

TOOLKIT FOR AN INNOVATIVE EDUCATION IN COMMON VALUES BASED ON THE SL METHODOLOGY FOR TEACHERS OF CHILDREN AGED 6 TO 9.



LEARNING
2 SERVE

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Erasmus+ Project 2021-1-ES01-KA220-SCH-000032554



Co-funded by
the European Union



Creative Commons Attribution-ShareAlike 4.0 International License

0. Preface

1. Service-learning with children ages 6-9

2. Guidelines

2.1. Introduction of the project and common values

2.2. Brief introduction to SL methodology

2.3. Guidelines for carrying out SL lesson plans with a Global education approach

2.4. Annexes

3. Service-learning Projects

4. Operational School Plans

4.1. Networking Activities in Service-Learning for Values Education

4.2. Networking Activities for Global Citizenship Education

4.3. Implementation Strategies and Best Practices

4.4. Useful tips

4.5. Annexes

LEARNING

2 SERVE



0. Preface

This material is aimed at teachers of children between 6 and 9 years old who want to work on the values of global citizenship through the Service-Learning methodology and has been created within the framework of the Erasmus+ project "Learning To Serve". In it, a consortium of Croatian, Italian and Spanish entities linked to education have joined forces to promote common European values in schools through innovative methodologies such as service-learning (SL).

In this document you will find guidelines for developing SL projects with children aged 6-9 years old, the pilot experiences carried out in Croatia, Spain and Italy to inspire you and a set of activities to foster networking.

If you want to know more about the project, please visit learning2serve.eu

Learning to serve: innovative school practices to foster education to common values it's a Erasmus + project founded from the part of Cooperation partnerships in school education (KA220-SCH) under the project number 2021-1-ES01-KA220-SCH-000032554. This is the project consortium: from Spain – Madre Coraje (lead partner) and ACES; from Italy – ProgettoMondo MI and Rete TanteTinte, from Croatia – Breza Association and Children creative center Dokkica.



1. Service-learning with children ages 6-9

Service-learning is a valuable and meaningful educational methodology that can be successfully adapted for children ages 6 to 9 in the school setting. This strategy combines academic learning with active participation in community service, allowing children to develop social, civic, and academic skills while contributing to the well-being of their environment.

SL projects should be related to students' experiences and levels of understanding. Activities, especially at this age, should be both accessible and challenging to maintain their interest and enthusiasm. Remember that play and creativity are powerful tools for learning at this stage. Incorporate games, art activities, and dramatizations into projects to keep children interested and reinforce learning.

All learning is progressive; it is difficult to acquire global awareness without having experienced solidarity with problems closer to home. For this reason, at this age, it is advisable to address issues that are familiar and close to them, such as caring for the environment or raising awareness about the importance of recycling.

Teacher supervision and support in SL projects should be closer to students between the ages of 6 and 9, if possible. Children of this age need constant guidance and support from teachers to carry out the project effectively and safely. Provide clear instructions and be available for questions and assistance.

Conducting service-learning projects with students between the ages of 6 and 9 provides them with a unique opportunity to develop essential skills, strengthen their sense of community, and understand the importance of making a positive contribution to society from an early age.

2. Guidelines

Service-Learning methodology is linked to a rich pedagogical trend that has two fundamental referents at its origin: J. Dewey in the USA and Paulo Freire in Latin America. Ideas such as democratic education, active learning, transformative education and for hope or social responsibility, are re-emerging with a new modernity, at a time when the dominant homogeneous culture invites an individualistic conception of learning.



Service-Learning makes students face their vital problems and brings them closer to their community. Strongly anchored both to the student's experience and to the social context in which it develops, Service-Learning highlights the role of students using the best active and socio-constructive methodologies.

In addition, it is a methodology that makes a change in educational practices and manages to promote values of solidarity among students, since teachers include the contents of Education for Global Citizenship in the curriculum, while the school is open to community.

In recent years, we have observed that teachers who put the Service-Learning methodology into practice incorporate it into their educational practice in a comprehensive and sustainable way, which is why we have verified its great transformative potential in educational practice. This has led us to commit ourselves to the dissemination and promotion of this methodology at a European level, not only among teachers, but also in social entities and public authorities.

For all these reasons, we are very proud to be able to present these recommendations, which we hope will be useful in helping to implement the Service-Learning methodology in the field of formal education at a European level, as a tool to promote a Global Citizenship committed to common values of the European Union.

2.1. Introduction of the project and common values

As mentioned above, L2S is a European Project co-financed by Erasmus+ program of the European Union. The Learning 2 Serve project revolves around the idea that the SL methodology is ideal for teaching common values in schools, since it offers opportunities for student participation in social and civic life through formal learning activities. Innovative SL projects make the school interact with its environment: neighbourhood, city, civil society; and vice versa: they introduce civil society entities, neighbourhood, city... in the school. If the school does not serve to solve extracurricular situations (non-school situations), occurs what is known as “school learning bubble”. For this reason, using the innovative SL methodology offers students the opportunity to apply learning, values and skills (competences) worked in the classroom in non-school situations.



That's why the "service" part of this methodology is so important and has to be very well designed and be very consistent with the principles of the SL methodology. Service is not a practice that takes place after learning, it is an extension of learning. And that is why this project intends to improve the knowledge of the SL methodology among volunteering NGOs and associations, which are the service providers in SL projects. We need these entities not to consider themselves just as recipients of a school activity but an essential part of the teaching-learning process.

If we succeed in designing and applying rigorous and accurate SL projects, we will be ensuring that the key competences are really learned, thus ensuring a solid learning of common values, civic engagement and participation. The more the children and young people intervene in their social environment through volunteering associations and NGOs, the stronger the link with the common and civic values.

Objectives:

- Students of the leading schools acquire relevant cognitive and non-cognitive competences and develop a more positive attitude toward common values.
- Teachers and community educators at local and national level are more aware about the challenges of education to common values.
- The whole school community and the volunteering NGOs and associations who provide the services in the SL projects are more involved with SL methodology.

To achieve these objectives we will train teachers and support them in the design and implementation of lesson plans on common values based on SL methodology, we will collaborate with parents and CSOs and we will produce the following outputs:

- Didactic manual for innovative education to common values based on SL methodology.
- Toolkit to foster cooperation in education to values through SL approach between schools, volunteering associations and NGOs, parents and other community stakeholders, including tools for Service-Learning practices.
- Knowledge, learning and networking web platform about education to common values.



But, what "common values" are we talking about? European values are mentioned in article 2 of the Treaty on European Union:

*"The Union is founded on the values of respect for **human dignity, freedom, democracy, equality, the rule of law** and respect for **human rights**, including the rights of persons belonging to minorities.*

*These values are common to the Member States in a society in which **pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.**"*

These values coincide with the promoted values by Global Education or Global Citizenship Education:

*"Global education is education that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater **justice, equity and Human Rights** for all."*

The Maastricht Declaration, 2002.

*"Global education is a pedagogical approach that fosters multiple perspectives and the deconstruction of stereotypes and builds on a learner centred approach to foster critical awareness of global challenges and engagement for **sustainable lifestyles**.*

*Global Education competences build on development education, **human rights** education, education for **sustainability**, education for **peace** and conflict prevention and **intercultural** education, all being the global dimension of education for citizenship."*

North-South Center, Council of Europe

"Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies."

UNESCO

Consequently, the common values are aligned with the SDGs, specifically with its target 4.7:

*"By 2030, ensure that all learners acquire the knowledge and skills needed to promote **sustainable development**, including, among others, through education*



for sustainable development and **sustainable lifestyles, human rights, gender equality**, promotion of a culture of **peace and non-violence, global citizenship** and appreciation of **cultural diversity** and of culture's contribution to sustainable development".

For all these reasons, from now on in this document and within the framework of the L2S project, we will refer to the "common values" as "Global Education" or "Global Citizenship Education".

2.2. Brief introduction to SL methodology

This section is based on the book "Service-Learning. Social commitment in action", written by Roser Batlle (educator and promoter of service-learning in Spain)¹ and in the manual "How to Develop Solidarity Service-Learning Projects in Early and Primary Education", by María Nieves Tapia (founder and director of the Latin American Centre for Solidarity Learning and Service "CLAYSS")².

"Service-Learning is an educational approach that combines learning and community service processes in a single project, in which participants are trained by getting involved in the real needs of the social environment with the aim of improving it". This is definition given by the "Centre Promotor d'Aprenentatge Servei" from Catalonia, Spain.

In other words, SL is a way to learn while serving the community. It is a method to link educational success and social commitment.

Experience shows that when service-learning projects are carried out, a "virtuous circle" is produced, since academic learning improves the quality of the service offered; the service demands better comprehensive training, stimulates the acquisition or production of new knowledge to adequately resolve the need detected, and all of this results in greater citizen commitment.

