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# Service Learning for Social Change: A Curriculum Development Workbook

SLI Winter Institute  
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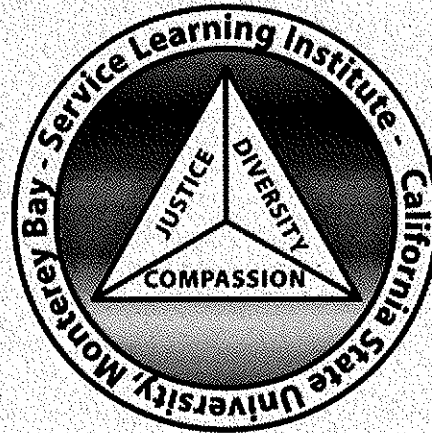
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**Monterey Bay**  
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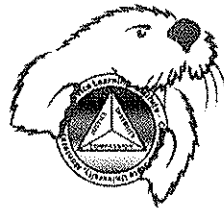
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January 2006

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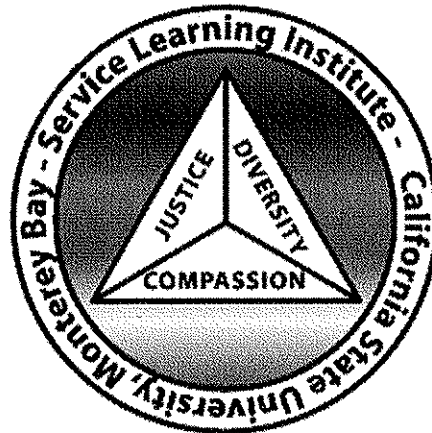
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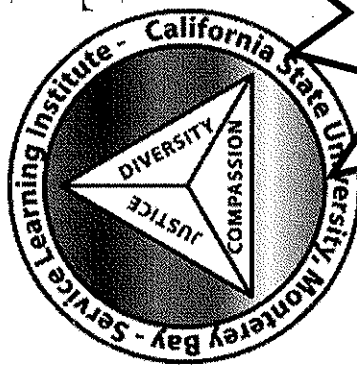
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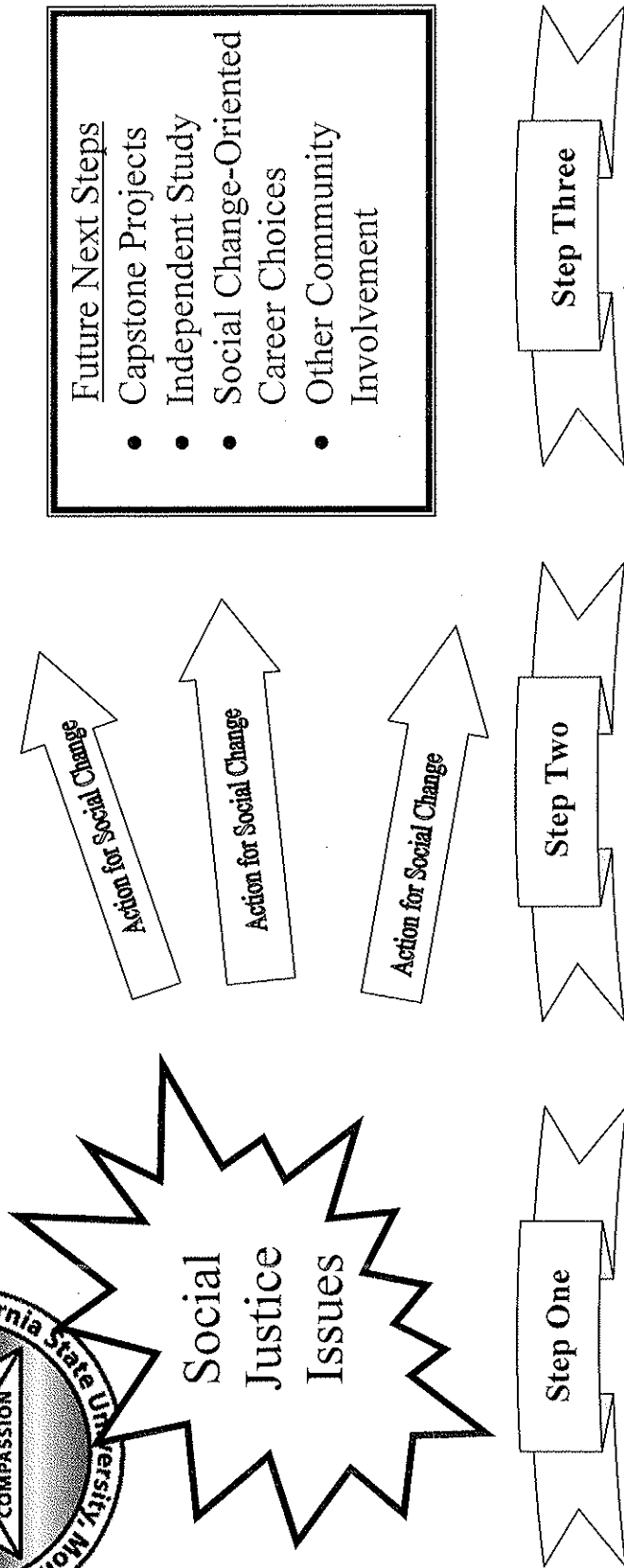
# Service Learning for Social Change: A Curriculum Development Workbook

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# Three Steps to Civic Engagement for Social Change



Future Next Steps

- Capstone Projects
- Independent Study
- Social Change-Oriented Career Choices
- Other Community Involvement

**Step One**

Social justice issues are present in the SL course learning outcomes.

