



Teaching and Learning Supplement

COMMUNITY SERVICE LEARNING (CSL205118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities and processes to enable students to develop the knowledge and skills identified in the course outcome statements.

Given the largely practical nature of the course learning tasks should provide variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. It is important to note that tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Community Service Learning level 2 Teaching and Learning Supplement must be read in conjunction with the *Community Service Learning* level 2 Course Document. The TASC accredited Course Document is the sole authoritative source for *Community Service Learning* level 2 CSL205117.

This supplement contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers new to or returning to teaching this course.

Community Service Learning is service learning which is voluntary and provides young people learn through caring leadership and through building purposeful relationships.

This course is important because it allows learners to explore and experience the real world of community engagement and outreach. Learners will develop an understanding of their community and develop planning, organisational and leadership skills through social action. The course encourages learners to be proactive members of their community by contributing in a range of relevant, tangible and meaningful community service activities, locally, nationally or internationally. The course supports Australian Curriculum: Civics and Citizenship and recognises the emphasis of the *Melbourne Declaration on Educational Goals for Young Australians* (2008) to develop socially aware, active and decisive citizens. *Community Service Learning* requires learners to reflect on their own beliefs, values and attitudes through exploring issues concerning social justice.

By undertaking community service learning, learners can:

- learn the value of helping others
- develop leadership, communication, organisational skills and a sense of empowerment
- learn how important the connection is between the theory of Social Justice and its practice in the community
- learn how to cooperate with others and to work as a team with diverse groups of people including adults, peers and others with different backgrounds and experiences
- succeed in an unfamiliar area
- build self-esteem from the positive results of their service
- develop problem-solving and decision-making skills by applying their knowledge to real-world situations
- develop a sense of being responsible for their community and a sense that citizenship requires them to actively participate in their community
- receive recognition and intrinsic reward for their efforts



Specific Approaches

Establishing the relevance of Community Service Learning and engaging with the big ideas of the subject are important ways of establishing student 'buy-in' to the course. This is why the course begins with a focus on both the nature of Community and Social Justice.

Part of establishing commitment from learners, as well as ensuring topicality and relevance, is to ensure that classroom discussion is influenced by observations of the value and importance of community learning with which learners are familiar with, such as volunteering in their own local context. Further, teachers should explicitly reveal the breath and extent of service learning and how it sustains individuals, communities and builds social capital.

Student understanding of the nature of experiential learning is additionally required. Experiential learning can be broadly characterised as 'learning by doing' or 'applied learning'. Experiential learning exists when a learner responds on three levels to the learning process; cognitively, affectively and behaviourally. The development of knowledge, skills and attitudes is positively correlated by learning sequences which are characterised by a high level of active learner involvement.

In approaching the experiential learning, it is required that learners initially develop knowledge of:

- the notion of 'community'
- the principles and practices of community service learning
- the range of community service learning opportunities available locally, nationally and internationally
- the idea of social justice
- an issue in contemporary social justice – for example: social diversity, homelessness, economic inequality, sustainability
- how individuals, groups and social organisations can contribute to achieving positive social justice outcomes
- organisations which address social justice. Illustrative examples: World Vision, Catholiccare, Anglicare, St Vincent de Paul, and the Multicultural Council of Tasmania.

It is very important that learners are scaffolded in their engagement with community service learning. This means that providers need to guide, monitor and advise learners in the establishment and progress of their placements. In theory, learners will build their own community service learning experiences and placements, in practice, providers will need to support and guide learners to ensure that the requisite 30 hours of learning takes place in an appropriate and supportive setting and that the work requirement is met. Further, providers need to be diligent that all three dimensions of learning (outlined below) are given appropriate attention, reflected in their work requirements, and that learners complete all elements of the work requirements in the 50 hours provided for in the course.

DIMENSIONS OF LEARNING

As detailed in the course document, Learners will participate in this course in three distinct learning dimensions, these being:

- Dimension 1- Civic Knowledge and Understanding
- Dimension 2- Social Action
- Dimension 3- Reflection

The dimensions are the salient properties or characteristics of learning in this course. They form the framework for the course content.

