



*Additional resources for:*

# **Building A Strong Foundation for Youth & What's So Great About Service Learning?**

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Communities Under Construction  
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# Service Learning and Dropout Prevention

**Service learning is recognized as a valuable strategy for meeting the critical needs of youth at risk of dropping out of school. Consider the factors that put youth at risk of dropping out of school and how service learning responds to each:**

**POOR ACADEMIC PERFORMANCE:** One of the major indicators of whether a student will drop out of school is lack of success in school. Dropouts frequently have failed one or two grades, with retention a common characteristic. Sixteen year-old ninth graders are right on track for dropping out of school. These students frequently fail because of difficulty in learning. It is not that these students are incapable of learning; rather, their need to learn in a different way, (i.e., using their preferred learning style), is often ignored in a traditional educational setting. Research shows that students retain 5% of what they hear; 10% of what they read; 30% of what is demonstrated; 50% of what is discussed in a group setting; and 75% of what they practice by doing. It is no wonder that we have so many academic failures, and it is also obvious how service learning can create many more successful learners.

***SERVICE LEARNING ENHANCES ACADEMIC PERFORMANCE:*** *Service learning employs a variety of teaching strategies, with particular emphasis on the experiential and reflective components that make learning more lasting and meaningful. School has not been a place where potential dropouts like to be. They are bored with the never-ending routine of school. They find no relevance in their school lessons to real life. Service learning can quickly transform this attitude! As students participate in solving real problems in their communities, the connections with the curriculum begin to make sense. And service learning is certainly not boring.*

**ALIENATION:** Students who drop out of school tend to be youth who are alienated from their schools and communities. They lack the healthy connections that successful children have enjoyed over the years. These alienated young people do not participate in school activities; they do not join school or community organizations; instead, they fulfill their bonding needs in ways that are detrimental to themselves and society as a whole. Teenage pregnancy, alcohol and drug abuse, gang participation, and other high risk behaviors all relate to the normal need of belonging. These behaviors impact negatively on a student's performance in school and are contributing factors to dropping out of school. In fact 40% of female dropouts leave school because of pregnancy.

***SERVICE LEARNING HELPS MAKE CONNECTIONS FOR STUDENTS:*** *Service learning can provide the sense of belonging that is so desperately needed by adolescents. Working with a team of classmates on a meaningful activity where a real difference is being made in the community can have an enormous impact. Solving problems with peers can bond these students together and provide the support base so needed by these young people.*

**LOW SELF-ESTEEM:** A common characteristic of the dropout is low self-esteem. The potential dropout has not achieved much, if any, success in life. This lack of success in school and other activities in life substantiate feelings of inadequacy. Research has shown that student self-esteem is more highly correlated with student success than is IQ. It is therefore incumbent upon educators to seek out ways to enhance the self-esteem of our students in order to maximize their academic success.

**SERVICE LEARNING PROMOTES REAL SUCCESS:** *The opportunities for growth in self-esteem are enormous in service learning. Whether a student is serving as a tutor for a first grade child and simultaneously becoming a role model for this child, or whether he is providing needed services for an elderly resident of a nursing home, this student is growing in self-esteem. To actually live the act of being helpful to another person is to gain in self-esteem. The development of social skills used in service learning situations also provides the student with the confidence needed to esteem oneself more highly.*

**FEELING OF HELPLESSNESS:** Another characteristic of the student who drops out of school is a feeling of helplessness. He feels he no longer has control of his life. Students who fall in this category have not learned any skills that would make them feel empowered. They lack the “take charge” attitude, the positive feelings that they are responsible for their actions for their success, and for their failures. Those students who are not empowered lack the ability to solve problems; they do not know how to approach others for assistance; to work in teams; or to communicate their concerns to others in a constructive way. They enter the world powerless.

**SERVICE LEARNING EMPOWERS STUDENTS:** *Service learning provides opportunities to teach young people the skills they need to become empowered. By becoming involved in projects that are addressing real problems, students become problem solvers. By working with other students to solve these problems, they become team players. By working with adults in service situations, students develop communication and social skills. All of these are prerequisites for successfully becoming empowered.*

**Conclusion:**

**Service learning is true dropout prevention. It provides students of all ages with opportunities to be resources to their communities!**

*Source: Duckenfield, M. & J. Wright, Pocket Guide to Service Learning, National Dropout Prevention Center, Clemson University, 2001*

# Understanding Developmental Assets

## **What are Developmental Assets?**

On one level, the 40 Developmental Assets represent common wisdom about the kinds of positive experiences and characteristics that young people need and deserve. But their value extends further. Surveys of almost 150,000 students in grades 6–12 reveal that assets are powerful influences on adolescent behavior. Regardless of gender, ethnic heritage, economic situation, or geographic location, assets both promote positive behaviors and attitudes and help protect young people from many different problem behaviors. The assets build on the work and research of people in the area of child and adolescent development, prevention, youth development and resiliency.

