

# **Citizenship and Service Learning: A Working Framework**

*The International School of Krakow*

## **ISK Mission Statement**

The International School of Krakow is dedicated to excellence in the intellectual and personal development of tomorrow's world citizens.

## **Definition of Service Learning**

Service learning is a student-centered, educational philosophy which is characterized by a systematic approach to the teaching of values and civic responsibility, while serving the school, local or global community, and providing for the development of various skills.

According to Cathryn Berger Kaye, the purpose of service learning is as follows:

## ***Purpose***

*With service learning, students:*

- *Engage students in the local and global community.*
- *Apply academic, social, and personal skills to improve the community.*
- *Make decisions that have real, not hypothetical, results.*
- *Grow as individuals, gain respect for peers, and increase civic participation.*
- *Experience success no matter what their ability level.*
- *Gain a deeper understanding of themselves, their community, and society.*
- *Develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others.*

- *With service learning teachers and administrators:*
- *Make school and education more meaningful for students, often seeing them develop previously untapped strengths in the process.*
- *They work with other teachers and community partners to develop exciting lessons and find themselves professionally re-energized.*
- *With service learning parents and community members:*
- *Come to understand their school and their young people better.*
- *Become more engaged in the school and strengthening relations with teachers and administrators.*
- *Help address genuine needs in the community.*

(Kaye)

In addition, Kaye explains the roles and responsibilities of service learning as follows:

### ***Roles and Responsibilities***

#### ***The student:***

- *Takes an active role in identifying genuine needs in the community.*
- *Creates service learning ideas, prepares for specific actions, carries out the actions in collaboration with others, reflects on his learning, and demonstrates and celebrates his learning and service.*
- *Chooses topics that are of interest to him and brings and develops his unique skill set to the project.*
- *Develops a wide variety of skills applicable to life in and out of school.*
- *Collaborates with students, teachers, administrators, community members and organizations of diverse backgrounds and experience. Forms relationships with people that result in mutual respect, understanding and appreciation.*
- *Learns from others and teaches.*
- *Reflects on and gains a better understanding of what is important to himself, the community and the world.*
- *Learns the importance of civic engagement and the importance of democracy.*

**The teacher:**

- *Models what it means to be a life-long learner learning from students, other teachers, administrators, and community members by participating in various projects.*
- *Seizes upon opportunities to shed light on needs in the community and encourages students to undertake service learning projects to address the needs.*
- *Seizes upon opportunities to weave service learning projects into the curriculum.*
- *Guides students through the stages of service learning and helps to ensure that elements essential to service learning are part of the service learning projects.*
- *Collaborates with other teachers to make connections to other subject areas.*
- *Monitors and assesses the development of students' skills.*
- *Ensures that students contribute in ways that are meaningful to them and that they bring their unique skill sets to the project.*
- *Records contacts with the community for future students to utilize.*

(Kaye)

**Parents and Community Members:**

- Bring to the attention of students, teachers and administrators their concerns about needs in the community to so that service learning ideas can be generated.
- Work in collaboration with students, teachers and administrators on various service leaning projects.

**The Service Learning Committee:**

- Brings to the attention of students, teachers and administrators their concerns about needs in the community to so that service learning ideas can be generated.
- Works in collaboration with students, teachers and administrators on various service leaning projects.
- Receives feedback, in the form of surveys or oral communications with the educational community, to determine how the program is going and makes suggestions for future changes to the Service Learning Framework.

**Homeroom Teachers:**

- Provide for time during morning and afternoon homeroom for students to work on service learning portfolios.
- Assist the Head of High School in counseling students on their service learning projects.
- Communicates with the Heads of High School in regards to students' progress in their service learning projects.

**The Head of High School:**

- Monitors the overall progress of the service learning program in their school to help ensure that students and teachers are fulfilling their roles.
- Keeps abreast of issues and needs in the community to share with teachers and students as possible service learning projects.
- Approves funds from the high school budget to assist with the implementation of service learning projects.

**Director and/or Deputy Director:**

- Monitors the overall progress of the service learning program in their school to help ensure that students, teachers and heads of school are fulfilling their roles.
- Evaluates the heads of schools' progress in monitoring the service learning program.
- Keeps abreast of issues and needs in the community to share with teachers and students as possible service learning projects.

