Community service training in 2 x 90 minutes

Training objective: *The main objective of the training is to provide an insight into the school community service and, through the processing of experience, to demonstrate the tasks of the teachers in the process. An additional training objective is to support teachers in organising the school community service in their institution in an appropriate manner.*

Sub-objectives:

- *Increasing sensibility for openness and social disparities,*
- *Modelling the establishment of a democratic partnership,*
- *Laying the methodological foundations of experience pedagogy,*
- *Establishing an open attitude of teachers based on co-operation and mutuality,*
- *Learning a set of methodological tools for experience pedagogy that ensures optimal development and motivation of students in the course of community service.*

Topic: *The objective of the community service as an extra curriculum activity is to ensure that the teachers can* PREPARE, ASSIST AND SUPPORT *the students during the activities and to provide an appropriate framework for* EXPERIENCE PROCESSING *after the service. The unity of preparation, activity and processing is crucial, an additional important training objective is to increase the teachers' sensibility, which enables teachers to motivate their students, even to the point where the students would be interested in continuing volunteering after the activity.*

Duration: *90 minutes*

Participants: *Teachers and experts in the 18th district*

Methods: *The first 30 minutes of the training is based on frontal presentation (in one large group) and after that the cca 120 minutes of the training takes place in three groups. The last 30 minutes of the training is based on frontal discussion too.*

> *Frontal presentation, discussion, question and answers, group work, work in pairs, joint preparation of a poster, games*

Tools: *projector, laptop, post-it, pencil, black board, pen and ink, blank paper, blank poster*

Part I – 90 minutes

FRONTAL PRESENTATION

> **1. 14.00-14.20**
>
> **20-minute Introductory game:** *"Opinion line" – an active sociometric game focusing on the following questions:*

One end of the classroom represents grade 1, the other end is grade 5. Everyone will grade himself according to the following instructions:

- o *1: I have merely heard of School Community Service, 5: I am involved in School Community Service.*
- o *1: I am very tense, 5: I am not at all tense.*
- o *1: I am very interested in School Community Service, 5: I am not very interested in School Community Service.*
- o *1: I think I will be active today, 5: I think I will not be active today.*
- o *1: I think today will be an efficient day, 5: I think today will not be an efficient day,*
- o *1: I really want to be involved in School Community Service, 5: I do not want to be involved in School Community Service.*
- o *1: I think School Community Service makes sense, 5: I think School Community Service makes no sense.*

- *Anonymous questions and comments concerning the programme, collected in a box. Preliminary expectations and impressions.*
- *Everyone answers a question (What are your expectations and fears? What kind of benefits and challenges do you expect? etc.). The answers will be grouped.*

> **2. 14.20-14.30**
>
> **10 minutes: Community Service Pool 13 + 1 questions** *filling out the pool individually*

Joint evaluation of the pool, participants correct it on their own, based on the answers displayed on a ppt and on the short comments of the trainer. The Guide Book will be handed out that can be used at home. Those who were the most successful at the pool will receive a Community Service badge.

3. Forming sub-groups: *The large group is divided into three sub-groups. The training is continued in these three smaller groups. Everyone receives a piece of 3 different pictures. The pictures depict an area of community service. The participants will belong to whichever group their puzzle piece fits into, to make a picture together. The foreign observers can actively participate in the process.*

4. 14.30-15.00

30 minutes: Increasing sensibility, preparation *The role and opportunities of increasing sensibility.*

4.1. 14.30-14.40

10 minute exchange of experience and discussion on existing knowledge.

Clarification of the basic principles of School Community Service: Pedagogical, social, mental hygienic and personality-psychological aspects. Student and teacher competencies

Increasing sensibility must concern everyone involved in the activity. The teacher responsible for co-ordination must also consider carrying out exercises aiming at increasing sensibility of teachers, the management of the institution, parents, the staff of the host institutions and the people receiving the service, in order to be able to achieve success.

The tasks related to increasing sensibility can be divided, for example the host institution, parents, senior students can also be involved in this activity.

4.2. 14.40-15.00

20 minutes: Presentation *The trainer delivers a frontal power point-based presentation on increasing sensibility.*

5. 15.00-15.15

15 minutes: Discussion, questions and answers

After the presentation the participants will have a discussion in three groups:

1) student

2) teacher

3) host institution

The following questions will be focused on:

- What kind of impacts do you expect on the given group?
- How would you rank these?
- What kind of challenges can you identify based on the knowledge gained? How can you prepare for them, how can they be solved?