## **External and Internal Assets**

There are 40 assets grouped into two categories, external and internal. The external assets are outer factors that a young person needs as an influence in his/her life such as family support or the community values youth. The internal assets are items that a person needs in him/herself such as interpersonal competence and planning and decision making skills.

## **Focus of Studies**

In developing their study researchers focused on why some kids prevail, not fail. What positive factors allow some to beat the odds while others get trapped? Why do some get involved in dangerous activities while others lead productive lives?

They found the effect of assets to be cumulative. The more a young person has the more likely he/she is to succeed. The assets promote outcomes such as doing well in school or having successful peer relationships. The more assets a person has the less likely it is that he/she will engage in problem behaviors such as illicit drug use or cutting school.



## **Importance of Relationships**

Assets are built primarily through relationships. Efforts to build assets should focus on providing children with caring relationships in as many arenas of their lives as possible.

What Teen Need to Succeed by P.Benson, J. Galbraith and P. Espeland, Free Spirit Publishing, In., MN 1998. Phone: 1-800-735-7323

# Understanding Developmental Assets

## EXTERNAL ASSETS

The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- **Support**-Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations**-Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- **Constructive use of time**-Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.



## INTERNAL ASSETS

A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that prizes individualism. Four categories of internal assets are included in the framework:

- **Commitment to learning**- Young people need to develop a lifelong commitment to education and learning.
- **Positive values**-Youth need to develop strong values that guide their choices.
- **Social competencies**-Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**-Young people need a strong sense of their own power, purpose, worth, and promise.

Search Institute

# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition				
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li>1. <b>Family Support</b>-Family life provides high levels of love and support.</li> <li>2. <b>Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li>5. <b>Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li>6. <b>Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>				
	<b>Empowerment</b> <ol style="list-style-type: none"> <li>7. <b>Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as Resources</b>-Young people are given useful roles in the community.</li> <li>9. <b>Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>				
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School Boundaries</b>-School provides clear rules and consequences.</li> <li>13. <b>Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li>16. <b>High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>			
		<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>		
			<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li>22. <b>School Engagement</b>-Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to School</b>-Young person cares about her or his school.</li> <li>25. <b>Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>	
				<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>-Young person places high value on helping other people.</li> <li>27. <b>Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
					<b>Social Competencies</b>
		<b>Positive Identity</b>			

## Developmental Assets Related to Service Learning

<b>ASSET TYPE</b>	<b>ASSET NAME</b>	<b>SERVICE LEARNING CONNECTION</b>
<b>Support</b>	Adult Relationships	Opportunities to receive support and develop relationships with other non-parent adults are created through a variety of partnerships
	Caring Neighborhood	Many opportunities to interact with caring neighbors are an integral part of service-learning
	Caring School Climate	Involvement in service-learning demonstrates a schools commitment to creating caring environment for youth
<b>Empowerment</b>	Community Values Youth	The efforts of youth are recognized as valuable contributions to meeting the genuine needs of the community
	Youth as Resources	Youth are given useful roles in the community through design, implementation, and evaluation of service-learning projects
	Service to Others	Opportunities to serve others in meaningful ways are an integral part of service-learning
<b>Boundaries and Expectations</b>	High Expectations	Adults encourage and expect youth to do well and be successful
<b>Commitment to Learning</b>	Achievement Motivation	Connecting service and learning allows youth to see the relevance of skills and knowledge acquired through projects
	School Engagement	Youth are actively engaged in learning throughout all phases of a project
<b>Positive Values</b>	Caring	Youth place high value on helping others which is demonstrated through participation and reflection
	Equality and Social Justice	Youth place high value on promoting equality, understanding diversity, and reducing poverty
	Responsibility	Youth have many opportunities to take personal responsibility
<b>Social Competencies</b>	Planning and Decision Making	Preparation for service-learning requires youth to plan ahead and make choices in identifying and designing a project
	Interpersonal Competence	Working collaboratively with peers to help others allows youth to demonstrate empathy, sensitivity, and friendship skills
	Cultural Competence	Service-learning allows youth to reflect on their knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
<b>Positive Identity</b>	Self Esteem	Youth involved in helping others and their community report having high self esteem
	Sense of Purpose	Service-learning allows youth to make the emotional connections necessary to see the relevance and purpose of their lives

2004 Institute for Global Education and Service Learning

## In Conclusion...

New studies suggest that **developmental assets** play a significant role in students' **academic achievement** across a wide range of students. In fact, **developmental assets appear to have as much or more influence on student achievement as any other demographic factors or school reform strategies.** Thus, building developmental assets has great promise for boosting student achievement.

