

SERVICE LEARNING FOR SOCIAL ECONOMY AND SDGS

—
Step-by-Step Guide:
SL Projects





1

PRELIMINARY PHASE

We investigate the environment

- Social need
- Networking
- Link with de SDGs

2

PHASE OF DESIGN

Workplan

- Educational objectives and needs of the students
- Necessary resources
- Schedule of activities

3

PHASE OF EXECUTION

- Service and tasks to be performed
- Learning activities
- Student participation

4

CLOSING PHASE AND EVALUATION

- Celebration
- Dissemination and video of the project
- Assessment



Step objectives

Identify the problem or social need on which young people are going to work.



Tips

- It is interesting that the students are who investigates the needs of his around.
- Start from the interests of your students and you will encourage their involvement in the project and educational objectives.

- A** Can I teach something to someone?
- B** Can I help someone who is going through a difficulty?
- C** Is there any elderly person around me who needs help?
- D** How are the green areas in our neighborhood?
- E** Can we improve or preserve the environment?
- F** Does our cultural heritage need us to take care of it?
- G** Can we raise money for an emergency or a country in need of help?
- H** Can we teach healthy habits?
- I** Can we run an awareness campaign on a specific issue?
- J** Can we organize a community engagement activity in the neighborhood?



We shake you





Step objectives

Identify nearby entities related to the service, defining their role within the project.



Tips

- Map the social entities that carry out social projects in your environment.
- Try to connect the proposals of the entities with the service and the need that is addressed.
- Think not only about NGOs, are there other public or private institutions that can add value to the project?



We shake you

LET'S START MAPPING

SCOPE	SOCIAL NEED	WHO IS ALREADY TAKING ACTION?
Nature and the environment		
Health promotion		
Cultural heritage		
...		
...		

PRELIMINARY PHASE | 3. Link with the SDGs (Establish connection SDGs)



Step objectives

Relate the project to the Sustainable Development Goals



We shake you

SDGs goals:



Service Learning focuses on the Sustainable Development Goals (SDGs) set by the United Nations. It aims to improve and transform both the individual and the community, moving towards well-being and social justice. The SDGs open up new horizons.



Tips

- Spend time breaking down the SDG goals. You will realize that they can be converted into ideas to carry out actions within the project.
- Use them to give significance to your students' learning, connecting it to real, global or local problems.





Step objectives

Identify key learning areas and outcomes that can strengthen this project, pointing out those that will be most relevant. Taking into account characteristics, interests and needs of the students.

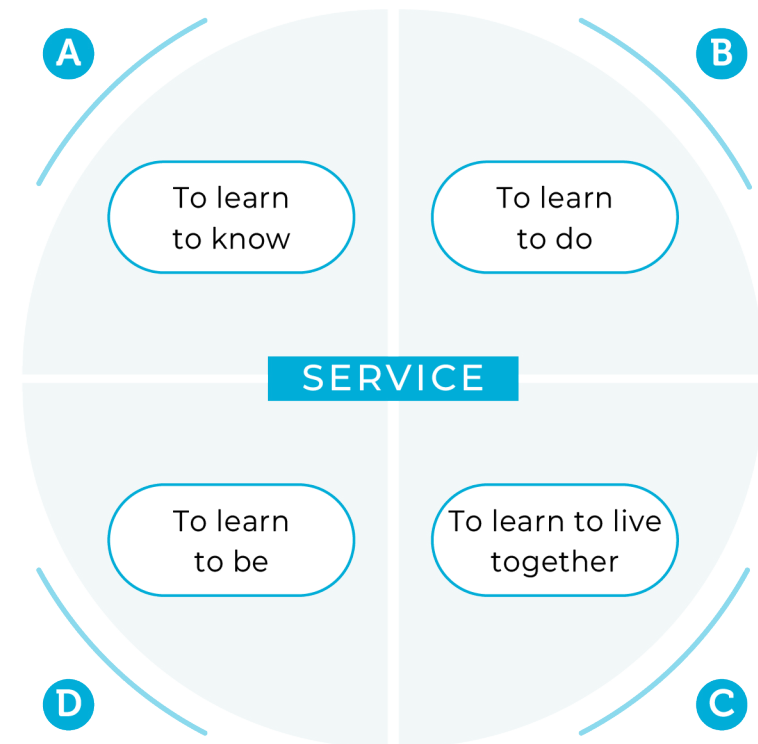


Tips

- It is essential that the project and the service actions are connected to the learning evaluation of your students.
- Have you looked at the evaluation criteria and skills that your students have to overcome? Look carefully, many of them can be converted directly into a service to the community.
- What is your group/class like? That characteristics does it have? Think about the opportunities that the project gives you to address diversity.
- What hidden abilities of your students can be the driving force of the project?



We shake you



- A** What knowledge could they assimilate or deepen?
- B** What skills, abilities, and practices could they exercise?
- C** What attitudes and abilities for coexistence could they work on?
- D** What personal attitudes and values could they reinforce?



Step objectives

Define the human and material resources needed to carry out the planned activities.



