

TOOLKIT FOR AN INNOVATIVE EDUCATION IN COMMON VALUES BASED ON THE SL METHODOLOGY FOR TEACHERS OF CHILDREN AGED 10 TO 12.



LEARNING
2 SERVE

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0. Preface

This material is aimed at teachers of children between 10 and 12 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 10-12 years, 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 Mlal and Rete TanteTinte, from Croatia – Breza Association and Children creative center Dokkica.



1. Service-learning with children ages 10-12

Service-learning is an enriching and meaningful educational method that combines academic learning with active participation in community service, enabling children to develop social, civic and academic skills while making a positive contribution to their environment.

We need to design projects that present students with meaningful challenges and are relevant to their interests and concerns. Projects should enable them to apply and extend their academic knowledge in practical ways.

At this age, children can understand more complex social issues. Projects can address issues such as climate change, social exclusion or gender inequality, among others, and allow students to deepen their understanding of real-world challenges and some of their causes.

The analysis of the impact of your actions should be more critical, so plan time to reflect on the experience and the results obtained.

The service-learning methodology supports the promotion of autonomy and responsibility, decision-making and taking responsibility. This seems to be an ideal age to start allowing children of this age to plan actions, with appropriate guidance and support.

Carrying out service-learning projects with children between the ages of 10 and 12 will provide them with a meaningful educational experience and help them develop key skills to become responsible and engaged citizens who are aware of their ability to have a positive impact on society.

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.

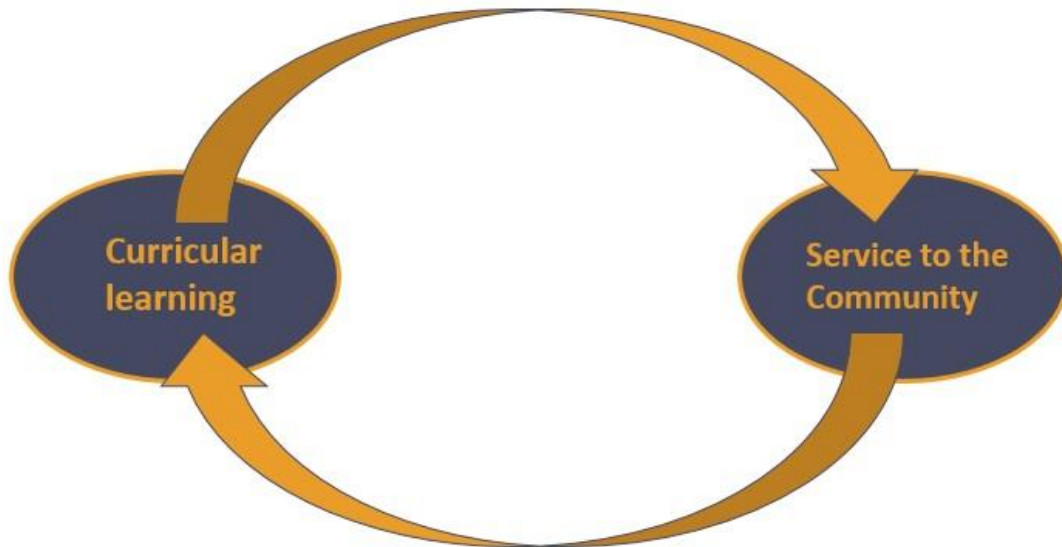
Learning improves the quality of the service offered and the service has an impact on better comprehensive training and stimulates a new production of knowledge.

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 neighborhood is dirty and abandoned and you and your students decide to clean it up, carry out an awareness campaign in the neighborhood 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.

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

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



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.

