EXTENDING LEARNING THROUGH SERVICE:
PRACTICAL STRATEGIES FOR DESIGNING MEANINGFUL
SERVICE-LEARNING OPPORTUNITIES

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A Project submitted to the Faculty of Education
in conformity with the requirements for
the degree of Master of Education
in Aboriginal World Indigenous Educational Studies Program

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July, 2015
Abstract

Service-learning has historical roots within the education system that have been maintained to present day models, which are implemented worldwide from elementary to post-secondary studies. The goal of service-learning is simple yet complex, as it takes on various forms and levels of application. However, the common denominator is that service leads to learning. The layers and depths of learning are uniquely discovered through the personal responses of local needs that are addressed through a call to action. The purpose of service-learning has developed over time, from providing post-secondary students an opportunity to interact with a wider segment of society to precise, strategic execution of curriculum expectations being met through application based learning. Types of service-learning opportunities range from one-time volunteer experiences, such as peer tutoring between college and high school students, to feeding the hungry through various campaigns. The results of service-learning have been recognized for creating awareness, fostering empathy, promoting civic engagement, and improving student success. Service-learning has a richer documented basis within American literature in comparison to Canadian references, however, the overall research in this field is lacking.

Key words: Service-Learning, aboriginal, professional development, secondary school, medicine wheel.
Dedication

First of all, I would like to acknowledge my children. You are the reason I have continued to pursue a formal education. My wish is for you to understand the importance of being a life-long learner.

Thank you to the countless teachers I have had in my life, my husband, who continually teaches me the value of teamwork, students, who teach me the value of being adventurous, and to the endless names of friends, communities and colleagues (teachers, elders, librarians), who continually demonstrate the value of service.

I would like to offer a heartfelt thank you to Dr. Elizabeth Lee, who was my project supervisor. I will forever be thankful for the encouragement, support, patience, and advice offered, as I worked on the final stages of this program. You truly represent the finest qualities of the teaching profession and are certainly a teacher’s teacher.

Lastly, I thank God for placing key teachers all along my educational journey to help me grow spiritually, emotionally, physically, and mentally.

“Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love.” Martin Luther King Jr.
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CHAPTER 1
INTRODUCTION

The historical context of this project, examining service-learning, was initiated through my professional teaching experience at Pelican Falls First Nations High School. Throughout my career, it has been my belief that dreams have been deposited in my spirit for the students I have the honour of guiding. These dreams have included various opportunities for me to venture on a shared educational journey with my students. In my experience, I observed a concerning trend that when students were asked to assist with a task within the school community, a typical response would be, “What are you going to give me for doing that?” I really struggled with this notion, as it is contrary to the First Nations values of community and family, which are core principles of their communities and societies. As a First Nations person of the Oji-Cree Nation, I thought back to my childhood and considered how my aunts and uncles would have responded had I taken on this mindset. I began thinking of how this attitude could be addressed amongst our student population. It was from this point on that I knew I must act upon this need to connect students to their responsibility of service. In response, I came up with the idea of establishing an Empathy Club as an extra-curricular option for our students. I had no indication that this was the beginning of a pivotal change for my educational journey.

In the fall of 2008, I stood before our entire student body, introducing myself and listing the extra-curricular clubs I was going to oversee for the year. There was a sense of nervousness in my voice as I informed the students that I was going to be starting a new club called an Empathy Club. I told them that the single goal of the club was, as it still is today, “to make a positive difference wherever you are.” Our school elder stood beside me, providing moral support, as I waited for the students’ response, anticipating quiet, mocking laughter. However;
silence filled the gymnasium. I took this opportunity to continue, informing the students that they would get absolutely nothing out of this club, such as a year-end trip, and yet they would get everything out of this club. Again, silence filled the assembly room. I used the metaphor of walking a mile in someone else’s moccasins before being able to gain some understanding of their challenges and reasoning for making the decisions they make.

I was completely caught by surprise by the overwhelming response of student interest to serve others. This new club quickly became the most popular group in the school, second only to all the sports teams combined. It became very apparent that the Empathy Club had scratched the surface of an otherwise untapped resource. The club has been in existence since 2008 and continues to draw in new student participants every year. Interestingly enough, the students do not represent a single segment of our student population, but rather all ages, genders, etc. The students that participate range from grades 9 through 12, come from various communities, are male and female, are athletes and non-athletes, as well as represent academic and non-academic students alike. Students were drawn to the concept of “making a positive difference.” This club has inadvertently influenced other extra-curricular clubs within the school to focus on helping others. The PFFNHS Empathy Club has awakened a larger sense of community and expanded the boundaries of influence for the participating students. The aim of the club has always been to foster empathetic attitudes throughout students’ lifelong learning and, as a possible result, to impact their respective First Nation communities in a positive manner. It is clear that there are deeper insights to explore and vast wells to discover in the area of service-learning.

A key outcome of service-learning is to enhance students’ empathy towards others. This can be achieved through a broad spectrum of service-learning, from extra-curricular volunteerism in the community to classroom-initiated projects tied back to curriculum
expectations. Consider the following reflection outlining the gains achieved by a service-learning experience, as experienced through the Empathy Club:

*It was 5 a.m. on a cold, wintery morning in March; the staff drove towards the dark school building and wondered how many students would have left the warmth and comfort of their beds to serve lunch at a Winnipeg homeless shelter. The staff were approximately 10 minutes late, however, were not too concerned, certain no one would be waiting. The van circled around the school driveway and as the parking lot came into full view, there stood all the student participants waiting, their cold breath making trails of smoke in the air. Upon arriving at the Winnipeg Siloam Homeless Shelter, the students and staff were slightly nervous, as they walked into the facility seeing Manitoba’s underprivileged sitting in the main hall. The men looked dirty, unsafe, and unpredictable. This made the group feel uncomfortable, uncertain, wondering if they would blend in and all the while, standing very close to one another. A quick tour was followed by a general orientation and then jobs were assigned: servers, kitchen help, table cleaners and general hall monitors. The staff and students began to experience a bit of nervous energy awaiting the noon hour to arrive. The clock hit twelve noon and the kitchen metal windows were rolled up to reveal the line of patrons waiting. The students began serving the hot meal. Signs of appreciation were expressed to the group repeatedly, as they filled plates with food, cleared dishes, wiped down tables, mopped up spilled beverages. Slowly, you could see the group interact with the men, women and children in the large hall, offering a smile, laughter and kind words. In the kitchen, on the serving line, a student turned and asked one of the chaperoning teachers, “Can I go say hi to my mother?” On the other side of the kitchen counter, lined up for a hot meal, stood a lady,*
with her eyes tearing up. The teacher nodded and the student left the serving line to join her mother. The mother and daughter embraced. In the main hall, another student asked another teacher, “You mean her mom comes here to eat?”

The level of empathy experienced from this particular incident is invaluable. For students to see that they are a part of the solution is extremely powerful and character-defining. Furthermore, to see that their actions are directly impacting the lives of their peers is truly meaningful. Not only do students recognize that they can be part of solving community issues, they come to recognize that the lines separating them from those requiring help are quite faint. This project was inspired through my interactions with my students and my hope to see that they will make a positive difference wherever they are.

Chapter two will include an examination into the research and literature regarding service-learning. Service-learning has an established history within the confines of formal education, more so in American systems versus Canadian experiences, especially in the area of formal research. Imagine students making connections between classroom theory and their neighbourhood, town, province, nation or from within a broader scope, the world. Visualize engaged students forming concrete plans through curriculum knowledge while making first-hand contributions to their world. These are the potential gains of service-learning. The purpose of service-learning has a varied pedagogical approach, from simple volunteer experiences to deep, embedded curricular connections. The advantages for this educational approach are many, as service-learning engages students to actively direct their learning, enhance empathy towards others, and make contributions to the community. Hence, service-learning is instrumental in building a student’s sense of community. The challenges of meaningful service-learning opportunities can be attributed to poor planning, lack of student and community partner input,
and limited reflection following the experience. Poorly designed experiences could leave students lacking meaningful connections and having a limited voice in the selection of activities and may not be reflective of community partnerships. Well-designed service-learning models include active participation between partners, educators, student and community members. Key service-learning principles involve collaborative planning amongst partners, identifying and addressing a community need (student input should be encouraged in the selection process) and post-reflection exercises to allow for students to explore the lessons achieved. The motivation of service-learning endeavours and its connection to politics are greatly discussed within the service-learning community. An exploration into effective professional development will be considered as the basis of the workshop, which is the objective of this project. Furthermore, a case will be drawn that service-learning and the Medicine Wheel teachings and the Seven Grandfather traditional teachings can be expanded upon to mutually highlight student experiences and improve overall learning.

Chapter three will include a workshop, detailing how service-learning can be incorporated within the classroom. This project will also consider how Indigenous knowledge and values support service-learning as a model of education.
CHAPTER TWO
SERVICE LEARNING: A LITERATURE REVIEW

History of Service-learning

The notion of service can be seen as part of the historical roots within the founding of Harvard University in 1637. Hutchinson (2011) contends that historically the land grant colleges were connected to meeting the community’s requirements. Furthermore, colleges and universities have historically been concerned with problems and injustices encountered in society. The characterization of service-learning is greatly debated, as it has evolved throughout the centuries and taken on different levels of application. Service-learning captures the whole learner and takes them on a journey of obtaining experiential education that can create deep-rooted connections between the student-learner and those they serve.

The history of service-learning is commonly tied to the work of John Dewey and Jean Piaget, highlighting the belief that students have the greatest capacity to authentically learn when they are engaged in specific learning tasks (Billig, 2000, p.659). The range of service-learning opportunities is endless, with aims of making learning meaningful for youth who are often disengaged within their educational experiences.

Definition of Service-Learning

Service-learning varies in scope from volunteerism to curriculum embedded practices that encourage the extension of learning beyond the classroom walls. To define service-learning is a complex matter and to be able to offer a clean, succinct description is difficult due to the many local regional characteristics. The definition of service-learning is widely debated, as it relates to other forms of experiential learning, such as volunteerism, field trips or internships (Billig, 2000). Hutchison (2001) argues that the main difference between service-learning and volunteerism is found in the linking of curriculum to the activity, which is imperative to service-
learning experiences. This statement, and its inclusion in this project, is not meant to undervalue volunteerism or extracurricular efforts as a form of service-learning, but instead, to draw attention to the fact that maximum student learning is achieved when the connection to the curriculum is experienced. Bhaerman, Cordell, and Gomez (1988) identify the main elements of service-learning to include:

- active participation, thoughtfully organized experiences, focus on community needs and school/community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others. (p. 4)

This definition, as outlined by Bhaerman, et al. offers a multi-layered perspective of how service-learning could be implemented.

Billig (2011) refers to six components of service learning: investigation, planning, action, reflection, demonstration, and celebration. For the purposes of this project, service-learning will be viewed as pedagogical approach to search out possible solutions to a variety of community issues through: direct and indirect observation, active collaboration and partnership between the student, teacher, and community, curriculum linkage between classroom and community work, reflection, and expression of insights gained.

**Service-Learning as a Pedagogy**

To explore service-learning as a pedagogical approach, one must wade through the different forms. Kraft (2012) observes volunteerism, community service, community-based learning, and peer-helping programs to have different levels of connections to service-learning. It is generally agreed that there are great civic benefits to be obtained through this level of service, however, without the curriculum ties, opportunities for reflection and partnership
between the school, student, and community in identifying needs may not have deeply embedded critical learning outcomes.

The Ontario Secondary School Diploma graduation requirements mandate that students must complete 40 hours of community involvement. Community involvement as a form of volunteerism has a place in the development of service-learning, but it is not the most effective model. The community involvement mandated graduation requirement may or may not meet community priorities, critical reflection, increase civic or political awareness, and may or may not be linked to curriculum, hence the range of student learning to be gained is too broad and should not be regarded as the most effective model of service-learning.

Balzer’s (2011) historical examination into service-learning begins with an emphasis on service and volunteerism. It then emphasizes learning tied to curriculum and ends with a blending of the two. Balzer stresses, “If students are able to synthesize the information and ideas, the impact of service learning can be life changing” (p. 130). Balzer’s emphasis is focused on service-learning being tied to addressing community needs and, as a result, expanding students’ place in community. This is not to say that the obvious portion of curriculum connections are overlooked, but the angle of approaching service-learning is slightly different.