Tips

- Make a list of material and human resources (people dedicated to the project).
- Take into account economic costs, if any.



We shake you

THINKING ABOUT A BUDGET...

Expenses for:

- Travel expenses
- Activity materials
- Rentals
- Promotion and registration
- Personnel expenses
- Celebrations
- "Other items"

Income from:

- Group fees
- Organization's contribution
- Educational institution's contribution
- AAPP
- Private companies
- Awards and the like
- Other concepts...





Step objectives

Establish a schematic calendar that clearly indicates when the designed actions will be executed.



Tips

- Share a calendar with your students and turn them into protagonists of their development.
- Temporizing actions will be a great way to work on metacognition, becoming aware of what has been learned.
- Don't forget to highlight the most important events significant and their reference dates.



We shake you

CALENDAR

PHASE 1

Months:

From September to December

Tasks:

Awareness activities

Example:

With the support of videos and questionnaires, the students learned about the issue of Sahrawi refugees and reflected on their situation.

PHASE 2

Months:

From November to June

Tasks:

Learning activities

Example:

Activities focusing on understanding and empathy towards the Sahrawi people, integrating curriculum content, and establishing foundations for their contribution to service.

...



Step objectives

Define the service action that the young people are going to carry out and the most important tasks that it entails.

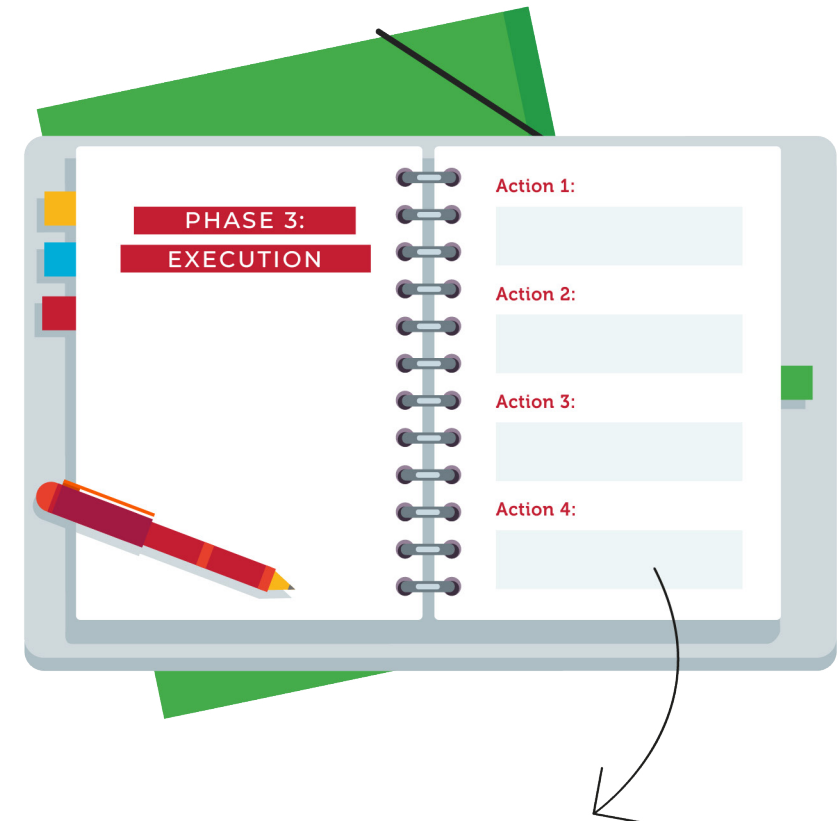


We shake you



Tips

- Try to focus on achievable actions that are simple.
- An ambitious project does not have to achieve more impact than something affordable with the involvement of the parties.
- Connect the service with your students' curriculum and learning.



What needs to be done?

What do we need to learn?

What do we need to do?

Who does it?

When?



Step objectives

Specify the learning activities related to the designed educational objectives that young people develop in this service.



Tips

- It is time for classroom programming. The activities, tasks, projects, excursions, visits-workshops, evaluation tests... are part of the process and your guidance and support is important so that everything makes sense for the students.
- Does an exam of concepts to be learned make more sense for students if they will later be necessary to perform a service to the community.



We shake you

What should we reflect on?

- What have we learned about the issue?
- What do they expect from us?
- What are our strengths and limitations?
-

Tools

- Questionnaires
- Readings
- Games and activities
- Beginning a journal of the experience
- Rubrics

HOW TO REFLECT AT THIS STAGE?





Step objectives

Promote the involvement of students with the service and learning from the project.



Tips

- Try to get your students to make all possible decisions within the project, no matter how small they may be.
- Every time you do it you will be promoting their involvement in it.
- Uses participatory and active methodologies of teamwork and cooperation.



We shake you

THREE MODES OF PARTICIPATION

Receptive

1

The boys and girls receive information about the issue and precise instructions on the actions to be taken.

Collaborative

2

The boys and girls brainstorm and articulate a concrete action, based on a proposal from an organization or the educational institution.

Promotional

3

The boys and girls directly decide on the problem to address and the actions they will undertake.





