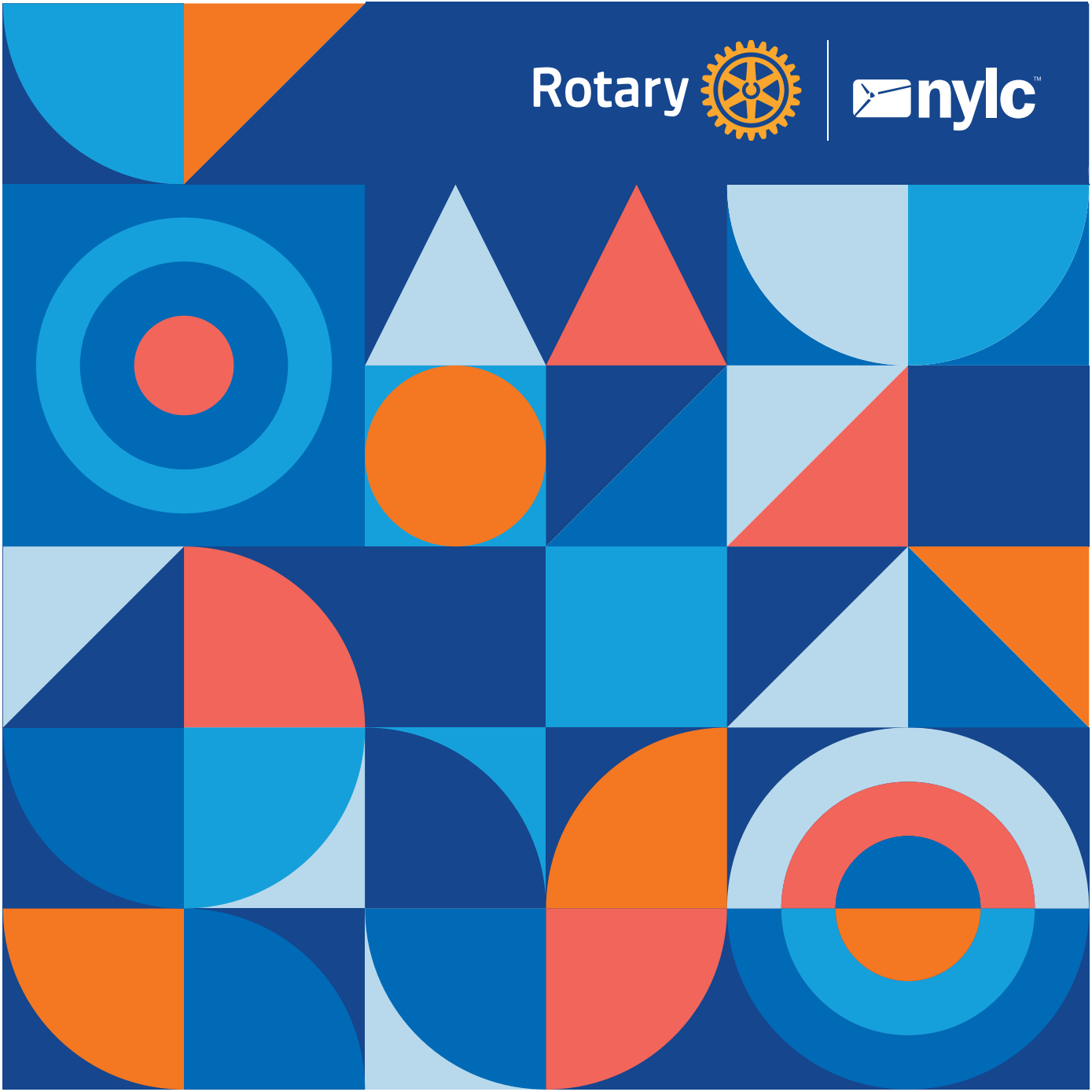


Rotary



nylc™



SERVICE-LEARNING WORKBOOK FOR ADVISERS

This workbook is designed to be used after you complete the interactive online courses for service-learning advisers in [Rotary's Learning Center](#). You'll use it especially when you're setting learning goals for participants and when you're assessing your successes and opportunities to improve.

