

SMALL SCHOOLS' NOTEBOOKS

Year 2021 - Notebook N. 5 - Tools

5

2021

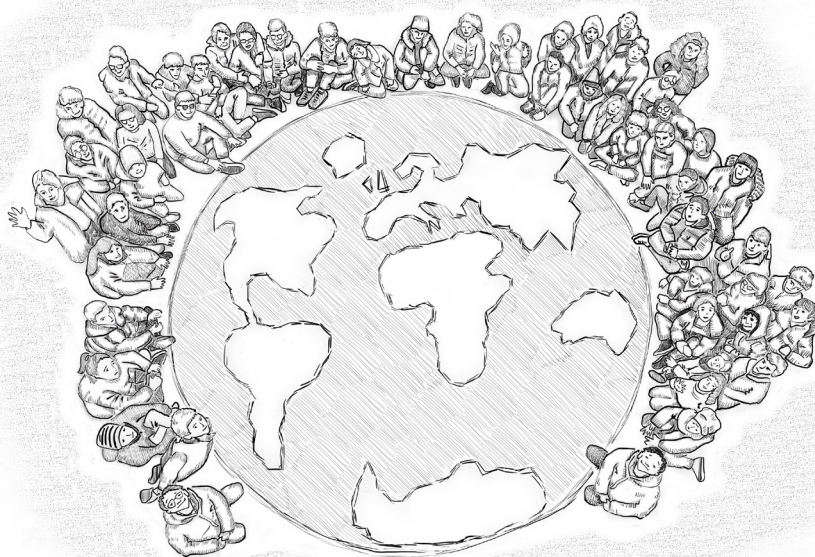
Service Learning for Small Schools

Stefania Chipa e Lorenza Orlandini, INDIRE

Stories ☐

Tools ☒

Studies ☐



English version

Service Learning

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SMALL SCHOOL NOTEBOOKS • TOOLS

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ISBN/A 978-88-99456-97-9

Published online on the website of the Small Schools Movement

piccolescuole.indire.it - February 2021

We wish to thank the teacher Silvana Amodio of the “A. Vespucci” Comprehensive Institute of Vibo Marina (VV) for the drafting of the paragraph “The planning form and suggestions for compilation”, and the teacher Vittoria Volterrani of the “Bobbio” Comprehensive Institute in Bobbio (PC) for the drafting of the paragraph “The story of an SL experience: “How we can save the world in 10 steps”.

The cover illustration is a drawing by Andrea Paoli inspired by a photo of Travo Primary School (IO Bobbio).



Programmazione dei Fondi Strutturali Europei 2014-2020
 Programma Operativo Nazionale plurifondo
 “Per la scuola competenze e ambienti per l'apprendimento”
 FSE/FESR-2014IT05M2OP001 - Asse I “Istruzione” - OS/RA 10.1
 Piccole Scuole - CUP: B59B17000010006
 Codice Progetto: 10.1.8.A1-FSEPON-INDIRE-2017-1

The *working library* is an innovative and unique publishing work designed and directed by Mario Lodi.

From 1971 until 1979 the project was managed by a group of educators: Fiorenzo Alfieri, Francesca Colombo, Tullio De Mauro, Caterina Foschi Pini, Alberto Gianola, Angelica Gianola, Roberto Lantorio, Palmira Maccarini, Luciano Manzuoli, Gioacchino Maviglia and Francesco Tonucci.

The working library was an alternative to the schoolbook. The format should be functional to teacher's activities. They collected 80 issues of “Documents”, “Letters”, “Guides” and 68 sheets with ideas, activities and practical tips for teachers so as they can use according to the classroom needs.

A sort of collection of good practices experienced in Italy. A catalogue that teachers, parents and students can use in every social and geographical situation. Learning activities that have a different approach to the traditional lessons and use tools for effective teaching activities. Mario Lodi and his colleagues wished that students' families and teachers know them.

Everybody wants a better school, a warm and scientifically correct place where the students' experience comes first. The working library had this goal.

Cosetta Lodi

President of Casa delle Arti e del Gioco

<http://www.casadelleartiedelgioco.it>

After so many years from the *working library*, the idea of creating a better school is still alive. Today's model of schooling is still a traditional one, which is difficult to remove from the daily practices and belongs to the image of the standard school.

Indire main goal is to give support and highlight teachers' research activity to "learning experiences, classroom organisation and learning environment that foster the students' autonomy so as they can develop permanent competences and skills" (*Indicazioni Nazionali. Nuovi scenari*, 2017).

The tools in Lodi's *working library* were effective because they used a clear and simple language, essential format, a research work that came from teachers' daily activity. The tools contributed to disseminate innovative teaching method based on the active learning and an inclusive and democratic school model.

Documentation and teaching methods offered in the *working library* allowed teachers to practice and experience innovative pedagogy.

The *Small Schools' Notebooks*, divided into "Stories", "Tools" and "Studies", wishes to pay homage to this experience that is a good practice of research and innovation in schools.

We wish to thank to Mario Lodi's heirs to allow us to use and re-think to the *Working Library*. We also wish to thank to Grandi & Associati which collaborated to the editorial activity and publishing of this volume.

Research team - INDIRE Small Schools
<http://piccolescuole.indire.it>

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1. The context of reference

This notebook was created as part of the “Service Learning for Small Schools” training workshop, an initiative organized by INDIRE in 2019 aimed at all schools registered with the Movement¹.

The Small Schools Movement was established on 17 June 2017 with the presentation on the Island of Favignana (TP) of a Cultural Manifesto² aimed at small-sized schools which are generally located in the interior or in isolated places of Italy such as in the mountains or on small islands.

The Small Schools Manifesto³ is linked to the seven points of the Avanguardie Educative (AE)⁴ Manifesto and develops certain dimensions which intend to enhance the small schools' specific characteristics so to transform them into opportunities to increase educational quality. These dimensions are expressed in three key points: a) community of memory and learning quality; b) technologies and social inclusion; c) the experience of multiage classes, a resource and not a limit.

The first key point focuses on the relationship between school and territory. In a small school community, the relationship with the “natural and socio-cultural environment can represent a resource with strong potential for innovation since it links learning to the circumstances giving them value in terms of territorial vocations”.

One of the strategies that the Movement identifies as a priority in supporting schools in their daily challenge to maintain inclusive learning environments oriented to the educational quality, with a curriculum strongly linked to local themes and locations, is to identify organizational and educational devices that place school and territory in a perspective of shared decisions, resources and activities.

Notes

1. <http://piccolescuole.indire.it/>

2. http://www.indire.it/wp-content/uploads/2017/05/50x70_MANIFESTO-2.pdf

3. Indire (2017). Manifesto delle Piccole scuole. Disponibile in: http://piccolescuole.indire.it/wp-content/uploads/2018/11/50x70_MANIFESTO_CON-FIRME_LUGLIO_2018_testoPON.pdf

4. Avanguardie Educative (AE) (<http://informazione.indire.it/avanguardieeducative/>) is a cultural movement founded in 2014 by INDIRE and 22 leading schools with the aim of disseminating innovative practices in Italian schools. Further information can be found in the Manifesto <http://innovazione.indire.it/avanguardieeducative/il-manifesto>.

First key point of the Small Schools Manifesto

Communities of memory and the quality of learning

The original characteristics of the small schools are particularly useful for an acceleration of the ongoing innovation processes in all the schools of the Avanguardie Educative Movement. Traditionally, the small schools maintain and strengthen their distinctive cultural and historical traits to become large communities of memory. Their relationship with the natural and sociocultural environment can represent a resource with a strong innovative potential since it links learning to the circumstances giving them value in terms of territorial vocations. Even the reduced number of students unquestionably represents an “advantageous” element to launch curricular innovations which allow a more flexible organization of learning processes.