6. 15.15-15.30

15 minutes: Poster making:

Every group makes a poster with different titles: e.g. group 1 poster: impact on students, group 2: impact on teachers and school, group 3: impact on the host institution/society.

15.30-15.45 BREAK: in the break the groups add to each other's posters. It will be important at the final plenary session.

7. 15.45-16.05

20 minutes: The role and opportunities of assistance

7.1 15.45-15.50

5-minute introductory game: *e.g. everyone will make paper origami flowers (the paper must not be cut or torn) and the participants will approach those whose flower is most similar to theirs. The trainer hands out pieces of papers before the activity. The pairs will continue working together.*

7.2. 15.50-15.55

5 minutes: Work in pairs *The trainer continues the training with frontal questions.*

- ☐ What role does the assistance play?
- ☐ What tasks are relevant?
- ☐ What are its rules?

After working in pairs the participants write their short answers (one or two words) on post-it papers. The trainer writes the questions onto the blackboard as headings of the columns. The participants place their pieces of papers in the relevant column. Afterwards the term will be interpreted and its main directions will be discussed during a frontal presentation and subsequent discussion.

7.3. 15.55-16.05

10 minutes: Assistance (teacher roles)

Ppt-based frontal presentation: Assistance means the support provided by the teacher during the community service. It requires a trustful relationship between student and teacher. The teacher plays a new role here because he/she is not

guiding but rather assisting the student, providing mental and technical support to the student in certain situations, or in general. As part of the assistance, the assigned teacher must be available for the students during the activity, furthermore, the opportunity must be provided for the students to address problems either at an individual or a group basis. It is important to organize such evens several times during the programme if a student performs community service in one go then ones.

A continuous pedagogical assistance of the activity is of major importance. Therefore, it is advisable for the teacher to be present at the first time and to regularly ask the students about their experience and challenges as well as to check the community service journals. (What kind of objectives did the student set? What could he/she achieve? What sort of experience did he/she make during the activity?) It is important for the student to be able to talk about these issues with someone. It is also important for the co-ordinator teacher to keep regular contact with the host institution in order to be informed about the problems in time and thus, to be able to intervene into the process, if necessary. The teacher must be aware which student is carrying out what kind of activity; the teacher must be involved in the process. Attitude forming plays a crucial role in the programme, which can be best achieved by personal relationships. It is important to raise the students' awareness about their personal responsibility: for example, if the student agrees on a meeting with a person receiving the service, it is important to keep to it and the other person must know how long the students would visit him/her.

The assistance of the programme also aims at promoting the idea that the students do not only give something but also receive a lot from the people they work with (in line with the mutuality principle). In the course of the programme, opportunity for reflection must be ensured regularly both on individual and group basis: the first time after the first 5 hours of service.

The teacher does not play a traditional role in the programme. He/she helps the student in organising the task, but is not directly involved in the programme; from this point of view he/she is an external observer. It is important that the teacher does not deviate from this role. He is supposed to regularly ask the student how he/she succeeded in performing a particular activity. This can take the form of a consultation or a class discussion but it can also be spontaneous. It is important to keep this issue on the agenda. It is important for the students to know that they can always seek help from the teacher if they have problems. The foundation of the assistance process can be laid in the preparatory phase; furthermore, group discussions and individual discussions will also take place.

8. 16.05-16.25

10 minutes: Student presentations

Each of the three groups will have a student assigned to be involved in the discussion. Students who have participated in community service activities will deliver a presentation. Participants can ask them questions.

Students participating in the programme will deliver a presentation in front of contact persons and the head of the programme and institution about situations when they felt that they could help.

10minutes: Talking circle

Group discussion about the following questions as well as about what the students have said. (If there is hesitation in answering questions the question and answers session can be turned into a lively game: e.g. whoever the ball is passed over will answer the question.

- ☐ What was my preconception about the programme?
- ☐ What was my first impression when I started the activity?
- ☐ Why did I pick this field?
- ☐ What kind of circumstances influenced the activity?
- ☐ What kind of pedagogical tasks were relevant for the activity?
- ☐ What should be organised differently?
- ☐ Were your hypotheses confirmed or not?
- ☐ How can my experience be expressed by an object or a symbol?
- ☐ How can I integrate the students' experience into the curriculum?