You'll find templates to help you:

- Determine and evaluate what participants learned, using the **Learning Goals Tracker**
- Implement the service-learning standards and evaluate your own success, using the **Service-Learning Standards Tracker**
- Reflect on your experience, using the **Adviser Reflection** prompts

If you have questions or need more guidance, you can return to the interactive courses and this workbook, or write to youngleaders@rotary.org.

Let's get started!

PARTNERSHIP WITH

**THE NATIONAL YOUTH
LEADERSHIP COUNCIL**

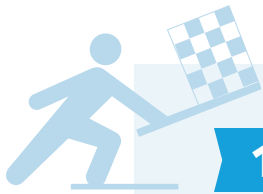


This workbook was developed in partnership with the National Youth Leadership Council, a leader in youth engagement and service-learning. Learn more at nylc.org.



THE THREE STAGES OF SERVICE-LEARNING

For the adviser, guiding service-learning has three stages: preparation, support, and evaluation. This workbook will guide you through stages one and three. Stage two is when you will work with participants directly. They have their own workbook, the Service-Learning Workbook for Youth, where they can record their own answers.



1

PREPARATION: Making a plan before working with young people

Before you begin working with participants, it's important to:

- Set learning goals for participants
- Determine how you'll implement the service-learning standards

This lays the foundation for participants to have a meaningful experience and will direct your work throughout the process.

2

SUPPORT: Guiding participants through the service-learning cycle

This is when you work directly with youth participants. Your role is to empower them to take the lead but provide guidance when they need it. The process they will follow, called the service-learning cycle, has five phases: investigation, planning and preparation, action, reflection, and demonstration. They also have their own interactive course and workbook, which offer more detail about those phases.

3

EVALUATION: Assessing your successes and opportunities to improve

This is a time to evaluate:

- The progress that participants made in achieving the learning goals that you set for them
- Your success in meeting the service-learning standards

Reflect on the experience, document what you learned, and start thinking about what you'll do next.





SETTING LEARNING GOALS



Understanding Learning Goals

As an adviser, you should decide what you want participants to learn. These learning goals might include the social and emotional, 21st century, and civic engagement skills discussed in the interactive course.

Setting learning goals allows you to measure how successful the experience is in creating opportunities for participants to build their skills. By evaluating the outcomes, you can show what skills the participants developed.

You can set, monitor, and evaluate learning goals in several ways. How you plan to use and share the results should guide how you approach these three elements.

The **Learning Goals Tracker** below is an introductory tool for advisers who are new to tracking these goals. It's a template to help you consider what you hope participants will achieve. It also has space to evaluate whether these goals are achieved. You have the flexibility to determine how best to track learning goals. For more ideas and suggestions about this, review the **Getting Started: Service-Learning for Advisers** course in Rotary's Learning Center.



How to use the Learning Goals Tracker

Follow these steps to set and monitor learning goals in the tracker:

In the column **STAGE 1: PREPARATION Select learning areas**, select the skills that you'd like participants to develop. Choose as many as you think you can reasonably observe and evaluate. Then, read the indicators for each skill you selected, found under the **INDICATORS** heading.

Under the heading **STAGE 1: PREPARATION Create a plan**, write how you'll help participants develop the skills you selected and how you plan to track their progress toward each one.

For example, a plan that supports the outcome of responsible decision making might be:

During all phases of the service-learning cycle, participants will be empowered to make responsible decisions. During the investigation phase, before they come to a consensus on their project, I'll prompt them to consider these questions: Will this project cause any harm? How can we maximize the good we do for a community? I'll demonstrate strategies that will help participants make a decision by weighing ethical considerations. I'll note each time the group has to reach a consensus on decisions about societal or ethical issues and who voiced their thoughts to the larger group.