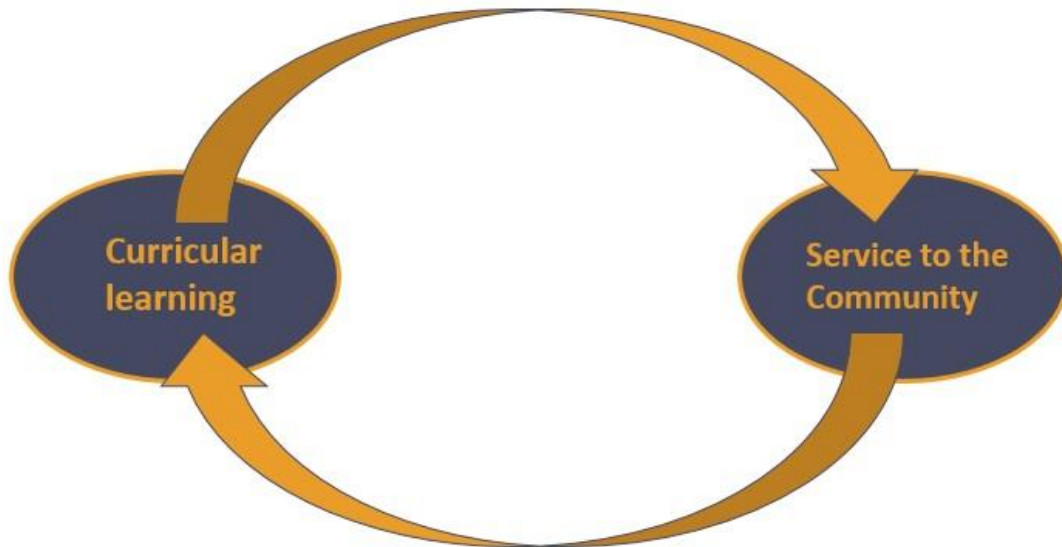
Learning improves the quality of the service offered and the service has an impact on better comprehensive training and stimulates a new production of knowledge.

¹ BATLLE, ROSER. *Service-Learning. Social commitment in action*. Madrid, 2020.

² TAPIA, MARÍA NIEVES [et al]. *How to Develop Solidarity Service-Learning Projects in Early and Primary Education*. Buenos Aires-Montevideo, 2016.



SERVICE LEARNING VIRTUOUS CIRCLE



According to Roser Batlle, four ingredients can be identified in almost every SL project:



In general, we can say that:

- 1-. The starting point is a social need or a nearby problem that can clearly be improved.
- 2-. A community service is articulated that can respond to that need.
- 3-. All this provides significant learning to students.



4-. In general (there are exceptions), an alliance is necessary, a network with nearby actors, with the community itself.

The order of these four ingredients is not always like this. The most orthodox educators defend that, in the first place, we must think about the learning that we want our students to learn, while on other occasions the first thing teachers think about is community service because they imagine how motivated and committed their students will be with that service.

However, since the SL is a binomial in which the social sphere and the pedagogical sphere converge, it is much more agile (and may make more sense) to start from the real nearby needs and then see what is that students can cope with them and what learning opportunities result from it.

Nearby needs

A social need is a situation that is going wrong, a problem that is outside of pupils but that challenges them and on which they have the possibility of helping to solve it (a dirty park, elderly people who feel lonely, a forest that has burned, refugee children who need to make new friends...).

Regarding the needs, we must take into account that...

...not all needs are dramatic,

...social need and educational need are not the same,

...dealing with a social need requires reflection,

...and that the social need can be formulated as a problem or as a challenge.

Community service

In Service-Learning, the service that students develop is understood as a solidarity action focused on the common good, in favor of the community, through which they can learn knowledge, skills, attitudes and values and that opens students to otherness.

Regarding the community service, we must take into account that...

...must primarily benefit the community,



...it is carried out by the students, not by social entities,

...can be done outside or inside the school,

...a spontaneous civic act is not a service to the community.

Examples of community services carried out by students aged 6-12 in SL projects:

- Collection of used domestic oil in the town, after an awareness campaign, to avoid contamination of the river.
- Cleaning of the village pond, involving more than a thousand people (families, social and public entities).
- Organization of a fabric collection and collaboration with older people in the manufacture of heart-shaped cushions to alleviate the secondary effects of surgery in women who have undergone mastectomy in a local hospital.
- Contribution to the restoration and start-up of a shelter that will provide work for people at risk of social exclusion.
- Preparation of a publication, with the support of the families and elderly people of the town, in order to spread the cultural and ecological wealth of the area.
- Organization and start-up of a play about dinosaurs with and for people with disabilities.

Learning

The SL explicitly links a service to the community with significant learning, which may be or may not be of curricular content and found in a specific subject.

The SL provides students with learning opportunities related to...

...Competences and knowledge, derived from the topic of the project, from the investigation of needs, from the contrast of information, etc.

...Self-esteem, related to the satisfaction of being able to make a difference.

...Social skills, when dealing with people outside the school and when working in a team.

...Human values, because action puts values into practice.



...Citizen participation, because the SL provides real contexts where the exercise of active citizenship is developed.

The contents of this learning could be grouped into four categories: learning to know, learning to do, learning to be and learning to live together.

Networking

Networking is the unique ingredient of SL. In SL projects, the school needs the community to achieve a positive social impact of improving the social environment; therefore, it must actively collaborate with NGOs, the city council, social and educational entities of the neighbourhood in question.

Some recommendations for networking:

- Take time to get to know each other and what the needs and priorities of each partner are.
- Start with small and very specific SL projects.
- Put the agreements in writing.
- Maintain fluid communication during the implementation of the service.
- Jointly evaluate both the academic results and the results of the service
- Assess the project together.
- Repeat the project to consolidate networking.

2.3. Guidelines for carrying out SL lesson plans with a Global education approach

- Identify needs related to common values (SDG)

Human rights, sustainability, interculturality, gender equality, social justice... as we have seen in section 1 of these guidelines, the list of common values and their related content is extensive and, therefore, they fit perfectly with the 17 SDGs of the UN 2030 Agenda:





Properly linking the need with the SDGs will allow students to fit a local need into a global framework and help them realize that they are acting not only on a specific and nearby problem, but that they are contributing to a greater good. In this way, we began to put into practice the maxim "Think globally, act locally".

To delve into the relationship between global education learning and the SDGs, we recommend the following UNESCO guide

[Education for Sustainable Development Goals: learning objectives](#)



On the other hand, relating the identified need to one or more common values is essential to reflect on that need. In this way, reflecting on a need from the point of view of Global Education means asking the following questions:

- What are the causes of the problem that we have identified? Are there global causes or only local ones? What consequences does it have?
- Who are responsible for this situation? Who has the power to reverse this situation?

- *Think of a global-and-active-citizenship service that responds to that need.*

Some students may consider any SL project interesting per se, but for others the interest will depend on if the service is appealing and useful. So involve them in choosing the service, strengthen the participation and initiative of the students. Be careful, as long as it is clear that the service cannot be decided or developed in a frivolous way (“I like it”, “I don't like it”), self-sufficient (“we already know what to do”), messianic (“let's save the world”), reckless (“we can handle everything”), or patronising (“they should be grateful”). The benefit that students must pursue and achieve is learning, but, in solidarity action, the benefit must be entirely for the community.

How to improve the global perspective of your SL project?

The park in your neighbourhood is dirty and abandoned and you and your students decide to clean it up, carry out an awareness campaign in the neighbourhood and petition the city council to restore it. This service would be an example of active citizenship in action, but without knowing more details we cannot know if it is an example of GLOBAL active citizenship in action. If the content of the awareness campaign is reduced to cleaning and caring for the park, the global vision will be scarce; but if the awareness campaign talks about the problem from a planetary perspective or frames the dirtiness of the park in the problem of waste generation and consumerism, the global vision will be much more present.

Another way of reinforcing the global perspective of the service is by applying a human rights promotion approach instead of a welfare approach. To help vulnerable people you have to give them confidence, not treat them only or mainly as helpless, but focus on their potential. This does not mean not paying



attention to their minimum rights by offering the necessary assistance, but if they only receive assistance, they end up being treated unfairly, since they are not recognized for their ability to progress.

- *Learn by doing! Determine the learnings necessary to provide the service that responds to that need.*

Of the four categories of learning mentioned in section 2 of these guidelines (learning to know, learning to do, learning to be and learning to live together), we are going to focus on learning to do.

To serve is to move on to action, so in SL methodology, by definition, students learn by doing. We can group learning by doing into three categories:

*- Skills in carrying out and managing projects. Developing and executing projects involves learning how to organise, manage resources, plan, etc. In the first projects, students will need a lot of help, but they will become more and more autonomous.

*- Skills and competences specific to the service being developed. Each project will also provide specific learning. If the service consists of storytelling to young children, the specific learning will be such as intonation, non-verbal language, oral expression... But if the service consists of helping to rehabilitate a soup kitchen that has been damaged by a flood, the learning will revolve around the packaging and preservation of food, use of cleaning utensils, etc.

*- Hobbies, skills and personal talents at the service of others. An SL project can also favour the development of individual skills and hobbies in a community service context. Thus, following the storytelling example above, a pupil who can sing can include a song in the storytelling, or a pupil who can draw can make a poster advertising the storytelling.