The three dimensions complement each other and must be completed concurrently. The key knowledge and work requirement in Dimension 1 is to be completed prior to learner completion of Dimension 2 – Social Action.



Dimension 1- Civic Knowledge and Understanding

Knowledge and understanding refers to the concepts, ideas knowledge and understanding required for community service learning.

Dimension 2- Social Action

Social action refers to the practice of applying concepts, ideas, knowledge, understanding and skills in and through community service learning.

Learners are required to undertake a total of 30 hours of Community Service Learning which may be divided between up to three providers with a minimum of eight (8) hours of learning per provider.

Learners are required to complete a final Community Service Learning report. (Refer to Work Requirements.)

Dimension 3- Reflection

Reflection refers to the metacognition involved in, and arising from undertaking, community service learning.

Learners are required to complete a Community Service Learning reflective journal and;

a ten minute exit course interview , or: an equivalent presentation in multimodal form. (Refer to Work Requirements.)

SEQUENCE OF CONTENT

	Dimension 1- Civic knowledge and understanding (10 hours)	Dimension 2- Social Action (30 hours)	Dimension 3- Reflection (10 hours)
Prior to undertaking Community Service Learning	Study Dimension 1 – Key Knowledge: Begin an Interim Community Service Learning report	Initiate personally, or through the providers coordinator of Community Service Learning placements.	Begin a Community Service Learning reflective journal
During Community Service Learning	Study Dimension 1 – Key Knowledge: Complete an Interim Community Service Learning report	Undertake a minimum of 30 hours of Community Service Learning Begin a Final Community Service Learning report	Continue a Community Service Learning reflective journal
At the completion of Community Service Learning	Not Applicable	Complete a Final Community Service Learning report	Complete a Community Service Learning reflective journal

TEACHING AND LEARNING

Dimension 1 Examples of learning activities

Civic Knowledge and Understanding

Learners:

construct a mind map (include annotations, illustrations diagrams etc.,) which shows your understanding of the principles of Social Justice. Your mind map should include as much detail as possible to illustrate both the different elements of Social Justice, as well as specific examples from within Australia and elsewhere, of its characteristics and practices.

Key Concepts:

Community



discuss and document the relationships between homelessness, economic inequality and social justice

demonstrate how sustainability is a social justice issue by reference to the impact of climate change on developing nations in our region

watch a visual text such as the following to explore issues of homelessness, economic inequality and sustainability, examples include:

Poverty in Australia Documentary

https://www.youtube.com/watch?v=_JbcHswl0CI

Homeless Australia

<https://www.youtube.com/watch?v=kTnifmLlweg>

Inequality in Australia: a nation divided

<https://www.youtube.com/watch?v=y8FUbdS7tNU>

Ted Talk: How economic inequality harms societies | Richard Wilkinson

<https://www.youtube.com/watch?v=cZ7LzE3u7Bw>

Donate yourself to Landcare

<https://www.youtube.com/watch?v=yGKf6Mwprsk>

Sustainability -- Are we winning? | Peter Newman | TEDxPerth

<https://www.youtube.com/watch?v=6RFiyM89rbk>

A Sustainable Australia?

<https://www.youtube.com/watch?v=T2bijCxtu-0>

after conducting a classroom discussion, prepare a 300-500 word reflection in response to the visual text from the point of view of the need for community service learning in addressing the issue

use a case study to analyse an agricultural and/or a horticultural system by defining the components that comprise a natural ecosystem on a mind map; contrast these with the range of components that make up an agricultural and/or a horticultural system

following site visits and fieldwork to a range of local businesses, develop an annotated visual display that describes the physical resources of local agricultural and/or horticultural systems.

