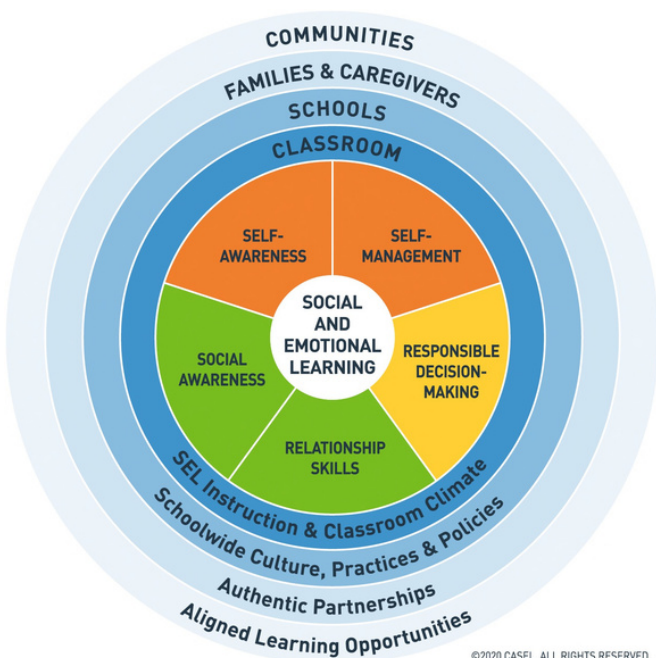


Service-Learning IS Applied Social & Emotional Learning

While the field of “social and emotional learning” (SEL) may seem new, efforts to address the needs of the whole child are not. Character development, positive youth development, and 21st Century Skills all reach beyond subject area knowledge. Whether building self-awareness, collaboration, or communication skills – students experience these and more personal growth opportunities in the service-learning process. Recent research underscores the importance of students having SEL built into their academic curricula, and service-learning offers a dynamic way to achieve both sets of outcomes while also offering opportunities to collaborate with diverse partners. (See: [Getting Started in Service-Learning](#).)

The Collaborative for Academic, Social, and Emotional Learning (CASEL.org) founded in 1994 describes SEL as an integral part of education and human development: "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."



As illustrated in the diagram, CASEL identifies the overarching SEL competencies as: self-awareness and self-management (intrapersonal skills); social awareness and relationship-building (interpersonal skills), and responsible decision-making. The rings that encircle the competencies highlight the contexts for these skills.

Although these skills may develop in a classroom setting, the prospect for optimal growth across these domains is best served with real-world opportunities ("aligned learning opportunities"), when the consequences for positive action reach beyond a student grade.

(continued)

Service-Learning IS

Applied Social & Emotional Learning (con't.)



Consider the depth of knowledge when, instead of simply earning an “A” for an argumentative essay on the importance of supportive legislation for urban beekeeping, a well-informed student’s perspective is published in the local newspaper. Or consider the web of effective community interactions required when students respond to local bilingual literacy needs by starting a nonprofit coffeeshop and bookstore. (See the example on the attached chart.) Then consider the perseverance, problem-solving, self-confidence, and responsible decision-making at every juncture of the project.

A recent study by Civic and Hart Research Associates, "Ready to Engage: Perspectives of Teachers and Parent on Social and Emotional Learning and Service-Learning in America’s Public Schools" (May, 2021) offers proof that both parents and teachers see the necessity of this connection. As the report cites: “Results from two nationally representative surveys of parents and teachers ... endorse a holistic view of education and student success that includes SEL and service-learning; they believe service-learning and SEL have a reciprocal, mutually reinforcing relationship, but they report implementation ... lag[s] behind demand, with more troubling opportunity gaps for rural and low-income students.”

The time has come for implementation of both strategies across all settings. While a teacher may be able to teach SEL in the abstract without service-learning, it is impossible to teach service-learning without the integration of SEL skills.

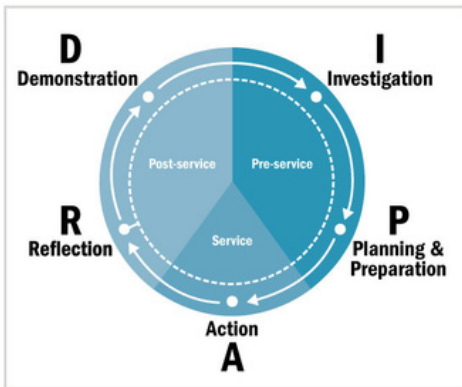
Entry-Level Example: Operation Fill 'Em Up

Focused on a community's need for food security, this annual building-wide food drive became a youth-led, curriculum-linked experience using math, health, tech literacy, writing, and presentation skills. (Details on following page.)

Advanced Level Example: "Taza de Conocimiento" Cup of Knowledge Bookstore/Cafe

This youth- and adult-run coffeeshop/bookstore with a focus on bilingual family literacy developed to address the need of a rapidly diversifying farm community which was beginning to experience racial segregation. (Details on following page.)

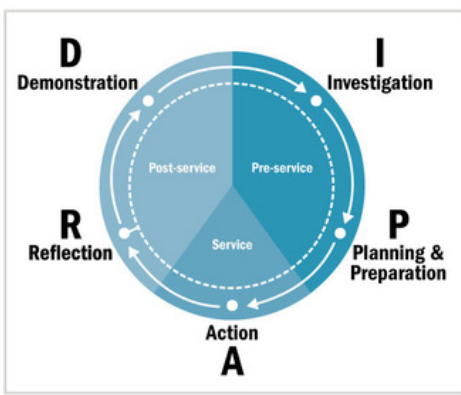
~ with thanks to Kay Augustine, Ed.D., Iowa Liaison to the Collaboration of the States, CASEL; KA Consulting for her contributions to this document.