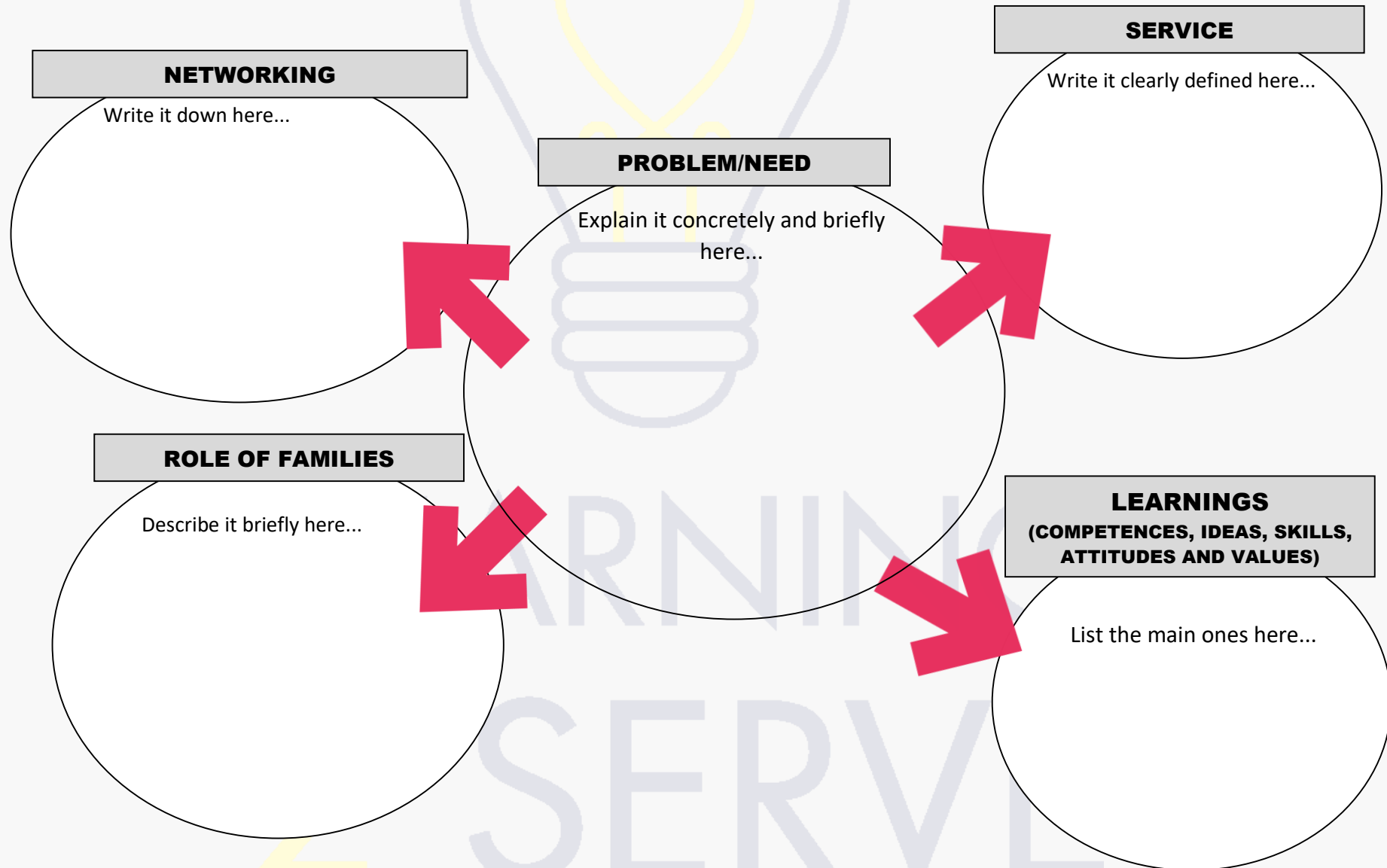
The partners that make up the consortium of this project believe that for children's education to be as effective as possible, the school and families must work together. For this reason, we will promote the participation of families in the SL lesson plans. The school must be open to families, take them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



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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



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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 10 and 12 years old that have been piloted in Croatia, Italy and Spain in the framework of the Learning 2 Serve project.

A Cup of Warmth and A String of Health (Croatia)

Project design		
Project title		A Cup of Warmth and A String of Health
School		Primary school Fran Krsto Frankopan Osijek, Croatia
Class		28 students (12-13 years old)
Subject involved		Mathematic, Nature, Civic education
Associations/institutions involved		Local agricultural enterprises
	Guiding questions	Fill this column with your own project
Motivation	Can you describe in a few lines what the project is about so that it is	Promoting humanity on the streets of the city and openness towards citizens, neighbours with whom we live.