- *Identify which of these learnings are included in the curriculum and prepare the educational project.*

There is a lot of valuable and necessary learning that may not be included in the school curriculum; moreover, if we take into account that the L2S project is developed in Croatia, Spain and Italy, there will be contents that are included in the curriculum of one country and excluded in another. On the other hand, it is



impossible to design an activity in which pupils learn only the content that the teacher sets. Unexpected or uncontrollable learning takes place. Therefore, there will be extracurricular learning in our SL projects. So, we must, first of all, think about the learning that, as a teacher, I want my students to have, and then classify this learning into curricular and extracurricular. But why is it important to incorporate and specify learning required by the curriculum?

*- Because in this way we fight the idea: "What we learn at school is useless in real life". In this way we contribute to making school learning useful.

*- Because if school learning is useful, students will see the meaning of the subjects and we will increase their interest, motivation and commitment to the teaching and learning process.

*- Because it makes it easier for the pupils' families to be favourable towards SL projects. Sadly, there are many families (and teachers) who are wary of solidarity school activities because "it takes time away from the pupils to learn what they have to learn", "if the teacher instead of taking the children to clean the park was teaching maths, language, history... maybe he/she would have time to teach the whole course syllabus". But if, instead, our project includes curricular learning, we can use this to win families over and, in this way, they will be in a better position to also accept and understand the importance and value of non-curricular learning, because they are indivisible from curricular learning.

In any case, whether we decide to include curricular learning or not, it is essential to draw up a rigorous project that includes, at least, the following sections: justification, objectives, contents, assessment, activities, timing, methodology.³

Regarding the assessment, the whole experience must be documented because it is important to reflect the process and the results as well as to be able to self-evaluate what has been achieved. The ability to reflect and learn from experience is an element of quality. The SL approach allows us to reduce a double distance: on one hand, that which exists between academic learning and real life, and on the other, that which exists between the values that are preached and the values that are experienced.

³ At the end of these guidelines (see Annex 1 and 2) you will find templates to create your lesson plan



- Network, work as a team. *Involve as much actors as you can: social entities linked to the target need, students' families, public entities...*

We do not live in isolation and the causes and consequences of problems are often multiple, therefore, we need to collaborate with other actors: if the need of the social environment that we have identified is that the neighbourhood park is dirty and abandoned, we will have to at least knock on the door of the city council (to gather information and ask them to take charge), of environmental organisations (to gather information and assess whether they have any services to offer us) and of the neighbours (to gather their demands and to invite them to an awareness-raising activity). Networking, therefore, is inevitable.

Changing a culture of working in isolation for a culture of networking means sharing a project or doing something new together, it means sharing ownership and commitment and it means that each party does and contributes what is its own.

As it is a school proposal, it is the teacher and/or the school who leads, promotes and guides the SL project; therefore, it is also the one who has the responsibility to involve other actors. The level of participation of those actors will depend on several factors: collaboration history, capacity, willingness, availability, tasks... but we must make it clear to them that they can be involved as much as they wish, since the deeper the participation, the more valuable and deeper the results and learning will be.

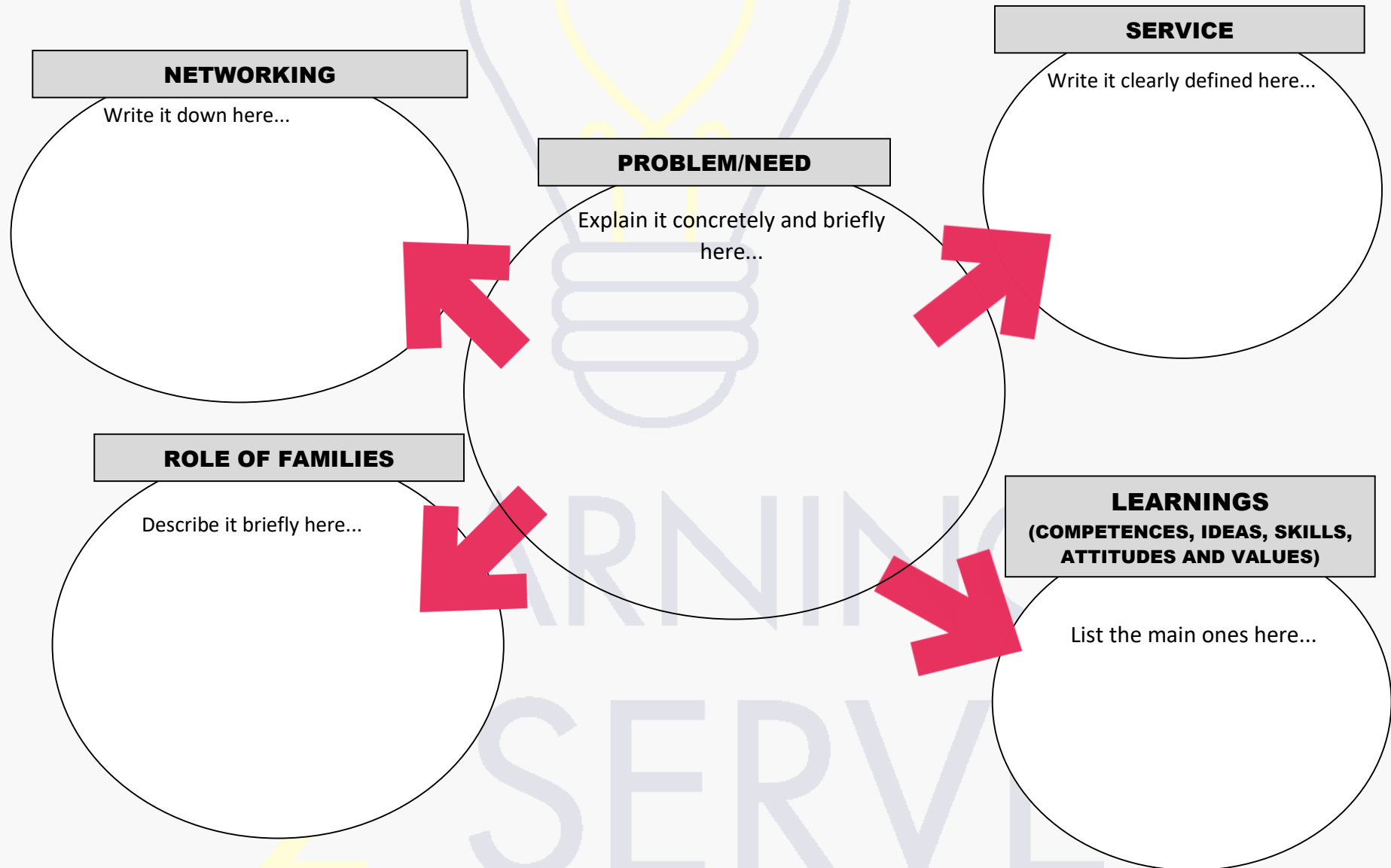
The partners that make up the consortium of this project believe that for children's education to be as effective as possible, the school and families must work together. For this reason, we will promote the participation of families in the SL lesson plans. The school must be open to families, take them into account and involve them in the school educational process.

2.4. Annexes



Annex 1: Template for outlining the basics of an SL project

Based on a proposal by Paco Barea Durán (School teacher)



Annex 2: Template to design a SL project

The following template is based on one created by the Spanish network of SL, which in turn is an adaptation of Ana Aguilar de Armas's Manual for Solidarity Teachers and Students of CLAYSS.

This is just one possible template, which allows us to review the key aspects of designing a service-learning project. It is not an essential itinerary to follow to the letter, because it depends on different factors such as the organizational culture of each school center or social entity that promotes the project.

Data sheet	
Project's name	
School or entity in charge	
Participating students (number and school year)	
Subjects or areas of the project	
Other entities involved	
Target persons	

Project approach		
	Guiding questions	Fill this column with your own project
Project synopsis	Can you describe in a few lines what the project is about so that it is understood at first glance?	
Social need to be addressed	What is the problem or social need on which your students are going to work?	
Service	What is the service action that your pupils are going to carry out?	
Link with the SDGs	What SDG(s) is/are this project linked to?	
Educational needs of your students	What characteristics do your students have and what do they need to improve?	
Educational objectives and/or	What are the key learnings that can be	

competencies that will be worked on	strengthened with this project?	
Evaluation	How will the project be assessed? Point out how we will evaluate the competencies pursued and how we will evaluate the service provided. Schedule activities and times to collect evidence throughout the process.	
Activities	Point out those that will be most relevant in the project.	
Activities Calendar	What are the activities that boys and girls develop in this service?	
Students' leading role	Point out the ones inside and the ones outside the classroom.	
Students' families role	How are we going to get the families involved? As a dissemination target? As an active part of the project?	
Networking	What will be the participation of the collaborating entities?	
Celebration	How are we going to celebrate the project?	
Dissemination	How are we going to spread the project?	
Means	What is needed to carry out the proposed activities?	



Annex 3: Evaluation Tool

It consists of an evaluation for the children who have completed the SL project and a report for the teacher who summarizes and analyzes the children's evaluations and gives his/her own opinion.

This is the form for children:



LEARNING
2 SERVE





Hi! After the activity, can you say something about the experience?

