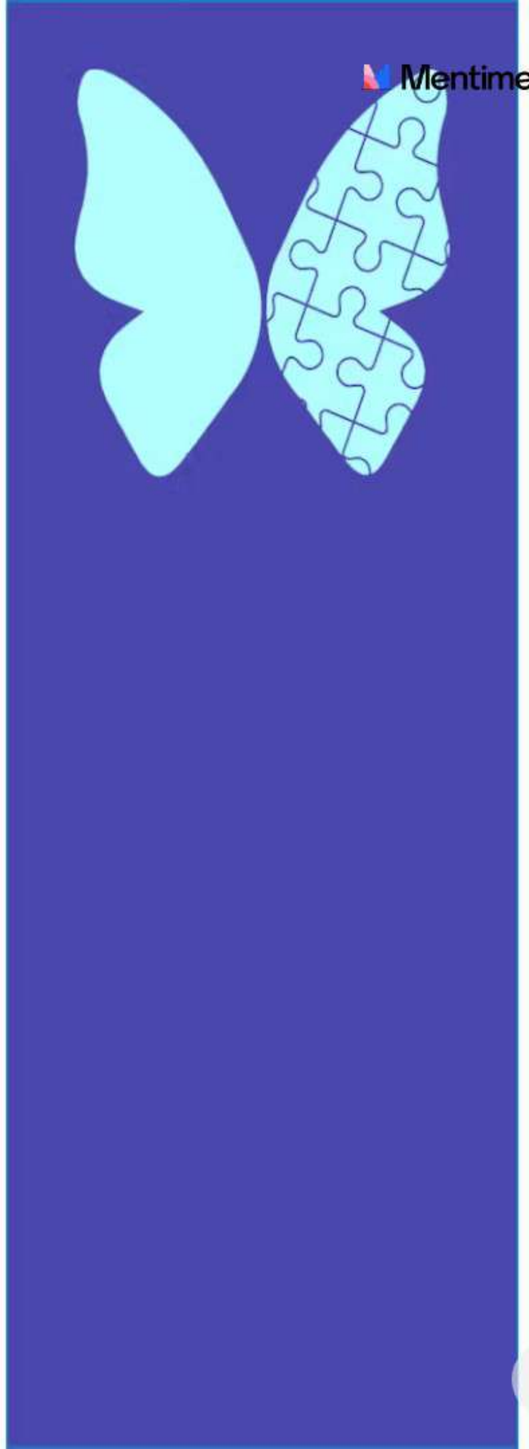
THANKS FOR YOUR FEEDBACK!



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THANKS FOR YOUR FEEDBACK!

it was a great way to start!

I really enjoyed the webinar, thanks ! Thank you

Everything was clear It was such a wonderful webinar. very much engaging and interesting.

I just wondered that, during group work, about 60% of the participants did not answer...

If the task and associated information had been in writing, the discussion in the breakout rooms would have been easier!

Thank you for your efforts It was a real interesting activity what you presented in this online webinar. I am happy to be together with you

Thank you very much! It would be great if we could receive an e-book with all the information from the webinars at the end of the training.

Thank you very much for your consistently friendly and easy to understand presentation of the topic

It was quite good for the fully packed agenda:) It would have been more interactive to use break out rooms for getting to know some of the other participants and their motivation instead of reading about it. And also checking the "presence" of participants by letting them writing in the chat reminded it me of my school days :) maybe embed more interactivity through digital media and group tasks. Thank you for today s session!

Sorry I was late and maybe I missed points and could follow a bit less :) I would have liked more interaction even but maybe it was not possible because of the first meeting. Thank you very much for the insight and I am looking forward the next session. I would like to organize a french-german project (maybe service learning). If there is interest of linking people within the webinaire I would love that. Nice evening to all of you and thank you again for everything, Vivien

It was a great pleasure to meet the trainers/facilitators. I enjoyed every bit of the webinar. It was informative, clear and enjoyable and everything went down în no time. Thank you. Loved the interactive part.

It was a very nice and lively interactive seminar! The information was presented in an interesting and motiviating manner. It was very nice to interact with the others in the breakout sessions. Looking forward to apply it at school and seeing you all in part 2 :-)

I liked the interaction in the zoom groups and the exercises done. Also Maria's presentation was great. thank you everyone Thank you!

It takes more time to read the material, so, maybe it is better if you give us the support text before, on email.

It was a very interesting and useful webinar. I will apply it to the projects I will run. Thank you! no, all was very clear for me!

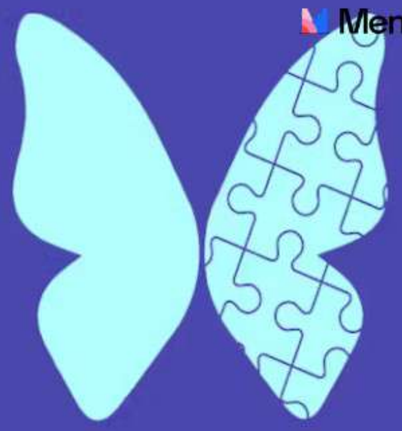
Allow participants time to talk and give their opinion or carry out short discussions. To identificate the cretiria

Thank you for a wonderful learning experience! Congratulations on the quality training offered

It was great! Thank you for the opportunity!

YOUR FEEDBACK – OUR TAKEAWAYS

- More interactions
- More guidance/facilitation in small groups
- Chat on NELE Campus
- Additional resources on NELE platform AND via mail



TODAY´S AGENDA

- Exchange in small groups: Your motivation / motivation of students
- Quick Recap: What we learnt in the first seminar
- Impulse: How do I start a S-L process? How do I keep motivation up?
- Reflections in groups: Open questions
- Impulse: S-L examples from Germany and Romania
- Discussion
- Summary and Outlook

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What do you think the SLEAD logo symbolises?

hope

Transformation, growth

transformation

Competences of the RFCDC

Democracy is made up of different pieces of the puzzle.

