

Building the Agenda for Leadership through the Service-Learning Event

“Learning is a journey. It is not a skill, a technique, or a program; it is a discipline. It is a perspective of the world; it is about growth and discovery.”

— David Hutchens

The leadership through service-learning event may transpire through a classroom, an after school program, or a conference curriculum. The agenda is the framework on which you hang curriculum and service-learning activities. The framework may “give” here and there - information may change, times may change - sway is good. Knowing that the recipients of the service-learning are not available to communicate with the students until the afternoon, or that the large group activity room is only available at a specific time, influences the timing and flow of your leadership through service-learning curriculum activity. Availability of a Nobel Peace Prize winner to speak at a certain time may drive your selection of curriculum activities before and after the speaker. Creating a flow of doing and reflecting is important to the success of the student development and application of the learning.

Event Agenda Planning Process

- Step 1 What outcomes are desired? Identify major concepts, attitudes and skills students should know and demonstrate (interpersonal skills, self-efficacy, etc.) and how you will know students have achieved the outcomes.
- Step 2 What questions could be asked? Identify current challenges and issues that are real in the students' lives. Make the event outcomes relevant to the student's experience and needs. Structure questions so that at the outcome of the event (conference, course, etc), the students' responses relate to demonstrating achievement of desired outcomes. Questions invite students to participate in activities that develop conceptual knowledge, confidence in ability to inquire and investigate and important employability skills. Building the agenda around the questions creates a thread to guide the learning flow.
- Step 3 What activities are appropriate? Developmentally and culturally appropriate activities are identified, emphasizing communication skills, group process, and leadership development. (Service-learning, ropes course, assets mapping, large group activities like career fairs, small group activities, specific team building challenges, etc.)
- Step 4 What resources are needed and available? Identify location, break times, meal times, speakers, mentors, entertainment, transportation, service-learning activity, ropes course activity, etc. available to enhance and support the learning.
- Step 5 What instructional materials should be used? Identify curriculum activities to emerge knowledge and skill. Anticipate the flow of group dynamics, energy levels, and emotional times and thoughtfully plan for these times to advance your objectives.
- Step 6 What meaningful context will be developed for assessment of learning and evaluation of the process? Identify outcomes that demonstrate the achievement of essential academic learning and identify real life situations in which the student can apply this new knowledge.

Form: Curriculum Planning Subcommittee Agenda (2 hours) Community Meeting Agenda and Record

Meeting Name: _____

Meeting Date: _____

Meeting Time: (from-to) _____

Meeting Location: _____

Participating: (Record who participates in the meeting.)

Time (From - to)	Agenda Item (Specific)	Presenter	Detail (Record action that is needed)	Notes (Record actions taken at meeting)
3:00 - 3:10	Introductions & agenda review	Group	1. Sign in form 2. Gain agreement on times	
3:10 - 3:15	Reflection on mission, objectives, general status of planning.	Group	Update participants	
3:15 - 3:30	Define meeting outcomes	Group	Outcomes = 1. Specific activity to address local challenge students have identified as important 2. Brainstorm challenges to be overcome 3. A curriculum agenda agreement 4. Any other items?	
3:30 - 3:45	Action Plan Status review	Group	1. Reports 2. Any flags? 3. Congratulations!	
3:45 - 4:15	Student needs activity	Student Rep.	1. Brainstorm important things for students to know as they face the identified challenge (including safety, etc.) 2. Ideate activity 3. Identify timing, scope, etc. 4. Identify writer	
4:15 - 4:30	Curriculum agenda approval.	Chairperson	1. Review sequence of activities 2. Review process of grouping 3. Review large group activities and refine 4. Review & approve draft detailed agenda	
4:30 - 4:45	Other items	Group		
4:45 - 5:00	Closing review	Chairperson	1. Review actions taken 2. Review actions for next meeting 3. Set next meeting	

Other Notes:

Form: Framework for Event Agenda Development and Curriculum Activity Selection

Provide as much specific information as you can. If you are unable to respond specifically to an item, make a note of what your best guess is and identify it as a guess (?).