1) Level of satisfaction:

Did you like the activities? Please cross the correct image:



Very much



Quite a bit



Not at all

What did you like most? Please write some words or draw:

2) What I have learned?

Did you learn something new during this experience?

Please cross:



YES



NO

What did you learn? Please write here:

After the activities, do you feel more confident in some school subjects?

Please cross:



YES



NO

Which subjects?

Here you find a BIG WALL.

Each column corresponds to a specific word. Consider each word and think about how much your behaviour changed after the activities.

Colour as many bricks as the level you reached.

VERY MUCH	VERY MUCH	VERY MUCH	VERY MUCH	VERY MUCH
MUCH	MUCH	MUCH	MUCH	MUCH
QUITE A BIT	QUITE A BIT	QUITE A BIT	QUITE A BIT	QUITE A BIT
LITTLE	LITTLE	LITTLE	LITTLE	LITTLE
VERY LITTLE	VERY LITTLE	VERY LITTLE	VERY LITTLE	VERY LITTLE

PARTICIPATION

**LISTENING TO
THE OTHERS**

**RELATIONSHIP
WITH OTHER
PEOPLE**

COLLABORATION

CREATIVITY



Co-funded by
the European Union

3) Me and common values

If the activity helped you develop this ability, draw a smile next to the sentence:

• I am committed to something that will help others

• My commitment to supporting other people can contribute to growing a better world for everyone

• I study and listen to different opinions to better understand a problem

• Diversity is very enriching

• Respect and taking care of other people and the environment are fundamental for our lives

And this is the teacher's report:

TEACHER'S REPORT EXPERIMENTATION WITH STUDENTS

Name of school	
Country	
N. of students involved	
Age of the students	
Period of activities	

Level of satisfaction of the activities (of the students)	
Write the n. of students who evaluated "very good"	
Write the n. of students who evaluated "quite good"	
Write the n. of students who evaluated "not good"	
Your comments about the satisfaction of your students. What did you observe during the activities? Do you evaluate that they are satisfied with the experience?	

Level of improvement of cognitive and non cognitive skills as a results of the integration of community participation and curriculum
Summarize here how many students declared to have learned new things and specify what students declared to have learned
Summarize here if and on what students declared to feel more confident in school subjects.



Considering this question: *“Here you find a big wall. Each column corresponds to a specific word. Consider each word and think about how much your behaviour changed after the activities. Colour as many bricks as the level you reached”*. Please, summarize here the main results perceived by the students and the non cognitive skills that they feel to have improved

Your comments about the topic. Do you think that they improved their skills (cognitive and not cognitive)? What skills?

Level of improvement of students attitudes towards common values

Write the n. of students who put a smile at this sentence: *“I am committed to something that will help others”*

Write the n. of students who put a smile at this sentence: *“My commitment to supporting other people can contribute to growing a better world for everyone”*

Write the n. of students who put a smile at this sentence: *“I study and listen to different opinions to better understand a problem”*

Write the n. of students who put a smile at this sentence: *“Diversity is very enriching”*

Write the n. of students who put a smile at this sentence: *“Respect and taking care of other people and the environment are fundamental for our lives”*



Your comments about the topic of this section. What did you observe during the activities? Do you evaluate that they improve their attitudes as expressed in the sentences?

3. Service-Learning Projects

It is time to share the Service-Learning projects for children between 6 and 9 years old that have been piloted in Croatia, Italy and Spain in the framework of the Learning 2 Serve project.

We learn through play (Croatia)

Project Design	
Project title	We learn through play
School	Primary school Fran Krsto Frankopan, Osijek, Croatia
Classroom	23 students (8-9 years old)
Subjects involved	Croatian, art, music, sport
Other entities involved	Kindergarten Sjenčica and their children and caregivers



	Guiding questions	Fill in this column with your project
Project synopsis	Can you describe in a few lines what the project is about so that it is understood at first glance?	The main motivation of this project is to create a positive relationship between schoolchildren and preschoolers to facilitate the transition of children from kindergarten to school through interaction and joint activities. This project also encourages the development of social skills, empathy and togetherness among students and preschoolers.
Social need to be addressed	What is the problem or social need on which your students are going to work?	This project aims to solve the social need to facilitate the transition of preschoolers to primary school, reducing the fear and insecurity that this transition can bring. It also tries to encourage social connection and integration among children of different ages, strengthening the sense of community and support in the local community.
Service	What is the service action that your pupils are going to carry out?	Students of the 3rd grade of the elementary school together with the teacher will host the preschoolers from the Sjenčica Kindergarten, which is in the same neighbourhood as the school and will take them through the school. In the classroom, they will prepare a short program and give them games that they have made themselves before and play them with them. After being in the classroom, everyone will play their favourite games together in the school yard - football and border guard. After that, the third graders will return to the kindergarten where they will read stories to the children, draw and write together with them.
Link with the SDGs	What SDG(s) is/are this project linked to?	SDG 4: Quality Education Sub-goal 4.1: Ensuring that all girls and boys complete free, equitable and quality primary education.



		<p>Sub-goal 4.2: Ensuring that all girls and boys have access to quality early childhood development programs, care and preschool education.</p> <p>SDG 10: Reduced Inequalities</p> <p>Sub-goal 10.2: Empowerment and promotion of social, economic and political inclusion of all, regardless of age.</p> <p>SDG 11: Sustainable Cities and Communities</p> <p>Sub-goal 11.7: Ensure universal access to safe, inclusive and accessible green and public spaces, especially for children.</p> <p>SDG 16: Peace, Justice, and Strong Institutions</p> <p>Sub-goal 16.2: End abuse, exploitation, trafficking and all forms of violence and torture of children</p>
<p>Educational needs of your students</p>	<p>What characteristics do your students have and what do they need to improve?</p>	<p>With this project, students develop a holistic approach to learning, encompassing academic, social, emotional and physical aspects of their development. Namely, they are in a period of life when the generational gap is an obstacle for them, they are reluctant to socialize and spend time with those younger than them, and they have a problem with assuming responsibility, which in this project they can develop through the role of so-called guide-mentor.</p>
<p>Educational objectives and/or competencies that will be worked on</p>	<p>What are the key learnings that can be strengthened with this project?</p>	<p>Empathy: Students learn how to understand and empathize with younger people, which promotes emotional intelligence.</p>



		<p>Communication: They develop verbal and non-verbal communication skills through interaction with preschoolers and peers.</p> <p>Cooperation and teamwork: Students learn to work together to achieve a common goal, strengthening collaborative skills and a sense of community.</p> <p>Reading and writing: Activities such as reading stories and writing and drawing together help strengthen language and literacy skills.</p> <p>Creativity and innovation: Creating games and other materials encourages creative thinking and innovation.</p> <p>Leadership: Students take on leadership roles, which helps them develop leadership skills and responsibilities.</p> <p>Organization and planning: Planning and carrying out activities helps students develop organizational skills.</p> <p>Resource Planning: Students can learn about planning and managing resources, such as time, materials, and resources needed to carry out activities.</p> <p>Physical development: Participating in physical activities such as soccer and border crossing encourages physical development and awareness of the importance of physical activity.</p> <p>Community understanding: Students develop an awareness of their role in the community and the importance of working together for the well-being of all members</p>
<p>Evaluation</p>	<p>How will the project be assessed?</p> <p>Point out how we will evaluate the</p>	<p>The objectives of the evaluation include:</p>



	<p>competencies pursued and how we will evaluate the service provided. Schedule activities and times to collect evidence throughout the process.</p>	<ul style="list-style-type: none"> - Assessment of students' acquired competencies (social skills, leadership skills, academic skills). - Evaluation of the impact of the project on preschoolers (satisfaction, integration). <ul style="list-style-type: none"> - Evaluation of the organization and implementation of activities (quality of preparation, teamwork). <p>Methods include:</p> <p>Conversations with preschoolers and their teachers.</p> <p>Student self-assessment (reflection).</p> <p>Assessment of teachers/mentors (competency evaluation rubrics).</p> <p>Photos and videos as visual evidence of activity.</p> <p>Celebration during School Day.</p>
<p>Activities</p>	<p>Point out those that will be most relevant in the project.</p>	<ul style="list-style-type: none"> - Welcoming preschoolers at school: guiding preschoolers through school. Preparation and performance of a short program in the classroom. Playing games created by the students themselves. - Games in the school yard: playing soccer and border crossing with preschoolers. - Visit of third graders to kindergarten: reading stories to preschoolers. Joint drawing and writing with preschoolers. - Reflection and self-assessment: group discussions about experiences from the project. - Evaluation and feedback: conversations with preschoolers, educators.