After you create your plans, guide participants during the second stage, support. There's no column for this stage in the chart, but be sure to encourage participants to record their findings in their own workbooks.

After participants complete their service-learning cycle, look at the notes you made during the cycle and evaluate how well the participants met the learning goals you chose. Under the heading **STAGE 3: EVALUATION Measuring success**, describe the extent to which they achieved those goals. Be as specific as you'd like in your evaluation. Depending on how you monitored the goals, you could:

- Give the percentage of participants you observed demonstrating these skills
- List the number of times participants practiced each skill
- Grade achievement with a value of 1-3 and use examples to describe each outcome as not achieved, partially achieved, or fully achieved
- Say what, if anything, you could do differently to help participants continue to develop this skill

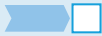
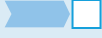
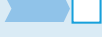

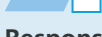
For example, an evaluation of responsible decision-making might say:

The investigation phase provided four opportunities for consensus-building based on the results of the community assessment. All participants talked about the advantages and disadvantages of a few options before they chose a cause. During the planning phase, three participants addressed on their own whether certain approaches to obtaining needed materials were the best for the community and proposed ways to buy the items locally to invest in their community. All participants had the opportunity to practice responsible decision making, and about half of them did so throughout the process by addressing community and ethical considerations without being prompted to do so.








LEARNING GOALS TRACKER

SOCIAL AND EMOTIONAL SKILLS

STAGE 1: PREPARATION	INDICATORS	STAGE 1: PREPARATION	STAGE 3: EVALUATION
Select learning areas	Participants can:	Create a plan	Measuring success
 <p>Self-awareness</p>	<ul style="list-style-type: none"> • Identify their emotions • Maintain their self-esteem • Exert control over their own motivation, behavior, and social environment 		
 <p>Self-management</p>	<ul style="list-style-type: none"> • Regulate their emotions • Manage stress • Set and achieve goals 		
 <p>Social awareness</p>	<ul style="list-style-type: none"> • Exhibit empathy • Appreciate diversity • Understand social and ethical norms • Recognize family, school, and community support 		
 <p>Relationship skills</p>	<ul style="list-style-type: none"> • Build and maintain relationships with diverse groups • Communicate clearly to express their needs and resolve conflict 		
 <p>Responsible decision making</p>	<ul style="list-style-type: none"> • Consider societal and ethical issues when they make decisions • Understand and demonstrate personal responsibility • Positively contribute to the community 		







21ST CENTURY SKILLS

STAGE 1: PREPARATION	INDICATORS	STAGE 1: PREPARATION	STAGE 3: EVALUATION
Select learning areas	Participants can:	Create a plan	Measuring success
 Critical thinking	<ul style="list-style-type: none"> • Synthesize thoughts and information to expand their understanding of issues • Exhibit ethical decision making • Question and analyze evidence, assertions, and assumptions 		
 Creativity	<ul style="list-style-type: none"> • Explore new ideas, materials, or processes • Evaluate their work based on feedback or results • Demonstrate resourcefulness and perseverance when putting ideas into action 		
 Media and technology literacy	<ul style="list-style-type: none"> • Understand how to read news and other information critically • Know how to search for reliable information • Know how to distinguish between reliable and unreliable information on the internet or social media • Understand the different media tools available to help obtain and share important information 		
 Leadership	<ul style="list-style-type: none"> • Make a plan and organize others to reach a specific goal • Communicate effectively with diverse groups of people • Build consensus 		
 Social skills	<ul style="list-style-type: none"> • Follow societal norms in behavior and etiquette • Build personal and professional relationships • Use social media to connect with others and expand their networks 		