Service Learning (SL) is a pedagogical approach (Tapia, 2006; Furco, 1996) which combines curricular *learning* objectives with community *service* activities. This allows students to learn in real-life situations, developing disciplinary, transversal and professional skills^[1].

In this teaching practice the learning activities extend from the classroom to the outside world. The territory becomes a laboratory, a learning environment in which to live and trial educational activities linked to the curriculum.

Which explains the reason for one of the workshops offered as a part of the training plan implemented in 2019 by the Small Schools project; this approach is closely linked to the first key point of the Small School Manifesto. By its very nature, SL links learning activities to the natural, social and cultural environment in which the school is located. The territory itself becomes a learning opportunity. SL can help teachers at small schools to develop teaching projects that use the peculiarities of the context as resources for quality education (for example the close link in these places exists between the school and local institutions, or the proximity and availability of safe natural spaces in which to carry out educational activities).

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This pedagogical approach can be applied at all school levels, from primary to upper secondary and the university, within “standard” classes, but also in multiage classes.

Notes

[1] Fiorin, I. (2016). Oltre l'aula. La proposta pedagogica del Service Learning. Milano: Mondadori Università.

2. The relationship between the Small Schools and the territory

The relationship between school and territory plays a strategic role in the Small Schools context, educational institutions characterized by small numbers (up to 125 students for primary and 75 for lower secondary schools⁵) and located in the inner or isolated areas of Italy.

This fragility is an element of concern also at an institutional level, if we consider that small primary schools represent 45.3% of all Italian primary schools and that small lower secondary schools account for 21.7% of all lower secondary schools. The phenomenon is not limited in scope and its geographical distribution is equally divided between the north and south of the Country and is present in all regions: for example in Campania there are 944 small schools, in Lombardy 872, in Piedmont 864, and in Calabria 836.

Geographical and cultural isolation make small schools a potentially fragile system, since they are also exposed to the progressive depopulation of the territories where they are located; in fact, the 'closure risk' is a potential scenario each time a new school year begins.

From an educational point of view, building a solid and significant relationship with the surrounding environment (families, local authorities, associations, production sector) plays a strategic role for these schools in order to ensure their permanence as an educational centre of reference, but also to preserve the quality of the educational processes offered to the community.

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In addition to SL, another practice that we have been analysing and describing at INDIRE is Outdoor Learning (OL), intended as an educational activity to be carried out outside the school in the natural environment, in this case consisting of environmental education, or in indoor environments, for example inside museums or libraries. SL and OL are both linked to Place-Based Education (PBE), an approach which invites teachers and students to use the territory as a learning laboratory in a curricular perspective: *“Using a school’s surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices”*.^[2]

[2] Lieberman G. A., Hoody L. L. (1998), Closing the Achievement Gap: Using the Environment As an Integrating Context for Learning. San Diego (CA): State Education and Environment Roundtable. Disponibile in: <https://files.eric.ed.gov/fulltext/ED428943.pdf>

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5. These thresholds were identified by the research group Indire on Small Schools e agree with the MIUR

3. The founding features of Service Learning

Maria Nieves Tapia⁶ has defined SL as: “A set of projects or programmes of supportive service (intended to satisfy in a limited and effective way a real and perceived need in a certain territory, working with and not only for the community), with the students taking part as leading players, which extends from the initial planning up to the final assessment and is intentionally linked with the learning content (including curricular content, reflections, development of citizenship and job skills)”^[3]

From this definition it is possible to highlight four key points characterizing this approach:

1. the double intentionality of SL practices: service learning is the product of two types of educational experiences (learning and service activities) which schools generally tend to carry out in parallel or independently from one another;
2. the joint commitment of schools and communities to respond to a real need that emerges from the territory;
3. the direct and constant involvement of students in all phases of the process, from planning to evaluation;
4. intentional connection of all the planned service activities with the learning contents (curriculum, reflection and self-assessment, development of citizenship and professional skills, research approach).

Double **intentionality** is a key element which distinguishes SL from any other educational approach, even those that involve educational activities carried out outside the classroom in real-life contexts (for example, OL and PBE). In fact, SL sets itself the goal of providing

a service to the community, while implementing a learning process well-defined in all its disciplinary and transversal goals.



The double intentionality of SL practices
(Reworking Indire by: Maria Nieves Tapia, *Educazione e Solidarietà. La pedagogia dell'apprendimento-servizio*, Città Nuova, Roma, 2006).

And it is the connection between *learning* and *service* that is the tool through which the construction of an authentic and genuine community arises, a community which is incorporated “within the very structure of the school policy”^[4]

A widely cited example, in our opinion one which clearly shows what SL means, can be found on the National Youth Leadership Council website:

*Picking up trash on a river bank is service.
Studying water samples under a microscope is learning.
When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency – that is service-learning.*⁸

[3] Sergiovanni, T. J. (2000). *Costruire comunità nelle scuole*. Roma: LAS

8. Collect garbage on the a river bank is service. Studying the water samples under the microscope it is learning. When science students they collect and analyze water samples, document their results and present the considerations to local authorities to reduce pollution, this is Service Learning (our free translation from <https://www.nylc.org/page/WhatsService-Learning>)

6. Maria Nieves Tapia is the founder and director of the Latin American Centre of Aprendizaje y Servicio Solidario which is based in Buenos Aires. In 2005, she was a member of the founding group of Red Iberoamericana de aprendizaje-servicio.

[3] Tapia, M. N. (2006). *Educazione e solidarietà. La pedagogia dell'apprendimento-servizio*. Roma: Città Nuova Editrice

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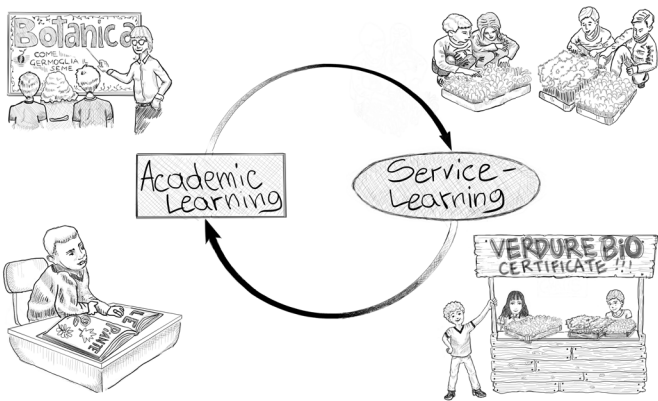


Representation of a Service Learning path

[5] Tapia, M. N.. (2006).
Educazione e Solidarietà.
La pedagogia
dell'apprendimento-servizio.
Roma: Città Nuova Editrice,
pag. 24

Sometimes in schools, service and learning tend to remain separate: one thing is what is learned in the classroom or in a real life context, quite another are the service activities in which students can also participate personally, such as interventions to improve the environment, fundraisers, Christmas markets, as well as peer, vertical or even inter-generational tutoring. In designing educational activities, sometimes teachers do not include learning and service activities in their specific learning and service objectives; sometimes they are not treated as functional to one another, one feeding the other in a “positive circle”.^[5]

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The positive circle of the SL (Tapia, 2006:28)

Such a positive circle can enrich both of them: learning activities improve the quality of the service offered to the community and service activities generate new knowledge aimed at achieving disciplinary, transversal and, in the case of high schools, also professional skills.

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4. What is meant by Service

A question which we often hear from teachers interested in applying SL in their classes is whether the scope of service necessarily involves embracing a more philanthropic, less secular type of ethics. In the various applications of SL at an international level, both ethical foundations can be traced: a philanthropic-charitable vision and a civic vision^[6]. Also in the literature^[7] there is *civic service-learning* and *charitable philanthropic service-learning*.