Dimension 2 Examples of learning activities:

Social Action

Learners:

Key Concepts:

Community
involvement
Personal
efficacy

in pairs, research and draw up a list of community service learning opportunities available locally, provide details of contact details as well as the protocols for contacting and liaising with the identified organisations

develop a poster or multimodal presentation on the question 'What can I do to contribute to an inclusive and just community? Present this to another year group



Interpersonal
skills
Goal Setting
Project
management
Timelines
Evidence of
activities
Evidence of
outcomes
Social Justice

and prepare a written reflection on the discussions which arise from the presentation.”

develop a plan for contacting providers of community service learning and negotiate this plan with their teacher prior to contacting relevant organisations

undertake, as directed, a basic risk management plan for engagement in community service learning

discuss and document the ethical issues which need to be considered in community based learning, such as confidentiality, respect for others, fairness, and the importance of working diligently and honestly to assist others and so on

develop a check list of personal actions and attitudes necessary to successfully undertake community service learning, and discuss this with their classmates

workshop and document the forms of evidence which would demonstrate successful engagement with community service learning

workshop and document the forms of evidence which would demonstrate successful outcomes resulting from community service learning

develop and consult with course provider, drafts of their community service learning report, and adjust and modify as directed.

watch the following:

College Admission Standards Changing to Emphasize Community Service

<https://www.youtube.com/watch?v=eLjCHWn2yAs>

Getting into Harvard | Community Service More Important than Test Scores?

<https://www.youtube.com/watch?v=tPmgVKTASDw>

UCLA Community Learning

<https://www.youtube.com/watch?v=43bPbTbsaYI>

Service Learning: Connecting Classroom with Community

<https://www.youtube.com/watch?v=QnfRHFMRHhI>

Educational Video on Community Service for Kids

<https://www.youtube.com/watch?v=z7qlq5EjuQ>

conduct a dissection of a plant to reveal major structures

research varieties of plants and/or breeds of animals using a range of resources; classify these varieties/breeds using a table on an interactive whiteboard to present findings to the class.

Dimension 3 Examples of learning activities:
Reflection

Learners:

reflect on how their experience of Community Service Learning has had a positive impact on them

draw up a list of ten ways to build school-community partnerships



reflect, orally or in writing how their experience of Community Service Learning has had a positive impact on other aspects of their learning

in pairs, then with the entire class discuss and explore the question: *'How have I improved the lives of others?'*

reflect, orally and in writing how their experience of community service learning has had a positive impact on their ability to apply what they have learned in "the real world"

reflect, orally and in writing how their experience of community service learning has had a positive impact on their problem analysis, problem-solving, and critical thinking skills.

rehearse their presentations to each other prior to formal submission

watch:

Carleton student Chelsea Smith discusses the benefits of community service learning

https://www.youtube.com/watch?v=iGlAV_ZqInI

Community Service benefits

<https://www.youtube.com/watch?v=43bPbTbsaYI>

IDEAS FOR COMMUNITY SERVICE LEARNING ACTIVITIES AND ORGANISATIONS

Learners should be encouraged to explore widely and think carefully about the type(s) of community service learning they want to be involved in as well as the organisations which interest them.

The types of activities and projects learners can take part in include:

- working with remote communities, nationally or internationally
- reading and conversing with seniors
- participating in bush regeneration in rural areas
- supporting children and adults with disability
- undertaking work with disadvantaged communities through internationally linked schools and programs
- cooking or serving meals for guests in a shelter
- (unpaid) sport coaching
- helping design and run community programs for youth
- participating in the Red Cross Shield Door Knock Appeal, Red Nose Day, Daffodil Day and so on
- participating in sustainability projects
- acting as a carer for a member of the family
- conducting research on nutrition, hunger and homelessness policies for a community service organisation
- taking positive action about race relations, poverty, human rights issues, or the environment
- designing, constructing and establishing vegetable gardens for different groups (e.g. pensioners).

The range of organisations that could provide community service learning opportunities include, but are not limited to:



- Anglicare Tasmania,
- Catholiccare Tasmania,
- Aged and Community Services Tasmania,
- Council of the Aging Tasmania,
- Multicultural Council of Tasmania,
- National Disability Services, Shelter Tasmania,
- Neighbourhood Houses Tasmania
- Youth Network of Tasmania (YNOT).
- RSPCA
- St Vincent de Paul
- St John's Ambulance
- Guide Dogs Australia
- Legacy
- Tasmanian Parks and Wildlife Service

A wide range of other Community Service learning opportunities and organisations can be found at the Volunteering Tasmania website: <http://www.volunteeringtas.org.au/>

WORK REQUIREMENTS

The work requirements outlined in the course document should form the minimum assessment tasks for each of the units. Teachers will need to acknowledge these requirements when designing their scope and sequence however, additional assessment (particularly of a formative nature) may be included to support and enhance the learning program. The learning activities, described in the preceding section, may support, facilitate and enrich learners' understandings in preparation for completion of the following work requirements.