Freedom, ideas

empowerment, freedom, connections

transformation through cooperation

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What do you think the SLEAD logo symbolises?

an idea becoming a global movement

Because of the butterfly effect

Freedom of creating

Giving participants wingsSelf development

Hope

1 half of a butterfly is finisched and the other part is like a puzzle.. the bitterfly stands for light living, beautifulness and freedom

Spreading democracy

Butterflies represent freedom, versatility, positivity

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What do you think the SLEAD logo symbolises?

Transformation

Because is flying. So that s why the project is flying from country to country.

inspiring others to make a change

metamorphosis

all together, development

butterflies are delicate, you have to look after them like you have to look after democracy, and they are beautiful, like democracy

Transformation, freedom, creativity, beauty

Combing curriculum learning and practical Service to the Community

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What do you think the SLEAD logo symbolises?

Freedom to chose

Beauty and change

Transformation and working together

It is a metamorphosis

Metamorphosis and Theo Butterfly effect

The butterfly is beautiful, free to fly - but it is neccessary that its wings is complete - therefore, many people have to join in

movement and creative colourful actions

Starting a journey like a butterfly who has done metamorphosis and using different puzzle parts to go on this jounrey

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What do you think the SLEAD logo symbolises?

Small things can make a big difference

It is metamorphis

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Did you managed to attend the Modul 1 self-learning phase?

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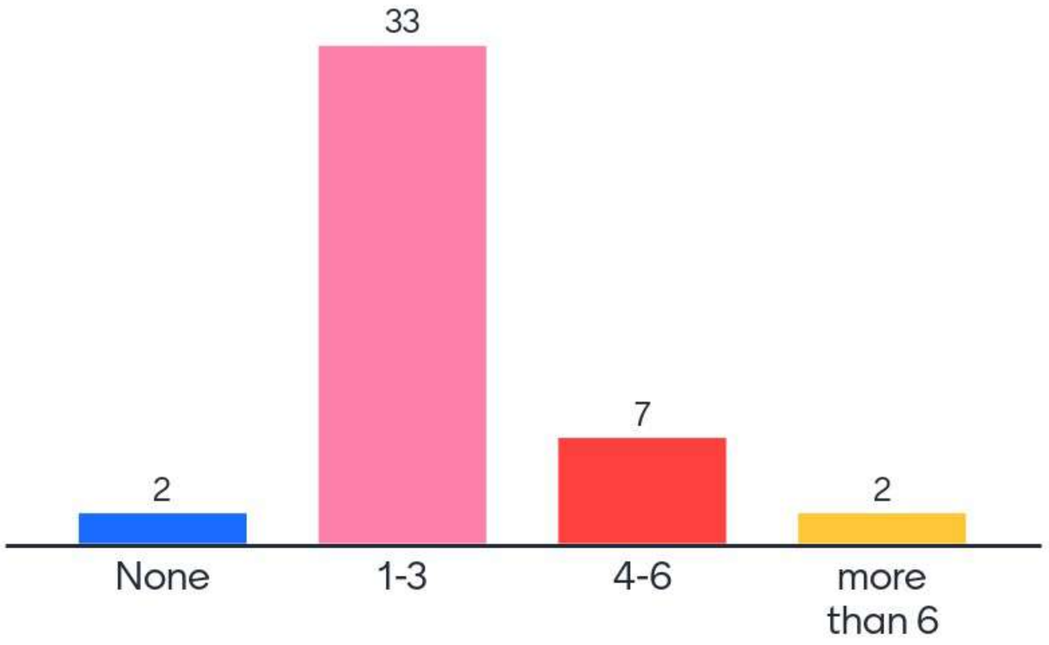
How many people have you managed to talk to about the SLEAD course or Service Learning in the last 2 weeks?



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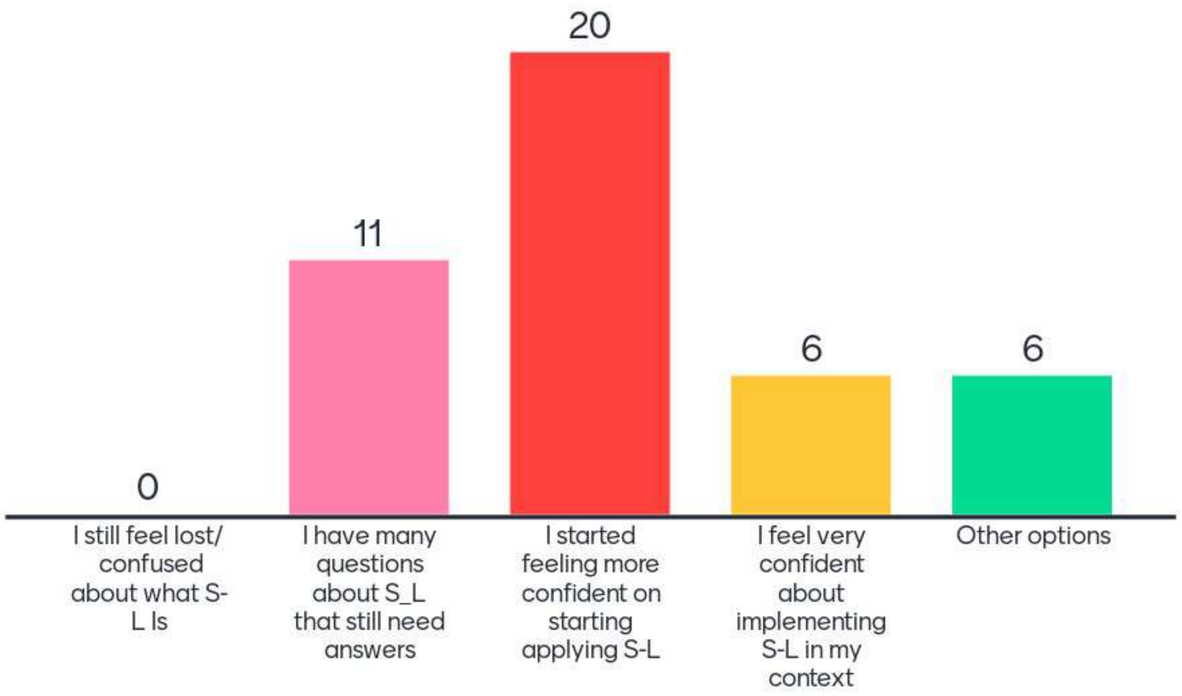
Where do I stand now on understanding Service Learning ?