Considering service-learning as a pedagogy can be a complex matter and, furthermore, to offer a clean, succinct description is difficult due to the local regional characteristics. McNally (2004) documented a case of post-secondary students who worked within Ojibwe organizations or communities. His findings include an improved student understanding of the Ojibwe they served. He reports, “most importantly, service learning can instill a characteristically Ojibwe sense of the necessary connection between knowledge and responsibility” (p. 614). McNally (2004) stresses that Ojibwe pedagogy places emphasis on the fact that, “Knowledge is used in
service of community” (p. 606). This statement supports the notion that traditional indigenous beliefs place a higher value towards contributing to the needs of the community versus meeting individual needs.

Within the educational community, there is great discussion as to what constitutes service-learning. This model (see Figure 1) as described by Clayton and Felten (2011), recognizes service-learning as a means for achieving “community engagement and high-impact pedagogy” (p.76).

**Figure 1. Conceptual Framework For Service-Learning**

*Components of Service-Learning*

- academic material
- relevant service
- critical reflection

*Learning Goal Categories of Service-Learning (critical thinking in all)*

- civic learning
- personal growth
- academic learning

*Partners in Service-Learning*

- students
- faculty-staff
- community members

Figure 1 illustrates the interconnectedness of various factors when designing service-learning projects, whether they are direct (such as a class providing a portion of their garden harvest to a local homeless shelter) or indirect (such as students writing a letter to the editor about homelessness issues) learning experiences. The first component signifies that in order for high degree of critical knowledge to be acquired, emphasis must be placed on time for student reflection following the service that the student has invested in. Emphasis on critical thinking as part of the service-learning pedagogy is vital, not only for individual growth, but as related to deeper civic connections. Addressing community needs requires a collaborative effort in design of service-learning projects between students, staff, and the larger community. A key concern with this figure is considering the various levels of service-learning outcomes that can be achieved, should one or more of these factors not be implemented upon throughout the experience.

It is noteworthy that the development of service-learning today as a pedagogical approach has roots in the above mentioned models. However, although it is widely accepted that the roots of service-learning can be found in elements of various volunteerism models, it is much more complex today. MacLellan (2009, p. 241) observes the Ryerson University Faculty of Arts Service Learning Office definition:

Service Learning is a form of experiential learning that links classroom teaching and course readings with meaningful voluntary experiences and critical reflective practices. Students engage in projects and activities in the community in addition to their course work. Learning is facilitated through individual and collective critical reflection in course lectures and assignments that help students integrate ‘real world’ experiences
with course concepts. Service Learning differs from volunteer work and internships/practica in that it focuses on both community priorities and student learning, rather than just on community need (volunteer work) or just on student learning.

Service-learning is an excellent avenue to engage students learning with current, relevant issues facing our society today.

**Elements of Service Learning**

In its most basic of forms, service-learning can be discovered through volunteerism. As an introduction, volunteerism may serve as an initial means to access this. However, the greater the preparation and planning invested into the activities, pre-service and post-service, the greater the potential for deeper learning insights. Hutchison (2001) clearly distinguishes volunteerism from service learning:

> [It] is necessary to distinguish it from other forms of cocurricular and extracurricular service. O'Byrne (2001) notes that one of the greatest challenges to the acceptance and implementation of service learning is the perception that service learning is synonymous with other community-based learning activities, such as volunteerism, internships, practica and fieldwork. Although these activities are valuable, they lack the link with curriculum that is essential to service learning (p. 3).

Careful consideration must be made by educators, students, and community partners to ensure that authentic connection is achieved between curriculum and service-learning experiences.

Thomson, Smith-Tolken, Naidoo & Bringle (2011) provide key insights into the elements of service-learning, summarizing that service-learning is the basis of intellectual process/understanding achieved through service action. These activities become the “text” to be critically examined to achieve educational gain. Thomson, Smith-Tolken, Naidoo & Bringle (2011) argue, “Thus, in service-learning, academic credit is not given for engaging in community
service; rather, academic credit is based on the academic learning that occurs as a result of the community service” (p. 224). This perspective clearly speaks to the emphasis placed on reflective learning, which will allow for rich educational rewards. It is a key undertaking that can elevate substantive learning.

Billig (2011) observes the K-12 Service-Learning Standards for Quality Practice (developed by the National Youth Leadership Council, 2008) as indicators to explore effective models of service-learning through:

a) duration and intensity,
b) link to curriculum,
c) partnerships,
d) meaningful service,
e) youth voice,
f) reflection,
g) diversity, and
h) progress monitoring.

It is evident to see the layers of planning and consideration that shapes key student learning experiences.

Nelson and Sneller (2011) stress that the more the eight standards are emphasized, the greater the quality of service-learning outcomes. The importance of exploring all eight standards is demonstrated in their Animal Welfare Case. Firstly, students’ voices were sought out by their instructor, who asked them to identify a matter they would like to assist with in their community of Austin, Texas. The meaningful service the students chose was to assist animals in a local shelter. Throughout the semester, the students worked consistently on a variety of tasks
associated with their project. One project involved a letter writing campaign to partner with the local animal shelter. These cross-curricular activities provided students with the confidence to partner with the business community and to reflect in deep, personal, meaningful ways. Students acquire deep intrinsic motivation through service-learning, far exceeding the academic expectations of the curriculum when they see that they are capable of meeting a need that they truly care about (Kaye, 2009).

**Goals of Service-Learning**

Service-learning is an avenue for students to contribute to their community, while shaping their definition of community and the responsibilities associated to community membership (Billig, 2000). For the purposes of this project, community building through civic and political efficacy are viewed as two distinct processes. This sense of belonging to a community naturally spills over into the entire school community and beyond through positive behaviours and outlooks. Service-learning is an avenue to encourage youth to see themselves as part of the broader community, which can cultivate the notion that their actions can make a difference. It is imperative that adults and youth bridge their worlds to promote a positive sense of community identity. Service-learning is one way of switching the focus from one’s self, to the collective as a whole. Youth are up for the challenge and they require someone to take the first step to lead them into community interactions. Balzer (2011) stresses, “Service-learning projects enable students and teachers to begin building relationships, extending the notion of community. Relationships are no longer defined by proximity” (p. 131). It is this greater sense of community and connection with others, while making meaningful change, which can foster rich knowledge.

The potential life-long benefits of service-learning are seen within post-secondary students’ political efficacy, which was considered in the Astin et al. (2006) study that looked at
over 200 post-secondary institutions. Their findings conclude that “participation in service-learning can indeed foster the development of motivation, values and behaviors that are conducive to civic engagement. This is an important finding given the general decline in political activism among entering college students has been occurring since the 1960’s” (p. 8). Students find deeper value in their education when they have first-hand experiences to connect back to the curriculum.

It is a commonly held assumption that students who participate in service-learning gain first-hand experiences and valuable practical knowledge of career exploration. This career awareness ultimately contributes to students being exposed to the world of work in a manner they may not otherwise get to experience. Billig (2000) identifies these possible advantages of service-learning on career exploration, however, he also addresses the need for higher quality qualitative research into this topic.

The benefits of service-learning are as varied in scope as its definition. A primary goal encourages students to be actively involved in their education. Service-learning can capture the heart and intellectual interest of students that may be otherwise disengaged in traditional academia. Service-learning has huge potential to attract and appeal to at-risk student populations. Nelson and Sneller (2011, p. 14) cite the following statistics in relation to student achievement, as they relate to service-learning:

- 75% of students who participated in service-learning courses reported that these classes were more interesting than other classes (Bridgeland, Dilulio, & Morison, 2006); 64% of students reported that service-learning could have a major positive impact on the dropout problem (Bridgeland, Dilulio, & Morison, 2006); and 83% of principals surveyed
reported that service-learning has a positive impact on students’ academic achievement (Scales & Roehlkepartain, 2004).

The need to broaden students’ learning experiences to include experiences that they are invested in via research, first-hand accounts, and meaningful reflection will assist in capturing the heart of the learner.

**Challenges Facing Service-Learning**

The challenges to develop quality, well designed service-learning experiences require time, which is often a commodity educators have little of. The lead teacher must meet with all partners and carefully construct a scenario that will best see the curriculum come to life for the learner. Cumbo and Vadeboncoeur (1999) reference a primary service-learning project that aims to construct a community garden behind the school playground. This endeavour is multi-faceted, as the activities range from the preparation of soil and garden planning, to buying seeds, to watering and harvesting the plants, and finally to selling the products at a local Farmer’s Market. In this example, the class also decided to donate portions of the harvest to a local homeless shelter. The teacher designed lessons that would foster collaborative teamwork, problem-solving, and communication skills amongst the students. Cumbo and Vadeboncoeur (1999) discovered the following:

> For many of the teachers with whom we worked, time to design service-learning projects, to create assessments, and to collaborate with colleagues and community members was the primary factor limiting their use of service-learning and authentic assessment in their classrooms. (p.95)

Clearly, collaboration within the school and local community in facilitating effective service-learning projects is required. This community garden project is an appropriate and effective instructional strategy example of service learning. Furco (2010) concludes, “academic service-
learning should be applied at opportune points in the curriculum when community-based experiences can add value to learning, development and overall educational experiences” (p.234). This partnership (between school and wider community) is critically important and must address barriers such as time constraints and the history of teachers working in isolation from the community at large.

The need to ensure inclusion of all students in service-learning is a point that must not be overlooked. All students should have the opportunity to extend their formal education through civic action, while growing personally (through critical reflection post service-learning experience). This would allow students to form a meaningful identity within their community. Are these benefits of service-learning not ideal for all students? Carter, Swedeen and Moss (2012) cite the National Longitudinal Transition Study-2 conducted by Wagner, Cadwallader & Marder in 2003, finding that “only one third of youth with intellectual disabilities, multiple disabilities, or autism participated in a volunteer activity during the previous year, compared with almost three quarters of youth without disabilities” (p. 2). To have this (large) component of the student body not participating in service-learning experiences is not beneficial for the individual student or society at large. One solution to this predicament is found in a case study at Jefferson High School, cited by Carter, Swedeen and Moss (2012), in which an extra-curricular club was birthed, called Helping Hands, to encourage students (with and without disabilities alike) to become actively involved in addressing community needs. Granted, the extra-curricular club model presents its own sets of concerns, such as minimal higher-level critical thinking skill development, due to lack of reflection and connection to curriculum. However, this model does demonstrate a beginning of connecting youth to service-learning where opportunities previously did not exist.
While some argue that service-learning has a long history of practice in the field of education, the formal study of this field is lacking. MacLellan (2009) carried out a Canadian service-learning case with the hope of connecting university and high school students. He assumes the position that in order for service-learning to be recognized as a pedagogical method, the linkage with course content must be very obvious (p. 240). His credit-bearing approach was responsible for developing many skills such as higher-level thinking, working with others through problem-solving, communication, and time management (p.248). MacLellan (2009) acknowledges that “we must keep in mind that service-learning is still in its infancy. Actual research in the field reflects the fact that service learning has been viewed quite broadly, so developing a theoretical body in this field has been challenging” (p. 248). The empirical evidence of work examining service-learning has been in short supply. The research within the post-secondary population has often examined the ties between service-learning involvement and the ability to instill individual civic responsibility and self-efficacy. Billig (2000) addresses concerns of the research methods within service-learning, such as lack of control groups and tracking of sustainability. Furthermore, Billig summarizes that the research gathered was compiled from self-reports or surveys pre-service-learning and post-service-learning experiences (which then was used as part of a qualitative study). Billig states, “Few, if any, tested hypothesis or cited the theoretical foundations under which the programs were being operated” (p. 660). The absence of formal research leaves room for personal interpretation and bias, therefore challenging the validity of effective models of service-learning.

**Lack of Work in a Canadian Context**

While service-learning has a long standing history in United States education, it is not frequently part of the Canadian education context. As a result, there is limited research within
Canada as compared to research in the United States. Balzer (2011) took a group of Canadian secondary students on a service-learning experience to Guatemala. On the topic of research within the field of service-learning, G. Balzer states:

Finding Canadian resources is difficult and much of the American literature has a very different definition and perspective on service learning than I have chosen to take. I see the connection to community as being core and that the service projects need to stem from local initiatives (personal communication, August 3, 2011).

It is quite understandable that the definition of service-learning would be varied based on the premise that local, regional, or national focuses help shape the evolution of the service project.