	understood at first glance?	
The social need that you want to tackle	What is the problem or social need on which your students are going to work?	We are increasingly witnessing the alienation of living in the settlements or neighbourhood's where we live, especially in urban buildings where many residents live who do not know each other, do not contact each other. In addition, due to the accelerated way of life, humanity and solidarity are increasingly missing as an important segment for the survival of humanity.
Service activity	What is the service action that your pupils are going to carry out?	Two activities: the Christmas action <i>A Cup of Warmth</i> and before Easter action <i>A String of Health</i> . In the Christmas action, teacups will be handed out to fellow citizens in the streets of the Sjenjak settlement with a kind word and a smile, as well as an appropriate greeting card that they have made themselves. In the Easter action, they will be handing out bunches of green onions to their fellow citizens in the same settlement, which they have saved up for along with financial literacy education and which they will buy from local producers.
Link with SDGs	What SDG(s) is/are this project linked to?	SDG 3: Good Health and Well-being SDG 4: Quality Education SDG 8: Decent Work and Economic Growth SDG 11: Sustainable Cities and Communities SDG 12: Responsible Consumption and Production
Learning objectives	What characteristics do your students have and what do they need to improve?	There is a developed empathy among the students, which should also be directed towards the local community. Students are grouped with each other, and it is necessary to connect them through joint activities in which they are all one unit.



<p>Educational aims and citizenship competences</p>	<p>What are the key learnings that can be strengthened with this project?</p>	<ul style="list-style-type: none"> - Promotion of social connection and togetherness - Financial literacy and support for local producers - Promotion of health and healthy eating
<p>Evaluation</p>	<p>How will the project be assessed?</p> <p>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>	<p>The objectives of the evaluation include:</p> <ul style="list-style-type: none"> -Assessment of students' acquired competencies (social skills, financial literacy, health literacy). - Evaluation of the impact of activities on the local community (satisfaction of fellow citizens, support for local producers). - Evaluation of the organization and implementation of activities (quality of preparation, teamwork, implementation of the plan). <p>Methods include:</p> <ul style="list-style-type: none"> - interview with the participants of the activity (fellow citizens who received services) - student self-assessment (reflection) - teacher evaluation (competency evaluation rubrics) - photos and videos as visual evidence of activity - financial statements and analysis of student savings <p>Evaluation plan and activities:</p>



		<ol style="list-style-type: none"> 1. Preparation phase 2. Implementation of activities (Christmas and Easter action) 3. Phase of reflection and analysis (after each action) 4. Summative evaluation (after completion of both activities) 5. Final evaluation and feedback
<p>Activities</p>	<p>Point out those that will be most relevant in the project.</p>	<p>In school:</p> <p>Planning Workshops: Teachers held workshops where students learned how to plan and organize events. This included creating an activity plan, determining roles and responsibilities, and setting goals.</p> <p>Creation of materials: At school, students made greeting cards for the Christmas Cup of Warmth action and planned the design of the stand.</p> <p>Outside of school:</p> <p>Visit to local producers: Students together with teachers visited local producers of scallions to learn more about the production process and to arrange purchases for the Easter action A String of Health.</p> <p>Logistics: Organizing the space in front of the Sjenjak department store, including the procurement of tables and other necessary equipment.</p> <p>In school:</p> <p>Lessons on financial literacy: Teachers held lessons where students learned about the</p>



		<p>importance of saving, managing personal finances and spending money responsibly.</p> <p>Savings simulations: Students participated in simulations where they practically learned how to save and plan spending.</p> <p>Outside of school:</p> <p>Monitoring savings: Students recorded their savings at home and participated in activities that encourage savings together with their parents.</p> <p>3. Promotion of health and social connection</p> <p>In school:</p> <p>Health education: Teachers held lectures and workshops on the importance of healthy eating, where students learned about the nutritional value of scallions and other healthy foods.</p> <p>Communication skills: Students learned how to approach and communicate with passers-by during the actions, including exercises to strengthen social skills and self-confidence.</p> <p>Outside of school:</p> <p>Practical application: Students organized small exercises and activities in the local community to apply the learned communication skills.</p>
<p>Activities Calendar</p>	<p>What are the activities that boys and girls develop in this service?</p>	<p>Preparatory phase (September - December)</p> <p>September:</p> <p>1st week: Introductory meeting with students about project goals and activity planning.</p>