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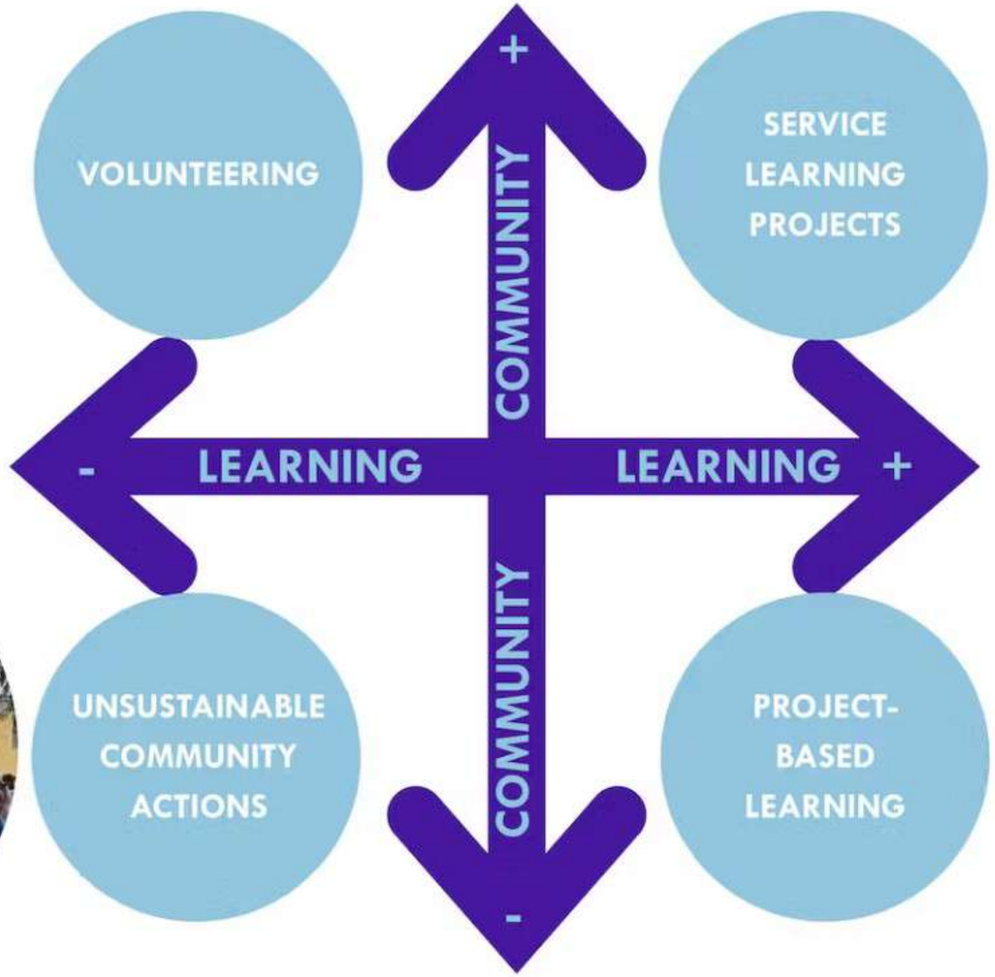
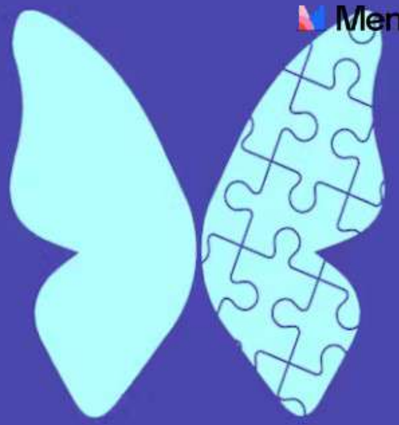
BREAK OUT ROOMS 1 (10 minutes)

- What is your name? Where are you located? What´s your profession?
- What keeps you motivated/ engaged and active in your daily life?
- How do you keep your students/ target group motivated, engaged ?

Looking back at the first webinar

HOW DO WE DIFFERENTIATE BETWEEN DIFFERENT TYPES OF APPROACHES?