**Citizenship and Service Learning**

- Service learning shall be a component of the high school students' citizenship grades and will constitute one third of the student's quarterly Citizenship Grade. In place of requiring students to complete 100 hours of service learning for graduation, students will be required to complete service learning projects each year and will receive Mid-Year and Final-Year Exam grades in Service Learning in Citizenship and Service Learning.

## Quarter and Semester Evaluations in Service Learning

**Quarter One:** Complete Service Learning Plan (See Appendix 1: Service Learning Plan).

**Quarter Two:** Complete Service Learning Summary of Progress (See Appendix 2: Service Learning Summary of Progress I).

**Mid-Year Exam:** Complete and present a ten-minute Power Point presentation about the service theme and service idea. (See Appendix 3: Computer Presentation on the Service Learning Theme and Idea).

**Quarter Three:** Summary of Progress II (See Appendix 4: Summary of Progress II) and the Service Learning Portfolios.

**Quarter Four:** Complete Service Learning Reflective Paper (See Appendix 5: Service Learning Reflective Paper).

**Final-Year Exam:** Present and explain Service Learning Final Project at Service Learning Night. (See Appendix 6: Service Learning Night)

The chart below summarizes the Quarter and Exam requirements:

Q1	Q2	Mid-Year Exam	Semester One Grade	Q3	Q4	Final-Year Exam	Semester Two Grade	Final Year Grade
Citizenship Grade Service Learning Component: Service Learning Plan + Service Learning Portfolio (See Appendix 1)	Service Learning Component: Summary of Progress (See Appendix 2)	Service Learning Component: Presentation on the service leaning idea and theme. (See Appendix 3)	Q1 + Q2 + MYE = S1 Grade	Service Learning Component: Summary of Progress (See Appendix 2)	Service Learning Component: Service Learning Reflective Paper + Service Learning Portfolio (See Appendix 4)	Service Learning Component: Presentation of Service Learning Final Project at Service Learning Night (See Appendix 5)	Q1 + Q2 + FYE = S2 Grade	Q1 + Q2 + MYE + Q3 + Q4 + FYE = FY Grade

Service Learning constitutes 1/3 of the student's Citizenship and Service Learning (CSL) Grade. For more information about the Citizenship and Service Learning Grade, go to: (insert link).

Disclaimer: As this is a pilot program, the school administration reserves the right to alter the student requirements during the 2009-2010 school year where it feels they are not serving the needs of the students.

**Appendices:**

Appendix 1: The Service Learning Plan

***Quarter 1: Service Learning Plan***

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

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

Names of your collaborators at ISK:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Print the answers to these questions using a computer.

1. What theme is your service learning idea related to?
2. What need in the school, local or global community are you addressing?
3. What specific action will you fulfill that will best characterize your service learning idea?
4. Why did you choose to do your service learning project on this theme and this specific need? Why does it interest you?
5. What skill-strengths can you improve in working on this project? What skill-weaknesses would like to improve in doing this project?
6. How do you think you will feel after completing this project?
7. What do you think you will learn from doing this project?
8. Do you think your attitude about the theme you chose will change? How?
9. To which three classes (it should be *at least* three, but it can be more) do you plan to connect your service learning project?
10. Who in the school, local, or global community do you think you might be able to work with on this project?
11. What resources do you think you will need in order to complete this project?

Appendix 2: The Service Learning Summary of Progress

## ***Quarter 2: Service Learning Summary of Progress I***

Name: \_\_\_\_\_ Grade Level \_\_\_\_\_

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

Directions: In 3-5 pages (typed, double-spaced, 11-point font), discuss your progress in your service learning project so far. Be sure to address the points below. You may use this sheet as a check list.

1. Explain briefly your service idea and the service learning theme.
2. Explain which students, educators and community members you are collaborating with and what contributions you are making to the project.
3. Explain in detail what activities or research you are doing in (or out) of three classes to which you have tied your service learning project. Provide samples of your work in your Service Learning Portfolio and refer to them in your paper as evidence.
4. Explain what knowledge you have gained and skills you have developed so far in researching the service learning theme.

## ***Mid-Year Exam: Computer Presentation on Service Learning Theme and Idea***

Directions: Incorporate the points below into a computer presentation about the service learning theme you have chosen and your Service Learning Idea.