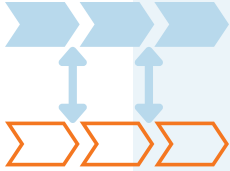
CIVIC ENGAGEMENT SKILLS

STAGE 1: PREPARATION	INDICATORS	STAGE 1: PREPARATION	STAGE 3: EVALUATION
Select learning areas	Participants can:	Create a plan	Measuring success
 Problem-solving	<ul style="list-style-type: none"> • Use relevant information and resources to solve problems • Evaluate the impact of possible solutions • Approach challenges with creativity, flexibility, and determination 		
 Collaboration	<ul style="list-style-type: none"> • Share responsibilities and work with others toward a common goal • Appreciate diverse cultures when working in a group • Value flexibility, compromise, and others' contributions 		
 Team-building	<ul style="list-style-type: none"> • Contribute ideas and suggestions • Respect different opinions and ideas • Work cooperatively with others 		
 Persuasive skills	<ul style="list-style-type: none"> • Build a consensus in the group by using ideas, facts, and examples • Use clear and effective communication to convey opinions 		





IMPLEMENTING AND TRACKING THE SERVICE-LEARNING STANDARDS



Review the service-learning standards

We'll quickly revisit the definitions of the service-learning standards that were mentioned in the interactive course:

- **Meaningful service.** Service-learning should engage participants in activities that are meaningful and relevant to them.
- **Diversity.** Service-learning should promote understanding and acceptance of diverse ideas and encourage mutual respect among all participants.
- **Reflection.** Service-learning should involve challenging activities that lead participants to reflect on and analyze their activities and their impact on the community.
- **Youth voice.** Service-learning should have participants play a central role in planning, implementing, and evaluating their experiences.
- **Partnership.** Service-learning partnerships should be collaborative and mutually beneficial and should address community needs.
- **Progress monitoring.** Service-learning should encourage participants to continually assess their efforts and their progress toward specific goals. The results should be used to improve the project and ensure its sustainability.
- **Duration and intensity.** Service-learning should last long enough and be thorough enough to address real community needs and meet the goals of the project.
- **Curriculum-based.** Service-learning should be used as an instructional strategy to meet participants' learning goals or as part of a school or program curriculum.





Using the service-learning standards

Just as you can track learning goals for the participants, you can also monitor how well the service-learning standards are met. Meeting the standards demonstrates your success in guiding the participants to have a worthwhile experience. As with the **Learning Goals Tracker**, the **Service-Learning Standards Tracker** is an introductory method for planning how you'll meet the standards and evaluating how well you did that. Depending on your goals and the needs of others involved in the program, you may monitor and evaluate the standards more deeply.

How to use the Service-Learning Standards Tracker

Follow these steps to use the tracker to create your plan for the standards and evaluate your success:

In the column labeled **INDICATORS**, you'll find elements for each standard. Under **STAGE 1: PREPARATION**, write how you plan to achieve each indicator. If this is your first time as a service-learning adviser, start by selecting only one or two of the indicators in each standard and create a plan. This will still challenge you to develop a worthwhile experience for participants while you become more familiar with the standards. For example, under "Reflection," a plan for it to occur before, during, and after the service experience could say:

Throughout the experience, I'll give participants at least 15 minutes at the end of each meeting or team gathering for reflection. I'll encourage participants to take turns leading the reflection time and use a variety of formats.

After you create plans to implement the standards, work with the participants through the support stage and guide them as they carry out their project. There's no column for this stage in the chart, but be sure to encourage participants to record their findings in their own workbook.

After the participants complete their service-learning cycle, look at the notes you made during the cycle and evaluate how well the standards were met. Under **STAGE 3: EVALUATION**, note how successful you were in achieving the indicators. As with the learning goals, find an evaluation method that meets your needs. Depending on how you monitored the standards, you could:





- Give the percentage of participants you saw upholding these standards
- List the number of times participants practiced each standard
- Grade achievement with a value of 1-3 and use examples to describe each standard as not achieved, partially achieved, or fully achieved
- Say what, if anything, you could do differently to further uphold the standards

For example, under "Reflection," an evaluation for the indicator that it should occur before, during, and after the service experience could say:





Using 15 minutes for reflection during each meeting worked well most of the time. Sometimes, the participants needed more time to thoroughly evaluate the project's progress. In the future, if we can't complete a reflection at the end of a meeting, I'll use time for that at the start of the next one. While some participants were naturally more willing to share feedback, I found that it was important to encourage different participants to take turns leading the reflection process. Additionally, incorporating different mediums, such as journaling, ensured the quieter participants were still able to comfortably reflect on the experience.