9. 16.25-16.30

5 minutes Preparing a schedule

The pairs draw a possible schedule on a large paper, taking the characteristics and opportunities of their own school into account. The following aspects must be considered:
- o How does it fit into the school year's schedule?
- o How and why does it fit into the school's image?
- o Who can be contacted for support in the organisation and operation, and how?
- o How can the students, colleagues, parents, the settlement, etc. be involved in the programme in such a way that they feel ownership?

<blockquote>

o   How can it be promoted? How can continuity be ensured?
</blockquote>

If the time is not sufficient they can finish the exercise at home.

FRONTAL PRESENTATION

The posters will be put on the blackboard.

9. 16.30-17.00

30 minutes Closure, processing

9.1. 16.30-17.00

30 minutes Methods and opportunities of closure

Short demonstration of 3 good practises focusing on experience processing: church school, Waldorf (Rudolf Steiner) and Karinty High School. The schedule of their own practice will be described as well.

11. 17.00-17.25

25 minutes: Summary, conclusion

The 3 groups will reconvene for the plenary session. The 3 posters are placed in the middle.

11.1. Comments, followed by interactive discussions:

Clarification of the issues addressed during the training, highlighting the most important elements.

11.2. Anonymous questions *will be discussed; the posters prepared in the break can be used. They can be placed in the middle for discussion.*

11.3. Match-minutes

Short reflection of participants.

School Community Pool

1. *Whom does the School Community Service concern?*

    a) *it already applies for students graduating high school this year*

    b) *for students graduating high school after January 2016*

    c) *for students graduating high school after January 2015*

2. *How many hours of community service must be performed by a student all together?*

    a) *60 hours*

    b) *50 hours*

    c) *40 hours*

3. *Out of the 50 hours how many hours can be spent on preparation and processing?*

    a) *5-5 hours, however, it can be less, in which case the time spent on the actual activity increases*

    b) *a maximum of 3-3 hours, therefore the total amount of hours spent on the activity is 44*

    c) *50 hours are dedicated to the activity, the contact hours for preparations and processing are on top of that, it has no defined timeframe*

4. *In which areas can students carry out community service?*

    a) *only in social and environmental protection:*

b) *in 7 areas: healthcare, social and charity, education, culture and community, environment and nature protection, disaster management, sport and leisure activities with kindergarten aged (3 to 6 years of age) children, children and students with special needs and the elderly.*

c) *in 4 areas: education, social, disaster management, environmental protection.*

5. *How many hours of activities are allowed per day?*

   a) *a maximum of 5 hours per day*

   b) *5 hours at weekends, 3 hours during the week*

   c) *3 hours every day*

6. *For which school years is community service obligatory?*

   a) *school years 7-12*

   b) *school years 9-12*

   c) *school years 9-11*

7. *Can the community service be performed in one year?*

   a) *No, it must be distributed over the years, 16-17 hours annually.*

   b) *It should be performed in 3 years, if possible, but the school can decide to focus on just 1 year.*

   c) *It can only be arranged over a shorter period of time, if a student is involved in several activities.*

8. *Who is responsible for organising community service in the school?*

   a) *the principal*

   b) *the co-ordinator appointed by the principal*

   c) *the appointed co-ordinator if there is not any, the class teachers*

9. *Is community service considered to be employment?*

   a) *Of course it is employment; therefore, employment documents are necessary.*

   b) *It is not employment, it is a supporting activity.*

   c) *It can only be performed based on a volunteering contract.*

10. *Is the community service subject to the Act on Volunteering?*

a) *Yes, this is the main applicable regulation on performing this activity.*

b) *It is only partially applicable; only the provisions focusing on students must be applied.*

c) *It is not subject to the Act on Volunteering, only to the Act on National Education.*

11. *Whose tasks is to write a community services journal?*

a) *This is the document the student must have on when performing the activities; the co-ordinator or the contact person of the host organisation signs the logs on activities, the other fields are filled out by the student.*

b) *This is a journal that is kept in the school and filled out by the class teacher.*

c) *The document is kept and filled out by the host organisation.*

12. *When does a school have to issue a certificate?*

a) *Every year for every student concerning the hours performed.*

b) *Only if the student leaves the school and enrols in another institution.*

13. *Where is the number of hours of community service indicated in the student's grade book?*

a) *In the comments section.*

b) *As a subject.*

c) *As an extra-curricular activity after the list of subjects.*

Extra Question: How is the community service performance evaluated?