Dimension 1	<p>Complete Interim Community Service Learning report including:</p> <ul style="list-style-type: none"> o describe what is meant by the notion of 'community' o identify the principles and practices of community service learning o identify the range of community service learning opportunities available locally, nationally and internationally o describe the idea of social justice o describe an issue in contemporary social justice – illustrative examples: social diversity, homelessness, economic inequality, sustainability o identify how individuals, groups and social organisations can contribute to achieving positive social justice outcomes o identify organisations which address social justice in your community. <p>The Interim Community Service Learning report is to take the following format:</p> <ul style="list-style-type: none"> o A 500 word report. (To be submitted by the learner to the course provider at the mid-point in the period of course delivery.)
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Dimension 2	<p>Complete at least 30 hours of unpaid Community Service Learning, with one or a number of community service providers².</p> <p>Complete a Final Community Service Learning report, including:</p> <ul style="list-style-type: none"> ○ evidence of learner understanding of the principles and practice of CSL ○ evidence of learner deliberations, choice, discussion, negotiation and initiation of Community Service learning ○ evidence of ongoing contact with CSL co-ordinator within provider school/college ○ evidence of regular attendance at CSL activities ○ evidence of learner understanding of aims and goals of the specific community service organisation or activity selected ○ evidence of learner goal setting in relation to CSL activity ○ evidence of learner setting timelines and basic project management in relation to CSL activity ○ evidence of specific CSL activities ○ evidence of specific CSL outcomes ○ the social, cultural, economic or environmental impact of the CSL on communities (where relevant) ○ evidence of supervisor's evaluation of learner CSL attendance, duties performed, learner involvement and outcomes (this must be signed by CSL Supervisor) <p>The Final Community Service Learning report is to take the following format:</p> <ul style="list-style-type: none"> ○ A 1200-1500 word report. (To be submitted by the learner to the course provider at end point in the period of course delivery.)
Dimension 3	<p>Complete a Community Service Learning Reflective Journal, comprising a personal reflection on the following aspects :</p> <ul style="list-style-type: none"> ○ Initial learner motivation to undertake CSL, including a reflection on learners initial beliefs, values, and attitudes ○ initial learner expectations of CSL ○ personal growth resulting from the CSL with a focus on individual development ○ likes and/or dislikes about the CSL experience ○ successes and/or disappointments of learner CSL experience ○ reflection on what could have been done differently ○ new skills or interests developed as a result of CSL

	<ul style="list-style-type: none"> o level of personal connectedness to CSL organisation and individuals/clients within it o changes in learner worldview, beliefs, values and attitudes as a result of participation in CSL o identification of ongoing needs within the community which the CSL highlighted o reflections on the connection between classroom learning and the CSL performed o the Social Justice aspects of the CSL o the need for further individual or collective action in the CSL area o the benefits to the individual and the community of CSL. <p>Focal Reflective Question: <i>How have I improved the lives of others?</i></p> <p>The Community Service Learning Reflective Journal is to be in the format of a 750-900 word document. (To be submitted by the learner to the course provider at end point in the period of course delivery.)</p> <p>and;</p> <ul style="list-style-type: none"> o a ten minute exit course interview, or: o an equivalent presentation in multimodal form. <ul style="list-style-type: none"> • the exit interview or multimodal presentation must reflect a summation of both the Community Service Learning reports and journal. • learners will choose, in consultation with their teacher, the best form in which to produce and conduct their presentation. Learners will provide to their teacher printed copies of speaking notes or presentation.
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RESOURCES

Websites

All URLs (website addresses) cited were accessed and checked for accuracy and appropriateness of content on 20 December 2017. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed.

- Vanderbilt University: What is Service Learning or Community Engagement?
<https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>
- Western University Canada: Student Guide to Community Service Learning
<http://www.success.uwo.ca/experience/pdf/Student%20Guide%20to%20Community%20Service%20Learning.pdf>
- A teacher's guide to Service Learning
<http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Documents/ServiceLearningGuide.pdf>





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