Research reveals:

- The higher students current asset levels, the higher their GPA. In addition, the more assets a students reported in 1998, the higher their GPA three years later.
- Students' asset levels are twice as important in predicting achievement as demographic factors such as gender, family composition, socioeconomic status, or race/ethnicity.
- Low-income students who experience more developmental assets appear to be more likely to do well in school than low-income students who do not experience many developmental assets.

2003, Insights & Evidence, Search Institute



Participation is perhaps the most critical protective factor in preventing social problems and alienation. Youth service – youth working in the school or community performing socially needed tasks – is identified as a prevention approach based on youth as resources and a way of providing opportunities for participation. A review of youth service literature highlights five rationales for youth service:

- 1) It promotes healthy psychological, intellectual and social development of youth,
- 2) Youth service helps youth assume adult responsibilities,
- 3) There is much work which needs to be done, one estimate suggesting there are three and a half million service positions for youth,
- 4) The creativity of youth is needed to address social problems of the present and future, and
- 5) Youth service builds linkages between school and community increasing the relevance of education to life and experience to education.

Service: From Youth As Problems To Youth As Resources, Bonnie Benard, Prevention Forum 10/2: pp. 6-14

# Understanding Resiliency

**RESILIENCE** can be defined as: the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social and academic competence despite exposure to severe stress...even the stress of everyday life.

## Summary from Resiliency Literature

### Youth have specific developmental needs:

Safety  
Respect  
Power

Love  
Accomplishment  
Meaning



### Provided with the following environmental strategies:



Caring and Supportive Relationships  
High Expectations  
Opportunities to Participate  
Life Skills Development  
Clear Consistent Boundaries

### We can expect the following youth outcomes:

Social Competence  
Problem Solving Skills  
Autonomy – Opportunities for Mastery & Self Awareness  
Bright Future – Belief in Self, Hope, Goals



*Resource:*

*“Fostering Resiliency in Kids: Factors n Family, School, and Community” by Bonnie Bennard; Resiliency in Schools: Making it Happen for Students and Educators by Nan Henderson & Mike Milstein; and original Kauai study by E Werner*

# Five Attributes of Resilience (RICCO)

Bouncing Back: Building Resilience through Service Learning  
Duckenfield, Drew, & Flood, 2008

## Relationships

A resilient individual possesses a variety of attributes that are the result of having had positive relationships with others. Through these positive relationships, a person develops these attributes, which are seen in those who are resilient. We place *Relationships* first because this category serves as the foundation for all others that follow.

- **Caring**—being in a caring relationship—having another person who really cares about them and having someone to care about
- **Belonging**—being part of a family, an organization or club, a group of peers, or the school or community itself—but even more, that *feeling* that they belong
- **Compassion**—showing feelings for others who are experiencing sorrows and difficult times
- **Social Competence**—communicating well with others in a variety of social situations and responding to them appropriately
- **Empathy**—being able to understand and sympathize with others when they face difficult problems.
- **Sociability and Friendliness**— interacting in an engaging and pleasing manner with others
- **Trusting**—being able to trust another person, believing that someone can be relied upon

## Independence

Here we see the traits that a person possesses when they have developed inner controls of their behaviors, decisions, and beliefs. The components of *Independence* are developed more easily with supportive *Relationships*.

- **Autonomy** – feeling personally independent and capable of making decisions and acting on them
- **Responsible** – being someone who can be counted upon to be conscientious, trustworthy, and reliable
- **Internal Locus of Control** - having control over the circumstances of one's life
- **Self-Discipline** – doing something that is necessary or sensible without needing to be urged to do it by somebody else
- **Positive Identity** – having a positive self-concept and self-worth
- **Initiative** – taking charge of problems
- **Conviction** – holding firm beliefs or opinions

## Competence

The characteristics of this category illustrate how learning from others can lead to successfully meeting challenges with these new skills and abilities. *Competence* builds on both *Relationships* and *Independence*.