a) *There is no grade, only processing and reflection*

b) *With a grade*

c) *Excellent, passed, not passed*

Appendix 2 Methodological Guidebook and TÁRS programme report

School Community Service, TÁRS programme: http://www.kozossegi.ofi.hu/Contents/ShowContentByTitle?title=Let%C3%B6lt%C3%A9sek

Appendix 3

Ppt's

Appendix 4 English literature on community service

1. What-is-service-learning?: http://www.servicelearning.org/what-is-service-learning

2. Homepage of the Community Service Centre of the University of Minnesota: http://www.servicelearning.umn.edu/

3.Barbara A. Lewis: The Teen Guide to Global Action, How to connect with Others (Near and Far) to create social Change, free spirit,USA, 2008

4. Barbara A. Lewis: The Kid's Guide to Service Projects, free spirit, USA, 2009

5. Susan Benigni Cipolle: Service Learning and Social Justice, Rowman and Littlefield Publishers, New York, 2010.

6. Shelly H. Billing, (2000): Research on K-12 School-Based Service-Learning: The Evidence Builds. Phi Delta Kappan. ***May 2000****. 658-664.* http://www.civicyouth.org/PopUps/Billig_Service_Learning.pdf

7. Andrew Furco, (1996): Service-Learning: A Balanced Approach to Experiential Education, Barbara Taylor, ed., Expanding Boundaries: Serving and Learning *(Washington, D.C.: Corporation for National Service, 1996), 2-6.* http://www.conferences.uiuc.edu/FSI/PresenterMaterials2011/Campbell_Article.pdf

8. K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council. ***2008*** *URL:* http://nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf

9. Christine I. Celio, Joseph Durlak, Allison Dymnicki (2011): A Meta-analysis of the Impact of Service-Learning on Students. Journal of Experiental Education. ***2011, Volume 34, No2.*** *164-181*

School Community Service Pool

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   b) a maximum of 3-3 hours, therefore the total amount of hours spent on the activity is 44

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c) As an extra-curricular activity after the list of subjects.

Extra Question: How is the community service performance evaluated?
a) There is no grade, only processing and reflection

b) With a grade

c) Excellent, passed, not passed

Most important basic principles to observe during the planning and implementation of the school community service

The principle of mutuality means that the service character and the experience-based learning must be implemented in parallel. E.g. collecting rubbish alone can only be interpreted as volunteering, however in order to reinforce the community service character, some sort of a learning process must be present as well. E.g. studying selective waste collection, contacting waste delivery organisations, elaborating strategies for environmentally sustainable solutions.

The principle of neutrality means that community service cannot be performed at/for family members.

Principle of co-operation means that a partnership must be established both within the host organisation and the school, which means that no superior-inferior relationship can be established between teacher and student, host organisation and student or student and persons receiving the service.

Principle of variety means that the 50 hours of service should consist of several activities (min. 3), if possible, however, the majority of the 50 hours should be built on repeated activities.

Principle of proportionality means that in an organisation the student is member of the student can only partly perform community service, in order to reinforce the aspects of career orientation, variety and other aspects.

Principle of strengthening the local community means that the activity must be performed in the near vicinity of the school (within a couple of kilometres) or in the vicinity of the student's home, in order to enable the local community benefit from it.

Principle of volunteering must be applied in the selection of activity, which means that the student can choose the activity from the options offered by the school or from options the students found themselves that is approved by the school, based on consultations with the parents and teachers.

Principle of sustainability means that the students should primarily participate in activities that are sustainable in the long term and are pedagogically beneficial for future school years and students as well. Therefore, it is not worth organising sport activities or events (e.g. squash games) for children's homes, which cannot be financed long term and would result in frustration. However, the residents of social institutions and children's homes could be involved in activities that would not result in costs and would not require intensive organisation.

Planning community service in the school I.