		- Preparation and presentation during the School Day celebration at school
Activities Calendar	What are the activities that boys and girls develop in this service?	<p>Preparatory phase (October - December):</p> <p>October:</p> <p>Week 1: Introductory meeting on project goals and evaluation planning.</p> <p>Week 2: Workshops on social skills and communication.</p> <p>3-4. week: Planning and organization of activities, preparation of materials.</p> <p>November:</p> <p>Week 1: Workshops on leadership and organizational skills.</p> <p>Week 2: Preparation of activities in the classroom - creation of games and programs.</p> <p>Week 3: Education about the importance of play and cooperation among children.</p> <p>4th week: Preparation of logistics for visiting preschoolers.</p> <p>December:</p> <p>1st week: Implementation of activities - hosting preschoolers at school, playing games and guiding them through the school.</p> <p>Week 2: Gathering visual evidence (photos, videos).</p> <p>Week 3: Self-assessment of students about their experience with preschoolers.</p>



		<p>Week 4: Survey analysis and student reflection.</p> <p>Final phase (January - May):</p> <p>January-March:</p> <p>1st week: Visit of third graders to kindergarten - reading stories, drawing and writing with preschoolers.</p> <p>Week 2: Gathering visual evidence (photos, videos).</p> <p>3rd week: interview with preschoolers, educators and parents.</p> <p>4th week: Group discussions of students about the kindergarten visit.</p> <p>5th week: Reflection and self-assessment of students about the kindergarten visit.</p> <p>Week 6: Final assessment by the teacher on the students' acquired competencies.</p> <p>April-May:</p> <p>Week 1: Preparation of presentation of results for parents and local community.</p> <p>2nd week: Presentation of the results and success of the project to students, parents and the local community.</p> <p>3rd week: Final reflection and discussion on the possibilities of improvement.</p> <p>This structured approach ensures comprehensive analysis and feedback for students, teachers and participants.</p>
<p>Students' leading role</p>	<p>Point out the ones inside and</p>	<p>In the school:</p>



	<p>the ones outside the classroom.</p>	<ul style="list-style-type: none"> - Participation in planning activities for visiting preschoolers - Creation of materials and games for preschoolers - Preparing a short program for preschoolers - Guiding preschoolers through the school, explaining school spaces and activities - Participation in games with preschoolers in the classroom and schoolyard - Providing support to preschoolers during all activities - Carrying out the prepared program and games with preschoolers - Active communication and cooperation with preschoolers during their visit <p>Outside of school:</p> <ul style="list-style-type: none"> - Planning and organization of activities for visiting the kindergarten - Preparation of stories to read and materials for drawing and writing with preschoolers - Reading stories to preschoolers in kindergarten. - Participation in joint activities with preschoolers, such as drawing and writing - Providing support to preschoolers during all activities
<p>Students' family's role</p>	<p>How are we going to get the families involved? As a dissemination target? As an</p>	<p>Parents or families participate in the project by providing support to students during the preparatory phase, helping them create materials and games for preschoolers. Also, they participate in the evaluation of the project</p>



	active part of the project?	through feedback and participation in the final presentations of the results.
Networking	What will be the participation of the collaborating entities?	Cooperation is realized with Kindergarten Sjenčica, which is a neighbourhood's kindergarten and whose children will be future students at the school.
Celebration	How are we going to celebrate the project?	The celebration was held on May 3rd on School Day, when all the actions and projects of learning through commitment in the community were presented in the school yard. Parents and fellow citizens - neighbours, as well as representatives of associations, institutions and decision makers - participate in the presentations, which are mostly interactive, in addition to students and school staff. The entire school participates in the celebration throughout the day.
Dissemination	How are we going to spread the project?	Internal dissemination in the school: - through the bulletin board, between classes, with parents at parent meetings External dissemination: - through social networks and the school website
Means	What is needed to carry out the proposed activities?	Various materials and resources are needed for the realization of this project. Students need paper, crayons, felt-tip pens and other art materials for making games and drawings for preschoolers, and books for reading stories. Also, equipment is needed for outdoor activities, such as soccer balls and border guards, and possibly audio-visual equipment for documenting and presenting the results of the project.



TEACHER'S REPORT

EXPERIMENTATIONS WITH STUDENTS

Level of satisfaction with project activities (of students)	
Write the no. of students who assigned the rating "very much"	20
Write the no. of students who assigned the rating "enough"	3
Write the no. of students who assigned the rating "little"	0
<p><i>Enter your comments here as a teacher with respect to your students' satisfaction. What did you observe during the activities? Do you think they were satisfied with the experience?</i></p> <p>The students were very happy to be given the role of guide-mentor and to have a task like adults. They were happy to share their experiences with other students and teachers.</p>	

Level of improvement in cognitive and non-cognitive skills as a result of integration between service and curriculum
<p><i>Indicates how many students said they learned something new because of the Project and what they claim to have learned.</i></p> <p>As many as 19 of them expressed that they learned something new, how to talk with younger generations, take on the role of adults, make something interesting and creative.</p>
<p><i>Summarize here your students' input about the disciplines in which they feel they feel most confident.</i></p> <p>Creativity and sport.</p>
<p><i>Regarding the question, "Below you see a BIG WALL. Each column corresponds to a specific word you see below (PARTICIPATION, LISTENING, RELATIONSHIP WITH OTHERS, COLLABORATION, CREATIVITY. Reflect on each word and think about how much your behaviour has changed as a result of the activities you have done. Colour as many bricks as is the level you have achieved." Summarize here the students' perceived main outcomes and the non-cognitive skills they feel they have improved.</i></p> <p>Participation: 20 very much - 2 quite a bit - 1 very little Listening: 20 very much - 2 a little - 1 quite a bit Relationship with others: 18 quite a bit - 5 very much - 0 a little Collaboration: 12 very much - 7 quite a bit - 3 a little - 1 very little Creativity: 22 a lot - 1 very much - 0 quite a bit - 0 a little</p>



Your comments with respect to the learnings. Do you think the project helped to improve their skills (cognitive and non-cognitive)? Which ones?

They developed social skills - learned how to effectively communicate and cooperate with younger peers.

They took responsibility - leadership roles and responsibility for the organization and implementation of activities.

They improved their creative skills - through making games and materials for preschoolers, they developed their creativity and innovation.

They gained empathy - developed the ability to understand and empathize with preschoolers, understanding their needs and feelings.

They improved teamwork - learned to work in a team, coordinate tasks and solve problems together.

They enjoyed activities together - participating in games and reading stories allowed them to enjoy learning and having fun together.

Students' level of improvement on common values

Write the number of students who drew a smiley next to this sentence, "I am committed to doing something that will be helpful to others."	17
Write the number of students who drew a smiley next to this sentence, "My commitment to helping others can help build a better world."	16
Write the number of students who drew a smiley next to this sentence, "I delve deeper and listen to different opinions to better understand an issue"	10
Write down the number of students who drew a smiley next to this sentence, "Diversity is very enriching."	10
Write the number of students who drew a smiley next to this sentence, "Respecting and caring for others and the environment are fundamental in our lives"	17

Enter your comments here as a teacher with respect to the theme of this section (common values). What did you observe during the activities? Do you think your students improved their understanding of and commitment to the common values expressed in the sentences?

The teachers believe that through this project, the students learned the importance of shared values such as empathy, cooperation and responsibility, recognizing how working together can have a positive impact on the community. They also saw the value of intergenerational bonding and helping others, which contributes to building solidarity and togetherness.



Let's take back the beauty (Italy)

Project Design		
Project title	Let's take back the beauty	
School	Primary school "A.Busti"- ICVR11. Verona.	
Classroom	IV A-17 students (9/10 years old)	
Subjects involved	Italian Literature- Art- Technology-Geography-English	
Other entities involved	-Atelierists experts in the language (English) and expressive area, active in the network "Disegnare il futuro" (San Zeno Foundation) -Municipality District V	
	Guiding questions	Fill in this column with your project
Project synopsis	Can you describe in a few lines what the project is about so that it is understood at first glance?	"The idea for this learning experience stems from the need to engage students in activities that make them active participants and protagonists of the 'common good' by taking care of the spaces around the school.
Social need to be addressed	What is the problem or social need on which your students are going to work?	The space around the school that the children experience and observe daily is poorly respected by the community, not very clean, and littered with waste left on the sidewalks and in the areas around the school. From the classroom work on social rules for good living, respect for the environment and citizens, and the impact of human actions on the territory, the idea emerged to create and do something concrete to improve their environmental reality and reclaim these spaces.
Service	What is the service action that your pupils	Cleaning and dissemination of best practices by addressing the School Principal and the District President



	are going to carry out?	
Link with the SDGs	What SDG(s) is/are this project linked to?	SDG 11. Sustainable cities and communities
Educational needs of your students	What characteristics do your students have and what do they need to improve?	Commitment to common interests: <ul style="list-style-type: none"> -to respect the rules of the common good - to take responsibility Taking an interest in problems and events of the society: <ul style="list-style-type: none"> - to understand and consider the needs of others
Educational objectives and/or competencies that will be worked on	What are the key learnings that can be strengthened with this project?	Citizenship competence
Evaluation	How will the project be assessed? Point out how we will evaluate the competencies pursued and how we will evaluate the service provided. Schedule activities and times to collect evidence throughout the process.	Evaluation activities will be carry out through: <ul style="list-style-type: none"> -qualitative and participatory evaluation with the students during the development of the Project and at the end -the Learning2Serve evaluation tool administered to teh students at the end of the project