- **Mastery** – having expert knowledge or outstanding ability

- **Confident** – feeling certain of having the ability, judgment, and resources needed to succeed
- **Persistent** – continuing despite problems or difficulties
- **Successful** – having achieved something that seems meaningful
- **Self-Efficacy** – believing in the influence of one’s own thoughts and behavior
- **Critical Thinking** – conducting disciplined intellectual criticism that combines research, knowledge of historical context, and balanced judgment

**Creativity**

When we find a young person with strong *Relationships, Independence, and Competence*, we find someone who possesses the underpinnings for *Creativity*.

- **Problem Solving** – having the abilities needed to come up with solutions to problems
- **Resourceful** – being full of initiative and good at thinking of ways to solve problems, especially in difficult situations
- **Imaginative** – coming up with new and original ideas or visualizing things that haven’t been seen or experienced
- **Flexibility** – being able to change according to circumstances

**Optimism**

And finally, incorporated within the four other areas of resilience, is *Optimism*. These positive attitudes found in young people are other strong indicators of resilience.

- **Hopefulness**– having a wish to get or do something, or for something to happen or be true, especially something that seems possible or likely
- **Sense of Purpose** – having goals and aspirations
- **Sense of Meaning** – incorporating religious and/or spiritual anchors, which serve as a source of sustenance
- **Motivation** – having a feeling of interest or enthusiasm that makes someone want to do something
- **Humor** – having the capacity to see that something is funny or enjoying things that are funny
- **Altruistic** – believing that acting for the benefit of others is right and good

***All represent behaviors that children can learn and practice through service learning, and which can help achieve success beyond the classroom!***

# Components of Resiliency Related to Service Learning

The implementation of the concept of Resiliency is defined through the components of care and support, high positive expectations, and opportunities for meaningful participation, life skills development, and clear and consistent boundaries. When we look at service learning, all the components of Resiliency are applied.

<b>RESILIENCY COMPONENTS</b>	<b>SERVICE-LEARNING PROCESSES</b>
<b>Care and Support</b>	The act of service, in of itself, represents and empowers both students and adults with this concept.
<b>High Positive Expectations</b>	As students undertake projects responding to genuine community needs, they see themselves as leaders and resources. Students also see themselves as capable and able to accomplish tasks – both large and small. Our expectations for them as seen through their eyes are high and positive. (Yes, you can do it!)
<b>Opportunities for Meaningful Participation</b>	Perhaps service-learning responds most strongly to this concept as we allow students to be leaders and teachers become the guide on the side. Student ownership is key to the service-learning process and clearly defines this part of the Resiliency philosophy.
<b>Life Skills Development</b>	Through participation in service-learning activities students are experiencing the real world application of a variety of skills for personal and interpersonal development, as well as the world of work.
<b>Clear and Consistent Boundaries</b>	While youth voice and ownership are an essential part of service learning, the caring adults involved also help students identify guidelines that maintain the respect and safety of all involved in the projects.



# Building Resiliency in Youth

**The positive behaviors and conditions that comprise protective factors that build resiliency may be found in the family, school, and community environments surrounding a young person.**

## Protective factors found in the FAMILY environment

- Develops close bonding with child.
- Is nurturing and protective.
- Uses a high warmth/low criticism parenting style (rather than authoritarian or permissive).
- Values and encourages education.
- Manages stress well.
- Spends quality time with children.
- Has clear expectations.
- Encourages supportive relationships with caring adults beyond the immediate family.
- Shares family responsibilities.



## Protective factors found in the SCHOOL environment



- Expresses positive expectations.
- Encourages goal setting and mastery.
- Encourages pro-social development (altruism and cooperation).
- Provides opportunities for leadership and participation.
- Fosters active involvement for all students (whatever their learning style or capability).
- Trains teachers in cooperative learning.
- Involves parents.
- Staff views themselves as caring people.

## Protective factors found in the COMMUNITY environment

- Provides opportunities for participation.
- Involves youth in service.
- Provides supportive social networks.
- Leaders prioritize community health, safety, and quality of life for families.
- Provides access to resources (health care, housing, daycare, job training, employment, education, and recreation).



(Source: Bonnie Benard, [Turning it Around for Youth](#) & Gibbs, Jeanne *Tribes A New Way of Learning Together* 1994)

# Service Learning is Brain Compatible Learning

*Service-Learning also responds strongly to the concepts contained in the research into Whole Brain Learning. If we are using an instructional strategy that readily meets the needs of how our students learn, then students will be learning in a meaningful way that they will retain. If our students are connected to and emotionally involved in their community and school through meaningful, experiential learning (doing), true learning is the result.*

## Making the Most of Memory!

### SEMANTIC

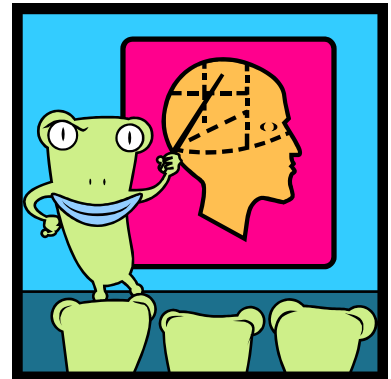
- Holds information learned from words.
- Most classrooms rely heavily on semantic memory.