Service-Learning/SEL Crosswalk Entry-Level Example Operation Fill 'Em Up

| Youth-Led Service-Learning Step | SEL Skill* | Entry-Level Example: Operation Fill 'Em Up | CASEL Competency |
|---------------------------------|---|--|--|
| Investigate | <ul style="list-style-type: none"> Agency Autonomy Attention Initiative | <ul style="list-style-type: none"> Identify strengths and interests. Investigate community needs related to known need of food insecurity. Identify those in the community who could provide expertise on the need. | <ul style="list-style-type: none"> Self-Awareness Social Awareness Social Awareness |
| Plan and Prepare | <ul style="list-style-type: none"> Teamwork Initiative Cooperation Goal-setting Time Mgmt. Communication Self-efficacy Active Listening | <ul style="list-style-type: none"> Identify S.M.A.R.T. goals for contacting local and state experts on food insecurity. Determine critical and related needs. Identify focus areas for teams: marketing + communication; collection + storage of donations. | <ul style="list-style-type: none"> Self-Management + Social Awareness + Relationship Skills Responsible Decision-Making Relationship Skills |
| Act | <ul style="list-style-type: none"> Responsibility Flexibility Assertiveness Focus Perseverance Problem-Solving | <ul style="list-style-type: none"> Create internal school and external processes for requesting donations. Collect and count/graph/organize donations. Maintain effective school + community partners. | <ul style="list-style-type: none"> Self-Management + Social Awareness + Relationship Skills Social Awareness + Relationship Skills) Self- and Social-Awareness + Responsible Decision-Making + Relationship Skills |
| Reflect | <ul style="list-style-type: none"> Strategic Thinking Critical Thinking | <ul style="list-style-type: none"> Create anonymous Google form for assessing team qualitative + quantitative feedback. Review aggregate data from feedback, monitor progress toward goals. Discuss with team overall function and problem-solving. | <ul style="list-style-type: none"> Self-Awareness + Self-Management + Responsible Decision-Making Self-Awareness + Self-Management + Relationship Skills Self-Awareness + Relationship Skills |
| Demonstrate Learning | <ul style="list-style-type: none"> Leadership Agency Contribution Strategic Thinking Communication Advocacy | <ul style="list-style-type: none"> Develop celebration for community. Invite Community members + media. Lead event. | <ul style="list-style-type: none"> Self-Awareness + Management + Social Awareness + Relationship Skills Self-Management + Social Awareness + Relationship Skills Self-Awareness + -Management + Relationship Skills + Responsible Decision-Making |

Service-Learning/SEL Crosswalk Advanced Example "Taza de Conocimiento" Coffeshop/Bookstore



| Youth-Led Service-Learning Step | SEL Skill* | Advanced Example: Taza de Conocimiento Coffeshop/Bookstore | CASEL Competency |
|---------------------------------|---|---|---|
| Investigate | <ul style="list-style-type: none"> Agency Autonomy Attention Initiative | <ul style="list-style-type: none"> Identify strengths and interests. Talk with ELL teacher re: family literacy needs. Investigate youth employment needs. | <ul style="list-style-type: none"> Self-Awareness Social Awareness Social Awareness |
| Plan and Prepare | <ul style="list-style-type: none"> Teamwork Initiative Cooperation Goal-setting Time Mgmt. Communication Self-efficacy Active Listening | <ul style="list-style-type: none"> Establish S.M.A.R.T. goals. Secure social entrepreneurship, language, and barista training. Identify funding sources + apply. Recruit bilingual readers for story hours. | <ul style="list-style-type: none"> Self-Management + Social Awareness Self-Awareness + Responsible Decision-Making Social Awareness + Responsible Decision-Making Relationship Skills |
| Act | <ul style="list-style-type: none"> Responsibility Flexibility Assertiveness Focus Perseverance Problem-Solving | <ul style="list-style-type: none"> Renovate space. Maintain effective community partnerships. Publicize opening. | <ul style="list-style-type: none"> Self-Management + Responsible Decision-Making Social Awareness + Relationship Skills Social Awareness + Relationship Skills |
| Reflect | <ul style="list-style-type: none"> Strategic Thinking Critical Thinking | <ul style="list-style-type: none"> Consider efficacy of actions and revise throughout process. Assess financials. Assess efficacy of marketing/outreach. | <ul style="list-style-type: none"> Self-Awareness + - Management + Social Awareness + Responsible Decision-Making Responsible Decision-Making Social Awareness + Relationship Skills + Responsible Decision-Making |
| Demonstrate Learning | <ul style="list-style-type: none"> Leadership Agency Contribution Strategic Thinking Communication Advocacy | <ul style="list-style-type: none"> Organize community celebration. Invite community members. Solicit local financial + in-kind support for ongoing effort. | <ul style="list-style-type: none"> Social Awareness + Responsible Decision-Making Social Awareness + Relationship skills + Self-Management. Self-Management + Social Awareness + Relationship Skills + Responsible Decision-Making |

*Walker, K., Olson, B., & Herman, M. (2019). *Social and Emotional Learning in Practice: A Toolkit of Practical Strategies and Resources* (2nd ed.). St. Paul, MN: University of Minnesota Extension. pg. 14.