		<p>Week 2: Workshops on financial literacy - basics of saving and money management.</p> <p>Week 3: Planning the Christmas action Cup of Warmth - making greeting cards and logistics.</p> <p>4th week: Visit to local producers of scallions and agreement on purchase for the Easter action.</p> <p>October:</p> <p>Week 1: Workshops on communication skills and booth organization.</p> <p>Week 2: Start saving for the Easter action - tracking savings.</p> <p>Week 3: Education on healthy eating and the importance of spring onions.</p> <p>4th week: Preparation of materials for the Christmas action - purchase of tea, greeting cards and other supplies</p> <p>November:</p> <p>Week 1: Communication skills exercises - approach to passers-by.</p> <p>Week 2: Implementation of savings and financial planning simulations.</p> <p>Week 3: Final preparations for the Christmas action - logistics and organization.</p> <p>4th week: Test rehearsal of the Christmas action at school.</p>
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		<p>December:</p> <p>1st week: Christmas action A Cup of Warmth - handing out tea and greetings to passers-by in front of the Sjenjak department store.</p> <p>2nd week: Reflection and self-assessment of the students about the Christmas activity.</p> <p>Week 3: Group discussions and analysis of the success of the Christmas action.</p> <p>4th week: Continuation of savings and preparations for the Easter action.</p> <p>Closing phase (March - May)</p> <p>March:</p> <p>1st week: Final preparations for the Easter action - purchase of spring onions from local producers.</p> <p>Week 2: Organization and logistics for handing out scallions.</p> <p>Week 3: Financial literacy education - final lessons and savings assessment.</p> <p>4th week: Test rehearsal of the Easter action at school.</p> <p>April:</p> <p>1st week: Easter action A String of Health - distribution of spring onion ribbons to fellow citizens.</p>
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		<p>2nd week: Reflection and self-assessment of students about the Easter activity.</p> <p>Week 3: Group discussions and analysis of the success of the Easter action.</p> <p>4th week: Preparation of financial statement and analysis of savings.</p> <p>May:</p> <p>1st week: Preparation of the final report on the implemented actions - including all collected evidence and analysis.</p> <p>2nd week: Preparation of the presentation of the results for parents and the local community in the school yard</p> <p>Week 3: Presentation of the results and success of the project to students, parents and the local community.</p> <p>Week 4: Final reflection - what we learned and how we can improve future projects.</p>
<p>Students' leading role</p>	<p>Point out the ones inside and the ones outside the classroom.</p>	<p>The students were very engaged from the very beginning, offering numerous ideas and contributions, showing their awareness and active civic role in empathy and solidarity and returning humanity to the streets of the city.</p>
<p>Students' family's role</p>	<p>How are we going to get the families involved? As a dissemination target? As an active part of the project?</p>	<p>Parents as an active part of actions:</p> <p>Monitoring savings: Students recorded their savings at home and participated in activities that encourage savings together with their parents.</p> <p>Parents in the dissemination of actions:</p> <p>Participated in the preparation and presentation of the results for other students</p>



		and parents and the local community in the school yard.
Networking	What will be the participation of the collaborating entities?	Networking with other stakeholders in these actions included working with local scallion producers, whereby students supported the local economy and gained practical negotiation and purchasing skills. They also connected with the local community through the distribution of tea and scallion bunches, promoting social cohesion and health.
Celebration	How are we going to celebrate the project?	The celebration was held in May 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: <ul style="list-style-type: none"> - through the bulletin board, between classes, with parents at parent meetings External dissemination: <ul style="list-style-type: none"> - through social networks and the school website - in the local media
Materials	What is needed to carry out the proposed activities?	Creation of materials: At school, students made greeting cards for the Christmas Cup of Warmth action and planned the design of the stand. Logistical preparations: Organizing the space in front of the Sjenjak department store, including the procurement of tables and other necessary equipment.



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"	25
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 motivated and satisfied with the implementation, because a large part of the preparation and organization was theirs with the mentorship of the teacher. The welfare that resulted from the actions further motivated them to design new actions and listen to the needs of the community.</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>18 students reported they learned:</p> <ul style="list-style-type: none"> • how to talk to others on the street, to communicate • how to save money • what are all the steps of producing and growing vegetables and how are they sold • the importance of cooperation • the involvement of everyone, regardless of their abilities, because these actions have space for every student
<p><i>Summarize here your students' input about the disciplines in which they feel they feel most confident.</i></p> <p>At the end of the project, some students report feeling more confident in mathematics as a school subject and in civic education.</p>



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 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.