SERVICE-LEARNING STANDARDS TRACKER





MEANINGFUL SERVICE

INDICATORS Service-learning should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Be appropriate for the participants' ages and developmental abilities		
 <input type="checkbox"/> Address issues that are personally relevant to the participants		
 <input type="checkbox"/> Help participants understand how their service addresses underlying societal issues		
 <input type="checkbox"/> Lead to attainable and visible results wanted by the members of the community being served		





DIVERSITY

INDICATORS Service-learning should encourage participants to:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Identify and analyze multiple points of view to gain an understanding of different perspectives		
 <input type="checkbox"/> Develop interpersonal skills in conflict resolution and group decision making		
 <input type="checkbox"/> Actively seek to understand and value the diverse backgrounds and perspectives of those who offer and receive service		
 <input type="checkbox"/> Recognize and overcome stereotypes		

REFLECTION




INDICATORS Reflection during service-learning should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Include a variety of spoken, written, and artistic activities		
 <input type="checkbox"/> Occur before, during, and after the service experience		
 <input type="checkbox"/> Prompt participants to think about complex community problems and alternative solutions		
 <input type="checkbox"/> Encourage participants to examine their preconceptions and assumptions in order to explore their roles and responsibilities in society		

YOUTH VOICE




INDICATORS During service-learning, participants should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Generate ideas throughout the entire service-learning cycle		
 <input type="checkbox"/> Lead the decision-making process		
 <input type="checkbox"/> Gain knowledge and skills to enhance their leadership and decision-making abilities		
 <input type="checkbox"/> Evaluate the quality and effectiveness of their efforts		






PARTNERSHIP

INDICATORS Service-learning should include partnerships that:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Involve people such as youth, educators, families, community members, local organizations, and businesses		
 <input type="checkbox"/> Keep all partners well-informed about activities and progress through frequent and regular communication		
 <input type="checkbox"/> Foster collaboration to establish a shared vision and set common goals to address community needs		




PROGRESS MONITORING

INDICATORS During service-learning, participants should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Collect evidence from a variety of sources to demonstrate their progress toward specific service and learning goals		
 <input type="checkbox"/> Use the evidence to work toward improving their experience		
 <input type="checkbox"/> Communicate evidence of their progress toward goals to the community to ensure that they are following good practices		

DURATION AND INTENSITY

INDICATORS Service-learning should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Include opportunities to investigate community needs, prepare for service, take action, reflect, and demonstrate and celebrate the impact participants make		
 <input type="checkbox"/> Be conducted in concentrated blocks of time over several weeks or months		
 <input type="checkbox"/> Provide enough time to address identified community needs and achieve specific learning goals		

CURRICULUM-BASED

INDICATORS Service-learning should:	STAGE 1: PREPARATION How will this be achieved?	STAGE 3: EVALUATION How well was this achieved?
 <input type="checkbox"/> Have clearly defined learning goals		
 <input type="checkbox"/> Be aligned with the curriculum of a school or program		
 <input type="checkbox"/> Help participants understand how they can apply the knowledge and skills they've gained in other situations		





ADVISER REFLECTION

An important part of the evaluation stage is to document what you learned and begin deciding what you'll do next. To complete this step, answer these questions:

How can you apply what you learned as an adviser to future service-learning experiences?

What still needs to be done to fully address the issue that participants took action on?

What other service-learning activities could this experience lead to?