Participant Information

- 1) How many participants (total): _____
- a) Generally, what are the participant demographics
- (1) Age range _____
 - (2) Gender balance (approximate % male/female)
_____ M _____ F
 - (3) Grade(s) or expertise in content level _____
 - (4) Language skills _____
 - (5) Sophistication _____
 - (6) Special needs _____
 - (7) Special situations _____
 - (8) Other _____

Process Information

- 1) How many participants are you planning to have in a learning group? _____
- 2) What structure will you use for your leadership through service learning endeavor? (Check one.)
- Classroom infusion - 40 - 55 minutes/day
- Classroom with culminating event
- Conference
- Other: _____
- 3) What is the duration and timing of your leadership through service-learning event? (Please check and complete appropriate boxes.)
- Number of days _____
- Number of hours _____
- Overnight?
- Yes. Number of nights _____
- No

Form: Framework for Event Agenda (Continued)

Staffing

- 1) How many helpers (staff) do you have? _____

- 2) What expertise do you expect the staff to have? _____

- 3) Will the same staff facilitating small group curriculum learning be responsible for non-facilitation (chaperone) activities?
 a) yes no
 b) # facilitators_____ # logistical support _____ # chaperones _____

Site Data:

- 1) Describe the site (rustic, traditional public school building, conference center, university, etc.) _____

- a) How many rooms and what sizes are the rooms? _____

- b) Describe the room set-ups available (auditorium, dividers in large room, small independent rooms, outdoors, fixed classroom seats, movable chairs, etc.) _____

- c) What accommodations are available for unique participant needs?

- d) What is the availability of outside areas (terrain, general weather, privacy, unique features)? _____

- e) What is the availability of large group rooms

Day	Time	Set-up (Recreation room, auditorium, banquet, cafeteria, etc.)

- 2) What audio/visual equipment is available? Is there appropriate space for use of the equipment? _____
- 3) Does the facility have any exhibits or events that you want to incorporate into the event? _____

Form: Framework for Event Agenda (Continued)

4) When are meals? What is the structure (sit down, cafeteria, boxed, etc.)?

Day	Meal (Bfk, Lunch, Dinner)	Time	Structure

5) About how much of the time do you want in large group activities?_____

General Planning Questions:

1) What is the arrival time and time of registration - beginning and end? Will everyone be there at the same time or will participants be coming at different times - different days?

2) What is the opening session date and time (beginning and end)? _____

3) What is the departure/ending date and time? _____

4) When are speakers scheduled? What is the focus of their discussion?

Day	Time	Speaker	Topic/Outcome

5) Will you be incorporating a job and career fair? When will that be and for how long?

6) Will there be any movies/videos? _____ When and for how long?

7) How much of the time are you interested in (or do you need) as structured classroom learning time? _____

8) How much of the time are you interested in recreation (traditional sports/social time)?_____

Form: Framework for Event Agenda (Continued)

Curriculum Specific Activity

1) What academic outcomes are required? _____

2) With what community issues to be addressed do participants deal day to day? Attempt to align curriculum content to address real issues students face in the community. _____

3) What do you want the participants to say about their learning to the school board? Parents? Peers? _____

4) Rank order the following skills you want participants to develop at the event:

___ Develop new and appropriate relationships

___ Work effectively with and in groups

___ Evaluate alternatives and make choices

___ Self-advocacy

___ Conflict resolution

___ Problem solving

___ Goal setting

___ Action planning

___ Self-esteem

___ Team building

___ Confronting stereotypes

___ Listening

___ Presentation skills

___ Feedback skills

___ Facilitation

___ Development of mentoring relationships

___ Other (specify)

Other information you would like to share: _____

5) With whom should the curriculum coordinator communicate concerning any questions?

a) Name(s): _____

b) Address: _____

c) Phone(s): _____

d) E-mail: _____

Checklist:

Agenda Dynamics

1) Are all senses engaged at some point or other?

- see
- touch
- taste
- hear
- smell
- intuition

2) Are participants involved in different groupings?

- individual activities
- triads
- two groups
- dyads
- four groups
- large group

3) Is there a balance of movement?

- sit
- change location
- individual action
- stand
- roleplay
- team action
- stretch
- presentation
- circles

4) Are all of the learning styles/intelligences challenged?

- verbal/linguistic
- natural/environmental
- interpersonal
- intrapersonal
- emotional
- visual/spatial
- body/kinesthetic
- logical/mathematical
- musical

5) Are the generally intended outcomes incorporated in the plan?

- familiarity with curriculum
- stretch creativity
- fun
- application to life
- student centered
- facilitation skills enhanced
- adventure
- new friends
- evaluation of workshop
- culturally competent

Other: _____

Form: Pre-Event Agenda Evaluation

The final review of the event agenda for approval before implementation is most effective when measured against the objectives and the criteria by which the participants will evaluate the event. The event setting, timing, staff attitude and technique, flow of information and activity (logistics), quality and relevance of the keynote and other speakers, and the unique characteristics of the students and the group as a whole all contribute to the effectiveness of the agenda.