The co-ordinator is appointed by the principle

1. Gathering experience:

The following factors could facilitate the launching of the process:
- the ideas and motivations of the students,
- the ideas, experience and motivation of the teachers,
- the image of the institution,
- ideas and experience of parents,
- past practice and attitude,
- activity list, in line with the pedagogical programme,
- co-operational opportunities with local councils and civil organisations.

It is worth using our **search site** when looking for a partner (www.kozossegi.ofi.hu), furthermore, it is worth **contacting**:
- local volunteering centres that can help selecting host organisations,

- and the local council that might have several host organisations and tasks.

It is advisable to cover all seven areas defined in the legal regulation.

2. Questions to be answered and decided upon:

- Who can support the teacher and what sort of co-operation can be expected?
- What sort of activities within and outside the school will be organised by the school?
- When will the activities be organised (e.g. in the summer)?
- What are the pedagogic objectives of the activities (→their formulation)?
- How can the proportion of the various activities be defined and adjusted to the image of the institution?
- What is the procedure to include a community service activity that fits into the school's image into the pedagogical programme?
- How can assistance be ensured?
- How can appropriate documentation be ensured?

(With special emphasis on collecting the community service journal and the transfer of its data to the school book. Is it sufficient if the co-ordinator confirms the performed hours or, in the case of external location, the mentor or co-ordinator of that institution together?)[1]

Clarification of objectives that can be set at institutional level:

- A consciousness openness towards the society with the tools of experience pedagogy,
- Increasing social sensibility,
- Teacher-student-parent relationship,
- Career orientation,
- Reduced aggression where students participate in community service,
- A chance for students underperforming at school to get out of the rut,
- Improving the attitude towards learning,
- Life strategy, self-awareness

Planning community service in the school II.

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[1] Templates are available on the homepage on the following link:
http://kozossegi.ofi.hu/Contents/ShowContentByTitle?title=Let%C3%B6lt%C3%A9sek

- Inform the students about the opportunities[2] – **co-ordinator, class teacher**

It is important that the students can choose the activity!

- Informing parents - **co-ordinator, class teacher**
- Filling out the application form signed by parents (declaration of consent) - **co-ordinator, class teacher**
- Contacting institutions in light with the students' choices – **co-ordinator**
- Clarifying details, agreement with the host institutions (co-operation agreement – supervision, assistance, signature, detailed description of activities, rights, obligations, contact details, etc.) - **co-ordinator**
- Ensuring the service and learning character of the activity, reinforcing the basic principles - **co-ordinator**
- Clarification of the frameworks for preparation and processing - **co-ordinator, class teacher**
- Existence of the preparation, increasing sensibility, assistance, pedagogical processing and recognition aspects - **co-ordinator**
- Allocation of sufficient hours to each task (preparation + activity + assistance, processing and closure) – **co-ordinator**
- Definition of the tasks of people involved in the co-operation and in supporting the co-ordinator (the role of the institutions' management and support) – **co-ordinator**
- Clarification of the tasks related to the necessary documentation with the people involved, preparation of the administration – **co-ordinator**
- Elaboration of adjusting the School Community Service into the school year's schedule (e.g. first day of school is preparation, last day of school is closure) – **co-ordinator**
- **Registration and establishment of an own profile on the Portal (www.kozossegi.ofi.hu)– co-ordinator, institution management.**

The work of the co-ordinator can be supported by the management of the institution, the class teacher, senior students, the school secretary, the member of the students' council, parents, staff members of the host institution, student organisations, local council, organisations having experience in civil co-operations, etc. The workload does not increase but rather is divided as a result of co-operation. It is worth giving some thoughts to the allocation of tasks.

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[2] In an ideal case, an educational institution arranges several activities with several host organisations. In the framework of a community service programme it is advisable to organise several activities, the best case is if a wide range of activities is offered to the students to choose from. The legal framework defines seven areas of activity. The school can conclude a co-operation agreement with several organisations but it is only obligatory for programmes requiring a mentor.

The support of the school management or a sponsor might be required for the realisation of the activities. The sponsor who can be involved in the activity through the parents could provide the financing of travel costs, basic materials, equipment, and distinctive signage (badges or T-shirts) for the students.