Activities	Point out those that will be most relevant in the project.	<ol style="list-style-type: none"> 1. Visiting of the neighborhood to collect information with photos about the condition of the streets around the school 2. Participative discussion with students to find a solution 3. Introduction and deepening of Agenda 2030 4. In-depth meetings with workshop atelierists in the linguistic (English) and expressive areas 5. Contacts with the municipality district and the school principal to explain the Project and motivate them in participating at the project (by the teacher) 6. Clean up of school spaces 7. Set up of multilingual signs to raise awareness of different actors outside the school (scolastic bulletin boards, stores and municipality district) 8. Preparation of a formal letter for the district and the principal with the main consideration on the problem by the students 9. Meeting with the School Principal and the District President to request a commitment to environmental respect, starting from the students' experience
Activities Calendar	What are the activities that boys and girls develop in this service?	From November to May: Phase I: Visting the neighbourhood and mapping of the territory with research for solutions Phase II: Thematic in-depth study in the classroom Phase III: Cleaning of the spaces Phase IV: Preparation of awareness-raising materials Phase V: Meeting with the Principal and Institutions
Students' leading role	Point out the ones inside and	-Production of e-mails to DS and District



	the ones outside the classroom.	<ul style="list-style-type: none"> - Designing and drawing the signs - Sharing with classmates from other classes and parents - Cleaning inside the school
Students' families role	How are we going to get the families involved? As a dissemination target? As an active part of the project?	Families play an active role in providing materials for the implementation of awareness-raising activities and in translating the signs into various languages (Arabic, Indian, English, Albanian, Sinhalese). They are also kept informed about the project's progress through the school's communication channels
Networking	What will be the participation of the collaborating entities?	<p>St. Zeno Foundation with DIF project: English language and expressive area ateliers</p> <p>Municipality District: meetings and collaboration to disseminate the experience</p>
Celebration	How are we going to celebrate the project?	Final party with schoolmates, District President and the school Principal
Dissemination	How are we going to spread the project?	School website and posting signs at school and in shops in the neighborhood near the institute
Means	What is needed to carry out the proposed activities?	<p>Tools for cleaning the courtyard.</p> <p>Materials for making the signs (paper, cards, paints, laminating machine)</p>



TEACHER'S REPORT

EXPERIMENTATIONS WITH STUDENTS

Level of satisfaction with project activities (of students)	
Write the no. of students who assigned the rating "very much"	15
Write the no. of students who assigned the rating "enough"	1
Write the no. of students who assigned the rating "little"	1
<p><i>Enter your comments here as a teacher with respect to your students' satisfaction. What did you observe during the activities? Do you think they were satisfied with the experience?</i></p> <p>The students participated with interest and enthusiasm in the workshop and courtyard cleaning activities. They adopted responsible and correct attitudes and were very pleased with their work, including the external recognition they received (from the district president and shopkeepers who displayed signs).</p>	

Level of improvement in cognitive and non-cognitive skills as a result of integration between service and curriculum
<p><i>Indicates how many students said they learned something new as a result of the Project and what they claim to have learned.</i></p> <p>All students reported that they learned from this project:</p> <ul style="list-style-type: none"> - greater knowledge of the neighborhood and the need to clean common spaces - the importance of recycling - collaboration among peers - the importance of taking care of the environment
<p><i>Summarize here your students' input about the disciplines in which they feel they feel most confident.</i></p> <p>They report that they have improved in</p> <ul style="list-style-type: none"> - art and image (use of colours and use of recycled materials) - how to write effective messages (in signs) - how to write an e-mail - how to collaborate with peers (making decisions together)
<p><i>With regard to the question, "Below you see a BIG WALL. Each column corresponds to a specific word you see below (PARTICIPATION, LISTENING, RELATIONSHIP WITH OTHERS, COLLABORATION, CREATIVITY. Reflect on each word and think about how</i></p>



much your behaviour has changed as a result of the activities you have done. Colour as many bricks as is the level you have achieved." Summarize here the students' perceived main outcomes and the non-cognitive skills they feel they have improved.

The skills that had the most preferences are:
participation and collaboration.

Your comments with respect to the learnings. Do you think the project helped to improve their skills (cognitive and non-cognitive)? Which ones?

The Project made them become aware that the common good should be respected: many pupils reminded each other of the rules of respecting the environment. Many also recounted episodes from family life in which they reminded relatives of the importance of not littering or recycling. The proposed activities – as workshops - allowed some pupils to integrate into the group and bring their own contribution in a serene atmosphere.

Students' level of improvement on common values

Write the number of students who drew a smiley next to this sentence, "I am committed to doing something that will be helpful to others."	14
Write the number of students who drew a smiley next to this sentence, "My commitment to helping others can help build a better world."	11
Write the number of students who drew a smiley next to this sentence, "I delve deeper and listen to different opinions to better understand an issue"	11
Write down the number of students who drew a smiley next to this sentence, "Diversity is very enriching."	12
Write the number of students who drew a smiley next to this sentence, "Respecting and caring for others and the environment are fundamental in our lives"	14

Enter your comments here as a teacher with respect to the theme of this section (common values). What did you observe during the activities? Do you think your students improved their understanding of and commitment to the common values expressed in the sentences?

One experience alone cannot create mindsets, certainly pupils have gained awareness with respect to common values but this work takes time and commitment.

A famous African saying points out that it takes a village to educate a pupil. So one and alone lived experience, even if positive, is not enough. It is necessary to create a



common and community commitment (family and other significant adults who set an example for the boys).

In closing, I wonder...if it takes a village to educate a pupil, who educates the village?

This question is just meant to make us adults think.

The colours of our park (Spain)

Project Design		
Project's name	The Colors of Our Park	
School or entity in charge	Antonio Gala School (Dos Hermanas, Seville)	
Participating students (number and school year)	100 students from 1st - 2nd Grade	
Subjects or areas of the project	Language and Natural Sciences	
Other entities involved	Dos Hermanas City Council	
Target persons	School families and visitors to the Peri-Urban Park "La Corchuela"	
	Guiding questions	Fill this column with your own project
Project synopsis	Can you describe in a few lines what the project is about so that it is understood at first glance?	From the subjects of Language and Natural Sciences, infographics and posters have been prepared to raise awareness among the public about a species of bird that nests in vulnerable areas within the La Corchuela park.
Social need to be addressed	What is the problem or social need on which your students are going to work?	The problem is a lack of responsibility and sensitivity towards nature and animals. The need is to highlight the global importance of caring for nature (global effects).
Service	What is the service action that your pupils are going to carry out?	The students will create and place posters to educate the public about the presence of bee-eaters and prevent the destruction of their nesting areas.
Link with the SDGs	What SDG(s) is/are this project linked to?	<ul style="list-style-type: none"> ▪ Goal 15: Life on land



Educational needs of your students	What characteristics do your students have and what do they need to improve?	The group shows a lack of sensitivity towards nature due to the lack of contact with it.
Educational objectives and/or competencies that will be worked on	What are the key learnings that can be strengthened with this project?	<ul style="list-style-type: none"> - Teamwork and collaborative work. - Knowledge about the natural environment and the impact of human activities on it.
Evaluation	How will the project be assessed? Point out how we will evaluate the competencies pursued and how we will evaluate the service provided. Schedule activities and times to collect evidence throughout the process.	<p>The project will be evaluated through two means:</p> <ul style="list-style-type: none"> - Competency questionnaire. - Content questionnaire.
Activities	Point out those that will be most relevant in the project.	<p>In-school activities: Multiple readings, research on biodiversity and ecosystem care, creation of posters and infographics, creation of a promotional video for families and the school.</p> <p>Out-of-school activities: Visit to the La Corchuela peri-urban park.</p>
Activities Calendar	What are the activities that boys and girls develop in this service?	<ul style="list-style-type: none"> - Readings: Daily. - Research: Sessions 1 and 2. - Creation of posters: From session 3 until the park visit. - Creation of promotional video: Session 4. - Park visit: April 4.
Students' leading role	Point out the ones inside and the ones	The project is initially presented as a problem, and students seek solutions. The actions taken result from their proposals.



	outside the classroom.	
Students' families role	How are we going to get the families involved? As a dissemination target? As an active part of the project?	Families participate by helping students from home with the information search needed for the project.
Networking	What will be the participation of the collaborating entities?	The parks and gardens services of the city council prepare and fumigate the park to avoid accidents and stings for the children.
Celebration	How are we going to celebrate the project?	The entire school will visit the La Corchuela peri-urban park, followed by a gathering with the students' families.
Dissemination	How are we going to spread the project?	The project will be disseminated through the creation of a video to be uploaded to social media.
Means	What is needed to carry out the proposed activities?	The main resources needed are materials for preparing the posters.

TEACHER'S REPORT

EXPERIMENTATION WITH STUDENTS

Level of satisfaction of the activities (of the students)	
Write the n. of students who evaluated "very good"	90
Write the n. of students who evaluated "quite good"	10
Write the n. of students who evaluated "not good"	0
<i>Your comments about the satisfaction of your students. What did you observe during the activities? Do you evaluate that they are satisfied with the experience?</i>	
<p>During the project we could see that the pupils developed an attitude of curiosity about the environment around them. At the same time, they have been interested in the object of the PSA carried out, they have investigated on their own and have brought extra information from home (books, articles, etc.).</p>	



Level of improvement of cognitive and non cognitive skills as a results of the integration of community participation and curriculum

Summarize here how many students declared to have learned new things and specify what students declared to have learned

All students have answered that they have learnt new things.