- Clear, explicit social justice learning outcomes.
- Curriculum facilitates analysis of root causes of injustice; awareness of institutional, systemic component.
- Students understand relation between short-term and long-term interventions.

**Step Two**

Course introduces students to relevant actions for social change.

- Students learn from prior examples of successful social change strategies.
- Students develop “civic engagement strategies” (policy changes; public roles, etc.) that can address the injustice
- Students think about next steps in addressing the core issues.

**Step Three**

Students can use the knowledge, skills and commitment in more long-term social change efforts.

- Capstone projects provide opportunities for future involvement for social change.
- Community partners can receive more long-term support on social change-oriented projects (reports, policy, research, etc).

**WORKSHEET #1**

**Social Justice Issues and the Social Justice *Meta-Question***

**Course Title and Brief Description**

**Related Social Justice Issues**

How do issues of inequality, power and marginalization interplay and affect the topics you are examining in the course? Brainstorm a list of the relevant social justice issues that students might examine.

**Social Justice Meta-Question:**

What is the overarching question about social justice that you want students to critically examine during the semester? Review the list of “social justice issues” generated above. Write a question that summarizes this aspect of the learning for the course.

\*\*\*\*\*When finished, post your *meta-question* in BIG BOLD PRINT in a very visible location where you do your curriculum work!  
Keep your eyes on the social justice prize at all times!\*\*\*\*\*

**WORKSHEET #2**  
**Developing Service/Social Justice Learning Outcomes**

- Step 1: List existing “discipline-specific” learning outcomes from syllabus.
- Step 2: Review the “discipline-specific” learning outcomes through the lens of the *meta-question* (from Worksheet #1).
- Step 3: Identify the **service/social justice learning outcomes**: knowledge, skills and attitudes that [professionals in your field] need to acquire to effectively work with diverse communities in addressing issues of inequality.

| Discipline-Specific Learning Outcomes | Meta-Question<br>(from Worksheet #1) | Service/Social Justice Learning Outcomes  |
|---------------------------------------|--------------------------------------|---|
|                                       |                                      |   |
|                                       |                                      |   |
|                                       |                                      |   |
|                                       |                                      | <p>Students will be able to critically reflect on the social responsibility of [professionals in your field] to address issues of inequality.</p> |

**WORKSHEET #3**  
**Connecting Learning Outcomes to Service Activities**

- Step 1: List the learning outcomes that you developed in Worksheet #2.
- Step 2: Identify specific activities or projects that students will engage in at their service sites that relate to the learning outcomes (not all learning outcomes will be addressed through the service experience).
- Step 3: Identify the role that the site supervisors can play in helping students “make meaning” of their service experience and meet the course learning outcomes.

| Learning Outcomes | Service activities | Role of site supervisor in helping students meet learning outcomes |
|-------------------|--------------------|--|
|                   |                    |  |
|                   |                    |  |
|                   |                    |  |
|                   |                    |  |



**WORKSHEET #4**  
**Social Change: Past Heroes, Current Policies and Future Vision**

- Step 1: How has your field brought about social change in the past? Who are the past heroes? What are the current policy issues that need to be addressed? What would a social justice vision for your field look like?
- Step 2: Review your notes below. What do you want your students to learn about social change in your field? Identify a social change learning outcome.

| Past:<br>Identify SOCIAL CHANGE HEROES whose work addressed previous injustices in your field.  | Present:<br>What are the CURRENT POLICY ISSUES that must be addressed to further end injustice in your field. | Future:<br>What does a VISION of JUSTICE look like in your field? |
|---|---|---|
| <br><br><br><br><br><br><br><br><br><br>  | <br><br><br><br><br><br><br><br><br><br>  | <br><br><br><br><br><br><br><br><br><br>                          |
| Social Change Learning Outcomes: What specific knowledge, skills, or attitudes about the social change processes in your field do you want students to acquire? |   |   |

## WORKSHEET #5

### Assignments to Address Social Justice and Social Change Learning Outcomes

- Step 1: List social justice (Worksheet #2) and social change (Worksheet #4) learning outcomes  
 Step 2: Identify classroom activities and written assignments that correspond to each of the learning outcomes.

| Social Justice and Social Change Learning Outcomes  | Classroom Activities/Assignments   |   |   |
|---|--|---|---|
|   | Beginning  | Middle  | End   |
| 1) Students will be able to critically reflect on the social responsibility of [professionals in your field] to address issues of inequality. | <ul style="list-style-type: none"> <li>panel of socially responsible...</li> </ul> | <ul style="list-style-type: none"> <li>interview a social activist leader in the field</li> </ul> | <ul style="list-style-type: none"> <li>Write final reflection essay on this topic.</li> </ul> |
| 2)  |  |   |   |
| 3)  |  |   |   |
| 4)  |  |   |   |

**WORKSHEET #6**  
**Final Assessment and Closure**

How will you assess students':

- Knowledge about social justice and social change
- Skills and abilities in working to end social injustice; and,
- Willingness to act for social justice.

**Final Assessment:**

What evidence of learning will you use to assess if students have met the service/social justice learning outcomes? (Examples include: taped reflection assignment; pre- post-writing or attitude survey; final paper or project; community partner feedback, etc.)

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**Closure to the Community Service Experience:**

How will you bring closure to the service experience with your community partners? How will your students demonstrate their "responsiveness." (Examples: student presentations to the community; student letters partners; projects completed and evaluated.)

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