Civic service-learning emphasizes “a mutual sharing and interdependence of rights and responsibilities and focuses not on altruism but on enlightened self-interest”^[6]. Underlying it is an idea of service intended not as the moral duty of those who have more resources towards those who have fewer, but an idea that democratic communities are based on the mutual responsibility of its citizens, on the fact that rights without duties are unsustainable.

On the other hand, in the philanthropic-charitable vision, “service as an exercise of altruism”^[6] is emphasized; in this case SL appears as an activity which allows for “compensatory justice” towards those who have less by those who have more, in order to reduce the social divide.

Each school therefore decides autonomously which ethics to refer to on the basis of the cultural project it has chosen for its own community. Whatever the ethics chosen, it is nonetheless important to highlight that both of them implement the same teaching strategies and pursue the broader goal of a commitment within and along with the community.

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5. Service Learning in the literature

In the literature a single definition of SL is difficult to find. Furco (2003) reports that as early as 1990 Kendall and associates, following a systematic review of the literature, identified 147 different definitions which they grouped into two categories: SL as pedagogy and SL as philosophy. The first refers to SL as a teaching methodology which includes precise organization and defined tools; the second “as a style, a profound and ethical vision of thinking about the relationship between service and learning”.

Some have stated that the term SL was coined in 1966-67 by William Ramsay, Robert Sigmon and Michael Hart. Sigmon wrote (1979) that at that time the practice of SL had already been in use for around 10 years and that, as in Christmas stories, it was not possible to know who the author was. He himself said that his first contact with SL was in the late 1960s when the Southern Regional Education Board released a “service-learning internship model”^[8]. The first Service Learning Conference was held in Atlanta in 1969.

The pedagogical roots of SL can be traced back to John Dewey⁸ and Paulo Freire⁹; in Europe in Freinet’s pedagogy and in Don Milani’s teaching practices¹⁰, well evident in the “lay and progressive pedagogy” expressed since the middle of the previous century by the “Florence School”^[9] which had developed “the conception of the school as democratic in a continuous relationship with the wider democratic community of the same nation”. More recently, Goleman’s contributions on emotional intelligence and Gardner’s on multiple intelligences have offered SL^[10] new theoretical and experimental support.

It is a widespread practice all over the world, but particularly in Latin America and the United States. In Italy too, schools have been try-

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[8] Sigmon R. (1979). Service Learning: Three Principles. Sinergist, Spring 1979. Disponibile in: <https://nsee.memberclicks.net/assets/docs/KnowledgeCenter/IntegratingExpEduc/BooksReports/55.%20service%20learning%20three%20principles.pdf>

8. In the constant reminder that the his reflections are aimed at finality social and political education and to experience as a discovery of natural and social reality. In 1921, as Tapia reminds us (2006, p. 32), Dewey gave life at Antioch College in Ohio to the service program community and student who in its “Program of education and work ”established that is the main objective of “(...) preparing the students to live effectively in a complex world “(Tapia, 2006, p. 32)

9. “(...) the practice of knowing reality constitutes a dynamic and dialectical unity with the practice of transforming reality ”(Freire, P. (2002). Pedagogy of the oppressed. Turin: EGEA, p. 99).

10. “Il sapere serve solo perdarlo” (Don Milani).

[9] In Cambi, F., Federighi, P., Mariani, A. (2016). There critical and secular pedagogy a Florence: 1950-2014. Models. Metamorphosis, Figures. Florence: Firenze University Press, p. 21, Alessandro Mariani identifies in 1950 the start date of the Florentine school, when Ernesto Codignola publishes the magazine “Scuola e città”.

[10] MIUR (2018). Una via italiana per il ServiceLearning. Disponibile in: <https://www.miur.gov.it/web/guest/-/una-via-italiana-per-il-service-learning>

ing it out with great interest; the Ministry of Education, University and Research (MIUR) in 2017 kicked off the Service Learning Olympics^[11] and in August 2018 released the document “An Italian Way for Service Learning”.

In general, in Europe and Latin America, SL takes on a connotation of collective civic action and is not so much an individual altruistic initiative which instead is a feature which characterizes many of the North American experiences: for example, the voluntary actions which each student in the USA performs to leave a trace in their curriculum. The idea of service intended as a collective action is so strong in Latin America that the term ‘solidarity’ is incorporated in the name itself: *aprendizaje y servicio solidario*.

Knowing the different cultural leaning that SL can take in North America rather than in Europe or South America can be useful for teachers to frame the SL experiences made by schools within their own appropriate cultural framework.

As Ubbiali recalls,^[13] “the literature agrees in attributing a strategic role in defining SL to the article by Sigmon “*Service Learning: Three Principles* (1979)”. The three principles which, according to Sigmon, define the pedagogical and semantic field of SL are:



The three principles that define the pedagogical and semantic field of the SL

Furco^[11] underlines that SL is a mutual learning process between students and communities; SL occurs when the service objectives and the learning ones have equal weight and enrich each other (cf. *positive circle*). In the table below Furco shows a classification elaborated by Sigmon in relation to Service Learning programmes. He distinguishes 4 cases, depending on the weight of the learning and service objectives:

TYPES OF SERVICE LEARNING PROGRAMMES (Sigmon, 1994)^[14] Service-Learning Case 1: The learning objectives constitute the primary focus; the service results play a secondary role. Service-Learning Case 2: The emphasis is on achieving service results, while learning objectives play a secondary role. Service-Learning Case 3: The learning and service objectives are completely separate. Service-Learning Case 4: Learning and service objectives have the same importance and enrich each other (cf. *positive circle*).

[11] Furco A. (1996). Service Learning: A balanced approach to experiential education. In Taylor B. (ed), Expanding boundaries: service and learning, Washington DC: Corporation for National Service. Disponibile in: <http://educacionglobalresearch.net/en/furco1issuezero/>

[14] Our free translation taken from the original text by Furco, 1996.

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[11] https://www.miur.gov.it/documents/20182/0/MIUR_AOODPIT.REGISTRO+-DECRETI+DIPARTIMENTALI.0000055.24-01-2018.pdf/dfa7351a-ea16-4459-b75f1c1b8a6b88fb

[13] Traduzione libera di Marco Ubbiali in Mortari L. (a cura di). (2017). *Service Learning per un apprendimento responsabile*. Bologna: Franco Angeli, pag. 88) ripresa dal testo originale di Sigmon, 1979

TYPES OF SERVICE LEARNING PROGRAMMES (Sigmon, 1994) ¹⁴	
Service-Learning Case 1	The learning objectives constitute the primary focus; the service results play a secondary role.
Service-Learning Case 2	The emphasis is on achieving service results, while learning objectives play a secondary role.
Service-Learning Case 3	The learning and service objectives are completely separate.
Service-Learning Case 4	Learning and service objectives have the same importance and enrich each other (cf. <i>positive circle</i>)

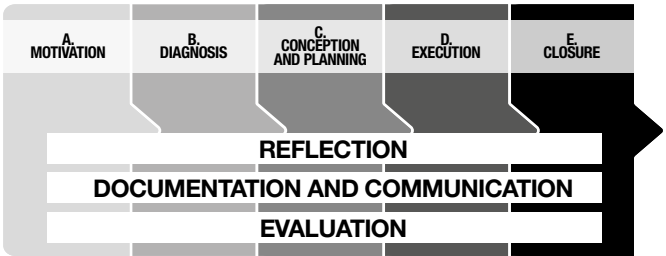
Taken from Furco, 1996, pp 2-6.