**Definition of Professional Development**

Professional development is an integral part of the teaching profession, allowing the classroom teacher the potential to be challenged, renewed, inspired and better equipped to offer instructional guidance to his or her students. Professional development may be experienced in a variety of forms, ranging from one day to multiple sessions. The delivery of the professional development may be found both in and outside of the classroom, and with key educational concepts delivered by colleagues to experts in the field. The ultimate goal of the professional development forum is, as always, to improve the educational experiences of all parties involved. Cost and time are two factors that challenge the delivery of professional development and unfortunately, at times, can influence the way professional development rolls out. The expectations placed on professional development to make a change in the classroom and in the educational lives of students continue to grow. When one considers the potential benefits of professional development for the classroom teacher, one must equally reflect on the benefits of the student. Guskey (2000) emphasizes that professional development in the field of education works as systemic endeavour to bring about affirmative change and improvement (p. 7).
Fullen (2007) challenges the notion of professional development and its assumed ties to teachers’ professional learning. He asserts, instead that the term, professional development, is a hindrance to teacher learning and claims that student learning is connected to teachers’ learning, which must be continually occurring (pg. 35). Fullen (2007) argues that for student success to be achieved, focus must be placed on personalization, precision, and professional learning (p.36). This shift in professional development focus is key to keep at the forefront when designing professional learning activities.

**Various Models of Professional Development**

Garet et al. (2001) classify professional development into two categories: traditional and reform activities. Traditional formats include workshops and conferences and are school-board, provincial, or national site based, typically taking place outside of the classroom setting. The second classification, known as reform activities, include teacher study groups, collaborative networks, mentoring, committees, internships, and resource centres, typically connecting to the classroom throughout the professional development experience (p. 921). Professional development continues to be a profitable industry with ever-growing delivery models, such as online workshops and/or the use of tweets, mobile apps, or other forms of social media to launch educational concepts forward.

**Effective Professional Development Elements**

The effectiveness of short duration workshops has been debated in educational circles. A commonly held view is that workshops that are totally removed from the classroom setting are not the best delivery of effective professional development. Yet, the workshop is one of the most commonly practiced examples of professional development in education today. Guskey and
Yoon (2009) assert that the workshop, especially the ‘one-shot’ duration, which does not include any real follow-up activities (post-workshop), has been perceived as a waste of time and resources (p. 496). There was an extensive analysis conducted by Yoon et. al. (2007) which involved reviewing 1,300 studies examining the connection between how professional development can impact student learning. Guskey and Yoon (2009) conclude:

…all of the studies that showed a positive relationship between professional development and improvements in student learning involved workshops or summer institutes. These workshops focused on the implementation of research-based instructional practices, involved active-learning experiences for participants, and provided teachers with opportunities to adapt the practices to their unique classroom situations. So while undoubtedly many workshops are poorly organized and focus on unproven ideas and strategies, as a form of professional development, they are not the poster child of ineffective practice that they are often made out to be. (p. 496)

For the purposes of this project, the workshop will be considered an effective outlet, providing there are supporting elements that enrich the professional learning experience.

Three key elements to enhance professional development that could be utilized to support the workshop format and other professional development options (Guskey and Yoon, 2009, p. 497) include:

i) Follow-up: it is imperative that organized follow-up activities occur after the initial professional development to make the bridge between new curricula and new pedagogy to their classroom settings.
ii) Activities: The activities of effective professional development should consider how “best practices” can be adapted to the teacher’s specific course content.

iii) Content: The content within effective professional development should provide teachers the opportunity to comprehend the content they teach and how students will best grasp this knowledge.

In addition, when considering follow-up, Garet et. al. (2001) suggest that the longer duration workshops allowed teachers more time to execute and carefully contemplate their instruction and ensure the links were made to the classroom. Such examples of this refinement can be found through coaching, classroom teacher observation, and mentoring (p. 5). Emphasis must be placed on allowing time to share insights, digest, and practice concepts in an active manner, versus the passive participant role many workshops welcome.

The Working Table on Teacher Development (Ontario Ministry of Education, 2007) outlines five characteristics that parties involved with delivering professional learning opportunities should consider:

- Coherent: Learning through the examination of best practices must be focused on instilling positive effects for students and overall school success.

- Attentive to Adult Learning Styles: It is important to consider the importance of choice for the adult learner in designing training opportunities. Ensure that the training will be pertinent to teachers, and considered important and worthwhile. Effort must be made into differentiating the materials and delivery approaches. Consider target audience and tailor delivery model accordingly. Lastly, recognize participants who achieve their professional learning goals in an appropriate, respectful manner.
• Goal-oriented: Goal oriented professional learning with an emphasis on improving student learning and development. Additional connection to the everyday classroom practice, while appreciated the requirements upon the teacher, with respect to the Ministry of Education, school board, local school/community needs.

• Sustainable: Professional learning must be designed with the understanding that the learning will be a process, requiring proper supports, actively involve participants to reflect on constructs within the process.

• Evidence-Informed: Professional learning must entail relevant research and evidence to drive the process (p. 3-5).

This document, released by the Ministry of Education, highlights the attention needed in planning and designing effective professional development for adults. Just as educators carefully consider their age-appropriate audience in designing curriculum units and lesson plans, so must those who are designing professional learning for the adult educators. Hooking the teacher with passion for the content and teaching pedagogies will more likely translate to hooking students with interest in the classroom. The learning truly needs to be continually flowing in a circular manner. The Council of Ontario Directors of Education (2012) states, “Job-embedded professional learning communities and coaching that is grounded in day-to-day practice are now recognized as necessary components of effective professional development” (p. 1). Coaching allows for an extension of the professional development theory to be practiced with support and guidance of fellow colleagues with knowledge and skills in the area of refinement.

Penuel, Fishman, Yamaguchi and Gallagher (2007) examined the growing attention to the proof of improved school reforms behind effective professional development. The attention linking effective professional development to improved school reform, can be especially true in
examining how to improve test scores on various standardized tests (p.1). Furthermore, Penuel et al. (2007) explored what is more important in professional development, an emphasis on content or teaching strategies, and concluded that a mix of both is best (p.930).

Guskey (2009) argues that there is great need for a larger body of scientific study on what truly defines effective professional development. Factors like time and the stressful realities of educators to document school improvements score results can unfortunately create the perfect climate to induce poorly planned professional development (p. 226). Guskey (2009) identifies three key challenges to producing effective professional development: time, need for school-based approach to professional development, and strong leadership. Within Northwestern Ontario, which is the primary target audience of the workshop to follow, these three elements are huge barriers to obtaining improved school reform. Quite often, the time factor is compounded by the fact that all staff may not be able to participate in professional development, as there are often not enough staff to cover the teaching responsibilities to relieve the participants from their classroom duties. In addition, the school improvement planning can vary immensely from school to school, even within one central region, as there is no school board that supports the independent schools. Lastly, it is not surprising that without structural supports that can be observed within school board frameworks, leaders are often solely responsible for pushing school reform initiatives forward. The reality is that there is a high percentage of teacher and principal turn-over in the region the workshop will be delivered, hence, the three key points outlined by Guskey are even more amplified.

Garet, Porter, Desimone, Birman and Yoon (2001) studied over 1,200 mathematics and science teachers comparing the impacts of various qualities of professional development on teacher learning. Some of their findings included professional development that occurred over a
longer period was more likely to obtain greater results than shorter lasting professional development. Furthermore, when the academic aspect of a course is paired with educators practicing the theory, leading to the practical application of the school day instruction was perceived as being preferred. Lydon and King (2009) frame a great description of effective professional development:

Effective continuing CPD (continuing professional development) provides new knowledge, ideas and skills relevant to the needs of the teacher. It is delivered in a manner appropriate to the content, by a skilled practitioner. It is collaborative and sustained, and provides teachers with opportunities for discussion and exploration with colleagues. It is likely to be most effective when coaching is implemented, and when innovations are supported by school management. If some of these elements are absent, the efficacy of the CPD will be reduced, possibly to nil (p. 67).

One can clearly see that the one-day workshop has a great many components to attempt to weave into the design to ensure a positive change will be acquired at the classroom and school level.

The topic of effective professional development and what that entails is a complex, worthwhile matter requiring careful consideration of various perspectives. Guskey (2000) points out that studies support that any gains in education are dependent on professional development. There is a correlation between beneficial educational improvements and well-crafted professional development learning experiences. For schools to continue enjoying educational success, it is imperative that quality professional development be a part of the plan. Effective professional development is paramount to ensuring teachers feel equipped to deliver high quality educational programming.
Medicine Wheel and Seven Grandfather Teachings

The Empathy Club at Pelican Falls First Nations High School is in its 7th year of existence. I am continually amazed by the students who are naturally compelled into service for others. There have been many insights and valuable lessons gained throughout the years of serving the community. The moment I continually reflect upon is when I stood before the student body and informed them the goal of the Empathy Club, which is to make a positive difference wherever you are. I still reiterate to students that they will get absolutely nothing out of this club, such as a year-end trip, material gain, etc., and yet they will get everything out of this club. The pedagogical approach of service-learning can be strongly supported by the medicine wheel and seven grandfather teachings, which are commonly held First Nations values of conduct, to live out a good life. I have repeatedly witnessed the deep, profound connection students experience through service activities and the seven grandfather teachings. Benton-Banai (1988, p. 60-64) identifies the Seven Grandfathers, who were tasked with the role to oversee the Earth’s people by the Creator. These strong powerful beings sought out a young man to share their knowledge with for all the people of Earth. This young boy was mentored and taught by a helper, chosen by the Seven Grandfathers, known as “Osh-ka-bay’-wis.” The Seven Grandfathers offered a gift each to a young boy, who was to share these gifts with his people. An otter assisted the boy with his return to the people. Throughout the journey, a spirit came upon them, seven different times, each time accompanying a stop in the journey and shared:

(1) To cherish knowledge is to know **Wisdom**.

(2) To know **Love** is to know peace.

(3) To honour all of the Creation is to have **Respect**.

(4) **Bravery** is to face the foe with integrity.
(5) **HONESTY** in facing a situation is to be brave.

(6) **HUMILITY** is to know yourself as a sacred part of the Creation.

(7) **TRUTH** is to know all of these things.

The spirits taught the boy that for each gift there was an opposite, as evil is the opposite of good. He would have to be careful to instruct his people in the right way to use each gift (Benton-Banai, 1988, pg. 64).

Service-learning, as previously discussed, can take on many forms and encounter a wide range of experiences and learning. Encompassing the seven grandfather teachings through service-learning experiences allow for personal reflection and individual growth and insight. Given the fact that students will be at different places on their educational life journey, using the seven grandfather teachings as a framework will allow for unique service-learning encounters. Benton Banai’s story of the young boy who was given the responsibility of taking the teachings as shared by the Seven Grandfathers back to the people is a great example of how, today, the same teachings can be utilized amongst youth in the classroom to reflect upon service-learning opportunities. The emphasis in the story of the young man whose learning was framed with the benefit of the larger community in mind is a great companion piece for service-learning today. The crucial role an individual plays in respect to the larger community is evident in Benton-Banai’s story. This value of being community-minded and having a sense of responsibility to the community is a key aspect of the story of the seven grandfather teachings that is very relevant today in service-learning.

It is not easy to capture in words the deep, profound connection that students can achieve through service-learning and the seven grandfather teachings. I am reminded of a time when a student encountered such a connection:
The students listened as the community leader explained that today’s goal was simple and straightforward, to serve the homeless, the prostitutes and the vulnerable in our society. The students nervously filled their jacket pockets with juice boxes and pieces of bannock. After a quick drive to one of the less desirable areas of the city, the youth spilled out of the van and approached the young women on the street corners, the old men sitting in the doorways of buildings who appeared to be permanent fixtures, the families with a trail of children lining up at the Salvation Army Soup Truck. The students quickly offered up the food they had in their possession, exchanged some polite conversation, and then returned to the van, ready to do it all over again in another part of town. As, the van slowed down at the next stop, a female student (who was a recent mother herself) asked the teacher, “Are those young girls really selling their bodies?” The teacher answered, “Most likely.” The student replied, “…Is that family really hungry? Do they really need to get food from the food truck to feed their baby? The teacher answered, “Most likely.” Weeks later, back at school, this same female student asked to address the grade 9 and 12 classes. Her comments were very powerful and many tears were shared as she became very transparent before the group. Her words went as follows, “You know I had a baby this school year, my mom is raising my baby so I could still go to school to graduate this year. I want to tell you that I learned something recently. It is hard work to be a teen mom. I am lucky to have my parents who support me. However, there are many that do not have the support I do. I would encourage all the students listening to not do what I did, do not have a baby until you are done with your education. It has been really hard for me, leaving my baby to be here at school. I am missing out on a lot. I cry every day because I miss my baby. It has been very hard
being a teen mom. It could definitely be worse for me and my baby, but do not do what I did. Trust me, I know what I am talking about.”