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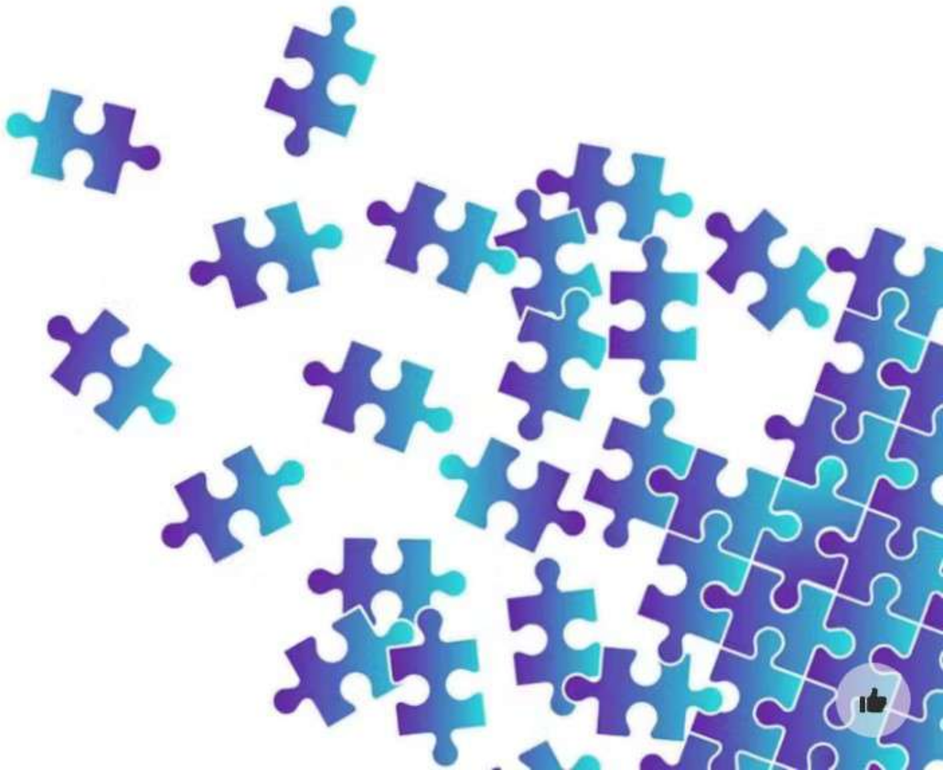
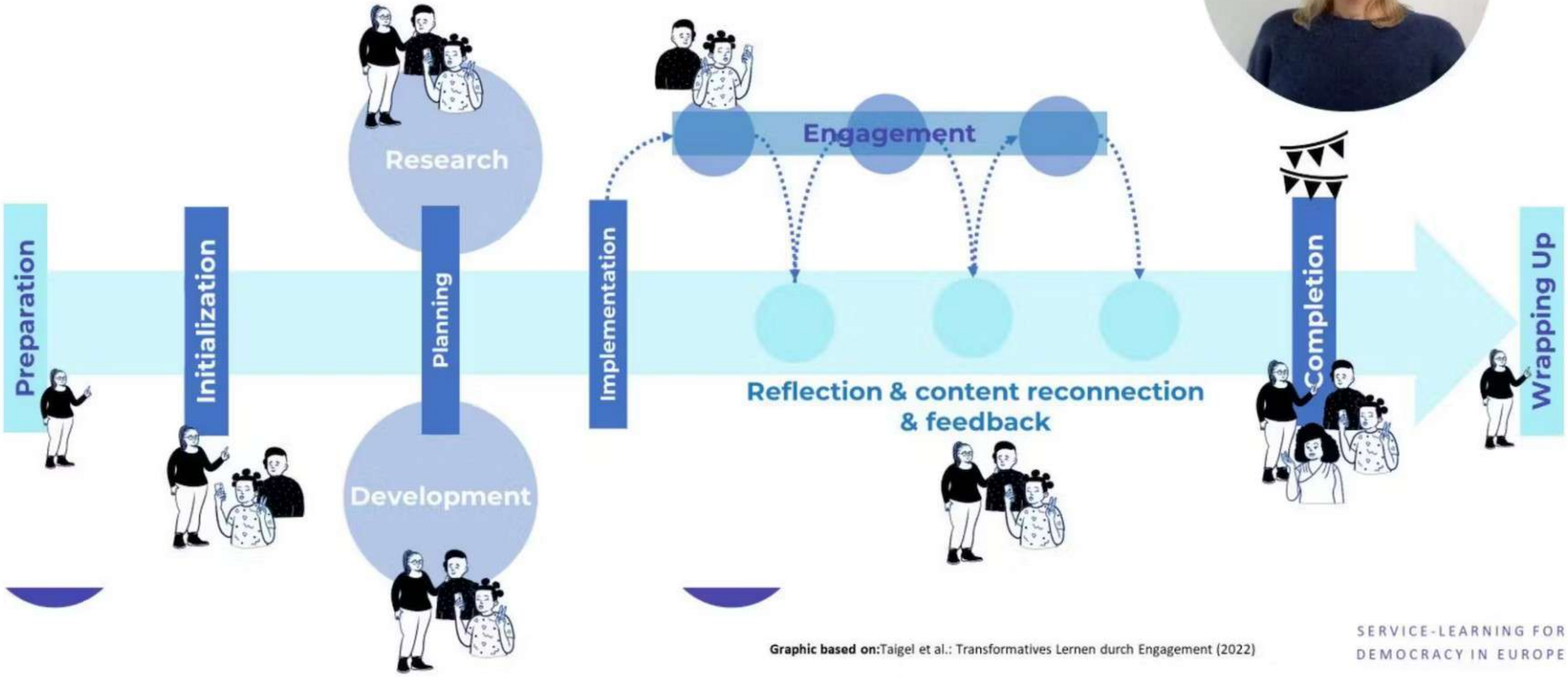
SERVICE LEARNING STANDARDS

The central pedagogical characteristics of Service-Learning, the six quality standards, interact with each other and, when combined, reveal the full potential of Service-Learning.

- **CURRICULAR CONNECTION;**
- **REFLECTION;**
- **PARTICIPATION;**
- **REAL NEEDS;**
- **INVOLVEMENT OUTSIDE OF SCHOOL;**
- **RECOGNITION & COMPLETION.**