Participation: 15 very much - 10 quite a bit - 3 very little
 Listening: 20 very much - 5 a little - 3 quite a bit
 Relationship with others: 20 quite a bit - 5 very much - 3 a little
 Collaboration: 16 very much - 8 quite a bit - 3 a little - 1 very little
 Creativity: 19 a lot - 7 very much - 1 quite a bit - 1 a little

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

Yes, from cognitive attention, self-awareness, reasoning, motivation and setting goals,
 Creativity to non-cognitive perceptions, the use, understanding and management of emotions as and empathy and social skills.

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."	25
Write the number of students who drew a smiley next to this sentence, "My commitment to helping others can help build a better world."	26
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"	14
Write down the number of students who drew a smiley next to this sentence, "Diversity is very enriching."	8
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"	27

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?



They are more aware of helping others make them happy and doing something nice for others as their parents do to them. They are also aware that if children and adults more often do something nice for others, so will most of the world, and thus we reduce unhappiness and dissatisfaction in this world.

A class in service... for neighbourhood parks (Italy)

Project design		
Project title	A class in service... for neighbourhood parks	
School	Lower secondary school "A. Manzoni". Verona.	
Class	IID, 19 students (12-13 years old)	
Subject involved	Italian literature, maths, science, technology, english, German, Geography, Civic education	
Associations/institutions involved	Headquarter District, Environment department of the city council, Comitato di Vr Sud	
	Guiding questions	Fill this column with your own project
Motivation	Can you describe in a few lines what the project is about so that it is understood at first glance?	The project involves observing and monitoring the green areas of the neighborhood to identify and attempt to resolve certain critical issues that hinder the possibility to use and live public spaces. It aims to create a community event that enhances the intervention area
The social need that you want to tackle	What is the problem or social need on which your students are going to work?	Having open, safe gathering spaces that are capable of hosting events involving the community
Service activity	What is the service action that your pupils	Students are involved in:



	are going to carry out?	<p>-Analysis of green spaces in the neighbourhood (qualitative with interviews and quantitative with data collection)</p> <p>-Resolution of a critical issue with concrete intervention in one of the green spaces</p> <p>- Organisation of a public event</p>
Link with SDGs	What SDG(s) is/are this project linked to?	<p>SDG11: Sustainable Cities and Communities</p> <p>SDG3: Health and well-being</p> <p>SDG15: Life on Earth</p>
Learning objectives	What characteristics do your students have and what do they need to improve?	The students are not aware of the human impact on nature, with the consequence of difficulties in actively and responsibly living the green spaces of their neighborhood.
Educational aims and citizenship competences	What are the key learnings that can be strengthened with this project?	<ol style="list-style-type: none"> 1. Social and civic competence in citizenship 2. Entrepreneurial competence 3. Collaboration and participation 4. Problem solving
Evaluation	<p>How will the project be assessed?</p> <p>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 continuously through observation and dialogue with the students, as well as through a final evaluation questionnaire at the end of the project



Activities	<p>Point out those that will be most relevant in the project.</p>	<ol style="list-style-type: none"> 1. Reading a book on land consumption and the different environmental impacts depending on human intervention. 2. Observing the neighborhood on Google Earth to identify green areas and map them in relation to students' residences. 3. Coloring and gridding the map obtained from Google Maps to estimate green areas. 4. Setting up and creating a class website managed by students to collect materials with avatars. 5. Field trip to build an observation grid of parks by students. Each student then uses the grid to observe a park near their home. 6. Description of observed parks in English and German. 7. Redevelopment and cleaning activities in a park adjacent to the school. 8. Meetings with a local association involved in environmental care in the intervention area. 9. Planning and realization of a final event inside the park open to other classes, families, and the community. 10. Conducting an evaluation moment to assess the progress and acquired skills
Activities Calendar	<p>What are the activities that boys and girls develop in this service?</p>	<p>From October to May, with the final event in the last month of the school year</p>
Students' leading role	<p>Point out the ones inside and the ones outside the classroom.</p>	<p>The students play a leading role in the various stages of project development: they will build the observation grid, monitor and evaluate the spaces, collect and present issues, choose interventions to address these issues, and organize/manage the event.</p>