Suggested Review Process & Questions

Take time to read through the agenda, outloud, as a group. Imagine the dynamics and the actions. Have a map to look at distances required.

Yes	No	
		Are the students sitting in one place for any longer than 45 minutes at one time?
		Are meals and breaks planned at reasonable intervals?
		Do the after-meal activities involve motion to aid digestion and maintain energy levels?
		Do the planned break times accommodate restroom needs after meals, beverages after physical activity, time between intense, sequential activity sessions, etc.?
		Are the activities accommodating to different learning styles?
		Are the activities accommodating to different levels of ability?
		Are the times for movement from one area to another reasonable? <ul style="list-style-type: none"> • Group rooms to the restrooms • Group rooms to the feeding area • Group rooms to activity staging area • Group room to break snacks • Bus to staging area • Other
		Is there built in flexibility for special situations where a longer (small or large) group reflection may be appropriate (for instance, behavioral challenges offer the opportunity to practice leadership skills to reflect on or resolve issues)?
		Is there flexibility for special situations where a speaker may not be able to make it or the music for the dance is not available?
		Is the pacing relaxed but efficient?
		Is overall reflection time adequate?
		Is group time balanced with alone time?
		Other:

Educational Strategies

"Activities that appeal to all modes of learning, the "intelligences" including spatial, linguist, musical, intrapersonal, interpersonal, emotional, environmental, auditory, vocal, kinesthetic, etc." (Lazear, 1992)

"Cooperative learning groups with opportunities to interact successfully, with respect for authority, capability and knowledge, with their peers" (Kagan, 1992).

"Use constructivist strategies to develop thinking skills and the ability to access information. Constructivist learning techniques work well for non-schooled learners because the approach resembles their own experience of learning from life." (Hasegawa, 1996)

"Draw out the students' previous learning and life experiences. In the Language Experience Approach, a teacher/tutor records the student's experience, then teaches literacy from that text." (Hanson-Krening, 1982)

"Learning occurs when prior knowledge is accessed and linked to new information; new information is understood and stored by calling up the appropriate knowledge framework and then integrating the new information. It creates an affirming experience for students who feel dehumanized and disempowered in the school." (Jones, Palinscar, Ogle & Carr, 1987)

"Research suggests that larger numbers of Hispanic students prefer learning in a cool environment, they appreciate conformity, peer-oriented learning, kinesthetic instructional resources, a high degree of structure, variety as opposed to routine and a group oriented, cooperative and non-competitive (field-dependent) cognitive style. Peak energy levels are shown to be in the late morning and afternoon." (Griggs, and Dunn, 1995)

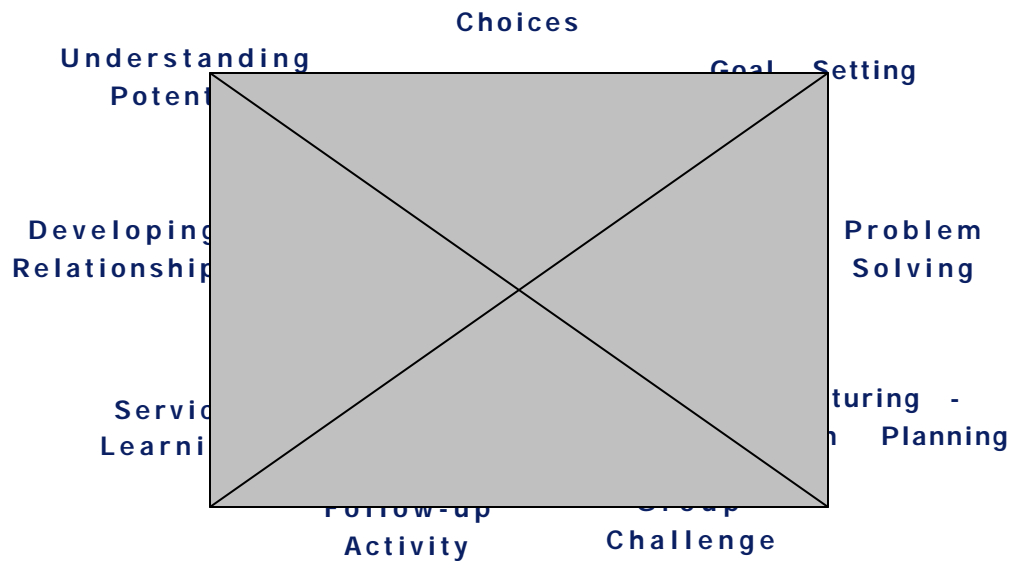
Student Leadership Program

Curriculum Units

"Enough research exists to indicate traditional abstract learning helps only 30 percent of students and hurts 70 percent. Nevertheless, we continue using abstract and theoretical educational models. The task is making learning relevant and answering questions — How do you make every child successful in the next step he or she chooses?"