In experiences at school, a separation can sometimes occur: learning activities, which take place in the classroom or outside (e.g. OL or, more broadly, PBE), are treated separately from service activities. As a result, many activities which schools implement for and with the territory (for example, resurrecting an unknown tourist route, organizing training or awareness-raising activities on social or environmental issues that are significant for their area, reviving ancient cultural traditions at risk of disappearing, identifying abandoned buildings and designing new vocations for them, etc.) do not find a counterpart in the educational planning. Sometimes they are carried out extemporaneously, without having defined the learning objectives related to the service goals and the methods of evaluation, monitoring and reflection. SL is achieved when the objective is to apply what has been learned in the classroom (situated learning) to the real-life context in order to carry out activities which are of use to the community in a close connection with the curriculum. Consequently the triggering of active citizenship processes are a natural pedagogical effect of SL processes.

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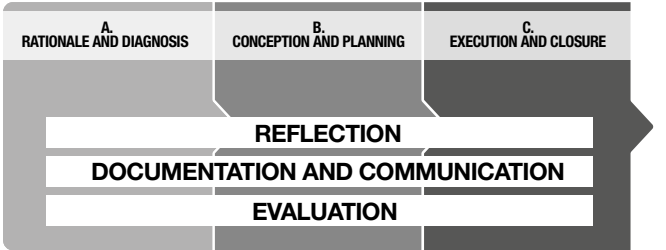
6. Designing a Service Learning process

A SL process is generally structured in 5 phases and in 3 transversal processes:



Sources: Maria Nieves Tapia, *Educazione e solidarietà. La pedagogia dell'apprendimento-servizio*, Città Nuova, Roma 2006;
Italo Fiorin, *Oltre l'aula. La proposta pedagogica del Service Learning*, Mondadori, Milano, 2016.

Occasionally, in observing the practices implemented by schools, we have found that the 5 phases can be reduced to 3, combining motivation with diagnosis and execution with closure. In this case the scheme is as follows:



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In the 3-phase reduction, it is important to note that the two missing ones have not been eliminated, but are treated as a single moment in time. This means that, for example, for the purposes of the time schedule motivation and diagnosis are addressed within the same timeframe, but each one maintains its own particular nature.

We therefore start from “Motivation”, i.e. involvement of the various players in the SL project. This is a very delicate phase since at this moment the educational and cultural vision become shared, the importance of the direct active involvement of the students in all the phases of the process is emphasized. Sometimes the mistake is made of not dedicating the necessary time to this phase, which is different for each school, by assuming that all the participants (from the school world to that of the institutions) are aware of the specific aspects of the project, of the results to be achieved and the commitments it may entail. Above all, if this is the first time that an SL project has been tackled, it is advisable to dedicate sufficient time to this phase.

Sometimes there is a tendency to confuse motivation with diagnosis: they are two different moments responding to different goals. “Diagnosis” is the phase in which the theme/problem around which to plan the SL process is identified. Some schools prefer to manage these two moments in a single phase which they call, in fact, “Motivation and diagnosis”. Even when they are part of the same phase, they are still two different moments and it is advisable to approach each of them with the same attention.

In the third phase “Conception and planning”, the learning and service goals are clarified, a calendar of activities is drawn with the times, the people involved and the financial and human resources to be put in place. This is the phase in which the moments and tools to carry out the transversal activities of reflection, documentation/communication and evaluation are planned.

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“Execution” is the actual implementation of the project. In this phase, the alliances established with local bodies (Municipality, associations, companies) are institutionalized, what is happening is documented and the moments of reflection and evaluation planned in the previous phase are actually implemented. It is quite easy to undergo changes during implementation of the project thanks to new challenges or some difficulties posed by the context of application: for example, unavailability of experts to participate in meetings with children, difficulty in obtaining funds from the Municipality or other local bodies, longer times needed to involve colleagues, unforeseen atmospheric events (e.g. bad weather). If this happens (and it happens very often) we should not become discouraged, but try to identify a possible resource in every difficulty. In this regard it is especially useful, already by the “Diagnosis and Planning” phase, to make a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of your SL project, in order to identify, in advance, potential strengths and weaknesses of your idea.

The last phase is “Closure”: here we dedicate ourselves to a final evaluation of the process and of the learning activities. The project is widely disseminated, enhancing the commitment of all participants, and the results obtained are shared with the community. In this phase, a public event open to the whole community is generally planned, in order to make the work done transparent and valorize what has been achieved. On this occasion, nowadays many schools launch a proper press campaign through the school’s social channels (YouTube, Facebook, Instagram, TikTok), publishing news on its site or in local magazines. This is an extremely important moment to build a strong school identity, to let all the participants feel an active part of the community and make the educational project known outside the narrow confines of the territory. Following the feedback they have received from the communication and dissemination phase of the project many schools have stated that it was easy for them to contact new partners and begin new projects. For example, the motivation phase became easier: part-

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ners that had never entered into a relationship with the school before, came forward spontaneously, providing economic resources, equipping spaces to carry out workshops, or organizing training activities.

The table below traces the 5 phases, summarizing the objectives for each and providing examples of actions and products to be developed.

PHASE	DESCRIPTION	EXAMPLES OF ACTION/PRODUCT
A. Motivation	Sharing the project goals with the various players involved. Sharing the educational value of the proposal. Awareness of the importance of letting students have an active role at every stage of the process. Explaining the virtuous circle created between learning processes and service activities.	Conventions, memoranda of understanding, network agreements. Meetings with stakeholders. Communications in the Class/ School Council. Introduction of the approach to the students.
B. Diagnosis	The school (the class or classes involved) delves deeply into the topic and identifies the available resources (economic, human, etc.).	Summary document at school council/class council level.
C. Conception and Planning	Together with the community, the school plans and designs actions through a careful assessment of risks, constraints, opportunities, and strategies.	An educational project which answers: What to do? To what end? With what learning and service goals? Who with? Where? Who does what? What do we learn (content)? When (times)? How much (cost)?
D. Execution	The school implements the intervention with the collaboration of the local community.	Implementation of the planned actions: development of learning contents and service management.

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E. Closing and evaluation	Implementation of the planned actions: Development of the learning contents and management of the service.	Evaluation tools (evaluation charts, self-assessment forms, etc.). Final sharing and communication event.
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Reworked by da Maria Nieves Tapia, Educazione e Solidarietà. La pedagogia dell'apprendimento-servizio, Città Nuova, Roma, 2006; Italo Fiorin, Oltre laula. La proposta pedagogica del Service Learning, Mondadori, Milano, 2016.

The 5 phases are crossed by 3 processes with the aim of triggering reflection on, documentation and monitoring of the experience. The following table traces the 3 processes, summarizing the objectives for each of them and providing examples of actions, products, and educational scenarios to be developed.

PROCESS	DESCRIPTION	EXAMPLES OF ACTION/PRODUCT
Reflection	Critical reflection on experience. These are formal activities (planned by the teacher around the learning and service contents) and informal (ones which emerge spontaneously). They can be carried out in public (seminars, assemblies, meetings, etc.) or in private	Circle time, brainstorming, seminars, meetings, logbooks, etc.
Documentation and communication	The documentation helps to systematize the materials and helps with communicating the project and its development.	Written or audio-visual documents, photos and drawings, video interviews, public presentations, discussions, social sharing, etc.