### EPISODIC

- Location driven – “where was I when learned this?”
- Novelty and contextual

### PROCEDURAL

- Processes the body does and remembers.
- Procedures that help create strong memories such as driving or skiing.
- Repetition is required for learning.



### AUTOMATIC MEMORY

- Certain stimuli and associations trigger this type of memory.
- Conditioned response memory.

### EMOTIONAL

- The brain stores all sorts of experiences AND the emotions that go with them.
- Emotional memory takes precedence over any other kind of memory and is the most difficult to change

***Service learning creates opportunities to "hook" learning experiences in episodic, procedural, automatic, and emotional memory in addition to semantic memory.***

# How Will Students Remember What They Learn?

## Key Questions for Working Memory



### 1. Does this make sense?

Can the learner understand it on the basis of his/her experience.  
Does it fit in with what the learner knows about the world.

### 2. Does it have meaning?

Is it relevant to the learner?  
For what purpose should the learner remember it?

How a person “feels” about a learning situation determines the amount of attention devoted to it. **Emotions interact with reason to support or inhibit learning.**

## Prime Time Learning

### 20 Minutes Period

- Learning Period = 18 Minutes
- Down Time = 2 Minutes  
or 10%

### 40 Minutes Period

- Learning Period = 30 Minutes
- Down time = 10 Minutes  
or 25%



(Source: How the Brain Learns by David Sousa, Corwin Press, 2001)

# How to GET and KEEP the Learner's Attention

## Factors That Influence Attention to Learning

Source: Eric Jellison



from the Brain In Mind



**Increase intrinsic motivation**  
Hook attention for 10-90 minutes

**Increase apathy and resentment**  
Hook attention for 10 minutes or less

<b>Choices</b>	<b>Vs.</b>	<b>Required</b>
Provide choices: content, timing, work partners, projects, process, environment, or resources		Directed 100%, no participant input, resources restricted – for example, working alone
<b>Relevant</b>	<b>Vs.</b>	<b>Irrelevant</b>
Make it personal: relate to family, neighborhood, city, life stages, love, health, and so on		Impersonal, useless, out of context, and done only to pass a test or meet requirement
<b>Engaging</b>	<b>Vs.</b>	<b>Passive</b>
Make it emotional, energetic, make it physical, use learner imposed deadlines and peer influence		Disconnected from the real world, low interaction, lecture, seatwork, or video

## The Brain Needs:

**Challenge** - Learning should be imbedded in the problem-solving and critical thinking of projects and complex activities.

**Feedback** - To promote neural patterns feedback should be specific, timely, multimodal, and learner controlled.

**Novelty** - Something new and different grabs attention and increases recall.

**Movement** - Every 20 minutes blood pools in our seat and our feet! In order to re-circulate the blood, we need to get up and move. This increases the concentration of oxygen and enhances cognitive performance.

**Water** - The electrical transmissions that occur in our brains require water. It also assists with oxygen distribution to the brain.

**Humor** - When we laugh we get oxygen in our bloodstream to fuel our brain and we release endorphins.

**Music** - The human brain is significantly wired for music and many learning styles are enhanced by the introduction of music in the learning environment

Source: Klopp & Toole

# Summary Statements About Learning

Consider the following statements that summarize what and how people learn.

**EDUCATION IS NOT PREPARATION  
FOR LIFE.... EDUCATION IS  
LIFE ITSELF**



environment.

1. People learn what is personally meaningful to them.
2. People learn when they accept challenging but achievable goals.
3. Learning is developmental.
4. Individuals learn differently.
5. People construct new knowledge by building on their current knowledge.
6. Much learning occurs through social interaction.
7. People need feedback to learn.
8. Successful learning involves the use of strategies - which themselves are learned.
9. A positive emotional climate strengthens learning.
10. Learning is influenced by the total

Source: Brandt, Ronald S., (1998) Powerful Learning, ASCD, Alexandria, VA

**When we look at the standards of high quality service learning practice, we see these concepts about learning continually reinforced and implemented. The learner-friendly nature of service learning makes it an effective and powerful strategy for keeping youth engaged in school!**

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