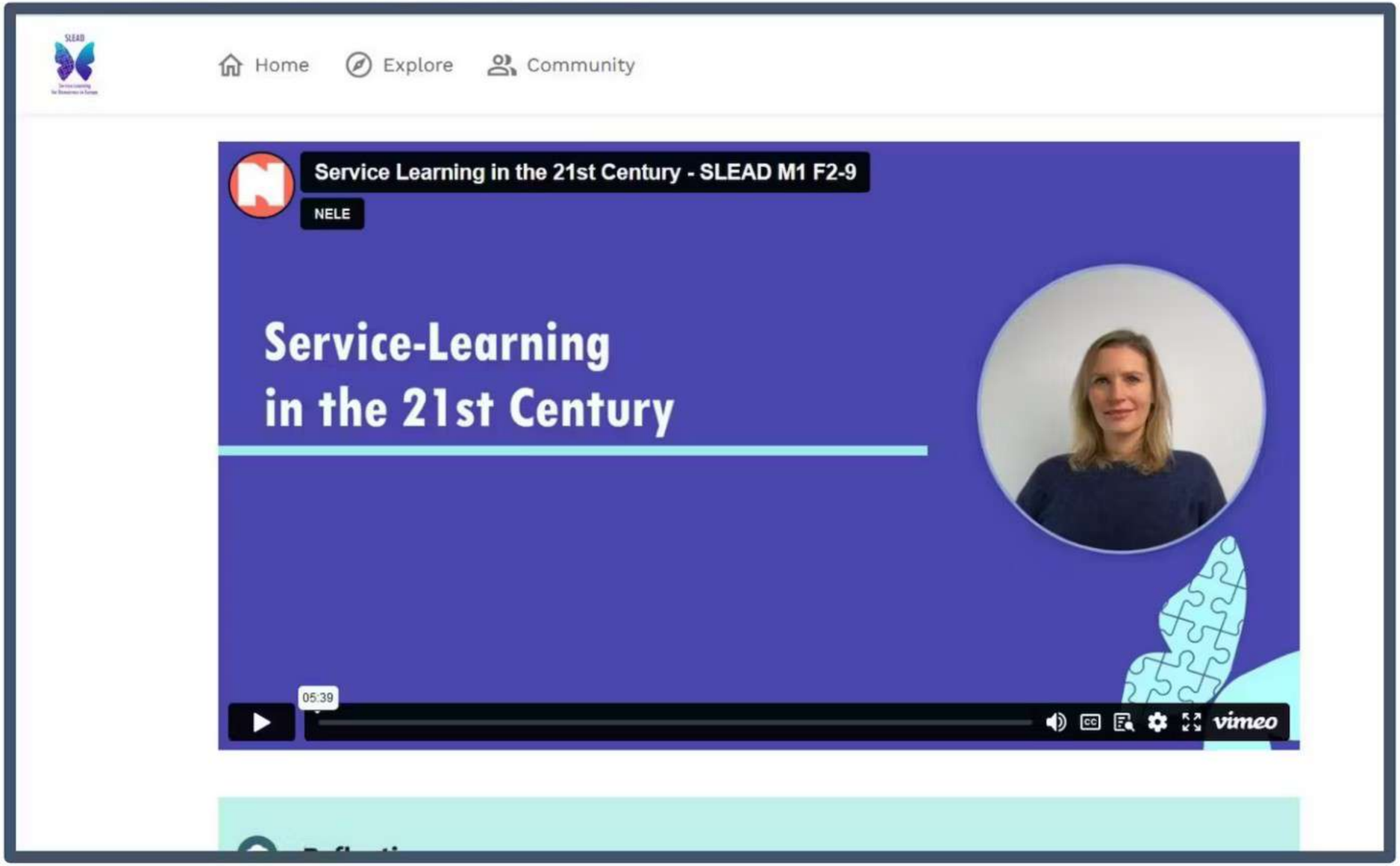
Process Phases of Service-Learning



Graphic based on:Taigel et al.: Transformatives Lernen durch Engagement (2022)

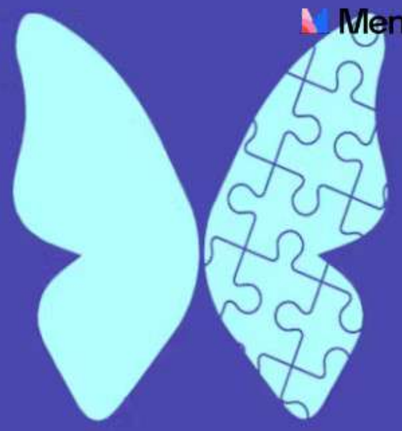
SERVICE-LEARNING FOR DEMOCRACY IN EUROPE

SELF-LEARNING PHASE



HOW TO START SERVICE-LEARNING IN YOUR SCHOOL?

1. What are the **students learning** this year and could be **enhanced with the help of a project**?
2. What **skills developed** this year in school are **useful to the community**?
3. Which **subjects can collaborate** to create a complete experience?
4. What more **urgent needs in the community** has the school identified this year?