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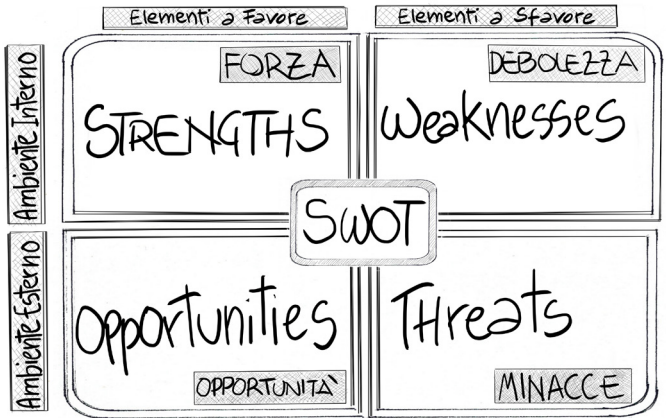
Evaluation and monitoring.	Must be planned for each phase of the project. They allow analysis of the successes and failures of the process with the aim of continuous improvement.	Grading rubrics, logbooks, questionnaires, interviews, etc.
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Reworked Indire by : Maria Nieves Tapia, Educazione e Solidarietà.
La pedagogia dell'apprendimento-servizio, Città Nuova, Roma, 2006

Notes

7. SWOT analysis

SWOT is a term made up from the initials of the following words: Strengths, Weaknesses, Opportunities, Threats. It is a tool to support choices born within the business environment, and can be successfully applied to the designing of an SL path, in particular during the “Concep-tion and planning” phase, to evaluate the feasibility of an idea, identify strengths and weaknesses and opportunities or, conversely, any threats that may come from outside the school.



The SWOT analysis scheme

As can be seen from the illustration above, the SWOT matrix consists of 4 fields:

- 1. *Strengths*: the elements/resources of the school that can be useful to carry out the educational project;
Weaknesses: the elements/resources of the school that can be an impediment to implementation;

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- 2. *Opportunities*: external conditions that can be useful to carry out the project;
- 3. *Threats*: external conditions that can be an impediment to the realization of the project.

The strengths and weaknesses are the internal factors of the school; therefore teachers, students and school managers can intervene directly on them to rebalance, control, accentuate or eliminate them. Opportunities and threats are external factors; they do not depend on the school and can only be monitored in order to take advantage from the positive elements and indirect opportunities or, on the contrary, limit the negative elements that could compromise the realization of the project.

In the “Conception and design” phase of a SL project, the SWOT matrix can help the teacher to answer the following questions:

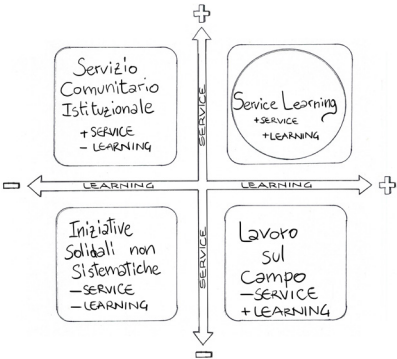
- how can we use and take advantage from each strength?
- how can we improve any weaknesses?
- how can we benefit from every opportunity?
- how can we reduce any threat?

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8. Shaping what has already been done in the classroom: Service Learning Quadrants

Normally, schools can easily link their own projects to SL activities. What is fundamental in the construction of these processes is the presence and balance between service and learning goals. When these two dimensions are included, then the school really is carrying out an SL activity.

The following quadrant can be used by teachers as a ‘compass’ to help understand the positioning of their activities with respect to the characteristics of the service learning.



Indire reworking of the quadrant proposed by Stanford University: Service-Learning 2000 Center, Service-learning Quadrants, Palo Alto, CA, 1996; Maria Nieves Tapia, Educazione e solidarietà. La pedagogia dell'apprendimento-servizio, Città Nuova, Roma 2006.

Notes

Observing the quadrant, it is possible to understand the different balance between learning and service goals within experiences similar to SL, which are not actually SL, but are based on the relationship between school, territory and community, on the construction of alliances at a local level and on the involvement of subjects outside the school.

The box below shows some examples of activities in collaboration with the local territory which could be mistaken for SL.

What Service Learning is NOT

Fieldwork Practices
Involving students in the reality of their community. The goal of fieldwork practice is mainly to learn disciplinary contents: internships, apprenticeships, projects carried out by schools in collaboration with local institutions.

Non-systematic solidarity initiatives
Practices characterized by occasionality and supportive intentionality not integrated with formal learning: festivals, fundraising campaigns and other activities “for the benefit of...” These are typically occasional activities.

Institutional Community Service
Practices that are institutional and not occasional. These are service activities, voluntary or compulsory, proposed by the school but not necessarily integrated with disciplinary learning: twinning between educational institutions, voluntary civil service, cooperation programmes.

Notes

9. Quality indicators of Service Learning practices

SL is characterized not only by the presence of learning and service goals and a movement of generativity between them (cf. *virtuous circle*), but also by certain key elements whose presence can add quality to these experiences. In 2018, the INDIRE research group analysed the eight indicators developed by the National Youth Leadership Council^[12], compared them with the 14 indicated in 2016 by the European project “Europe Engage”^[13] and developed eight indicators along with descriptions of them.

These eight elements can serve as a checklist for teachers, a litmus test to support them during the design process, but also a guide to self-assessment as the project takes shape. If all eight elements are present, we can say that a high quality level of SL practice has been achieved.

The following box lists the indicators with a brief description. At the end of the box each of them is expanded in a more detailed explanation. This tool was offered to the teachers attended the “Service Learning for Small Schools” training workshop.

Notes

[12] National Youth Leadership Council (2008). K-12 Service-Learning Standards for Quality Practice. Available at: https://cdn.ymaws.com/www.nylc.org/resource/resmgr/resources/lift/standards_document_mar2015up.pdf

[13] Europe Engage (2016), Quality Standards for Service Learning Activities, available at: <https://europeengage.org/2-1-quality-standards-indicators-of-service-learning/>.

SIGNIFICANT SERVICE ACTIVITIES: SL IS A SERVICE FULL OF MEANING

- The service goals are well defined
- The SL experience is suitable for the particular age of the students and their training needs
- The SL experience responds to the students' interests.

CURRICULAR: SL IS LINKED TO THE CURRICULUM

- The students act within the planned curriculum (SL foresees the action of community service within curricular learning)
- The learning goals are well defined
- The SL experience favours the transfer of knowledge and skills from one discipline to another (interdisciplinary value)

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CONSTANT REFLECTION: SL STIMULATES REFLECTIVE ACTIVITY

- All the protagonists of the experience reflect on the real needs of their territory and identify possible solutions
- All the protagonists of the experience question their own beliefs and opinions in order to explore and understand their role and responsibilities as citizens (development of civic competence)

Notes

UNDERSTANDING DIVERSITIES: SL PROMOTES THE UNDERSTANDING OF DIVERSITY

- The SL experience inspires analysis of different points of view in order to understand different perspectives
- The SL experience develops skills in terms of conflict resolution and activation of group decision-making processes
- The SL experience stimulates recognition and overcoming of stereotypes and facilitates cultural and ethical understanding

PROTAGONISM OF THE STUDENTS: THE SL ENHANCES THE ACTIVE PARTICIPATION OF STUDENTS

- Students play an active role in all phases of the project (planning, implementation, evaluation)
- Students are involved in decision-making processes
- SL offers students the opportunity to be protagonists and to make decisions

PARTNERSHIPS: SL CREATES PARTNERSHIPS IN THE TERRITORY

- SL includes direct involvement of students, teachers, families, community members, companies, etc. at all stages of the process
- All participants share a common vision and consider one another as a necessary resource
- Frequent meetings are organized between all participants in order to share and possibly renegotiate the work plan and goals

CONSTANT MONITORING OF THE SERVICE AND LEARNING GOALS

- The achievement of sensitive goals for the local community and of training objectives is measurable
- Evaluation and monitoring activities are planned for each phase of the project, allowing analysis of the successes and difficulties of the process with the aim of continuous improvement
- The school reflects on the contents learned, on the quality of the intervention, and on the impact of the experience.