Permission granted by student to share anonymously, May 26, 2015

There was not a dry eye in the place following the student’s wisdom. This young student surprised many by her words, especially because she was not scheduled to speak at that event, but rather volunteered to interject and share. She is normally a very quiet, reserved student, not known to be a public speaker. However, she was impacted in a real, tangible way during her service-learning encounter (while) observing the young women prostituting themselves and seeing the young babies and families in the soup truck line up. She felt the responsibility to the larger community to share her insights and reflections for the betterment of others, and acted upon it. This student made a deliberate choice to exemplify the teachings of the Seven Grandfathers by:

- sharing her words of wisdom;
- speaking out of an urgency of love for her fellow students;
- respecting the choices she has made and the position she is in;
- being brave to discuss the consequences of her choices openly with others;
- discussing honestly and transparently of her life experiences;
- humbly explaining her choice to be a teen mother was not her first choice, that she was experiencing pain, loneliness by being separated from her child (even temporarily) to complete high school; and
- expressing truthfully of the benefits and challenges she has encountered as a result of her actions.
This is a beautiful example of the weaving together of the seven grandfather teachings and service-learning achieving powerful results. The insights the student described outlined both the good and the opposite of good, evil, as Benton-Banai illustrates in his story of the Seven Grandfathers and the Little Boy (Benton-Banai, 1988).

When examining the seven grandfather teachings, one must comment about the 4 aspects of self, as found in the medicine wheel teachings: spirituality as signified in the eastward direction, emotional as signified in the southerly direction, mental as signified in the westward direction, and physical as signified in the northern direction. The seven grandfather teachings are values that one aspires to develop throughout all 4 aspects of self. As told to me by Anishinaape traditional teacher, Kaaren Dannenmann (personal communication, October 29, 2011) the medicine wheel represents various teachings. For the purposes of the workshop, an emphasis on the 4 aspects of self, spiritual, emotional, mental and physical will be examined.

**Conclusion**

Service-Learning has the potential to form deep personal and intellectual roots of understanding for students, teachers, and community members. The experience requires teacher collaboration and scaffolding of important community issues to help students experience first-hand how they can become active participants in their own learning process. Although service-learning is relatively unstudied and unknown in Canada, invaluable lessons can be gained from other countries. Historically speaking, the elements of volunteerism must not be completely disregarded, but must be built upon to ensure that meaningful educational experiences can be had through service-learning. The reason this pedagogical approach should be examined and practiced remains deeply entrenched in the aims of engaging students within their education, school community, and local community. In other words, this educational approach can help to
shape engaged and contributing members of society who are filled with a passion to make a
difference. As Martin Luther King Jr. stated in a sermon, “The Drum Major Instinct,” given on
February 4, 1968, “Everybody can be great...because anybody can serve. You don't have to have
a college degree to serve. You don't have to make your subject and verb agree to serve. You only
need a heart full of grace. A soul generated by love.” This quote clearly illustrates the intent
behind service-learning and should be the constant reminder as to the need for more applications
of this pedagogy today.
CHAPTER THREE:

SERVICE-LEARNING WORKSHOP

How to Implement Service-Learning into Your School

The objective of this one day workshop entitled, “How to Implement Service-Learning into Your School,” will be modelled through exploring the 4 aspects of self, as found in the medicine wheel teachings:

i) Spiritual connection, exploring the value of service-learning;

ii) Emotional connection, hearing first-hand accounts from student participants outlining the value of service-learning;

iii) Mental connection, introducing service-learning as a pedagogy; and

iv) Physical connection, making cross-curricular connections with service-learning.

The parameters of this one day workshop will be introductory in nature, as the exploration of this teaching philosophy could widen over the course of multiple days, however, it is suggested that professional learning communities throughout the school year could allow for enriched examination.

While it is assumed that the main target audience of this workshop would be comprised of both Aboriginal and non-Aboriginal educators alike, this workshop was designed with a focus on the content being delivered to educators within a First Nations educational setting. That is not to say that this workshop could not just as easily be delivered in any educational context, making slight modifications to encompass elements of character education. This workshop has been designed to fit the needs of the approximately 20 secondary teacher participants; however, it could be adapted to address elementary curriculum needs as well. Participants have been
requested in advance to bring their appropriate curriculum documents they are using in their respective schools.

Appendix A, Agenda, outlines the start time of the workshop for 8:30 a.m., the ending of the workshop will be at 4 p.m., with periodic breaks throughout the morning and afternoon. From 8:30 a.m. to 8:45 a.m., the participants will be provided with coffee/tea/light breakfast snacks to take to their seats. At this time, the participants will be requested to provide their contact information, email, etc. to allow for a means of support within this group of educators that have gathered to learn more about service-learning.

The balance of the day will explore how to implement service-learning into the participating school’s educational experience. There will be scheduled breaks for morning, afternoon, and lunch. In addition, Appendix A lists a brief description of each task the group will accomplish throughout the day, which ends at 4 p.m. The workshop agenda features a short, concise outline of the instructional plan for the workshop.

The formal instructional plan will include:

- brief overview of the tasks found in each activity, which will include time allocation;
- rationale, linking to the research on effective professional development; and
- followed by a detailed description to explain the task/activity.

The appendices will follow this plan, listing any appropriate handouts, etc.

Section: Refreshments/Light Breakfast/Contact Sign-Up

Overview

The 15 minute time period allows for refreshments, a light breakfast and the contact sign-up list and provides participants an opportunity to become comfortable in the workshop setting.
**Rationale**

This small period of time allows the participants to enter the room, even a few moments after 8:30 a.m., to gather a drink, snack, and to fill in the contact sign-up list. The contact sign-up list will be utilized to establish a support network post-workshop. The facilitator will remind participants to fill in all appropriate forms.

**Description**

The comfort level is a huge factor in determining how willing a participant will be to try new exercises and activities. It will be most likely that the majority of the participants will be learning about service-learning for the first time (in a formal situation), hence, it will be vital to help the participants ease into the session.

**Section: Welcome/Opening Prayer/Introduction**

**Overview**

The 15 minute welcome, opening prayer, and introduction of the workshop will begin the formal session of the workshop. The participants will know that this ends the informal time of gathering refreshments and touching base with other participants in the room, as they will have already checked in for the session (contact sign-up list). The facilitator will welcome all participants, introducing him- or herself, and provide a brief outline of his/her educational background. As is customary in First Nations practices, the session will be opened with a prayer. The facilitator will then cover administrative items, such as the location of washrooms, request participants put their cell phones on vibrate setting, ensure that name badges are circulated, and outline the “parking lot” area and its inclusion in the workshop.
**Rationale**

To build a high level of comfort in the workshop, the facilitator of the group will transition from the informal refreshments/light breakfast/workshop sign-up with a brief introduction outlining his/her educational belief in service-learning as a pedagogy. An opening prayer will expand upon the anticipation of the new learning that is to be acquired throughout the day. All participants need to be aware of the logistics of assisting in creating a positive learning environment (e.g. cell phone setting to vibrate) and feel respected that their questions and concerns will be addressed (e.g. parking lot).

**Description**

The facilitator will use upbeat, energetic music as a method to transition from the breaks to the workshop in order to clearly signify the transition points. This will occur for the first time in transitioning from the refreshments/light breakfast/contact sign-up to the welcome and introductions. This will continue to occur throughout the day. The welcome will be short, with four slides running in the background featuring key elements of the facilitator, which will add to the overall picture of the credentials he/she holds. The introductions will also involve other facilitator(s) and elder(s) in the room. The facilitator will end by stating which traditional First Nations territory the workshop is taking place on and offer up thanksgiving to that nation for allowing this learning event to occur on their land. The elder will offer up an opening prayer, a prayer of thanksgiving for the learning that is about to occur and for the benefit of the youth of the schools represented. It is utterly important to acknowledge the role of the elders in the workshop as, traditionally speaking, their wisdom is to be revered. Hence, the elder’s presence is a great endorsement and will promote a good learning environment. A quick administrative account will be completed, contact information for post-workshop networking complete, name
badges distributed, a brief review ensuring all participants have their workshop documents, and lastly, the “parking lot” will be explained, outlining the use of this area (as part of) the workshop setting. The “parking lot” allows for participants to post their comments, questions, and concerns about any aspect of the workshop topic that will be addressed throughout the day and at the end of sections that allow for additional items to be covered. The facilitator will inform participants that all questions will be addressed by the end of the day.

Section: Medicine-Wheel Search: An Ice Breaker Activity

Overview

This game is an adaptation from the A-Z Alphabet Search Game. The time allotted for this activity is 20 minutes. The goal of this ice-breaker is twofold, to introduce the medicine wheel teachings, to those who may be unfamiliar with them and to provide an opportunity for the participants to become familiar with one another (to identify those they may wish to work with later in the workshop).

Rationale

The workshop components to follow will examine the 4 aspects of self, as they relate to the topic of service-learning. In preparation, building steps must be taken to allow participants time to get their whole being ready for this experience of using all the aspects of self: spiritual, emotional, mental, and physical. The facilitator will expand upon the fact that the colours and the positioning of certain components of the medicine wheel teachings can vary from nation to nation. However, the teachings that will be discussed in this workshop will be credited back to an Anishinaape traditional teacher, Kaaren Dannenmann (from Trout Lake, Ontario). The
knowledge as presented, may be slightly different from elements of differing approaches to the medicine wheel teachings, it is not meant to undermine their teachings they have received.

The ice-breaker will allow participants to make personal connections to the medicine wheel teachings, increasing their level of comfort for the workshop to follow. Ice-breaker experiences can aid in creating an atmosphere of comfort amongst participants, bringing individuals together as a group while focusing on a common activity. Introducing the medicine wheel teachings in this manner will put all participants on common ground, regardless of their prior knowledge on this traditional teaching.

Description

Small groups will be established by asking participants to form four groups of the geographical direction they originate from (eg. Northern Ontario, Eastern Canada, Western Canada or Southern Ontario). Once groups are formed, participants will be asked to quickly complete introductions and list their job title within the group. Participants will be given Appendix B, Medicine Wheel Teachings – 4 Aspects of Self to record four items that represent the 4 aspects of self as found in the medicine wheel teachings: east-spiritual, south-emotional, west-mental, north-physical. This ice-breaker will require 16 items in total to be recorded on a list. The facilitator will explain briefly that the medicine wheel is a complex teaching with many layers, however, the basic emphasis is to illustrate a means for seeking balance in one’s life. Items listed may be obtained from the participant’s possessions or items found in the room. Each group will receive a beaded medicine wheel broach for participation. Time will be allotted for the groups to share their lists highlighting the examples that have not been mentioned (no repeats). The facilitator will credit the medicine wheel teachings, as told by K. Dannenmann, acknowledging that the colours, etc. may be different depending on regional or First Nation
representation. These variations in aspects of the medicine wheel are often found in differing regional areas.

Section: Workshop Learning Goals

Overview

This 5 minute time period will bring the focus to the agenda (Appendix A) for the day, summarizing the workshop learning goals.

Rationale

The learning goals will be posted in the workshop room to frame for the participants what the objectives are for the one-day workshop. This will serve as a constant reminder of why the participants and facilitators have been brought together. As Guskey (2000) stressed, professional development should result in positive change and improvement in the lives of students. The facilitator will reiterate that the initial workshop contact sign-up sheet will aid in continuing to form a support network, post-workshop, for the benefit of all. Garet et. al (2001) states that reform activities, e.g. collaborative networks, can support professional development to be effective. The facilitator will continue to lead an online discussion in supporting the development of service-learning within the schools represented.