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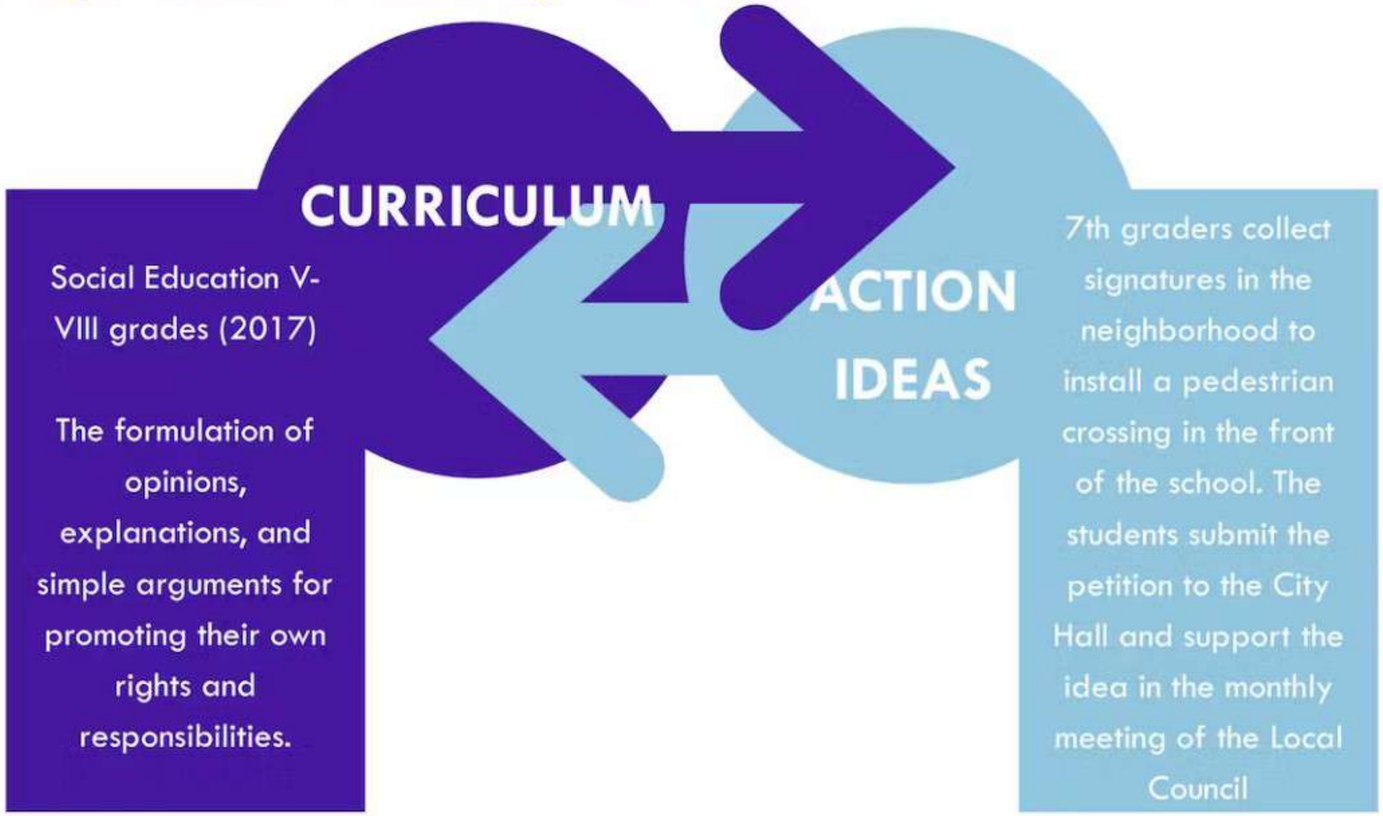
OPTIONS TO START

You can start from the curriculum (general skills, specific skills, content) and add the" Community Service" element, or you can start with a project that is already underway in your school and integrate the" Learning" element.



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Service Learning & Self-determination theory

Humans have an innate ability to connect with others, to be curious, to explore, to develop, to live at their full potential.

These natural tendencies are not always expressed, however, but only when **three basic psychological needs are satisfied (Deci & Ryan, 1977).**

What we do and seek throughout our lives is to constantly satisfy 3 psychological needs - at home, at school, in the peer group, in the community.

Service Learning & Motivation and self-determination

Do we succeed in our family, at home, at school to satisfy the three psychological need for children/ students?

THE NEED OF CONNECTION
THE NEED OF AUTONOMY
THE NEED OF COMPETENCE

If we manage to satisfy the three needs of our children and students, when they are adults they will be able to satisfy them themselves.

The self- determination theory (motivation)?

The 3 psychological needs and Service Learning:

The need to connect is the need to belong to a group that is doing something important, to give, to receive, to be seen, appreciated, loved, to love! And love manifests itself through action - by doing something good for the other!

When you do something good for and with others in a group you substantially feed the need for connection.

The need for autonomy is the need to make decisions, to make choices, to feel that you are the source of your actions, and that what you do is what YOU want to do.

In classical classes the need for autonomy is not nurtured at all.

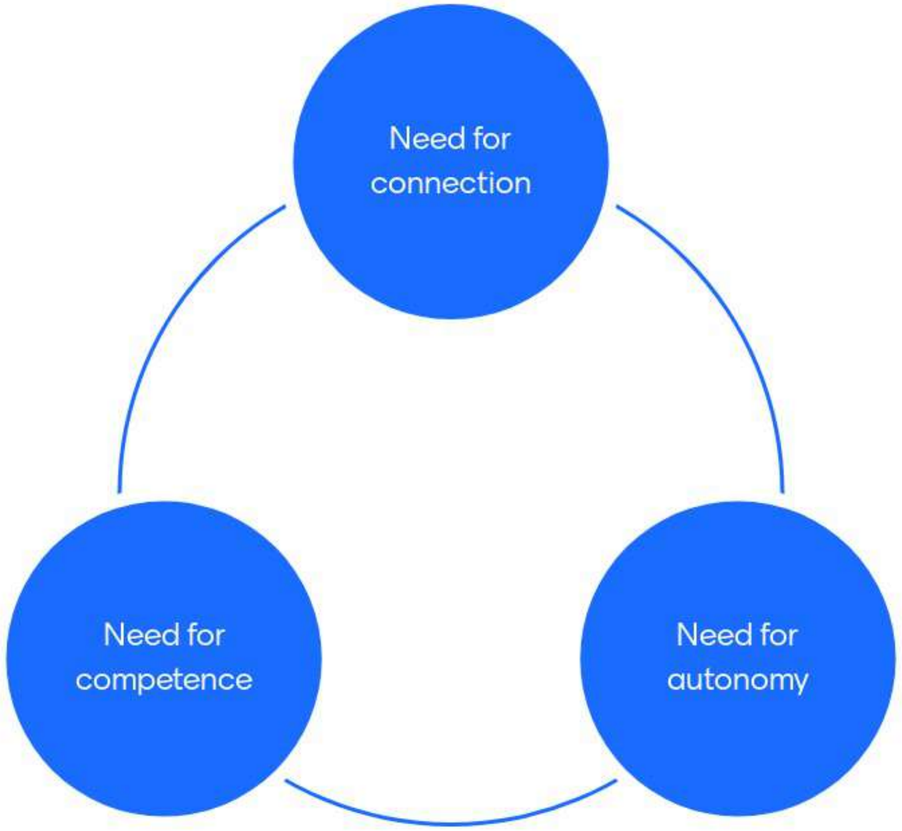
Through S-L the learner has the chance to make decisions about - what community needs to address, what they want to learn, how to solve problems, the level to which they get involved, what activities they do, what responsibilities they take on, etc.