I.   Increasing sensibility

Bad objectives:

–   *Get to know children living with disabilities.*
–   *To give love.*
–   *Let's just have the 50 hours done with.*
–   *10 metres of fence must be painted.*

Good objectives:
✓   *I want to know how these children or old people live.*
✓   *I want to know how they feel in the mornings, during the day or in the evening, what makes them sad or happy.*
✓   *I want to achieve that they are looking forward to have me there, or I want to feel that I am important for them.*
✓   *My goal is to observe my own feelings when I prepare for a task when I am carrying out an activity or when I meet someone who works there or receives the service.*

It might enhance students' motivation if they can choose a quote for a school year or if they can have a log in the School Community Service journal of the school year. It is important to enable the students to choose freely from the activities offered by the school (with the consent of the parents and the support of the class teacher); they should even have the chance to recommend some activities. This is also motivating.

II.   Assistance

Administrative tasks: The class teacher of the student or a teacher assigned to the task records the student's progress in the relevant documents.

Pedagogical tasks:

The continuous pedagogical assistance of the activity is of high importance. Contact keeping and the monitoring of the process is necessary. Assistance also means the support in linking the activity or social problem to the curriculum.

The teacher plays a new role because the student is not guided but assisted; mental and technical assistance can be provided in certain situations, or in general.

It is beneficial if the teacher:

- can be present in person at the first couple of times,

- knows in what kind of activities the students are involved,
- regularly asks the students about their experience and challenges,
- ensures that the students have the chance to discuss their experience, problems and achievements,
- creates opportunities for the students to reflect on their own activity,
- aims to have regular contact with the host institutions.

Consequently, it can be expected that the co-ordination teacher:

- is aware of the challenges,
- is able to intervene in the process, if necessary,
- is aware which student is carrying out what type of activity and where,
- is accessible for the students, parents and host institutions.

The most important questions of assistance: What sort of objectives was set by the student? What could be achieved? What sort of experience did he/she make during the activity? During the programme it is worth organising consultations and experience processing events in groups, where the students involved in various activities could share their experience under the guidance of a teacher.[3]

An important element of the pedagogical objectives is to provide an attitude forming opportunity to the students, which can only be implemented by **personal relationships and through reflection on the activity[4]**.

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[3] The "publication" of the experience might play a crucial role in processing. The school's homepage, magazine, or a community service portal or a facebook-page can serve this purpose. www.kozossegi.ofi.hu **https://facebook.com/kozossegi.szolgalat**

[4] **I. reflection:** This meeting takes place when the students have already had at least four occasions. With the guidance of a teacher and an experienced senior student the students will present the service and what they gave and received by performing this service. In an idea exchange forum the students can help each other. A small group (6-7 students) consists of students performing different activities.

II. reflection: Discussion with the students about the joys and challenges of the work.

What <u>must not</u> be done during closure?

- *No "quantitative" evaluation should be delivered concerning the community service activities!*
- *Active participation in the closure should not be obligatory!*
- *The activity's impact on the student should not be commented on in a negative manner!*

The methods of closure:

In the last days of the school year a school meeting could take place, where the students can deliver presentations on their activities throughout the year. This is motivating for younger students, but also, it enables older students who have already performed their community service to see what kind of new experience this year's students made. During the meeting certificates could be handed over or the students and the host institutions could be thanked in any other symbolic way. The representatives of the host organisations and parents could also be invited to this meeting, which would mean a lot for the participating students.

The students participating in the programme will present situations to the representatives of the institutions and the programme in which they had the feeling that they could help. Their work will be demonstrated by slides, videos, audio recordings, music performance, slideshows and presentations; this way they can share their feelings and thoughts concerning the service of the previous six months. By listening to each other's presentations the students can evaluate themselves. It is advisable to close the community service programme in the last two days of the school year.

The "voluntarily chosen" activity, as a precondition for taking the high school graduation exams seems like a paradox at first. Volunteering is an activity that is performed based on free will and personal choice and motivation with no financial intention and with the purpose to serve the interest of other people or the community. As a result of the diverse nature of volunteering not all of the criteria for volunteering are present at the same time. It has unique values, which makes it different from paid work. This is respectable and valuable and is a excellent way to enable citizens to take an active role in their wider geographical or in their local communities while satisfying their desire in performing volunteering activities. Volunteering is a tool to improve equal opportunities, it contributes to the mitigation of poverty and social exclusion and to the enhancement of employment; however, it does not replace paid labour.