Students' families role	How are we going to get the families involved? As a dissemination target? As an active part of the project?	Families are involved during certain phases of the project, contributing to work at home and participating in the final event
Networking	What will be the participation of the collaborating entities?	The local association, experts in environmental care and public green spaces (Comitato Vr Sud), will provide in-class sessions for deeper understanding and support actions in the children's park. For more structured redevelopment efforts, involving institutional representatives would be significant. However, in our case, bureaucratic timelines have prevented more substantial redevelopment interventions from being realized
Celebration	How are we going to celebrate the project?	Final event with stations in the park managed by students to showcase the work accomplished
Dissemination	How are we going to spread the project?	School website Flyer, posters and drawings prepared by the students
Materials	What is needed to carry out the proposed activities?	Sheets for monitoring the public spaces Project sheet to plan possible solutions Stuff for the final event Materials for organizing and conducting the final event (posters, viewers, seeds to give to visitors)

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"	7



Write the no. of students who assigned the rating "enough"	12
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>Good satisfaction and motivation at work. The gradual unveiling of the activities has allowed us to sustain interest and keep it alive without making the work feel repetitive and monotonous.</p>	

Level of improvement in cognitive and non-cognitive skills as a result of integration between service and curriculum

Indicates how many students said they learned something new as a result of the Project and what they claim to have learned.

12 students reported they learned:

- How to calculate green space and percentages relative to the park area.
- Respect for the environment and teamwork.
- Listening to my classmates' opinions and writing/describing in other languages, specifically German and English.
- Collaboration and the importance of having green areas near homes.
- How to turn on and use an augmented reality viewer.
- We work well together when we are united.
- Everyone has their own way of thinking.
- How to use viewers, how to structure and fill out a website.
- How to use viewers.
- Even if a city is not 'modern,' we can still live well and together.

Summarize here your students' input about the disciplines in which they feel they feel most confident.

At the end of the project, some students report feeling more confident in certain school subjects, including arithmetic, German, English, Italian, geography, civics, and science. These subjects were the most involved in the project

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 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.

Participation: 10 very much - 8 quite a bit - 1 very little

Listening: 11 very much - 5 a little - 3 quite a bit

Relationship with others: 10 quite a bit - 5 very much - 4 a little

Collaboration: 8 very much - 5 quite a bit - 4 a little - 2 very little

Creativity: 9 quite a bit - 5 very much - 3 a little - 2 a lot

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 has certainly contributed to improving students' organizational skills, their ability to collaborate with peers, and their capacity to become active participants in a project that they conceived rather than one imposed from above.

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."	7
Write the number of students who drew a smiley next to this sentence, "My commitment to helping others can help build a better world."	3
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"	3
Write down the number of students who drew a smiley next to this sentence, "Diversity is very enriching."	2
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"	4

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?



Observing the starting level of the class at the time the Service Learning activity was proposed and comparing it with the situation at the end of the program, it is clear how the experience has significantly contributed to the growth of the students, especially in terms of the common values expressed in the statements above. In particular, it seems they have enhanced their awareness of being able to actively participate in initiatives aimed at the common good

Butterfly Skin (Spain)

Project Design		
Project's name	Butterfly Skin	
School or entity in charge	La Loma – Maestro Cristóbal Chanfreut	
Participating students (number and school year)	150 students from 4th - 5th Grade	
Subjects or areas of the project	Language, Artistic Education, Natural Sciences	
Other entities involved	DEBRA Butterfly Skin Association, Dos Hermanas Local Police, La Loma School AMPA	
Target persons	People and families affected by Butterfly Skin disease	
	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?	This Service-Learning project involves 3t-5th Grade students leading actions to understand and reflect on a rare disease called "Butterfly Skin" to raise awareness. Collaborating with the NGO "DEBRA Butterfly Skin" which supports affected families, the aim is to promote the disease within our school community and raise awareness about the impact of rare diseases globally. Activities include fundraising to support the NGO's research and financial aid for affected children and families, utilizing Basic Knowledge in Natural Sciences, Artistic Education, and Language to enhance communicative, creative, and social skills.
Social need to be addressed	What is the problem or social need on which your	This project aims to raise awareness about a rare disease with very few cases in Spain, leading to limited socio-health and research support. Affected families need economic and human resources to care for their