Description

Participants will be provided the agenda (Appendix A), as the facilitator reviews the tasks to be accomplished. The facilitator will have the learning goals for the workshop listed on a chart paper (which will be posted in the workshop room):

- To actively engage all 4 aspects of self: spiritual, emotional, mental and physical;
- To increase the knowledge and understanding of service-learning as a pedagogy;
- To explore how the medicine wheel and the seven grandfather teachings can support service-learning experiences; and
- To develop a service-learning activity plan which can be implemented as part of classroom instruction.

Section: Medicine Wheel Teachings

Overview

The facilitator will provide an elaboration of the medicine wheel teachings as they apply to the 4 aspects of self: spiritual, emotional, mental and physical. The facilitator will outline how the four components will be addressed throughout the workshop and the importance of addressing the whole needs of the learner through service-learning experiences. Reference will be made to the fact that the teachings shared in this session, were told by K. Dannenmann shares them, often begin in the eastward direction, moving clockwise (hence, spiritual, emotion, mental and physical aspects of self). For the purposes of this workshop, this directional order may not always line up, however, participants will experience the 4 aspects of self, throughout the entire workshop. The elder who opened the day in prayer will assist with this section. The elder will frame how the medicine wheel teachings can connect with all 4 aspects of self. Participants will be actively engaged through the teachings on the medicine wheel, as provided by elder. The elder may have participants join in a variety of activities, which will support the overall teachings of the medicine wheel. The introductory teachings of the medicine wheel should not extend beyond 25 minutes. Remind participants that if they have questions, to feel free to utilize the parking lot area.
Rationale

Participants will be instructed that the workshop layout will transition through the 4 aspects of self, in the aims of making deep rooted connections between service-learning and practical implementation. The Working Table on Teacher Development (2007) stresses the value of workshop design to address the needs of adult learning styles. The design of framing the workshop through the 4 aspects of self reflects the goal of capturing the interest and consideration of the participants (who are all at varying stages of life).

Description

The facilitator will draw the group’s attention to Appendix B reviewing the 4 aspects of self. The following inspirational quote by Barnaby (1992) will be read in the workshop to highlight the need of making cultural connections between the educational system and curriculum design (and posted in the workshop room):

We must be able to feel confident that our world view is clearly understood by our own children, and that they will know that their culture has value in modern times as it did in the past. We must be able to teach our children appropriate skills and understanding, and control how our children are taught. (p. 43)

Hence, the workshop design will respect the cultural framework as found in the medicine wheel teachings to reinforce the application of culture and curriculum.

Section: Service-Learning as a Pedagogy, Service-Learning Participants Panel

Overview

Students, school staff and community representatives who have a shared experience of being active service-learning participants, will lead a panel discussion providing first-hand
accounts of the overall educational process. The students and school staff will ideally represent both the elementary and secondary panel to feature the ability to implement service-learning at various grade levels. The facilitator will lead the panel through a series of questions and answers, see Appendix C to draw upon various perspectives on service-learning and end with a question and answer session. The facilitator will highlight how the stories shared regarding service-learning will activate the spiritual and emotional aspects of self. This task will be allotted 40 minutes.

**Rationale**

The Working Table on Teacher Development places a high value on effective professional development being coherent to reach the ideal impacts (Ontario Ministry of Education, 2007). Furthermore, Guskey and Yoon (2009), found that teachers should be provided an opportunity to understand the content they teach and how to best ensure students acquire this knowledge. The panel format will allow for an examination of the best service-learning practices and highlight the benefits for the student, school and overall community. In addition, the challenges to achieving a high degree of experiential learning will be discussed. As all parties share their personal service-learning accounts, the workshop participants will be able to comprehend how this pedagogical approach can allow learners to explore their spiritual and emotional aspects of self. Ultimately, the panel format will be the hook to engage the participants in believing and inheriting a passion for service-learning. This buy-in will be instrumental for success of transferring and implementing service-learning in the participant’s school locations. The facilitator will begin the panel session by reading the following philosophy by McNally (2004), “Knowledge is used in service of community” (p. 606). This mindset will assist in establishing the benefits of the panel discussion (quote to be posted in the
Description

A key objective of the panel approach is to emphasize the high level of engagement experienced by all parties (involved with service-learning). The facilitator will emphasize that for the purposes of the workshop the framework of implementing service-learning will follow the National Youth Leadership Council, K-12 Service-Learning Standards for Quality Practice (2008). These eight standards will be listed on a chart paper (which will be posted in the workshop room):

a) duration and intensity,
b) link to curriculum,
c) partnerships,
d) meaningful service,
e) youth voice,
f) reflection,
g) diversity, and
h) progress monitoring

Mention will be made that where there are varying opinions as to the definition of service-learning and that the workshop will promote a rich, deep investigation of the standards, it is understood that the sample lessons created in the afternoon will range in scope. The facilitator will provide Appendix C, as an outline for the panel discussions, and will encourage workshop participants to review the eight standards and frame their questions from these components. The facilitator will explain that this point in the agenda is exploring the spiritual and emotional aspects of self, and following the break, there will be an extensive examination into each of the
standards. The stories heard are to prepare the mind to receive service-learning from a pedagogical approach. Questions from the audience will be addressed. Following the service-learning participants panel section, the facilitator will announce a 15 minute nutritional break. Participants will be welcome to speak individually to panel members at this time, if additional information needs to be clarified.

Section: Service-Learning as a Pedagogy, Key Elements of Service-Learning

*Overview*

Participants will receive Appendix D, entitled Key Elements of Service Learning. This handout outlines a summary of the National Youth Leadership Council, K-12 Service-Learning Standards for Quality Practice (2008):

a) duration and intensity,
b) link to curriculum,
c) partnerships,
d) meaningful service,
e) youth voice,
f) reflection,
g) diversity, and
h) progress monitoring

The facilitator will review each component, with the group, prior to the nutritional break. This activity should take 40 minutes. The facilitator may highlight various examples of the components, as described through the service-learning participant’s panel. This section of the workshop will derive from the mental aspect of self, mention will be made that the knowledge of
how effective service-learning is established will be provided throughout this section of the workshop.

Rationale

The K-12 Service-Learning Standards for Quality Practice (2008) is well regarded within the service-learning research community. Billig was a lead researcher involved in this document and is recognized as a specialist in service-learning. Nelson and Sneller (2011) emphasize that the more the eight standards are built upon the greater the service-learning experience will be for the learner(s). Kaye (2009) argues that learner achieves a greater level of intrinsic motivation for the curriculum when the student experiences a genuine concern for the matter being studied. The facilitator will introduce the key components of service-learning.

Key Elements of Service Learning:

a) Duration and intensity, time allotted for an adequate amount of time for the community need to be examined, studied and possible solutions explored.

b) Link to curriculum, service-learning is the pedagogical approach to address learning goals.

c) Partnerships between students, school staff and community representatives is vital to a successful service-learning experience.

d) Meaningful service, the more the student (and all partners) are able to connect to the service-learning activity the more meaningful the overall learning achievement.

e) Youth voice is imperative to achieve in identifying the overall service-learning task as well as through the stages of planning, carrying out activities and evaluating the end results, alongside the adults.
f) Reflection is an integral component of service-learning, time must be factored in to allow for rich, meaningful layered reflection activities (post service-learning).

g) Diversity of perspectives and paths to solving community needs must be encouraged throughout the activities.

h) Progress monitoring throughout the entire service-learning experience will be encouraged to ensure that the best results are achieved. This will include monitoring the planning, implementation stages and end results to assess whether the ideal outcomes were achieved.

Description

The facilitator will expand on each of the K-12 Service-Learning Standards for Quality Practice (2008), as found in Appendix D, referring specifically to the indicators of the 8 standards. The facilitator will remind the participants that there are varying forms of service-learning, and that they all have varying levels of effectiveness. For the purposes of introducing service-learning as a pedagogical approach, the emphasis will be on both student learning and community needs (MacLellan, 2009).

Duration and Intensity

Indicators:
Service-learning activities (including establishing the: community need, response plan, reflection, examining the learning achieved and acknowledging the gains achieved.

The timeframe could range from a week to a longer time period, pending service-learning activity.

It is important that an appropriate amount of time is allowed to achieve the desired learning goals and service-learning experience.

Link to Curriculum
Indicators:
Learning goals are clearly identified and based on curriculum (academic curriculum focus or school programming focus).

Service-learning teaches students how to transfer skills and knowledge from the school setting to the real world or other settings.

Service learning is clearly recognized as an extension of the school and all school board policies, record-keeping is adhered to.

Partnerships

Indicators:
Service-learning includes a wide range of partners, students (youth), school staff (educators), local organizations and/or businesses, community individuals, etc.

The frequent and on-going dialogue between all these parties are imperative to the success of the development of the activities.

The partners identify common goals for the service-learning activities, ensuring everyone is on the same page.

Each partner shares their respective perspectives and have mutual respect and goals for the community need.

Meaningful Service

Indicators:
The service-learning experiences are reflective of the students (youth) abilities, yet ensuring that the tasks will engage the participant in a meaningful way (and are interesting).

The participants will acquire a sense of understanding the connections between their service-learning experience and the community needs being addressed.
The participant will be able to appreciate how their service is benefitting those they are serving.

**Youth Voice**

*Indicators:*

Service-learning is a great avenue to engage students throughout all stages of activity (planning, implementing and evaluating).

It is really important to offer genuine opportunity for youth to have a role in making decisions, reflecting on quality effectiveness of service-learning experiences and establishing a supportive, trusting relationship between youth and adult partners.

The youth gain insight into leadership (extending their leadership skills), while developing knowledge and skills.

**Reflection**

*Indicators:*

Effective time spent on reflection activities is critically important to achieving quality service-learning, whether it be in written, verbal, artistic or other forms of expression.

The reflection occurs before, during and post service-learning activities, individually or in a group setting with partners.

Service-learning allows for all partners to communicate openly about community needs, addressing topics such as civic responsibility, identifying roles and responsibilities within the service exercises.

**Diversity**

Diversity of perspectives and paths to solving community needs must be encouraged throughout the activities.

*Indicators:*
Service-learning is instrumental in presenting various perspectives through collaborative examination of community needs.

Youth and adults are able to continue to develop problem-solving skills and teamwork. Participants have the opportunity to explore stereotypes that may be present, and develop a greater understanding of the community diversity and perspectives.

**Progress Monitoring**

*Indicators:*

Youth gather evidence establishing the progress of learning goals achieved over the entire service-learning experience.

This collected evidence is used to assist in improving overall service-learning activities. The evidence gathered is communicated with all partners to ensure that lessons learned can inform future policy practice (development) and promote high level of insights achieved through service.

**Sections:** Ted Talk by J. Kielsmeier: *Service and Schools – Partnership on Purpose*

and Ted Talk Reflection Activity

**Overview**

The facilitator will play a Ted Talk video, by J. Kielsmeier, *Service and schools – partnership on purpose*, which airs for approximately 13 minutes. Appendix D, will be reviewed, as a group prior to the video.

**Rationale**

J. Kielsmeier is a well-known researcher and advocate of service-learning. The video will highlight an overview of service-learning and Kielsmeier’s passion and belief behind this
pedagogy. The facilitator will remind participants that Billig (2000) refers to service-learning as a means for students to contribute to their community, while framing their personal interpretation of the concept of community and what it means to belong to a community (associated responsibilities).

*Description*

The facilitator will play the Ted Talk video, by J. Kielsmeier, *Service and schools – partnership on purpose*. The video will run for approximately 13 minutes, followed by a group discussion highlighting the participant’s responses to Appendix E. The exercise will allow teachers to identify how they directly or indirectly engage their students in active service-learning experiences. At the end of the initial playing of the Ted Talk, the facilitator will replay the Ted Talk video from 6:30 to 7:08 minutes, where J. Kielsmeier highlights the concept of “New Vision of Youth.” The facilitator will pause the video at the graphic, “New Vision of Youth” and will briefly explore the transition that Kielsmeier is describing youth are undertaking in their educational aspirations. Then 10 minutes will be allotted for teachers to record their reflections and discuss findings as a group. The facilitator will end the morning session by reviewing any questions from the parking lot, before welcoming the elder to offer a prayer before lunch break. Lunch will be provided and 45 minutes will be scheduled for this meal and break.