This is the need to learn, to know, to develop, to feel that you are able to constantly update yourself.

Reflecting on experiences, exploring emotions, learning news lessons, new ways of acting is the way we satisfy our need for competence.

Reflection is an essential part of the Service Learning process.

Loop



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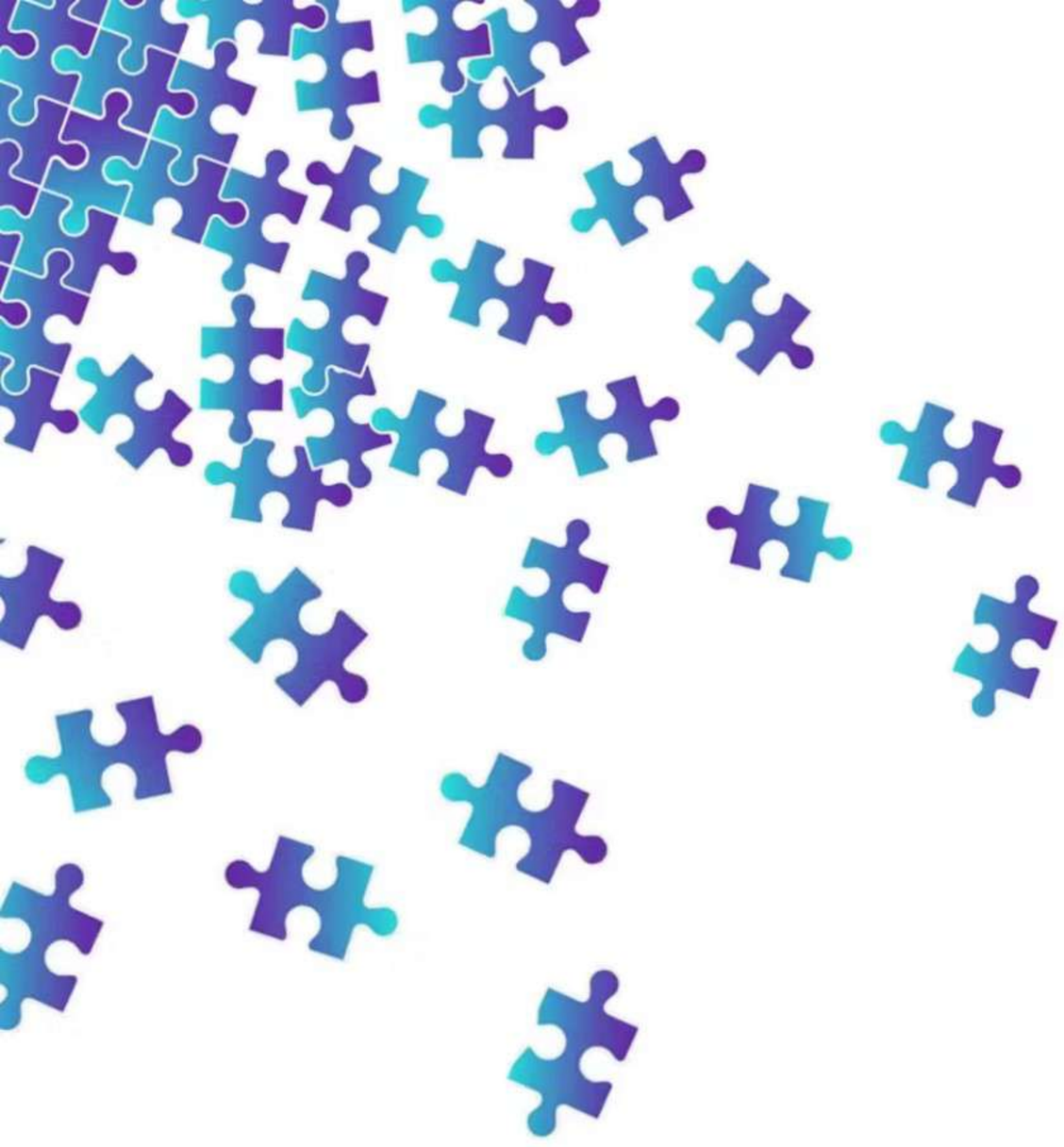
BREAK OUT ROOMS 2 (20 minutes)

- After the first webinar and the self-learning phase: Which questions are open?



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10 minutes break

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Timer

10 minutes

00 seconds

Welcome,

Anda Culisir,

Wolfgang Hübner and

Daniel Müller!

Service Learning
Montessori Schule Landau

Wolfgang Hübner / Daniel Müller

Stolpersteine
„Stumbing Blocks“

- The project was divided into a “cleaning stumbling blocks” campaign and communication work on the subject of the persecution of Jews in Landau.
- Research into suitable cleaning methods, procurement of the necessary materials, planning of the route for the cleaning
- acquisition of participants at other schools
- meeting with the initiator of the Stolpersteine, the artist Gunter Demnig.
- development and implementation of lectures for students and the creation of own website.
- Coordination with the engagement partner took place regularly.