DURATION AND INTENSITY: SL PROVIDES A DURATION AND INTENSITY SUFFICIENT TO GUARANTEE REAL CHANGES IN THE COMMUNITY

- The SL experience involves the implementation of 5 phases (Motivation, Diagnosis, Conception and planning, Execution, Closure and evaluation) and of 3 processes (Reflection, Documentation and communication, Evaluation and monitoring)
- The SL experience includes a sufficient duration to meet the needs of the territory and achieve the learning goals
- The SL experience contains elements which allow it to be replicable.

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We are facing SL experiences when the proposed activity is **significant**: when it is connected to a true and perceived need of the community, identified and chosen by the students, and in this way it responds to their interests. In addition, the SL project must be designed considering the students' age and their educational needs.

Furthermore, the activities are an integral part of the **school curriculum**, so that the service action is part of the learning goals. In this way, the experience favours the transfer of knowledge and skills from one discipline to another, taking on an **interdisciplinary** value.

The planned activities stimulate and provide moments of **reflection** in relation to identification of the needs of the territory and possible solutions, supporting the exercise of developing civic competence. These are processes which allow the students to question their beliefs and opinions to understand their role and responsibilities as citizens.

In addition, SL serves to develop skills related to the ability to resolve conflicts and to activate group decision-making processes, elements which favour **understanding of diversity** and development of different points of view. These attitudes develop in particular when students play an active role and take part in decision-making processes. In fact, SL envisages that they act as protagonists in the various stages of implementation: from the initial analysis to the conclusion and evaluation of the experience. The involvement not only concerns the students, but also the teachers, families, and members of the community who participate and share a common vision and consider one another as necessary resources. Consequently, SL needs to build alliances and partnerships at a territorial level.

The entire process is also monitored from the point of view of achieving the learning and service goals in all the planned phases, using dedicated tools and moments, in order to bolster reflection on the contents learned, the quality of the intervention and the impact of the experience and allowing time to analyse the successes and difficulties of the process with the aim of continuous improvement.

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The SL experience involves the implementation of the 5 phases (Motivation, Diagnosis, Conception and planning, Execution, Closing and evaluation) and of the 3 processes (Reflection, Documentation and communication, Evaluation and monitoring) and therefore needs a sufficient duration to respond to the needs of the territory and achieve the learning goals.

Notes

10. Planning Form and suggestions for compilation

by *Silvana Amodeo*

Silvana Amodeo - Primary School Teacher at the “Vespucci” Comprehensive Institute in Vibo Marina (VV), member of the management staff and coordinator of the primary school. She deals with experimentation of new forms of evaluation and didactic and digital innovations. A specialist in school organization and management in multicultural contexts. Since 2018 she has been a Service Learning trainer.

17. The research group Indire on the Idea “Inside Outside the school/Service Learning” of the Educational Avant-gardes consists of Stefania Chipa, Chiara Giunti, Lorenza Orlandini, Laura Tortoli.

The form below was developed by the INDIRE research group on the “Inside/Outside School-Service Learning” Idea of Avanguardie Educative¹⁷ introduced as part of the “Service Learning for Small Schools” training workshop and improved there. It is divided into three sections: a general one which aims to constitute the cover of the project; one dedicated to the five design phases; the third, finally, centred on the three processes that cut across the phases.

SL promotes learning in a certain situation with the aim of training citizens who are sensitive to the needs of society, who recognize common needs and carry out effective interventions, taking on tasks and responsibilities independently, and strengthening the principles of civil and democratic coexistence.

It includes all the qualitative aspects of good teaching: skills development, testing in real life contexts, the school-territory connection.

A SL programme enters fully into the curriculum of the disciplines and constitutes a significant added value for students in their normal

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disciplinary learning experience, which is no longer limited to the classroom. Students have the opportunity to move freely within their normal curriculum, putting their knowledge and skills at the service of the community, tackling concrete, real problems, seeking useful solutions and thus increasing their sense of identity and belonging to the territory.

To ensure that the process has value, students must immerse themselves in every aspect of the SL experience: from the detection of needs, to the planning of interventions, to the implementation of actions, and the evaluation of the results.

In drafting the SL planning form, the project must be designed by filling in the various text fields relating to the school data, the execution phases and the transversal processes.

A school interested in implementing a SL project draws up a specific proposal which must include, also through the involvement of local bodies, actions and interventions aimed at promoting SL as a learning experience in which students are the protagonists within all the phases.

Notes

Planning form

TITLE OF THE SERVICE LEARNING EXPERIENCE

Enseignant

(indiquez le prénom et le nom et la discipline/et enseignant)

École

(indiquez le nom de l'école à laquelle vous appartenez)

Ville

Classe

(la classe/dans laquelle vous enseignez)

Grade et typologie de formation

- | | |
|---|---|
| <input type="checkbox"/> Pre-primary | <input type="checkbox"/> Upper secondary school |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Professional |
| <input type="checkbox"/> Lower secondary school | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Vocational education and training (IeFP) | |

PHASES

MOTIVATION AND DIAGNOSIS

Context in which the intervention is being implemented

(social context of the school, number of classes involved and their type, e.g. whether homogeneous or multiage classes, number of students, etc.).

Brief contextualization of the environment where the experience will be developed: school, class/es, groups of students.

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Identification of the needs, problems or challenges to be addressed

(the pupils, as active protagonists, identify the problems, needs or strengths in their surroundings; they independently choose a problem or a task; the teacher mentors, advises and inspires new and creative ideas aimed at identifying a problem)

1. Choice of the theme/problem that the SL experience intends to solve.
2. Analysis and description of the nature of the problems (ecological, social, ethical...).
3. Identification of the advantages SL can bring and how it can be linked to the instructional design.

Through reading/analysis of the context, the needs of the community are identified and information on the nature of the problems is gathered, the causes are explored, and a solution is planned.

In the initial phase, the motivation to plan a SL experience must be shared with all the school staff, with the participants but also the community at large, in order to ensure the effectiveness, continuity and sustainability of the experience.

Pupils identify the problem/need on which they intend to intervene.

The teacher promotes a creative and proactive dimension, encourages the participation of all, asks questions to inspire them to face the issues, supports the class in comparing the various hypotheses, brings out individual differences and ensures compliance with the rules and the actions defined.

The identified topic will need to have a social and community nature and the hypotheses for the resolution will need to touch on different areas on a disciplinary level and in order to develop transversal skills.

Beneficiaries of the experience

(pupils, families, Municipality, local authorities and associations...)

Who is the supportive action fundamentally addressed to?

CONCEPTION AND PLANNING

SL process definition:

- what can the school do to tackle the problem/need?
- with what resources?
- in what context will the experience be developed?
- what responsibilities are there?
- with which local entity is it possible to collaborate?
- which chronogram should be hypothesized?

We then move on to establish an action plan.

Notes

Learning goals

Disciplinary learning goals are defined linked to the disciplines involved in the process, with particular reference to knowledge, ability and skills development. These are defined in clear and specific terms to subsequently evaluate the results.

Service goals

The service goals focus on the educational dimension, the students' personal development, and their more mature relationship with a changing society. They are considered in terms of citizenship, social responsibility, and pro-sociality. These are clear and evaluable goals which make it possible to satisfy the needs of the local community in relation to the problem to be tackled.

Disciplines involved

The disciplines involved in the experience are indicated. The learning process is designed from an interdisciplinary perspective and the skills and abilities put into play are developed in a transversal way.

Key competencies for lifelong learning

(Council Recommendation of 22 May 2018 on Key Competencies for Lifelong Learning).