	students are going to work?	children. The project also aims to highlight how these problems are exacerbated in impoverished countries.
Service	What is the service action that your pupils are going to carry out?	The service involves various activities including research, reflection, awareness, and knowledge about the disease and the NGO DEBRA Butterfly Skin. Students will also engage in solidarity activities to raise funds for the NGO.
Link with the SDGs	What SDG(s) is/are this project linked to?	<ul style="list-style-type: none"> ▪ Goal 3: Good Health and Well-being, ▪ Goal 4: Quality Education, ▪ Goal 10: Reduced Inequalities.
Educational needs of your students	What characteristics do your students have and what do they need to improve?	<ul style="list-style-type: none"> - Improvement of oral communication skills, significantly enhancing linguistic competencies. - Promotion of cooperative work, fostering respect, listening, involvement, responsibility, and group commitment.
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"> - Learning curricular content through practical, real-service experiences. - Developing a critical attitude towards their environment and promoting significant changes. - Empowering students to make a social impact by taking responsibility and engaging in a shared project, demonstrating the power of collective action. - Ensuring inclusive, equitable, quality education by promoting participatory and civic engagement attitudes.
Evaluation	How will the project be assessed? Point out how we will evaluate the competencies pursued and how we will	<ul style="list-style-type: none"> - Evaluation of the project will involve assessing competencies and learning outcomes systematically through individual class assembly evaluations and simple questionnaires at the project's beginning, middle, and end. - Main evaluation tools include rubrics, self-assessment targets, and forms. - The overall student evaluation has been very positive, suggesting the project's continuation with new support ideas for the NGO.



	<p>evaluate the service provided. Schedule activities and times to collect evidence throughout the process.</p>	
Activities	<p>Point out those that will be most relevant in the project.</p>	<p>In-school activities:</p> <ul style="list-style-type: none"> - Project presentation to 3th-5th Grade students and their families - Awareness and sensitization activities - Project presentation to different school grades - "Butterfly Skin" talk - Designing and making Solidarity Bibs - Promotional video creation for the Solidarity Run - Project celebration - Solidarity day. <p>Out-of-school activities:</p> <ul style="list-style-type: none"> - Solidarity Run - Visit to the NGO DEBRA store, organizing and storing donated materials in our school.
Activities Calendar	<p>What are the activities that boys and girls develop in this service?</p>	<p>Initial Phase:</p> <ul style="list-style-type: none"> - Project presentation: January. <p>Development Phase:</p> <ul style="list-style-type: none"> - Learning activities: February to April. <p>Awareness and action phases: April to June.</p> <p>Closing Phase:</p> <ul style="list-style-type: none"> - Evaluation activities: February, April, June. - Celebration activities: May and June.
Students' leading role	<p>Point out the ones inside and the ones outside the classroom.</p>	<p>Students and their families were highly engaged from the beginning, offering numerous ideas and contributions, demonstrating their awareness and active citizenship role in supporting those lacking resources.</p>
Students' families role	<p>How are we going to get the families involved? As a disseminati</p>	<p>The involvement of the School's Parents Association "Los Lomeros" was crucial, as they embraced the idea, contributing ideas, economic and human resources. Their assistance in the awareness, dissemination, and organization phases, especially for the Solidarity Run, was essential.</p>

	on target? As an active part of the project?	
Networking	What will be the participation of the collaborating entities?	The NGO primarily raised awareness among students about the rare disease and the support provided to affected families. Continuous project tracking and support from the NGO were pivotal. The Dos Hermanas town hall and local police assisted in organizing the Solidarity Run by designing the circuit, managing traffic, and supporting participants.
Celebration	How are we going to celebrate the project?	The project was celebrated on May 19 with the Solidarity Run and a Photo Call event at the school. On June 16, during the school's End of Year Party, 3th-5th Grade students received special recognition before their end-of-year dance, supported by the song "This is me".
Dissemination	How are we going to spread the project?	<ul style="list-style-type: none"> - Internal dissemination among staff, students, and - External dissemination through school social media (Facebook, Instagram), local newspaper (La Semana), https://periodicolasemana.es/20230525/114897/aulas/jornadas-de-solidaridad-en-el-colegio-la-loma/ and participation in the ACES competition where the project was a finalist for Best Service-Learning Project.
Means	What is needed to carry out the proposed activities?	<p>Material Resources: Consumables provided by the school (paper, markers, pencils, rulers, etc.), audiovisual materials for promotional video creation, school computers, projectors, and sound equipment for the Solidarity Run.</p> <p>Human Resources: The project relied on the dedicated, voluntary involvement of numerous individuals, including teachers, students, families, AMPA members, NGO staff, and anonymous contributors.</p>