Community service can serve as a first step to a lifelong volunteering, which will be made attractive with the means of community service and experience pedagogy.

<u>**Issues to be addressed for programme closure**</u>:

In community service it is important…
—   The desire to help

- to be in a community
- to gather professional experience
- to give love
- to be admitted to high school graduation exam
- to carry out other tasks: _____

How did I prepare for the activity, with whom did I discuss my experience:
- I prepared myself mentally
- I received help from my teacher
- I received support from my parents
- I discussed it with my friends
- it would have been better to get to know: _____

The beauty of community service - experience:
_____

The challenges of community service - experience:

<u>**Schedule**</u>

Date	task
September, October	Consultation with the institutions
middle of October	Presentations of the previous year's students
middle of October	Consultations with the class teachers and assisting teachers
middle of October	Introductory lesson (2 hours)
end of October	Presentation of the community service places (2 hours)
end of October	Application
beginning of November	Assignment and definition of the selected tasks
beginning of November – beginning of June	**Community service programme**
end of January	I. reflection (2 hours)
March-April	II. reflection (2 hours)
beginning of June	Closure (5 hours)

Methodology ideas:

Ideas to be used for launching, increasing sensibility, assisting, reflection and closure:

- Presentation with the help of drawing: the student can introduce himself by presenting objects that refer to characteristics, favourites and activities.
- Introducing each other: the participants form pairs and have one minute to talk and then they introduce each other.
- Match minute: a match will be lit and as long as it is on the participant can talk about himself.

- Map of thoughts (The map of thoughts is a large, complex picture depicting the opinions concerning the community service and the training. The participants write and draw the visual elements; as a result, active participation is reinforced, furthermore, real factors are addressed. The picture will focus on community service. The main topics are the branches that are routed in the centre. The branches can contain a key word that can be written with capital letters on a connected line. The lesser important information is connected to the main branches through sub-branches. Finally, the branches form a structure that is connected with nods. Colours, pictures, codes, dimensions can be added in order to make it more interesting, beautiful and personal.)
- Making a hatchment: "The activity takes place in a large group. The participants receive an envelope from the trainer. The envelopes contain one piece of a picture from 7 pictures that are related to the 7 areas of School Community Service. Prior to the event the trainer cuts each picture into 4-5 pieces, depending on the number of participants. The task of the participants is to find the remaining pieces of the same picture, thus forming a small group. The first task is to discuss in these small groups what their objectives are during the training, what are their expectations, what they want to achieve. Every small group must depict these in a hatchment. When it is finished, every group presents their hatchment. Afterwards, the small groups discuss what they are willing to do to achieve these objectives and they write it down on the backs of the hatchment. They also read it out loud in front of the large group."

Ideas to be used for increasing sensibility and for assisting:

- Ice-floe method: Ice-floes are represented by pieces of papers. Some of the participants must try to cover as large of an area with their shoes as possible. The other part of the group will try to "melt down" large pieces from the ice-floe by ripping of the papers that are hanging out from underneath the shoes. The aim of the game is to make the participants realise that only those are successful who figure out that they do not need to stay on the ice-floe alone but in a group, together with others, because this way they are able to protect a larger area from melting". The point of the game is to raise awareness to co-operation and networking.

- "Three part crocodile:" Depending on the number of participants, 3/6/9 groups consisting of 3-4 participants. Three groups form a unit. With positioning and movements the first group imitates the head of the crocodile the second group the body and the third group the tail. The success of the joint presentation of the animal depends on the co-operation of the groups.

- "Life-machine game:" The life-machine game serves a similar purpose. The groups of 4-5 students choose a piece of paper the trainer holds in his hands. Each piece of paper has a name of a machine, which is only known to the group (coffee machine, lawn mower, washing machine, etc.). The task is to demonstrate the

machine itself and not the activity that can be carried out with the machine. No words are allowed, just the imitation of sounds of operation. The others have to figure out which machine they demonstrate.

- Nodes: Objective: to experience the feeling of connection. The participants form circles in small groups by standing shoulders to shoulders. They close their eyes and reach with their hands forward until they reach someone else's hand. They open their eyes and they can see the chaotic connections of they hands. The task is to undo the nodes without letting each other's hands go. After climbing over each other the circle opens up. The task requires co-operation, co-ordination, skilfulness and intelligence.

LITERATURE

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