*Section: School Improvement Plan(s) Overview*

*Overview*

Throughout this workshop, it will be assumed that the local schools represented have indicated a strong commitment to introducing service-learning as pedagogy. This section will involve all participants to review their local school improvement plan, as it relates to service-
learning. This task, which continues to exercise the mental aspect of self, will be conducted within 15 minutes.

**Rationale**

Through participants reviewing their school improvement plan(s) as a group, it will help shape the atmosphere for introducing service-learning as a pedagogy. At this point in the workshop, participants would have heard first-hand accounts from students, school staff and community representatives as to their experiences with service. Additionally, the facilitator will be able to reinforce the notion that Guskey (2000) refers to emphasizing that professional development in education, must progress as a systemic effort to see positive change and improvement (p. 7). Therefore, it is imperative to examine the broader school improvement plan(s) and not examine service-learning in isolation from the broader systemic endeavour’s being undertaken.

**Description**

The facilitator will have pre-arranged for all participants to bring their school improvement plans to the workshop. The participants will have a group discussion as to the specific wording in their specific school improvement plan(s) as it relates to the goal of introducing service-learning into their local school system. The facilitator may need to refer back to the workshop learning goals and review that participants have had opportunity:

- To actively engage all 4 aspects of self: spiritual, emotional, mental and physical;
- To increase the knowledge and understanding of service-learning as a pedagogy; and
- To explore how the medicine wheel and the seven grandfather teachings can support service-learning experiences.

Prior to participants exploring the fourth workshop learning goal:
- Developing a service-learning activity plan.

Workshop time must be provided to ensure that overall school improvement plans, specific to service-learning are considered. This will assist the participants to see how service-learning can be implemented into the overall school programming.

Section: Classroom Environment Requirements

Overview

The facilitator will provide a brief outline of key elements a classroom teacher can implement to ensure successful service-learning experiences are achieved. This topic will continue to exercise the mental aspect of self. Firstly, the teacher must whole-heartedly embrace the notice of partnerships within the service-learning experience, between the student, school staff and community representatives. Secondly, the role of taking time to hear the students’ voice on community service-learning issues that are explored is vital. Thirdly, the merging of curriculum to the service-learning experiences will only allow for richer overall learning opportunities. Lastly, time for reflection activities is necessary to the continued growth of the service-learning programming within schools. This is not an extensive list of ideal classroom environment requirements by any means, however, just a few to pin point as part of a workshop discussion. Nor, does this discussion take away from the examination of K-12 Service-Learning Standards for Quality Practice policy brief examined throughout the workshop. This section aids to remind participants of key aspects of effective service-learning practice. The facilitator will ask the participants for any additional suggested requirements they perceive as important to allow for successful service-learning planning. This section will be completed within a 15 minute time period.
Rationale

Partnership building is a key component to the success of service-learning. Clayton and Felten (2011) cite Ash and Clayton (2009), Figure 1, Conceptual Framework for Service-Learning, these three main partners in service-learning: students, faculty/staff and community members. The facilitator will delve deeper into conversation with the partnerships about how these three parties will need to collaborate to achieve a respectful partnership. This conversation may be noteworthy especially as it places students in a partner role, with school staff and community members, often time’s educators are accustomed to students being in a more passive receiving role, versus a partner in learning. Balzer (2011) states that this relationship building can expand the concept of community. The role of partnerships, extends rights to the parties involved, however, also includes levels of responsibility, each party holds to the greater community. Student voice is highly sought in the process of identifying service issues, approaches to solve issues, as Terry and Bhnenberger (2007) state, the greater the choice and voice you provide the youth, the higher their level of duty to the overall student-learning experience will be. The facilitator will highlight accounts from the service-learning panel to expand upon the importance of student voice and the necessity of exploring various choices in learning approaches (for emphasis). The connection of curriculum and reflection of service-learning is instrumental in promoting deep rooted learning. Clayton and Felten (2011), cite Ash and Clayton (2009), Figure 1, Conceptual Framework for Service-Learning, three main components of service-learning to include: academic material, relevant service and critical reflection. In order for high quality knowledge to be gained, significant time must be provided for student reflection (post-service activity). This time to allow for critical thinking as part of the service-learning pedagogy is vital, both individually and for civic awareness.
Description

This section will involve a group discussion format and will allow participants to discuss the classroom environment scaffolding that will need to occur in order to develop effective service-learning opportunities for all partners involved.

Section: What Are Your Service-Learning Stories?

Overview

The facilitator will begin by reading an anonymous students experience with service-learning, Appendix F, entitled, Student Story – Service-Learning. The story will be read before participants participate in a think/pair/share experience of their school involvement with service-learning. The instructions will be on chart paper and posted in the room:

- In pairs, share three stories you and your students have undertaken to provide service to the community.
- Pick one of the service opportunities and explain to your partner which elements were implemented based on Appendix D, Key Elements of Service Learning, K-12 Service-Learning Standards for Quality Practice.
- Lastly, identify one key action you would take should you complete a similar service activity with your class in the future.
- You will be requested to share your partner’s reflections with the larger group.

The facilitator will encourage the participant pairs to consider, to what degree the mandated Ontario community involvement graduation requirement is a service-learning exercise. This activity will allow participants to explore all 4 aspects of self. This activity will be allotted 30 minutes.
**Rationale**

This section aims to assist participants to appreciate the fact that they may have already directly or indirectly been a part of practicing service-learning as pedagogy. Guskey and Yoon (2009) state that one element of effective professional development is to allow time for participants to be actively involved in the new learning that is being acquired. This time to share, critically reflect and summarize findings will allow for participants to explore the notion of service-learning from a practical teacher perspective.

**Description**

The facilitator will expand upon the story found in Appendix F, to describe additional details, student, staff and community partner perspectives. If time allows to delve deeper into service-learning, some conversation starters could include:

- What are some of the benefits of service-learning you witnessed?
- Are youth entitled or just lacking service opportunities?
- What personal characteristics are developed within students that engage in service-learning (reflect on 4 aspects of self)?
- What personal needs are fulfilled through service-learning? More importantly, what happens if this need is not met?

**Section: Service-Learning Activity Plan**

**Overview**

The facilitator will review a sample lesson plan, Appendix G which will outline the steps the teacher took to undertake the service-learning opportunity, as read in Appendix F.

Throughout this section, participants will be provided various secondary school curriculum
documents to begin framing their service-learning activity plan. Should this workshop be offered to elementary school educators, elementary school curriculum documents will be provided. Additionally, the activity plan may require some adjustments to reflect the elementary level curriculum. This section will require 15 minutes, the facilitator will remind participants to keep in mind that the activity plan development will utilize all 4 aspects of self.

**Rationale**

MacLellan (2009) emphasizes two aspects key to service-learning (as found in the Ryerson University Faculty of Arts Service Learning Office definition): an examination into community needs and student educational gains. The connection between the needs of the community and the connection to the overall learning the student acquires will be stressed. Given that this may be the first formal approach to generating activity plans for classroom instruction, the facilitator will approach the activity plan format utilizing Appendix D, Key Elements of Service Learning, K-12 Service-Learning Standards for Quality Practice, to promote a thorough approach to developing the instructional plan in identifying a service-learning opportunity.

**Description**

The workshop participants will have heard the first-hand accounts of the service-learning panel, an overview of the research into effective service-learning and a video from a well-respected leader in this educational field. Examining a completed activity plan is a logical progression from theory to practical application. Participants will benefit by seeing how the theory of service-learning as pedagogy can be transferred into the daily practice of teaching, through instructional plans (activity plans). This exercise will emphasize the standards highlighted in Appendix D.
Section: Challenges/Next Steps

Overview

The facilitator will allot 15 minutes for participants to discuss their anticipated challenges and next steps to overcome the possible roadblocks to implementing service-learning in their respective schools. Emphasis must be placed on finding solutions to possible challenges the participants predict. This point in the agenda allows a brief opportunity for the participants to share their transparent concerns, fears, and worries about trying a possible new delivery of learning.

Rationale

Cumbo and Vadeboncoeur (1999) noted that lack of time to create meaningful service-learning plans, assessments, and reflection tools was a key factor that discouraged teachers from implementing service-learning plans. The facilitator must emphasize the benefits of service-learning to ensure the participants do not lose sight of the need to invest their professional energies into this pedagogy. Service-learning allows students to contribute towards their community, which will help form their understanding of what it means to be a contributing member of society (Billig, 2000). Balzer (2011) emphasizes that service-learning fosters a greater appreciation of community, and allows students to see how they can bring meaningful change to their communities.

Description

The following statement will be placed on chart paper and placed on the board: “I have to do what? But…” The group will identify all the perceived challenges to implement successful service-learning pedagogy. This will be followed by group discussion (recorded on chart paper) highlighting possible solutions to the challenges identified.
Section: Parking Lot/Empathy Club Story

Overview

Facilitator will review the “parking lot” questions and in an effort to draw participants focus back to the 4 aspects of self and the immense benefits of service-learning education, a story will be shared about an extra-curricular club approach to service-learning. This section will take 15 minutes.

Rationale

Given that the participants have shared their concerns, fears and worries surrounding how to effectively implement service-learning, it is vitally important to reconnect the participants to the spiritual, emotional, mental and physical gains of this pedagogy.

Description

Following the “parking lot” questions and answers and Empathy Club Story, the facilitator will announce a 15 minute nutritional break.

Section: Creating a Service-Learning Activity Plan

Overview

The facilitator will hand out Appendix H, service-learning activity plan template and the participants will be formed into five various subject groupings: English, Arts, Mathematics, History and Science. The five groups will have four participants in each group, based on their teaching specialization. The goal of this task is to create a draft service-learning activity plan and share instructional plans within the larger workshop group. Participants will be provided the appropriate curriculum document for reference. Approximately 40 minutes will be provided to create the instructional plan and 20 minutes allotted for sharing their plans (question and answer session). This part in the workshop will be a continuation of drawing from all 4 aspects of self.
**Rationale**

Guskey and Yoon (2009) state that effective professional development should allow participants time to understand the topic and explore avenues of how students will acquire the knowledge. This section will allow the participants to discuss various possibilities of delivering service-learning with their like-subject colleagues.

**Description**

The groups will use Appendix G as a model to create their own service-learning activity plan. This instructional tool will give an opportunity for like-subject colleagues to explore their various approaches to implementing service-learning. Participants will have to make some assumptions regarding student voice throughout the service-learning activity plan. The five subject groups will present their instructional plans to the larger group, taking questions from their colleagues. As the participants elaborate on their components of their service-learning activity plan, the more the overall understanding of this pedagogy will be established. The facilitator will review the “parking lot” one last time, as the workshop is winding down.

**Section: Exit Slip/Feedback Form**

**Overview**

The facilitator will hand out an exit card/feedback form, Appendix J, this means of personal reflection is a tool for participants to assess their learning acquired and next steps. This activity will take approximately 10 minutes. The facilitator will explain that portions of the form will be followed up in an email conversation post-workshop (contact sign up list email addresses previously gathered). There will be four containers with the labels: spiritual, emotional, mental, and physical and the corresponding slips can be placed in the appropriate section. Lastly, one container labelled workshop feedback will be situated nearby for overall feedback.
**Rationale**

Participants have heard from students, educators and community representatives featuring various perspectives on implementing service-learning. Additionally, participants have heard expert video accounts and have had an opportunity to dialogue with colleagues, while developing service-learning activity plans. This section allows for participants to reflect on their learning, while providing the facilitator an indication of areas that need further examination through post-workshop development. The workshop feedback will allow facilitator to refine workshop for future delivery.

**Description**

Participants will be asked to consider their newly acquired learning and consider what areas of learning they wish to be expanded upon in the follow-up email conversations to follow. The facilitator will thank the participants for their feedback which will be used to refine the workshop delivery for future educators. Ultimately, to improve on the workshop delivery to ensure the best classroom delivery for the students and youth.

**Section: Closing Prayer/Dismissal**

**Overview**

The closing prayer and dismissal of the workshop will end in the customary practices of First Nations practice. The elder will complete this final section of the workshop, which will serve as an official dismissal to the workshop. The facilitator will inform the participants that if they have any additional questions, to feel free to approach individually, following the prayer.