Summarize here if and on what students declared to feel more confident in school subjects.

The subjects in which they said they felt most confident are: Language and Natural Sciences.

Considering this question: "Here you find a big wall. Each column corresponds to a specific word. Consider each word and think about how much your behaviour changed after the activities. Colour as many bricks as the level you reached". Please, summarize here the main results perceived by the students and the non cognitive skills that they feel to have improved

Students have shown a higher level of development in:

- Creativity.
- Collaboration.
- Relationship with other people.

Your comments about the topic. Do you think that they improved their skills (cognitive and not cognitive)? What skills?

From my perspective, the skills that I think they have improved match the skills they have chosen. In addition, care and concern for nature is a capacity in itself.

Level of improvement of students attitudes towards common values

Write the n. of students who put a smile at this sentence: "I am committed to something that will help others"

100

Write the n. of students who put a smile at this sentence: "My commitment to supporting other people can contribute to growing a better world for everyone"

95

Write the n. of students who put a smile at this sentence: "I study and listen to different opinions to better understand a problem"

95



Write the n. of students who put a smile at this sentence: <i>"Diversity is very enriching"</i>	70
Write the n. of students who put a smile at this sentence: <i>"Respect and taking care of other people and the environment are fundamental for our lives"</i>	100
<p>Your comments about the topic of this section. What did you observe during the activities? Do you evaluate that they improve their attitudes as expressed in the sentences?</p> <p>I have observed this concern for nature and birds. I have not assessed improvement in a systematic way.</p>	

4. Operational School Plans

This section presents a **comprehensive collection of operational school plans designed to facilitate networking activities in both Service-Learning and Global Citizenship Education**. Service-Learning offers a powerful platform for values education, fostering social responsibility and character development in students. Concurrently, Global Citizenship Education emphasizes intercultural understanding, empathy, and a sense of shared responsibility for global challenges. The proposed school plans encompass mobility projects, competitions, virtual exchanges, and other activities, aiming to promote meaningful connections, cross-cultural exchanges, and the development of informed and compassionate global citizens. It also includes tips for addressing global citizenship education in the classroom.



4.1. Networking Activities in Service-Learning for Values Education

1. Mobility Projects with Partner Schools⁴:

Establish partnerships with schools nationally and internationally to create mobility projects that facilitate cultural immersion and collaborative community service initiatives.

Emphasize the integration of core values and reflection on personal growth during the mobility experiences.

2. Values-Focused Competitions⁵:

Organize intra-school and inter-school competitions that center on core values and social issues.

Collaborate with partner schools to create regional or national-level competitions that promote values-driven solutions.

3. Virtual Exchanges for Values Education⁶:

Utilize online platforms to facilitate virtual exchanges between school classes to share values-based projects and experiences.

Foster intercultural dialogue and global awareness through virtual interaction.

4.2. Networking Activities for Global Citizenship Education

1. Nature Walk and Observation:

- Take students on a nature walk in the school surroundings or a nearby park.

⁴ Annex 1, at the end of this document, details step by step how to develop mobility projects.

⁵ Annex 2, at the end of this document, details step by step how to develop values-focused competitions.

⁶ Annex 3, at the end of this document, details step by step how to develop virtual exchanges for values education.



- Encourage them to observe and document the beauty and importance of nature and discuss how capitalist practices may affect the environment.

2. "Needs vs. Wants" Activity:

- Engage students in a discussion about the difference between needs and wants.
- Have them create posters or collages showcasing essential needs for survival and contrasting them with unnecessary consumer goods.

3. Cultural Exchange Day:

- Organize a cultural exchange event where students from diverse backgrounds share their customs, traditions, and languages.
- Use group discussions and interactive activities to promote understanding and appreciation of different cultures.

4. Virtual Pen Pals:

- Connect your students with students from other countries through virtual pen pal programs.
- Encourage regular communication to share experiences, cultural insights, and perspectives on global issues.

5. Service-Learning Projects:

- Engage students in SL projects that address local and global issues, such as environmental conservation or supporting refugees.
- Utilize hands-on learning experiences to reinforce the global citizenship values.

6. "Share and Care" Game:

- Organize a game that emphasizes cooperation and sharing among students.
- Discuss how capitalist values of competition and individualism can sometimes lead to inequality and exclusion.



7. "Fair Trade" Role-Playing:

- Introduce the concept of fair trade and explain how it supports fair wages and ethical practices.
- Organize a role-playing activity where students act as buyers and sellers in a fair trade market.

8. Model United Nations (MUN):

- Organize a Model United Nations simulation where students take on the roles of delegates representing different countries.
- This activity promotes critical thinking, negotiation skills, and awareness of global challenges.

9. Global Issue Debates:

- Arrange debates on global issues like climate change, poverty, or human rights.
- Encourage students to research, present evidence, and consider diverse perspectives while discussing potential solutions.

10. Storytelling for Social Justice:

- Read age-appropriate stories that highlight issues related to nature, exploitation, and inequality.
- Encourage students to reflect on the stories and discuss possible solutions to the problems presented.

11. Sustainable Art Project:

- Conduct an art project using recycled materials or natural elements.
- Discuss the importance of responsible consumption and its positive impact on the environment.

12. Virtual Field Trips:



- Take students on virtual field trips to explore iconic landmarks, historical sites, and cultural centers worldwide.
- Use technology to provide immersive experiences and spark curiosity about global diversity.

13. Storytelling from Around the World:

- Introduce students to folktales and stories from various cultures.
- Discuss the underlying values and life lessons in these stories, fostering a sense of shared humanity.

14. "Our Global Connections" Activity:

- Introduce the concept of interconnectedness between people and the environment around the world.
- Have students create a visual representation of how their choices and actions affect others globally.

15. Community Clean-Up:

- Organize a community clean-up day where students actively contribute to caring for the environment.
- Discuss how waste and pollution relate to capitalist consumption patterns.

16. Global Cuisine Day:

- Organize a Global Cuisine Day where students bring and share dishes from different countries.
- Use this event to discuss cultural traditions and the importance of food in different societies.

17. Documentary Watching and Discussions:

- Screen documentaries on global issues, such as climate change, poverty, or gender inequality.



- Host discussions to encourage critical thinking and empathy towards those affected by these issues.

18. "Superhero for Social Justice":

- Ask students to create their own superheroes with powers related to environmental protection or fighting for equality.
- Have them describe how these superheroes can address global issues.

19. Empathy-building Activities:

- Incorporate empathy-building exercises and discussions to help students understand the challenges faced by people in different situations.
- Use age-appropriate scenarios to discuss how empathy can lead to positive social change.

20. Virtual Guest Speakers:

- Invite virtual guest speakers, such as international volunteers or activists, to share their experiences and insights.
- This allows students to gain firsthand knowledge of global citizenship in action.

4.3. Implementation Strategies and Best Practices

1. Establishing Partnerships:

Provide guidelines for identifying and collaborating with suitable partner schools or organizations.

Emphasize shared values and objectives as a foundation for successful networking activities.

2. Curriculum Integration:

Offer insights on how to integrate networking activities into the school curriculum seamlessly.



Suggest cross-curricular projects that align with values education and global citizenship themes.

3. Assessment and Evaluation:

Present various assessment methods for measuring students' learning outcomes in both Service-Learning and Global Citizenship Education.

Emphasize the importance of ongoing reflection and feedback.

The operational school plans outlined in this document aim to provide educators with actionable strategies and ideas to foster meaningful networking activities in both Service-Learning and Global Citizenship Education. By integrating these activities into the curriculum, schools can cultivate socially responsible, compassionate, and globally aware students who actively engage with their communities and the world at large.

4.4. Useful tips

Teaching global citizenship to students involves nurturing their awareness of global issues, fostering empathy, and promoting a sense of responsibility towards the world.

Teaching school students about complex global issues like capitalism, nature, and human exploitation requires age-appropriate activities that engage their curiosity and critical thinking.

As a teacher, you can inspire your students to think critically, question societal norms, and become mindful global citizens who care for both people and the planet.

Let's move on to more specific advice

- Foster a safe and inclusive classroom environment where all students feel respected and valued.
- Lead by example and model global citizenship values through your actions and interactions.
- Incorporate technology and multimedia to create engaging and interactive learning experiences.
- Continuously evaluate and adjust your approach based on student feedback and learning outcomes.



- Celebrate the diversity of your students and use it as a strength to promote global awareness.
- Encourage students to take initiative in planning and organizing activities, empowering them to be global citizens in action.
- Approach these topics with sensitivity and age-appropriate language.
- Encourage open dialogue, respect for different perspectives, and active listening.

Remember, teaching global citizenship is an ongoing journey that requires patience, open-mindedness, and a commitment to nurturing compassionate and responsible global citizens.