- ☐ functional alphabetic competence
- ☐ multilingual competence
- ☐ mathematical competence and competence in science, technology and engineering
- ☐ digital competence
- ☐ personal and social competence and the ability to learn to learn
- ☐ competence in matters of citizenship
- ☐ sense of initiative and entrepreneurship
- ☐ competence in cultural awareness and expression.

These key competencies for lifelong learning are those that everyone needs for personal development, employability, social inclusion, a sustainable lifestyle, a fruitful life in a peaceful society, a life attentive to health and active citizenship. They are developed within a lifelong learning perspective, from early childhood to adult life, through formal, non-formal and informal learning in all contexts, including the family, school and community.

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Key citizenship skills to be acquired by the end of compulsory education *(Italian Decree of 22 August 2007)*

- ☐ Learning to learn
- ☐ Planning
- ☐ Communicating
- ☐ Collaborating and participating
- ☐ Acting independently and responsibly
- ☐ Solving problems
- ☐ Identifying problems and relationships
- ☐ Acquiring and interpreting information

The key citizenship skills to be acquired by the end of compulsory education are necessary to promote full development of the person in the construction of the self, correct and meaningful relationships with others, and a positive interaction with the natural social reality.

EXECUTION

- *Implementation of the planned actions: development of learning contents and service management.*
- *Activities: of service, reflection, communication, care of relations between institutions, school networks and fundraising.*

Study of the problem

(students deepen their knowledge of the identified problem, seek information, field their skills, knowledge, and awareness and find solutions, while highlighting possible strengths and weaknesses, opportunities and threats ...)

Students develop skills and competence, interact with others, challenge themselves and understand their own resources and limitations, learning to act democratically. Since this is a process aimed at solving problems in the social and cultural context, it is important to carefully consider the problem/need on which it is intended to intervene: choice of territorial subjects, resources, structures, and necessary tools.

Notes

Operational phases

- 1. Implementation and management of the process and development of disciplinary contents.
- 2. Phases of the SL experience: What to do?, To what end?, Who with?, Who does what?, When (times)?, With what costs?, With what resources (human and financial)?
- 3. What methodologies in what phases?
- 4. How does the experience end?

The operational phases are traced in relation to the identified problem/need with the use of active and exploratory methodologies. Analysis of the necessary resources is carried out; any new physical spaces are hypothesized and those available are considered; it is necessary to think about probable permits to be requested from local authorities; the possibility of external support is evaluated.

The conclusions of the experience are drawn, and the participants think about what has changed for them and what has changed in the community.

Description of the activities to be carried out inside and outside the classroom

Planning ensures formulation of the actions to be followed, the resources, the time required and allocated, the responsibility for achieving the goals.

The activities to be carried out inside and outside the classroom are planned in order to link meaningful learning to an effective service.

The use of the territory as a learning lab in which to find stimuli for research, reflection, experimentation, and problem-solving is encouraged.

CONCLUSION AND DISSEMINATION

Dissemination of the Service Learning experience

(organization of the final event to disseminate good practices in the school community and in the local area, valorization of the protagonists...)

The closure of the SL programme is the phase in which the students' protagonism is celebrated and the experience is shared with all the members of the institution, the families, and the community. To better explain the process it is useful to allow students to describe their own experience, to provide a visual description of the good practice achieved, by means of a conference, a show or a final event.

It is necessary to reconstruct what has happened to identify the meaningful practices, but also the mistakes made.

With the dissemination of the results, the feasibility of continuity is also evaluated.

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Points forts et faibles, opportunités et menaces

(l'on souligne les points de force et les points de faiblesse, les opportunités et les menaces abordées lors du parcours dans une perspective d'amélioration continue...)

L'on analyse les succès et les difficultés du parcours dans une perspective d'amélioration afin de faire le point sur les résultats obtenus en termes d'apprentissage scolaire et de service à la communauté, en mettant toujours l'accent sur le processus d'apprentissage expérientiel de l'élève.

L'on cherche à saisir les éventuels problèmes/obstacles qui entravent la mise en œuvre du parcours de formation, à mettre en évidence les potentialités de l'organisation, les points de force et les points de faiblesse des hypothèses de conception, à repenser certaines activités entreprises en relation, d'une part, au processus qui est destiné à être géré et, d'autre part, aux objectifs et aux fins qui doivent être poursuivis.

Some examples of strengths:

motivation of the partners involved

active participation of associations, municipalities, local authorities

network agreements

willingness to innovate

Some examples of weaknesses:

coordinating outings around the territory

availability of funds

resistance from some teachers and parents

Some examples of opportunities:

Twinning between different schools

attention to the requests made by the school

enrichment of the social fabric

some examples of threats:

climatic conditions not always favourable

possible problems related to public transport

THE CROSS-SECTORAL PROCESSES

Each planned phase must be carefully monitored, controlled, and documented, verifying the effects in the medium to long term.

Ongoing monitoring and evaluation of the service can take place through direct observation of the activities by the teachers, online questionnaires for students and families regarding expectations, motivation, willingness, organization, quality of service and results.

The progress of the experience will also be taken into consideration, to confirm the effectiveness of the instructional design.

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Ongoing monitoring and evaluation of the service

(please specify the monitoring and evaluation tools and at what stages of the process apply them...)

Each phase must be carefully monitored, controlled, and documented, verifying the effects also in the medium to long term.
Ongoing monitoring and evaluation of the service can take place through direct observation of the activities by the teachers, online questionnaires sent to pupils and families regarding expectations, motivation, willingness, organization, quality of service and results.
The progress of the works will be taken into consideration, which will confirm the effectiveness of the designs made.

Ongoing monitoring and evaluation of learning

(please specify the monitoring and evaluation tools and at what stages of the process apply them...)

The ongoing monitoring and evaluation actions of the learning process accompany all the phases of the path and allow a capitalization of the knowledge gained to allow redesign.
They can take place in the following ways:

- administration to students of a self-evaluation chart;
- systemic observation activities and evaluation charts (cognitive processes and skills acquired).

Final evaluation of learning

The knowledge, skills and competence gained by the students are assessed in relation to the general objectives, linked to the disciplines, with openness and flexibility to be able to grasp what has happened during the course that was not planned.
Regarding the learning goals we consider:

- evaluation of the disciplinary contents learned;
- assessment of the skills developed;
- evaluation and self-assessment of the awareness gained on the social problems associated with the experience;
- self-assessment of the impact of the course on each student.

Self-assessment tool for learning

(indicate the students' self-assessment tool...)

At the end of the process, students are asked to independently reflect on what they have experienced regarding improvement of the study method, knowledge of their learning potential, collaboration, participation, and satisfaction.
The learning self-assessment tool could be a self-evaluation chart.

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Reflection on the experience process

(indicate the methods of individual and/or group reflection and the tools used)

Reflection is the moment to systematize the experience. It connects theory with practice, formal content with experience in the field, service with learning.
Among the methodologies of individual and/or group reflection we consider:

- discussions with reflective annotations
- peer debates
- exchanges between participating groups
- interviews between teachers and students
- interviews with students on service experiences and on the learning that has been generated

For the tools, reference will be made to:

- an activity diary
- writing of texts
- production of drawings, posters, blogs

Notes

19. Project promoted free of charge by the Lions association that uses an educational methodology aimed at favouring the development of socio-emotional competences in children and adolescents and has among its proposals also SL activities <https://www.lionsquestitalia.it>

11. The story of a SL experience: “How we can save the world in 10 steps”

by Vittoria Volterrani

Vittoria Volterrani - is a Primary School Teacher at IO Bobbio (Piacenza) where she is also a Digital Animator and a coordinator of European projects such as Erasmus and eTwinning. She deals with Europeanization, innovation, active methods, ICT, socio-emotional learning and instructional strategies for teaching English at the primary school. ETwinning Ambassador since 2013, she has collaborated with the Emilia Romagna Regional School Office at Servizio Marconi TSI since 2016. Practical and creative, always too busy.