**Rationale**

A closing prayer will provide thanksgiving for the newly acquired learning and serve as an encouragement to the participants to utilize and implement their knowledge.
Description

The elder will offer up a closing prayer, a prayer of thanksgiving for the learning that had occurred and for the benefit of the youth. The facilitator will thank all participants for their efforts, time and energy to implement service-learning in their respective schools.
References


Appendix A

A Master’s Project Workshop—July, 2015

Workshop Agenda

HOW TO IMPLEMENT SERVICE-LEARNING INTO YOUR SCHOOL

8:30 a.m. Refreshments/Light Breakfast/Contact Sign-Up
8:45 a.m. Welcome/Opening Prayer/Introduction
9:00 a.m. Medicine-Wheel Search: An Ice Breaker Activity
9:20 a.m. Workshop Learning Goals
9:25 a.m. Medicine Wheel Teachings
9:50 a.m. Service-Learning as a Pedagogy:
  ➢ Service-Learning Participants Panel
10:30 a.m. Nutritional Break
10:45 a.m. Service-Learning as a Pedagogy (continued):
  ➢ Key Elements of Service-Learning
11:25 a.m. Ted Talk by J. Kielsmeier: Service and schools – partnership on purpose
  ➢ Ted Talk Reflection Activity
11:50 a.m. Review Parking Lot
12:00-12:45 p.m. ***Lunch provided**
12:45 p.m. School Improvement Plan(s) Overview
1:00 p.m. Classroom Environment Requirements
1:15 p.m. What Are Your Service-Learning Stories?
1:45 p.m. Service-Learning Activity Plan
2:00 p.m. Challenges/Next Steps
2:15 p.m. Parking Lot/Empathy Club Story
2:30 p.m. Afternoon Nutritional Break
2:45 p.m. Creating a Service-Learning Activity Plan
3:45 p.m. Parking Lot Review
3:50 p.m. Exit Card/ Feedback Form
4:00 p.m. Closing Prayer/Dismissal
Appendix B

Medicine Wheel Teachings – 4 Aspects of Self:

Direction: North
Colour: White
Aspect: Physical

Direction: West
Colour: Yellow
Aspect: Mental

Direction: East
Colour: Red
Aspect: Spiritual

Direction: South
Colour: Black
Aspect: Emotion

As told by Anishinaape traditional teacher, K. Dannenmann from Trout Lake (personal communication, October 29, 2011).
Appendix C

Service-Learning Participants Panel

Medicine Wheel Teachings – 4 Aspects of Self:

**Aspect: Physical**
What will the follow-up activities be for the project you worked on?
What new skills or strengths did you gain from this project?
Do you have new interests or new projects in mind now because of the project?
What was the most challenging part to organizing this service project?
What is one thing you would do differently at the next service-learning project?

**Aspect: Mental**
What did you see (observe)?
What service did you complete?
Would you do this project again, if so, what would you change about the service?
Tell us your favourite experience you had while serving?
What advice would you give someone new to service-learning?
What type of school work did you do?

**Aspect: Spiritual**
Describe an experience you had that surprised you throughout the project?
What did you learn that you will take with you as part of your life-long learning?
At any point, did you want to give up in the project? Please describe this occasion.
Did the community issue improve? Did your view of the problem change, if so, how?

**Aspect: Emotion**
Describe your favourite memory or story from the project?
Discuss a happy and sad learning experience you felt throughout the project.
What differences did you see in the issue, as a result of a large group of people working together?
If you were to describe your role in the project to your younger sibling, what would you say you learned?
Have your views of your service-learning partners changed (after working side by side?)
Appendix D

**Key Elements of Service Learning**

**K-12 Service-Learning Standards for Quality Practice:**

<table>
<thead>
<tr>
<th>Duration and Intensity</th>
<th>Link to Curriculum</th>
</tr>
</thead>
</table>
| Duration and intensity, time allotted for an adequate amount of time for the community need to be examined, studied and possible solutions explored.  
*Indicators:*  
Service-learning activities (including establishing the: community need, response plan, reflection, examining the learning achieved and acknowledging the gains achieved.  
The timeframe could range from a week to a longer time period, pending service-learning activity.  
It is important that an appropriate amount of time is allowed to achieve the desired learning goals and service-learning experience.  
*Notes:* | Link to curriculum, service-learning is the pedagogical approach to address learning goals.  
*Indicators:*  
Learning goals are clearly identified and based on curriculum (academic curriculum focus or school programming focus).  
Service-learning teaches students how to transfer skills and knowledge from the school setting to the real world or other settings.  
Service learning is clearly recognized as an extension of the school and all school board policies, record-keeping is adhered to.  
*Notes:* |

<table>
<thead>
<tr>
<th>Partnerships</th>
<th>Meaningful Service</th>
</tr>
</thead>
</table>
| Partnerships between students, school staff and community representatives is vital to a successful service-learning experience.  
*Indicators:*  
Service-learning includes a wide range of partners, students (youth), school staff (educators), local organizations and/or businesses, community individuals, etc.  
The frequent and on-going dialogue between all these parties are imperative to the success of the development of the activities.  
The partners identify common goals for the service-learning activities, ensuring everyone is on the same page.  
Each partner shares their respective perspectives and have mutual respect and goals for the community need.  
*Notes:* | Meaningful service, the more the student (and all partners) are able to connect to the service-learning activity the more meaningful the overall learning achievement.  
*Indicators:*  
The service-learning experiences are reflective of the students (youth) abilities, yet ensuring that the tasks will engage the participant in a meaningful way (and are interesting).  
The participants will acquire a sense of understanding the connections between their service-learning experience and the community needs being addressed.  
The participant will be able to appreciate how their service is benefitting those they are serving.  
*Notes:* |
### Youth Voice

Youth voice is imperative to achieve in identifying the overall service-learning task as well as through the stages of planning, carrying out activities and evaluating the end results, alongside the adults.

**Indicators:**
Service-learning is a great avenue to engage students throughout all stages of activity (planning, implementing and evaluating). It is really important to offer genuine opportunity for youth to have a role in making decisions, reflecting on quality effectiveness of service-learning experiences and establishing a supportive, trusting relationship between youth and adult partners. The youth gain insight into leadership (extending their leadership skills), while developing knowledge and skills.

**Notes:**

### Reflection

Reflection is an integral component of service-learning, time must be factored in to allow for rich, meaningful layered reflection activities (post service-learning).

**Indicators:**
Effective time spent on reflection activities is critically important to achieving quality service-learning, whether it be in written, verbal, artistic or other forms of expression. The reflection occurs before, during and post service-learning activities, individually or in a group setting with partners. Service-learning allows for all partners to communicate openly about community needs, addressing topics such as civic responsibility, identifying roles and responsibilities within the service exercises.

**Notes:**

### Diversity

Diversity of perspectives and paths to solving community needs must be encouraged throughout the activities.

**Indicators:**
Service-learning is instrumental in presenting various perspectives through collaborative examination of community needs. Youth and adults are able to continue to develop problem-solving skills and teamwork. Participants have the opportunity to explore stereotypes that may be present, and develop a greater understanding of the community diversity and perspectives.

**Notes:**

### Progress Monitoring

Progress monitoring throughout the entire service-learning experience will be encouraged to ensure that the best results are achieved. This will include monitoring the planning, implementation stages and end results to assess whether the ideal outcomes were achieved.

**Indicators:**
Youth gather evidence establishing the progress of learning goals achieved over the entire service-learning experience. This collected evidence is used to assist in improving overall service-learning activities. The evidence gathered is communicated with all partners to ensure that lessons learned can inform future policy practice (development) and promote high level of insights achieved through service.

**Notes:**

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Appendix E

Ted Talk: *Service and Schools – Partnership on Purpose.*

**Reflection Activity**

Describe how you have directly or indirectly contributed to the concept of engaging youth learners in what J. Kielsmeier refers to as “a new vision of youth” (2013, October 14).

<table>
<thead>
<tr>
<th>Directly</th>
<th>Indirectly</th>
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<tbody>
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Appendix F

Student Story – Service-Learning

The students listened as the community leader explained that today’s goal was simple and straightforward, to serve the homeless, the prostitutes and the vulnerable in our society. The students nervously filled their jacket pockets with juice boxes and pieces of bannock. After a quick drive to one of the less desirable areas of the city, the youth spilled out of the van and approached the young women on the street corners, the old men sitting in the doorways of buildings who appeared to be permanent fixtures, the families with a trail of children lining up at the Salvation Army Soup Truck. The students quickly offered up the food they had in their possession, exchanged some polite conversation, and then returned to the van, ready to do it all over again in another part of town. As, the van slowed down at the next stop, a female student (who was a recent mother herself) asked the teacher, “Are those young girls really selling their bodies?” The teacher answered, “Most likely.” The student replied, “...Is that family really hungry? Do they really need to get food from the food truck to feed their baby? The teacher answered, “Most likely.” Weeks later, back at school, this same female student asked to address the grade 9 and 12 classes. Her comments were very powerful and many tears were shared as she became very transparent before the group. Her words went as follows, “You know I had a baby this school year, my mom is raising my baby so I could still go to school to graduate this year. I want to tell you that I learned something recently. It is hard work to be a teen mom. I am lucky to have my parents who support me. However, there are many that do not have the support I do. I would encourage all the students listening to not do what I did, do not have a baby until you are done with
your education. It has been really hard for me, leaving my baby to be here at school. I am missing out on a lot. I cry every day because I miss my baby. It has been very hard being a teen mom. It could definitely be worse for me and my baby, but do not do what I did. Trust me, I know what I am talking about.”

Permission granted by student to share anonymously, May 26, 2015
Appendix G

(School Name)
Grade 10 Food and Nutrition
Activity Plan

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Length of instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding the homeless and less fortunate of our community.</td>
<td>90 min. in class instruction; and 90 min. field trip exercise.</td>
</tr>
</tbody>
</table>

Unit: Local and Global Foods

Specific Expectations:
(The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, 2013).
D3.3 Identify some misconceptions and myths about hunger.
D3.4 Identify local programs to increase food security.

Learning Goals:
To explore the issue of hunger in a local context through a service-learning experience.
D3.3 To examine the misconceptions of hunger as it relates to homeless people and the less fortunate in the community.
D3.4 To become aware of the local organizations that are addressing various ways of promoting food security.

Assessment Methods (indicate type of assessment: for as or of):
Assessment Of Learning (summative assessment that helps shape learning), to be completed through service-learning reflection rubric.

Class Procedure
1. Attendance.
2. Review the previous day’s instruction, examining the definition of food security and the various components that food security involves.
3. Review today’s learning goals.
4. Provide students magazines and create a class collage representing the issue of hunger. Request each student to cut/paste ten items from their magazines that they believe are connected to the issue of hunger. Students will select images that represent the possible causes of hunger, the effects of hunger and generally what hunger looks like from their perspective. Students will be informed to be prepared to orally discuss their selections and elaborate on their perceptions of hunger.
5. Teacher-led discussion on the misconceptions of hunger as found broadly in society (and the class collage exercise). Teacher will provide current statistics on hunger locally, provincially, nationally and globally.
6. Introduce topic of hunger through group brainstorm discussion. The following statements will be written on the white board and all student responses will be recorded:
   a) What evidence of hunger are you aware of in our community?
   b) What organizations address our local hunger needs? What action do they take?
   c) Class discussion to review what hunger looks like in local community and identify local agencies that are addressing the issue. Teacher will add to the list if any agencies were overlooked, etc
7. The class will review the goals of service-learning based on previous class field trips and partnerships within the community. Through a collaboration of teacher and class,
three possible service-learning plans will be highlighted as possible field trips. A discussion will explore the merits and potential learning opportunities of various service-learning options (to cover the curriculum identified in the learning goals). The teacher and students will select their preferred avenue to acquire more knowledge about hunger through community partnerships and service-learning exercise.