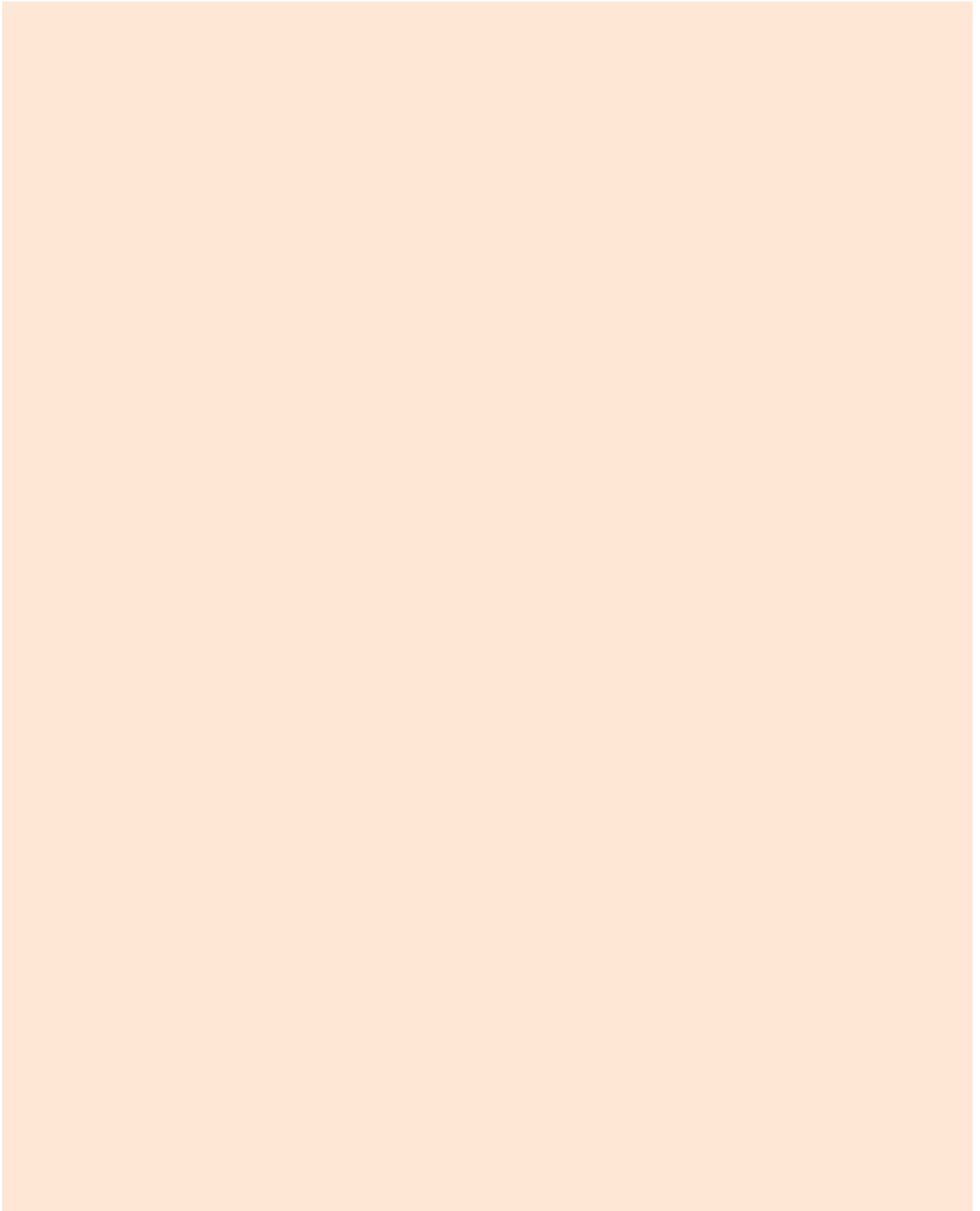


CONGRATULATIONS **on completing the service-learning experience!**

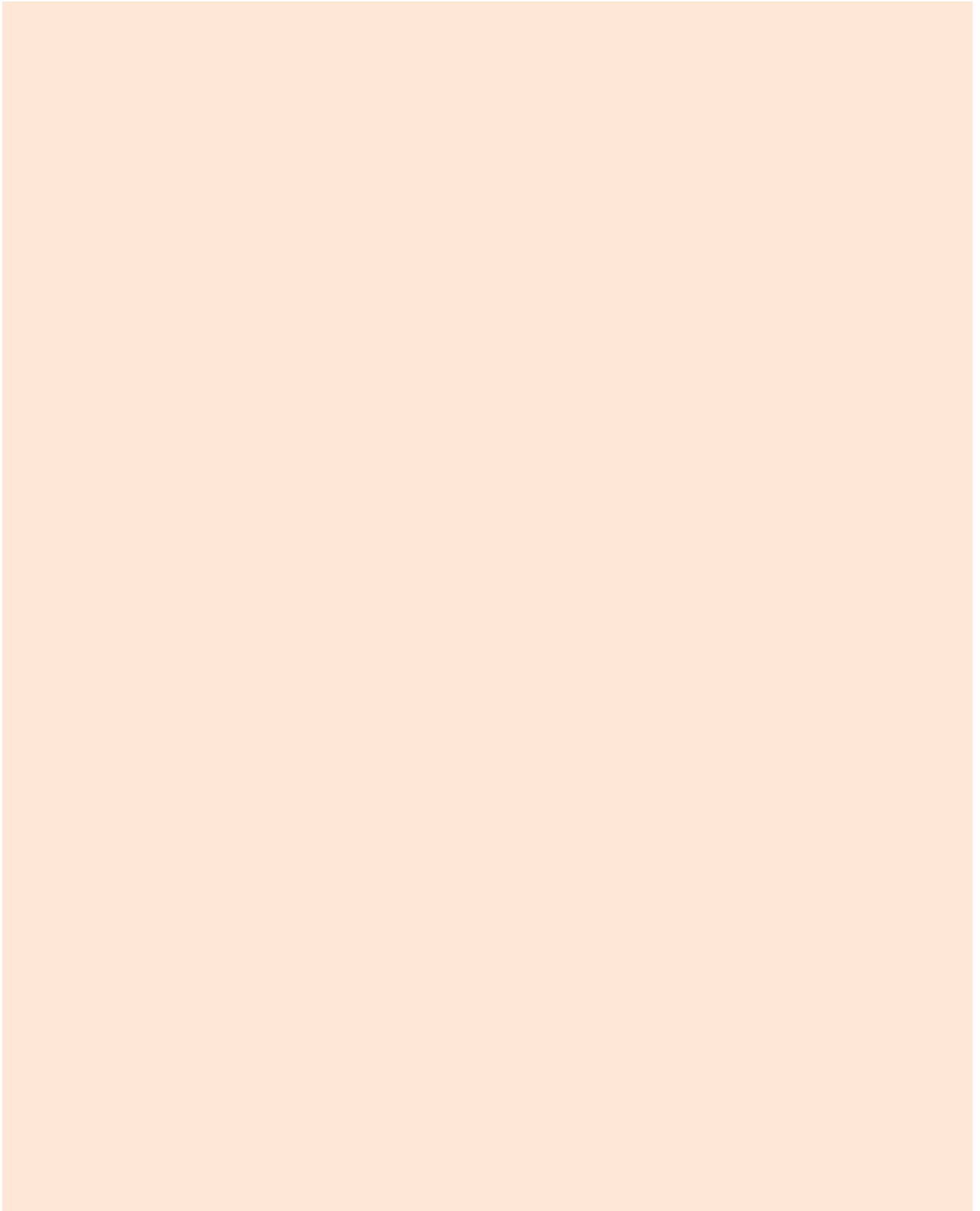
Just as we encourage participants to demonstrate the success of their projects, we ask you to consider how you can demonstrate your success in using the service-learning framework to help young people build their skills and make a difference in their communities.