Step objectives

Recognize the work of the students and all the entities involved in the project, as well as give relevance to the impact it has had in solving the needs detected.



Tips

- Take advantage of events already held by the center usually or the performance of the service, if it is for one day.
- It is a moment where the protagonists must be the students and the agents involved in the project.



We shake you

WHY IS IT IMPORTANT TO CELEBRATE?

- 1 Recognizing the efforts
- 2 Boosting self-esteem
- 3 Communicating the results to families

- 4 Strengthening the bond with social organizations
- 5 Disseminating the work done





Step objectives

Make known the project developed by the students and value it as a good transformative teaching practice.

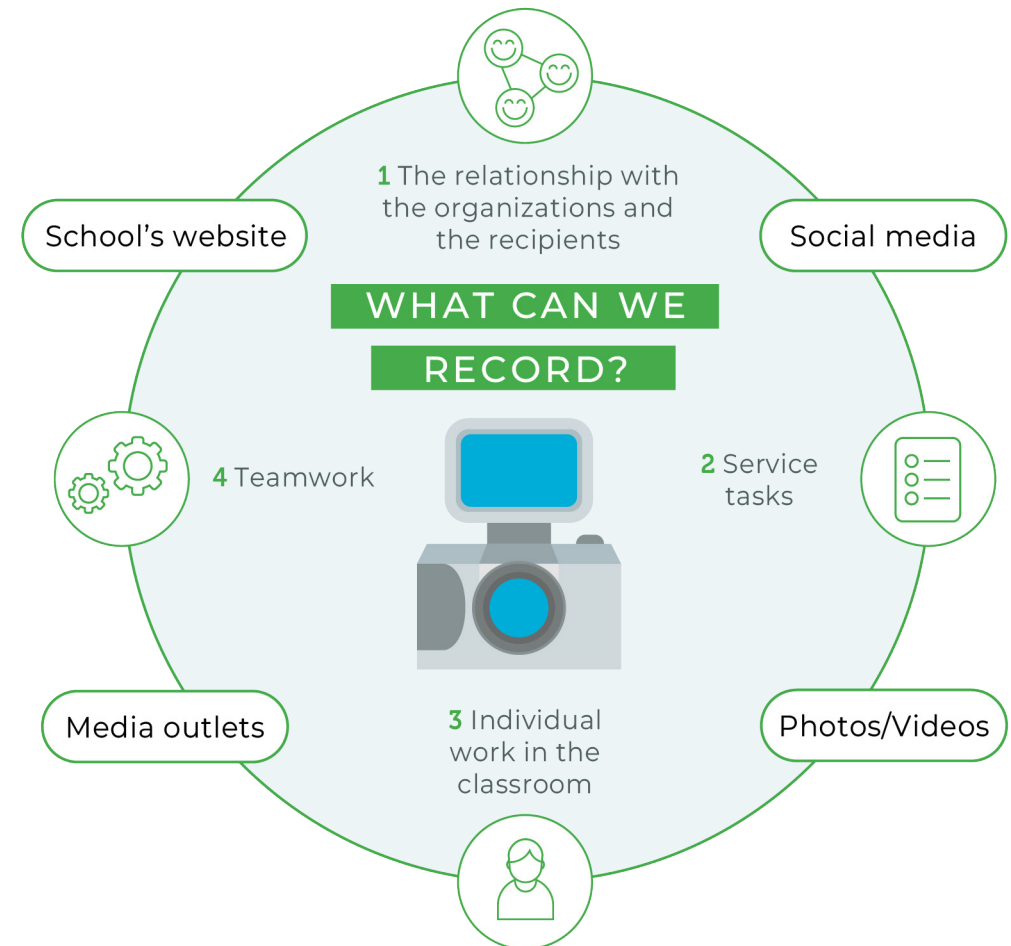


Tips

- In addition to the internal means of dissemination (web, RRSS), try to disseminate the project through media (local, provincial...).
- The video should not exceed 5 minutes. The protagonists of the project must speak (students, teachers, entities receiving the service...).
- Remember that it is important that one of the main objectives of this step is that it is a tool that helps other teachers as inspiration to replicate Service-Learning projects in their educational centers.



We shake you





Step objectives

Design how we will evaluate the competencies and learning outcomes pursued and how we will evaluate the service developed.



Tips

- Use simple and adapted evaluation tools (forms, online questionnaires...)
- Link the project's learning activities with the evaluation criteria of the learning outcomes and educational objectives that we have established in our evaluation.
- Evaluate throughout the process, not just the final result. Continuous assessment.



We shake you

What have I contributed?

How have I felt?

What have I learned?

What will be my next step?





Below we present the main sources of information that we have used and consulted for the content of this Guide. We recommend consulting them to deepen your understanding of this Service Learning methodology:

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Guide "Cuéntanos tu proyecto"
Batlle, Roser y otros; editorial Edebé

+

Guide "Recapacita"
Mapfre Foundation

+

Documentation from the website of the
Spanish Network for Service Learning

More information:
www.ets-e-goals.eu