8. Teacher and students will cover each of the National Youth Leadership Council, K-12 Service-Learning Standards for Quality Practice (2008) components for service-learning field trip:
   i) Duration and Intensity:
   -identify the community need;
   -invite in guest speakers/resource people prior to service-learning to ensure all partners will receive maximum benefit from actions taken;
   -allot time for reflection following various points of response plan (post-lesson, post-guest speaker, local school response ex. canned food drive, post-service-learning); and
   -timeframe will vary, pending all partners contributions (ensure sufficient time for students to embrace full learning).

   ii) Link to Curriculum:
   -Learning goals are evident to students and community organizations;
   -All partners will examine the local issue of hunger as it relates to the specific expectations of grade 10 food and nutrition (D3.3 Identify some misconceptions and myths about hunger. D3.4 Identify local programs to increase food security);
   -Reflection exercise will be graded and recorded for assessment purposes; and
   -Emphasis will be made on how skills and knowledge will be transferred from the classroom to the service-learning experience.

   iii) Partnerships:
   -Students and teacher will explore appropriate partnerships with local organizations or individuals, community businesses as the specific service-learning experience is identified;
   -Teacher and students will establish an online discussion through class blog with identified partners, to ensure that all parties are included in the on-going discussion and development of the activities; and
   -All partners ideally will agree on the goals for the upcoming service-learning activities and have a clear understanding of one another’s perspective of the local hunger issue.

   iv) Meaningful Service:
   -The planned service-learning experience must match the abilities of the students, ensuring that the students can actively participate and be interested in their role;
   -Students will clearly begin to make connections between the issue of hunger through their service-learning experience; and
   -Students will gain understanding on how their actions are benefitting those facing hunger.

   v) Youth Voice:
   -Student voice is important to develop throughout the entire service-learning activity, right from planning (picking the activity), implementing (picking partners, location of service-learning activity, learning goals, etc.) and evaluating (completing reflection exercises); and
   -Teacher must continually reflect on whether he/she is allowing students to have a real lead role in making decisions (from planning, implementing and critiquing the effectiveness of the overall service-learning activity). The more the youth voice is engaged the deeper the learning goals and connection to curriculum will be; and
The opportunities for expanding youth leadership skills throughout the entire process are immense.

**vi) Reflection:**
- Class blog will be used to assist in student reflection activities, whether it be students posting facts, inspirational stories, songs, poems, etc. to explore their learning achieved throughout the service-learning process (before, during and post service);
- Students will begin with creating a collage representing their experiences, encounters with hunger locally. Followed by blog posts identifying their key insights and ending with a reflection exercise; and
- All partners will participate in a canned food drive, which will be a school-wide activity and community partner organization(s) also. This will allow for all community members involved to address the topic of their civic responsibility towards the hunger issues facing the community.

**vii) Diversity:**
- Students will explore their misconceptions and myths regarding hunger (such as the working poor in society);
- Various opinions will be examined when exploring the issue of hunger, such as, welfare, parenting issues (single-parent households), mental health issues impacting ability to work, etc.; and
- Problem-solving, teamwork and listening skills will be improved throughout collaborative service-learning experiences.

**viii) Progress Monitoring:**
- Students will complete a service-learning reflection assignment, identifying how the 7 Grandfather Teachings were experienced throughout their service-learning activity;
- Students and teacher will collaboratively create a service-learning rubric; and
- The insights gathered throughout the reflection activity will ensure that future practice is amended if need be.

9. Teacher will call community organization(s) partners and make arrangements for students (permission forms, etc.) to conduct service-learning experience.

**Class Procedure/Field Trip Service-Learning Action:**

1. Attendance/transportation from school to service-learning site.
2. Teacher will review roles and responsibilities with student’s on-route to site.
3. Students will review the service-learning reflection assignment and rubric on-route.
4. Meet community partners at service-learning site. The community representatives will provide additional site orientation (the partners will have completed a classroom visit already to help shape the service-learning activity). All partners will participate in the service-learning activity of feeding bannock to the homeless people in a less than desirable section of town.
5. Upon completion of activity, students and teacher will thank all community partners for their collaboration and establish follow-up activities (as needed).
6. Post-service activity will be to have a classroom discussion on the service exercise to reflect upon the successes and challenges of the activity and refine practice for the future.

**Homework**

a) Students will return to school and complete the service-learning reflection assignment for homework.
Service-Learning Reflection Assignment

Student Name: __________________________ Date: __________________________

Learning Goals:

To explore the issue of hunger in a local context through a service-learning experience.

D3.3 To examine the misconceptions of hunger as it relates to homeless people and the less fortunate in the community.

D3.4 To become aware of the local organizations that are addressing various ways of promoting food security.

Congratulations! You’re about to participate in a service-learning experience to address the issue of hunger in our community. Prepare yourself to potentially see, hear, touch, taste and smell things you have never encountered before. As you exercise the 4 aspects of self (social, emotional, mental and physical) understand that your life may be forever impacted by this act of service to others.

In the Mishomis Book, The Voice of the Ojibway (Benton-Banai, 1988, p. 64), the 7 Grandfather Teachings are summarized as follows:

1) To cherish knowledge is to know WISDOM.
2) To know LOVE is to know peace.
3) To honour all of the Creation is to have RESPECT.
4) BRAVERY is to face the foe with integrity.
5) HONESTY in facing a situation is to be brave.
6) HUMILITY is to know yourself as a sacred part of the Creation.
7) TRUTH is to know all of these things.

The spirits taught the boy that for each gift there was an opposite, as evil is the opposite of good. He would have to be careful to instruct his people in the right way to use each gift.

Considering these 7 Grandfather’s, write a one-page reflection piece or a 3 minute oral presentation, identifying how you practiced these teachings throughout your service-learning exercise. Reflection must include evidence of before, during and post service-learning insights.
# Service-Learning Reflection Rubric

*(The Ontario Curriculum, Grades 9 to 12, Social Sciences and Humanities, 2013)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 (5-5.9/10)</th>
<th>Level 2 (6-6.9/10)</th>
<th>Level 3 (7-7.9/10)</th>
<th>Level 4 (8-10/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong>&lt;br&gt;Understanding of content: D3.3 To examine the misconceptions of hunger as it relates to homeless people and the less fortunate in the community.</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong>&lt;br&gt;Use of planning skills: D3.4 To become aware of the local organizations that are addressing various ways of promoting food security.</td>
<td>uses planning skills with limited effectiveness</td>
<td>uses planning skills with some effectiveness</td>
<td>uses planning skills with considerable effectiveness</td>
<td>uses planning skills with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Communication</strong>&lt;br&gt;Expression of ideas in a creative manner (reflection piece can be in poem, narrative, speech, power point, etc.): Creative options of expression are limitless, discuss other options with teacher in advance of submission.</td>
<td>expresses and organizes ideas and understandings with limited effectiveness</td>
<td>expresses and organizes ideas and understandings with some effectiveness</td>
<td>expresses and organizes ideas and understandings with considerable effectiveness</td>
<td>expresses and organizes ideas and understandings with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Application</strong>&lt;br&gt;Making connections within and between various contexts: Student ability to transfer learning from within (classroom, curriculum) to service-learning experience (partnership, teamwork building)</td>
<td>makes connections within and between various contexts with limited effectiveness</td>
<td>makes connections within and between various contexts with some effectiveness</td>
<td>makes connections within and between various contexts with considerable effectiveness</td>
<td>makes connections within and between various contexts with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

Teacher Feedback:
Appendix H

(School Name)
(Course Code/Course Name)
Service-Learning Activity Plan

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Length of instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td></td>
</tr>
<tr>
<td>Specific Expectations:</td>
<td></td>
</tr>
<tr>
<td>Learning Goals:</td>
<td></td>
</tr>
<tr>
<td>Assessment Methods (<em>indicate type of assessment: for as or of</em>):</td>
<td></td>
</tr>
</tbody>
</table>

Class Procedure

Attendance.
1. duration and intensity,
2. link to curriculum,
3. partnerships,
4. meaningful service,
5. youth voice,
6. reflection,
7. diversity, and
8. progress monitoring

Teacher will call community organization(s) partners and make arrangements for students (permission forms, etc.) to conduct service-learning experience.

Class Procedure/Field Trip Service-Learning Action:

Attendance/transportation from school to service-learning site.
Teacher will review roles and responsibilities with student’s on-route to site.
Students will review the service-learning reflection assignment and rubric on-route.
Meet community partners at service-learning site. The community representatives will provide additional site orientation (the partners will have completed a classroom visit already to help shape the service-learning activity). All partners will participate in the service-learning activity.
Upon completion of activity, students and teacher will thank all community partners for their collaboration and establish follow-up activities (as needed).
Post-service activity will be to have a classroom discussion on the service exercise to reflect upon the successes and challenges of the activity and refine practice for the future.

Homework
Appendix I

**Empathy Club Story**

Dear Educator,

I’ve written this letter to be shared with colleagues who are considering implementing service-learning within their school setting. I am by no means an expert in this pedagogy, however, simply wish to share my heart, and the reasons why I had to extend my “classroom” beyond the school walls, into the larger community. Throughout my teaching career, I have been very blessed to work for an employer who not only allows me to exercise the spiritual, emotional, mental and physical aspects of self but has encouraged me, as a teacher, to draw these gifts out in my students. As with most teachers, time (or lack of time) has been a major deterrent to addressing the 4 aspects of self within my students. One school day, I was asking a student to assist with a task and I received this response, “what are going to give me for doing that?” I had heard this response one too many times, it is so contrary to the First Nations values of community and family that my students originated from. As an Ojí-Cree person, I reflected on my own childhood and wondered what my aunts and uncles would have said to me, had I given them this same response. It was in this time of reflection, that I knew I had a greater responsibility to my students to ensure they had a sense of connection to the community (through service). I determined I didn’t have time to waste, my students needed to be introduced to service opportunities and created an extra-curricular club, known as the Empathy Club. I had no idea, that this was the beginning of a major turning point for my educational journey. The portion to follow, is how I remember those early days of introducing service opportunities to the students at my school.

In the fall of 2008, I stood before our entire student body, introducing myself and listing
the extra-curricular clubs I was going to oversee for the year. There was a sense of nervousness in my voice as I informed the students that I was going to be starting a new club called an Empathy Club. I told them that the single goal of the club was, as it still is today, “to make a positive difference wherever you are.” Our school elder stood beside me, providing moral support, as I waited for the students’ response, anticipating quiet, mocking laughter. However, silence filled the gymnasium. I took this as a sign to continue, informing the students that they would “get absolutely nothing out of this club, such as a year-end trip, and yet they would get everything out of this club.” Again, silence filled the assembly room. I used the metaphor of walking a mile in someone else’s moccasins before being able to gain some understanding of their challenges and reasoning for making the decisions they make.

I was completely caught by surprise by the overwhelming response of student interest to serve others. This new club quickly became the most popular group in the school, second only to all the sports teams combined. It became very apparent that the Empathy Club had scratched the surface of an otherwise untapped resource. The club has been in existence since 2008 and continues to draw in new student participants every year. Interestingly enough, the students do not represent a single segment of our student population, but rather all ages, genders, etc. The students that participate range from grades 9 through 12, come from various communities, are male and female, are athletes and non-athletes, as well as represent academic and non-academic students alike. Students were drawn to the concept of “making a positive difference.” This club has inadvertently influenced other extra-curricular clubs within the school to focus on helping others. The PFFNHS Empathy Club has awakened a larger sense of community and expanded the boundaries of influence for the participating students. The aim of the club has always been to foster empathetic attitudes throughout students’ lifelong learning and, as a possible result, to
impact their respective First Nation communities in a positive manner. It is clear that there are deeper insights to explore and vast wells to discover in the area of service-learning.

In closing, I wish you the very best in your journey on connecting students to service to others, the learning opportunities are endless.

In educational service,

Desta Buswa
Exit Slip/Evaluation Form

Name (optional):_________________ School:__________________ Date:_________________

| Spiritual:                                                                                           |
| The statements that I was inspired to hear students describe that supported their connection to their larger community through service-learning was… |

| Emotional:                                                                                          |
| My main concern with implementing service-learning is….                                             |
| …but this is why I will overcome this challenge, because I believe my students will experience…     |

| Mental:                                                                                             |
| To help me successfully begin to implement service-learning, I need to learn more about…           |

| Physical:                                                                                           |
| I believe that service-learning will help students extend their learning by…                        |

| Workshop Evaluation:                                                                                 |
| Assess the degree the workshop learning goals were achieved: Level 1 being lowest, level 4 being highest. |
| 1                                                 2                                                     3                                          4 |

| What section of the workshop was most useful? Please provide examples.                                |

| What section of the workshop was least helpful? Please provide explanation.                           |

| Assess the degree of variety of learning approaches used in the workshop: Level 1 being lowest, level 4 being highest. |
| 1                                                 2                                                     3                                          4 |

| Assess how easily you will be able to transfer the skills gained today into your classroom? Level 1 being lowest, level 4 being highest. |
| 1                                                 2                                                     3                                          4 |