— J.D. Hoyle, Director, National School to Work Office

The Office of Secondary Education for Migrant Youth (SEMY) Student Leadership Program (SLP) draws on a range of experiential activities that have been tested and proven effective with highly mobile and Hispanic populations. The activities are grouped in interdependent units that evolve the group process and student confidence and competence for an effective curriculum.



DEVELOPING RELATIONSHIPS

Challenges students to move outside their comfort zones and risk trusting in a new environment.

Objectives:

- To acquaint students with each other and to achieve a degree of comfort within the group.
- To establish a basic definition and understanding of leaders.

Outcomes:

Students become familiar with each other and understand the leadership framework from which event materials are presented. Students learn about basic needs of individuals and qualities of leaders and establish group interaction guidelines. Students begin to know each other better and develop trust as they communicate their needs and expectations.

Essential Academic Learnings: Communications, Civics, Reading.

UNDERSTANDING POTENTIAL

Students discover and acknowledge their individual values and potential.

Objectives:

- To allow each student discovery and acknowledgment of his/her individual potential.
- To build vocabulary
- To allow students to discover and explore that which they value and how their values have been formed.
- To allow students to discover how values affect choices.
- To acknowledge the interdependence of individuals in relationship to choices.

Outcomes: Students discover and acknowledge their individual values and potential. Students know a definition of values, understand how values are formed and are aware of how their values affect their range of function in their life situations. Students have a visual representation of how their values are influenced by their interrelationships.

Essential Academic Learning Requirements: Communications, Civics, Reading, Writing, Art.

CHOICES

Students learn to recognize opportunity and make thoughtful choices.

Objective:

- To introduce students to the process and practice of making choices.

Outcomes: Students know how to recognize opportunity, evaluate and make thoughtful choices.

Essential Academic Learning Requirements: Communications, Civics.

GOAL SETTING

Develops students' skills in setting long-term and short-term goals.

Objectives:

- To develop students' skills in purposefully setting long term and short term goals.
- To help students formulate goals and to identify steps to achieving those goals.

Outcomes: Students know the steps for goal setting and the differences between long-term and short-term goals. Students have improved communication and critical thinking skills and resources available to set and reach their goals.

Essential Academic Learning Requirements: Communications, Writing.

PROBLEM SOLVING

Provides structure for students and groups to become effective in implementing choices and attaining goals.

Objectives:

- To introduce students to a step-by-step process for problem-solving and to successfully experience individual and group problem-solving exercises.

Outcomes: Students understand a problem solving strategy and have individually and in groups successfully practiced a prescribed problem-solving method.

Essential Academic Learning Requirements: Communications, Writing, Civics.

FUTURING

Challenges students to develop practical plans to implement their leadership skills.

Objectives:

- To challenge students to develop practical plans to implement their leadership skills.
- To provide students with opportunities to refine goal setting and problem solving skills.
- To allow students to prepare an action plan to achieve a specific personal, educational or career goal.
- To have students practice summative and evaluative reflection.

Outcomes: Students have a written plan of action to achieve a goal. Students summarize and evaluate their experience in the event, program and conference.

Essential Academic Learning Requirements: Communications, Civics, and Writing.

COMMUNICATION AND CONFLICT RESOLUTION

Challenges students to achieve full-spectrum communication. Activities are often interwoven with other units.

Objectives:

- To involve students in communication skills building including listening, body language, feedback, reflecting, reframing, and presentation.

Outcomes: Students are able to identify appropriate behavior to demonstrate effective communication skills. Students use effective and appropriate communication skills.

Essential Academic Learning Requirements: Communications, Civics

SERVICE LEARNING, FOLLOW-UP, CHALLENGE

Challenges students to apply their skills as leaders and citizens, to make a meaningful contribution to their families and communities, and to enjoy the productive and satisfying application of their learning.

Objective:

- To involve students in the practice of their leadership skills.

Outcomes: Students apply their learned leadership skills and knowledge as mentors, learning and leadership promoters, and as community servants to add relevancy to the learning.

Essential Academic Learning Requirements: Relate specifically to the service learning activity and/or challenge and follow-up activities and defined by planning groups' desired outcomes.