TEACHER'S REPORT

EXPERIMENTATION WITH STUDENTS

Level of satisfaction of the activities (of the students)	
Write the n. of students who evaluated "very good"	108
Write the n. of students who evaluated "quite good"	12
Write the n. of students who evaluated "not good"	0
<p><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> <p>In this project on Butterfly Skin disease, the pupils have shown great satisfaction throughout the project, both in the design and proposals for activities, as well as in the implementation of the project. In addition, learning first-hand about such a tough disease and the importance of the work of the NGO that collaborates with affected families has helped them to reflect on the reality of other children of the same age. This has brought them closer together and has developed a great empathy towards themselves and other people.</p> <p>They have been very happy in the development of all the solidarity activities carried out, especially in the elaboration of the solidarity bibs for the race they did. This has brought the group together and made them better people.</p> <p>The evaluation of the project has been continuous, with feedback on the process at all times, through the assemblies in which we assessed the development of the project. The different learning rhythms of each child have also been respected. In addition, we have used different instruments in the evaluation, such as: self-evaluation and co-evaluation targets, checklists and rubrics.</p>	

Level of improvement of cognitive and non cognitive skills as a results of the integration of community participation and curriculum
<p><i>Summarize here how many students declared to have learned new things and specify what students declared to have learned</i></p> <p>114 children have stated that they have learned new things, basically they are:</p> <ul style="list-style-type: none"> - Learning to respect all people - To learn about a new disease - To learn how to take care of ourselves and others - To learn what an NGO is and how they help other people - Learning to show solidarity and empathy towards children with Butterfly Skin.



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

The vast majority of students reported feeling more confident in the different areas in general, mainly in the areas of Language and Mathematics.

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

Almost all the ratings range between the options 'very much', 'a lot' and 'quite a lot', especially in the sections 'Participation' and 'Collaboration', which stand out a little from the other sections.

The ratings of 'not very much' are given in the section 'Creativity and relationships with others', but in a small number of boys and girls.

In general, we can say that the pupils in this group have improved a lot in their values through this project, putting into action emotions and skills that they were not aware they had.

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

This project has meant a before and after for this group, which, despite their young age, helped them to mature as people and to be aware of other realities different from the ones they live in their daily lives. To value healthy lifestyle habits. To learn about a rare disease, to know what an NGO is and the altruistic work they do for the neediest.... These have been learning experiences that have connected with real life and always with a solidarity perspective.

The Teaching Team values this project in a very, very positive way, as it has helped the students to improve not only their academic skills, but also their social skills, which are so important at this age when they are forming their character and critical thinking. It has also been an improvement for us, the teachers, as we have faced new challenges and it has taught us to trust the students and their abilities. It has shown us that when they like something, they give their all and do things really well.

Level of improvement of students attitudes towards common values



Write the n. of students who put a smile at this sentence: <i>"I am committed to something that will help others"</i>	96
Write the n. of students who put a smile at this sentence: <i>"My commitment to supporting other people can contribute to growing a better world for everyone"</i>	72
Write the n. of students who put a smile at this sentence: <i>"I study and listen to different opinions to better understand a problem"</i>	96
Write the n. of students who put a smile at this sentence: <i>"Diversity is very enriching"</i>	48
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>	108
<p><i>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?</i></p> <p>What has stood out most among the pupils throughout this project, in carrying out the activities, has been their commitment and enthusiasm in everything they proposed and set in motion. They were always willing to do whatever was agreed, without putting up a fuss, valuing everything that was proposed by their classmates. They have maintained a very positive and committed attitude, especially knowing that they were doing something good for other children.</p> <p>We also especially appreciate the involvement of the families of this group, the school's families association and the NGO "DEBRA, Piel de Mariposa", which have allowed us to carry out many of the activities involved in this project.</p> <p>These attitudes were evaluated at the end of the project with a rubric that was given to the pupils and a form that was given to the families and the NGO so that they could evaluate the project.</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.

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.



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.
- 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.

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



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.



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