4.5. Annexes

Annex 1: Mobility projects

Implementing a school mobility project regarding Service-Learning projects involves careful planning, coordination, and collaboration with various stakeholders. Follow these step-by-step guidelines to successfully execute a Service-Learning mobility project:

Step 1: Define Project Objectives and Goals

- Identify the main objectives of the mobility project. These could include cultural exchange, community service, and values education.
- Set specific goals and outcomes you wish to achieve during the mobility experience.

Step 2: Identify Suitable Partner Schools or Organizations

- Research and identify potential partner schools or organizations in other regions or countries that align with your project's objectives.
- Establish clear communication with the selected partners to discuss mutual interests and expectations.



Step 3: Develop a Detailed Project Plan

- Create a comprehensive project plan that outlines the schedule, activities, logistics, and budget for the mobility project.
- Include details about cultural immersion activities, community service projects, and learning opportunities.

Step 4: Seek Approval and Support

- Present your project plan to school administrators, parents, and relevant stakeholders to gain support and approval for the mobility project.
- Address any concerns and ensure that all parties are on board with the project.

Step 5: Prepare Students and Educators

- Organize preparatory workshops and training sessions for participating students and educators.
- Provide cultural sensitivity training, intercultural communication skills, and an overview of the project's goals.

Step 6: Arrange Travel and Accommodations

- Collaborate with travel agencies or organizations experienced in educational mobility projects to arrange transportation and accommodations for the group.
- Ensure that all necessary travel documents and permissions are obtained well in advance.

Step 7: Plan Service-Learning Activities

- Work with partner schools or organizations to plan meaningful Service-Learning activities that align with the project's objectives.
- Ensure that the activities address the needs of the local community and contribute positively to their development.



Step 8: Implement the Mobility Project

- Oversee the smooth execution of the mobility project, including travel arrangements, cultural exchange activities, and community service projects.
- Provide ongoing support and guidance to students and educators during the project.

Step 9: Encourage Reflection and Learning

- Facilitate regular reflection sessions for students and educators to process their experiences and learning during the mobility project.
- Encourage open discussions about the impact of the Service-Learning activities on both the students and the community.

Step 10: Document and Evaluate the Project

- Document the mobility project through photos, videos, and written reports.
- Evaluate the project's success by measuring the achievement of set objectives and learning outcomes.

Step 11: Share and Celebrate the Project's Outcomes

- Organize a post-mobility event to showcase the project's outcomes and experiences to the school community, parents, and stakeholders.
- Celebrate the achievements of students and educators during the mobility project.

Step 12: Foster Sustainable Partnerships

- Nurture the relationships with partner schools or organizations to foster sustainable, long-term partnerships.
- Consider future collaboration and joint projects to continue the Service-Learning initiatives.

Step 13: Reflect and Improve

- Gather feedback from students, educators, and partners to identify areas of improvement for future mobility projects.



- Use this feedback to refine your approach and make necessary adjustments for future endeavors.

By following these step-by-step guidelines, you can effectively implement a school mobility project centered around Service-Learning projects. Such experiences not only provide valuable learning opportunities for students but also contribute positively to the communities involved, fostering empathy, global citizenship, and a sense of social responsibility.

Annex 2: Values-Focused competitions

Creating Values-Focused Competitions between school classes for Service-Learning projects involves careful planning and thoughtful design to ensure that the competitions align with the desired values education outcomes. Here's a step-by-step guide to help you create such competitions:

Step 1: Define Competition Objectives and Values

- Determine the main objectives of the competition, such as promoting teamwork, empathy, or community engagement.
- Identify the core values you want to focus on, such as compassion, environmental stewardship, or social justice.

Step 2: Choose Competition Format and Themes

- Decide on the competition format that suits your school's needs and resources. It can be a one-day event, a week-long challenge, or an ongoing project.
- Select competition themes related to Service-Learning projects and the chosen values. For example, environmental sustainability, poverty alleviation, or intercultural understanding.

Step 3: Form Competition Teams

- Organize students into teams, ensuring diversity in terms of skills, interests, and backgrounds.



- Encourage cross-class teams to promote collaboration and interaction among students from different grades.

Step 4: Provide Guidelines and Rules

- Develop clear guidelines and rules for the competition, outlining the criteria for judging, deadlines, and ethical considerations.
- Ensure that the guidelines emphasize the importance of teamwork, ethical practices, and value-centered projects.

Step 5: Mentorship and Support

- Assign teachers or mentors to guide each team throughout the competition.
- Offer support in project planning, research, and implementation.

Step 6: Project Proposal and Planning

- Have each team submit a project proposal outlining their Service-Learning project, including objectives, strategies, and expected outcomes.
- Review and provide feedback to help teams refine their plans.

Step 7: Implementation and Reflection

- Allow teams sufficient time to implement their Service-Learning projects.
- Encourage regular reflection sessions where teams discuss their experiences, challenges, and how their projects align with the chosen values.

Step 8: Presentations and Showcasing

- Organize a presentation or showcase day where each team presents their Service-Learning projects to the school community.
- Invite judges, teachers, parents, and students to attend and evaluate the projects based on their alignment with the competition objectives and values.

Step 9: Evaluation and Awards



- Evaluate each project based on predetermined criteria and the impact on the community or target beneficiaries.
- Recognize and award teams based on their efforts, creativity, and alignment with the chosen values.

Step 10: Post-Competition Reflection and Learning

- Engage students in post-competition reflection sessions to discuss the impact of the projects on themselves, their peers, and the community.
- Encourage students to identify lessons learned and potential areas of improvement for future competitions.

Step 11: Sustainability and Follow-Up

- Discuss the potential for continuing or expanding the winning projects beyond the competition period.
- Explore ways to sustain the values-focused initiatives throughout the school year.

By following these step-by-step guidelines, you can create meaningful Values-Focused Competitions between school classes for Service-Learning projects. These competitions will not only motivate students to engage in values-centered initiatives but also foster a sense of responsibility and empathy for their community and the world.

Annex 3: Virtual exchanges for values education

Creating virtual exchanges between school classes for Service-Learning projects can be a rewarding and enriching experience for students, promoting intercultural understanding and global citizenship. Here's a step-by-step guide to help you set up successful virtual exchanges:

Step 1: Define Objectives and Goals

- Determine the objectives of the virtual exchange, such as cultural exchange, fostering empathy, and promoting global awareness.
- Set specific learning goals and outcomes you wish to achieve through the virtual exchange.



Step 2: Identify Partner Schools or Organizations

- Reach out to schools or organizations in different countries or regions that share similar interests and objectives for the virtual exchange.
- Establish clear communication with potential partners to discuss the exchange's purpose, expectations, and logistics.

Step 3: Establish Communication Platforms

- Choose suitable virtual communication platforms for the exchange, such as video conferencing tools, chat apps, or online collaboration platforms.
- Ensure that the chosen platforms are accessible and user-friendly for all participating students.

Step 4: Plan Virtual Exchange Sessions

- Collaborate with partner schools to schedule virtual exchange sessions that suit the time zones and availability of all participants.
- Decide on the frequency and duration of the sessions to create a meaningful and consistent exchange.

Step 5: Prepare Students and Educators

- Organize preparatory workshops and orientation sessions for participating students and educators.
- Provide guidance on intercultural communication, netiquette, and the project's goals.

Step 6: Design Service-Learning Activities

- Plan Service-Learning activities that can be carried out collaboratively across borders using virtual platforms.
- Ensure that the activities are culturally sensitive and relevant to the needs of both communities.



Step 7: Facilitate Intercultural Learning

- Encourage open discussions and exchanges of cultural practices, traditions, and values during virtual sessions.
- Foster an environment of respect and curiosity to promote intercultural learning.

Step 8: Reflect and Share Experiences

- Facilitate regular reflection sessions for students and educators to discuss their experiences and learning during the virtual exchange.
- Encourage students to share their reflections through written reports, videos, or presentations.

Step 9: Evaluate Learning Outcomes

- Assess the achievement of learning goals and outcomes set at the beginning of the virtual exchange.
- Seek feedback from students, educators, and partner schools to identify areas of improvement.

Step 10: Collaborate on Joint Projects

- Encourage collaborative Service-Learning projects between the partner schools to promote teamwork and cross-cultural understanding.
- Coordinate and support the implementation of joint projects.

Step 11: Celebrate and Showcase Achievements

- Organize a virtual event or showcase to celebrate the achievements and outcomes of the virtual exchange.
- Invite parents, school administrators, and stakeholders to participate and witness the impact of the exchange.

Step 12: Foster Long-Term Partnerships



- Nurture the relationships with partner schools or organizations to maintain long-term virtual exchange partnerships.
- Consider future collaboration and joint projects to continue the intercultural learning journey.

Step 13: Reflect and Improve

- Gather feedback from students, educators, and partners to identify areas of improvement for future virtual exchanges.
- Use this feedback to refine your approach and make necessary adjustments for future endeavors.

By following these step-by-step guidelines, you can create meaningful and impactful virtual exchanges between school classes for Service-Learning projects. These exchanges will not only provide valuable learning opportunities for students but also promote global awareness, empathy, and appreciation for diverse cultures.

LEARNING
2 SERVE