1. Provide background information about the service need or theme in the school, local or global community and what motivated you to work on that particular service theme.
2. Explain in detail what you plan to do for your Service Idea and how you feel it will impact the school, local or global community.
3. Explain what knowledge you have gained in researching the topic, what skills you have developed, and how your attitude has changed since beginning work on the project.

Your presentation should:

- Take between 5-10 minutes to present orally.
- Be organized into a cover slide in which you introduce yourself and show the title of your presentation; an introductory slide in which you briefly present the points you will cover in the presentation; “body” slides in which you discuss the main points in detail; a concluding slide in which you wrap up the main points that you discussed; and a back slide in which you close the presentation and again show us the title of your presentation and your name.
- Be properly formatted: Each slide should have a title that is of similar font and size throughout. Text in the body of each slide should also be of a uniform font and size throughout the presentation.
- Be visually appealing and interesting to watch. This would include: adding images or video to yours slides, using attractive backgrounds, using interesting slide transitions and other special effects.

Appendix 4: The Service Learning Summary of Progress

## ***Quarter 3: Service Learning Summary of Progress II***

Name: \_\_\_\_\_ Grade Level \_\_\_\_\_

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

Directions: In 3-5 pages (typed, double-spaced, 11-point font), discuss your progress in your service learning project so far. Be sure to address the points below. You may use this sheet as a check list.

1. Explain briefly your service idea and the service learning theme.
2. Explain which students, educators and community members you are collaborating with and what contributions are you making to the project.
3. Explain in detail what activities or research you are doing in (or out) of three classes that you have tied your service learning project to. Provide samples of your work in your Service Learning Portfolio and refer to them in your paper as evidence.
4. Explain what knowledge you have gained and skills you have developed so far in researching the service learning theme.

## Appendix 5: The Service Learning Reflective Paper

### ***Quarter 4: Service Learning Reflective Paper***

Directions: In 3-5 pages (typed, double-spaced, 11-point font), write your *Service Learning Reflective Paper* addressing the questions below.

1. How did your service learning project address a need in the school, local or global community?
2. How interesting did you find the project to be? Why?
3. What contributions did you make to the project? Which contribution do you feel was the most important and why?
4. How did the project differ in how you thought it would go versus how it actually went?
5. Through working on this project, explain what you learned about yourself, the people you worked with, and the school, local or global community. Reference specific evidence in your Service Learning Portfolio.
6. What skills did you develop in working on this project? Explain how you developed these skills and if they were strengths or weaknesses for you prior to working on the project. Reference specific evidence in your Service Learning Portfolio.
7. Explain how you might use the knowledge that you gained and the skills that you developed in the future.
8. How do you feel after having finished the project? How has your attitude toward the theme changed? What did you do in the Reflection Phase to reflect on how you felt after having completed your project?
9. How did you connect your service learning project to three different classes you are taking? How do you feel it improved learning in those classes?
10. What contacts in the school, local or global community did you make and how do you think relations with these people will help you in the future?
11. What resources did you use in working on your service learning project?

Student name: (Please print) \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date

Completed: \_\_\_\_\_

Appendix 6: Service Learning Night: The Final Project

## ***Final-Year Exam: Service Learning Night***

Service Learning Night, which will occur two Fridays before Final Exam Week from 5 to 8 P.M in the ISK cafeteria, will serve as the final chapter in your service learning project. It is designed to demonstrate to the educational community the lessons you have learned, as well as to celebrate your learning and your service. Service Learning Final Projects are composed of two parts: A visual demonstration/presentation and a written explanation or oral interview with the Head of High School.

**Part 1: The Visual Demonstration/Presentation** is to be composed using some sort of artistic medium such as: a painting, collage, sculpture, skit, song, dance, poem or story, in which you demonstrate the following:

- the genuine need in the school, local or global community that you addressed.
- the research and work you did in preparation for your service action.
- the service learning action that you fulfilled.
- your attitude and emotions as you reflected on your service learning project.
- a celebration of your learning and the work toward the greater good.

## **Part 2: The Written or Oral Explanation of Your Artistic Piece**

After presenting/demonstrating your artistic piece, you must submit to the Head of High School an explanation of how your artistic piece addresses the points above, either in writing or in an oral interview.

### **Works Cited:**

Kaye, M.A, Cathryn Berger. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action.* Minneapolis, MN: Free Spirit Publishing, 2004