The SL project “How we can save the world in 10 steps” was implemented in the small school of Travo, a primary school of the IO Bobbio. All the classes at the Travo Primary School were involved. The school, thanks to a strong process of Europeanization, has developed a system based on Socio-Emotional learning (SEL), active teaching, mobile and collaborative settings and ICT integration. This is a shoeless school (teachers and students don’t wear shoes) which has implemented Outdoor Learning experiences and SL practices under the Lions Quest project.¹⁹ The whole teaching staff take active part in the learning experiences’ instructional design. This is an educational community sharing a common idea of education: *student-centred and competence-oriented*. The main focus is on educating the students to become aware, respectful and capable active citizens.

Notes

LEARNING GOALS:

- Analysis of sources and news
- Use of the Web for documentary purposes
- Reading and understanding of informative texts
- Creation of regulatory texts
- Creation of captions
- Study of climatic bands and climate changes
- Knowing the areas at risk of climate change
- Creation of digital products using open webtool
- Calculation of energy consumption using practical experimentation and bill comparison
- Translation and use of imperatives in English
- Lexical acquisition of English keywords internationally used
- Artistic representation of the issue using mixed techniques
- Realization of creative artistic / technical installations using recycled materials.

SERVICE GOALS:

- Raising awareness of the Global Warming issues thanks to the creation and dissemination of a calendar containing 10 concrete steps that help to reduce consumption
- Understanding and adoption by the community of simple environmental strategies
- Understanding of the effects of individual actions on other people and environment
- Awareness of the positive impact on society in the short and long term
- Bringing schools and communities together
- Building a network for the ethical action
- Satisfaction of pupils and the community.

In the structuring and implementation of the project all school subjects are included, and the 8 European Key Competencies are taught. The SL approach realizes all project actions using a Project-Based Learning methodology with ICT integration.

The PBL project is inspired by Action 13 of the 2030 Agenda “Acting for the Climate” and is part of an extremely active educational and community context.

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The goals of the 2030 Agenda

For some years, the school has been working in active teaching and in recounting the learning processes so as to easily share them with families and communities. Some teachers had previous experience of SL and the proposal was accepted by all the teaching staff. The initial proposal was easily transformed into a participatory drafting of a detailed weekly time schedule with division of tasks between teachers and classes and the identification of common moments for summarizing and repurposing the activities. The timeframes, rather compressed, led us to concentrate activities in the first part of the year to have the final moment in the run-up to Christmas: a public event involving the whole community which allowed students to make public and visible both the Learning and the Service experience, always constantly intertwined.

Once the timing and main design lines had been identified, the Global Warming issue was brought to the students' attention with an initial brainstorming session to test their previous knowledge, false beliefs, imagery and connections.

To let everyone understand that everyone's actions, even those of a single child, can affect society so to improve and change it, in each class a reasoned reading of the evocative passage "The Child and the Starfish"

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was carried out. Thanks to the story we introduced the little ones to the concept of Service and gave them the task... of changing the world.

To raise awareness of the importance of the problem, each class had been organized in small groups; each one independently used the web to search for news, images, and videos to help them better understand the issue. The research led the students to discriminate between the facts and fictions, to verify the truthfulness and reliability of the sources. Much of the material found was saved on the cloud or in some playlists; after being screened by the teachers, it was uploaded to the different class blogs for a flipped immersion in the topic, which led to a more lively and informed discussion at school.

Each class worked in the same way, looking for suitable material to obtain a precise idea of the phenomenon and to understand that the origin of the problem can be identified in the general excess of consumption. Subsequent interviews with grandparents about their saving habits, recorded at home and watched together at school, easily let the students understand that life is possible even with much lower consumption, indirectly highlighting many wrong practices in today's world and in their own routine.

One striking example was the experiment of brushing the teeth in 3 different ways: tap always running, turned on only for rinsing, and using a glass. Going from 4 to 0.25 litres was striking and much more effective than many words. After rationalizing the problem and the learning in a digital map created with Google, or in a Spark presentation, the students were ready to think in a single group on 10 steps to change the world: 10 concrete savings actions to be implemented by the community.

From the 17 actions identified, by skimming, grouping, and synthesizing, we arrived at 10 concrete steps which the students drew also into an interactive Genial.ly image.

The realization of the two final Service Learning products: the event called "Global Warming: how we can save the world in 10 steps" with distribution of the calendars created by the students, were the final part

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19. Progetto promosso gratuitamente dall'associazione Lions che utilizza una metodologia educativa finalizzata a favorire lo sviluppo delle competenze socio-emotive nei bambini e negli adolescenti ed ha, fra le sue proposte, anche attività di SL. <https://www.lionsquestitalia.it>

of the project which entered the community and that the community supported. The Municipality, as always, provided logistical and economic support, offering a venue for the event, paying for the printing of the calendars and helping with their distribution. The parents closed the evening with a zero-kilometre or re-cooked product buffet.

Constant monitoring of the activities was managed by all the teachers using charts. It was possible to keep track of each student's development without losing focus on the learning process.

SL is an active and integrated teaching experience, which involves students in every way possible, leading them to acquire knowledge and skills while developing social awareness. The whole educational community feels satisfied and much more sure than ever that everyone's actions are relevant. Always.

Notes

Example of evaluation chart used in the project

SERVICE LEARNING “HOW WE CAN SAVE THE WORLD IN 10 STEPS”

3RD YEAR CLASS TRAVO PRIMARY SCHOOL

LEVEL OF COMPETENCE

- A. **ADVANCED:** the student performs tasks and solves complex problems, showing mastery in the use of knowledge and skills. He/she proposes and supports his/her opinions and takes responsible decisions in an informed way.
- B. **INTERMEDIATE:** the student carries out tasks and solves problems in new situations, makes conscious choices, showing that he/she is able to use the knowledge and skills acquired.
- C. **BASIC:** the student performs simple tasks even in new situations, showing that he/she has fundamental knowledge and skills and can apply the basic rules and procedures learned.
- D. **PARTIAL / INITIAL:** the student, if properly guided, performs simple tasks in known situations.

Notes

LEARNING	ENGLISH	Uses scaffolding to understand operating instructions							
	ENGLISH	Understands English web terms							
TECHNOLOGY		Recycles disposable objects and materials to turn them into games or inventions							
		Helps to create a digital map using GOOGLE							
		Saves images to Cloud Drive							
		Distinguishes FAKE images from real images							
ART		Uses suitable painting techniques to make what is depicted more understandable							
		Finds meaningful images and tries to reproduce them clearly !							
ITALIAN		Writes an invitation card using the correct linguistic register							
		Clearly summarizes what has been understood							
		Reads and includes an informative text							
		Pays attention to global issues and problems							
		Formulates coherent ideas and expresses them in an understandable way							
SERVICE		Committed to completing the tasks because of awareness that they are crucial to success							
		Has a proactive and collaborative attitude towards classmates							
		Committed because of awareness that this commitment will improve society							
		Helps to develop the process with ideas and suggestions							
STUDENT			1.	2.	3.	4.	5.	6.	7.



Programmazione dei Fondi Strutturali Europei 2014-2020
Programma Operativo Nazionale plurifondo
“Per la scuola competenze e ambienti per l'apprendimento”
FSE/FESR-2014IT05M2OP001 - Asse I “Istruzione” - OS/RA 10.1
Piccole Scuole - CUP: B59B17000010006
Codice Progetto: 10.1.8.A1-FSEPON-INDIRE-2017-1



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ISBN/A 978-88-99456-97-9