**Share your results with educators and local Rotary leaders —
and with us at Rotary International by writing to youngleaders@rotary.org.**

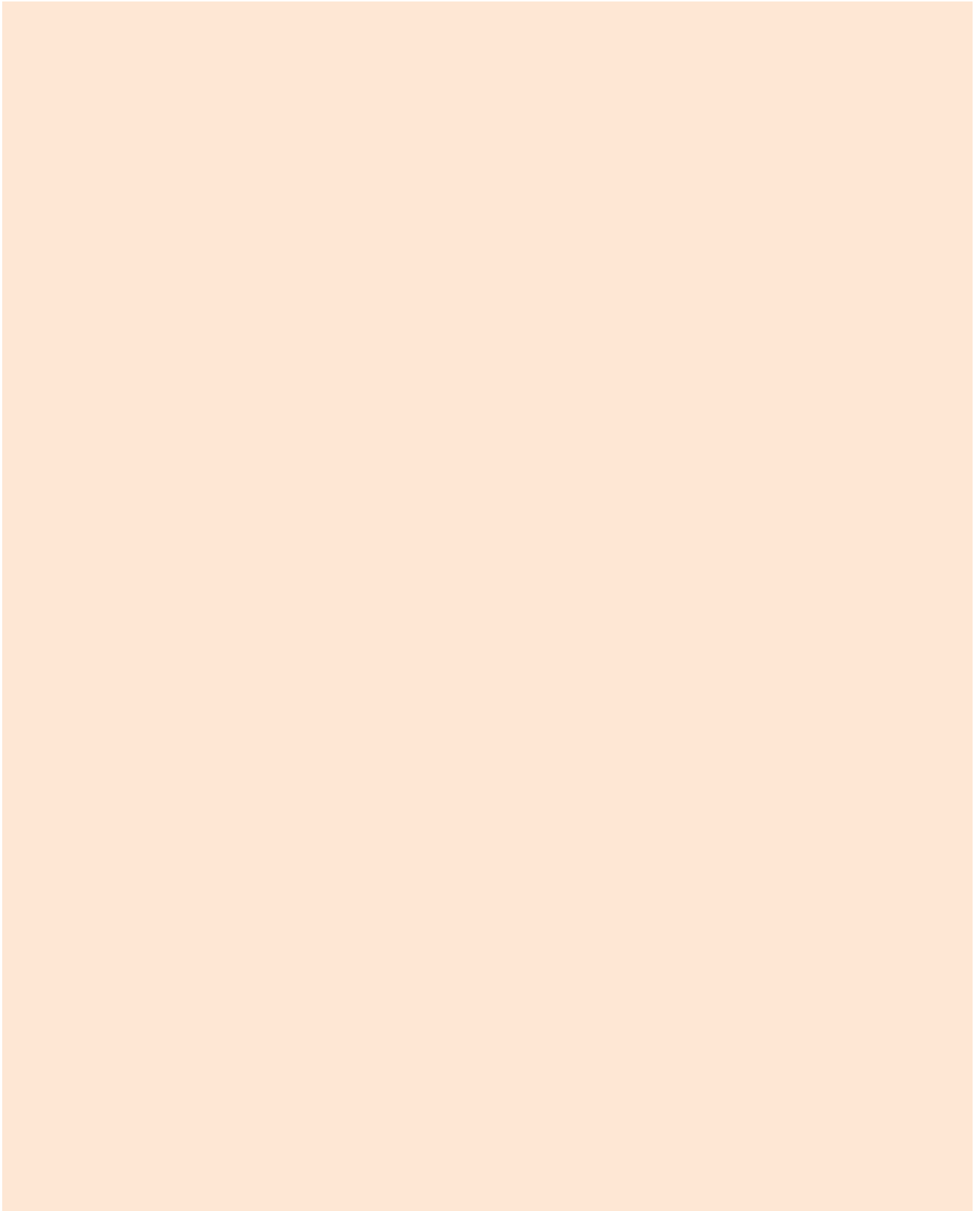
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