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ELISABETH ELSE
DE JONGE
GEB. STRAUSS
JG. 1891
FLUCHT 1940
USA

HIER WOHNTE
ELSE LIEBERMANN
VON WAHLENDORF
GEB. HOLLÄNDER
JG. 1876
GEDEMÜTIGT-DIFFAMIERT
TOT 8.1.1943

6 Quality Standards

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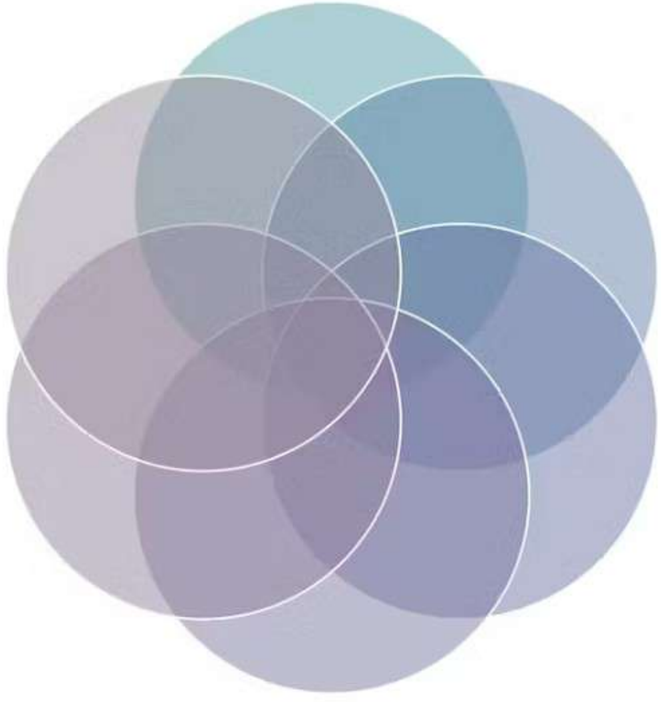
Real demand

- **Public awerness** of memory culture

Recognition and conclusion

- **visit from the artist** Gunter Demnig
- **Certificate**
- **Presentation day** with newspaper, radio, mayor, parents



Connection to the curriculum

History, Politics, Ethics,

Presentation and essay

Engagement outside the school

local community, city of Landau

Reflection

three fixed reflection dates with a group,

+

weekly documentation

Pupil participation:

Students planned the project completely independently, with a schedule, contact with the partner and the connection to the curriculum

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OPEN QUESTIONS?

NEXT STEPS

AND WEBINARS

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WHY A BUTTERFLY?

SLEAD

Service-Learning
for Democracy in Europe

DEMOCRACY COMPETENCES!

Competence

Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

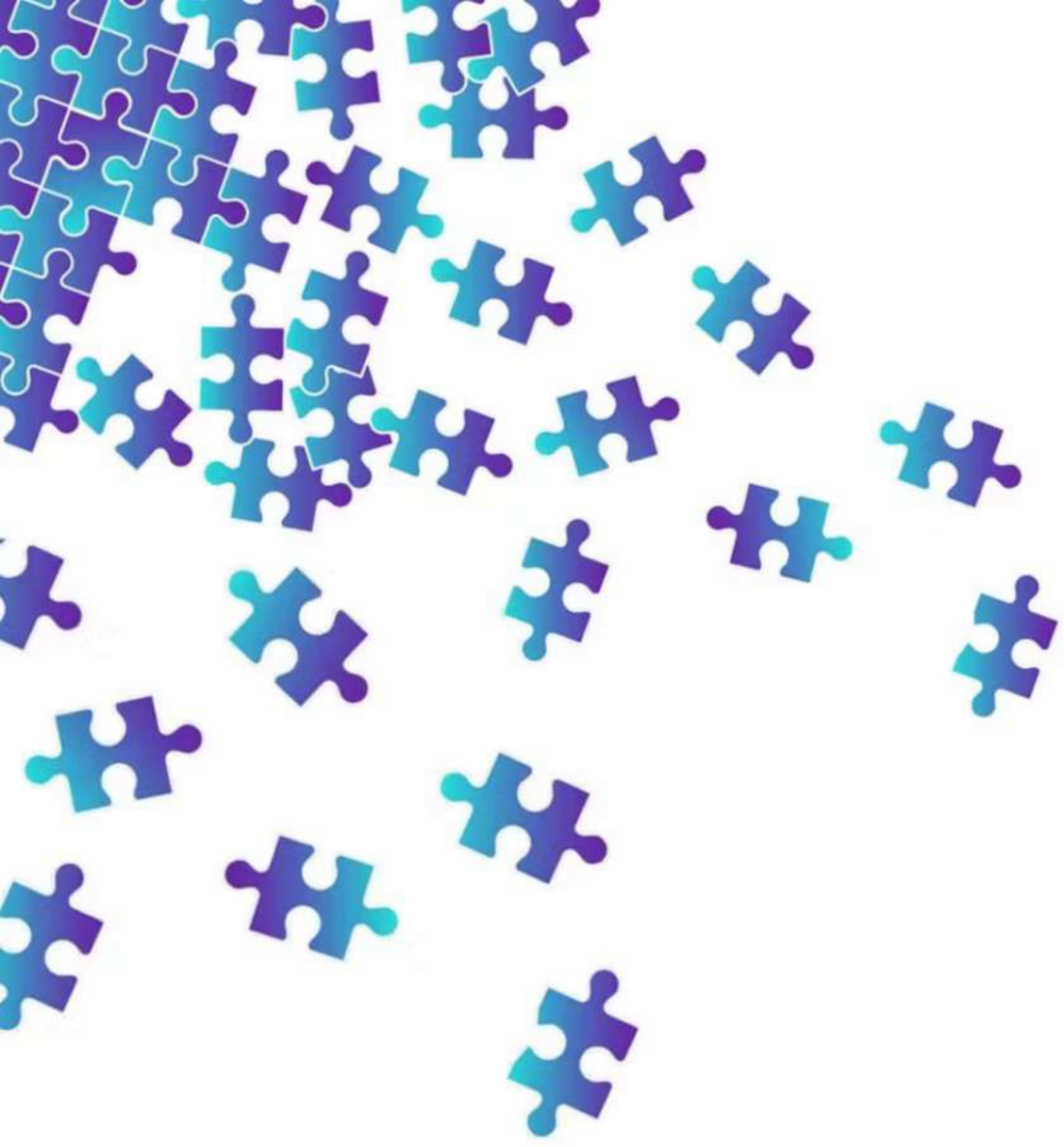
Skills

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Source: Council of Europe



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SEE YOU ON “NELE” AND ON FEBRUARY 21st!