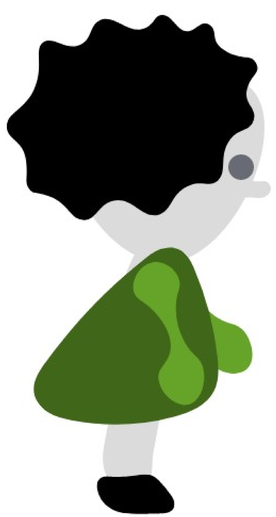
# PRACTICAL GUIDE

## to design and intervention of Service-Learning programmes in Physical Activity and Sport



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Santos-Pastor, M.L., Ruiz-Montero, P.J., Chiva-Bartoll, O. & Martínez-Nuñoz, L.F. (2022). Practical Guide to design intervention of Service-Learning programmes in Physical Activity and Sport. (Spain, Andalusia, Intellectual property registration, num. MA-00534-2021). Regional Government of Andalusia.

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**Research network of Service-Learning in Physical Activity and Sport as a tool of Social inclusion**

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# Research network of Service-Learning in Physical Activity and Sport as a tool of Social inclusion

Research network of Service-Learning in Physical Activity and Sport as a Tool of Social Inclusion was created when the High Council for Sports (Ministry of Culture and Sport of Spain) launched a call for research networks (2019 and 2020). The network is based on the idea that Service-Learning (SL) is a great option to integrate and promote Physical Activity and Sport (PAS) among vulnerable collectives (such as disadvantaged women, elderly people, people with disabilities, migrants, foreign unaccompanied minors or at-risk youth, among others) supporting their social inclusion. The inclusion in PAS represents an important step forward in social thinking breaking down the barriers that limit full participation of disadvantaged groups in PAS programmes, and by extension in socio-economic environment.

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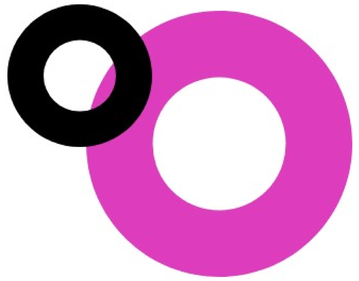
# Presentation



This document gives guidelines for developing a Service-Learning (SL) programme in the field of Physical Activity and Sport (PAS).

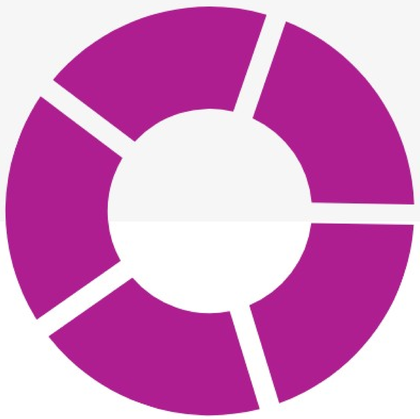
The content is structured in four steps which you have to follow to develop a programme: preparation, planification, action and evaluation-reflection.

Each stage includes certain actions which require very well organised and managed procedures that should be clear for all the participants (students, teachers, beneficiary groups and community partners).

To deepen the knowledge of SL in PAS there is a list of references in the end of the guide.

# INTRODUCTION

Service-Learning (SL) is an educational proposal that represents an occasion to provide students with experiential learning activities which they share with other participants (vulnerable groups). Students, with a guidance from their teachers, and taking into account specific competencies of their qualification, propose actions (design-action-evaluation) which are defined according to the needs and interests of vulnerable groups that are in a situation of inequality (economic, cultural, educational, etc.) and therefore, do not have access to certain rights (leisure, health, recreation, education, etc.) which are necessary for their inclusion and greater social justice. An accurate, consistent and well-structured planning process, which specifies each steps and actions, is a key in creating a SL programme. For more information, you can consult the bibliography which we have included in the end of the guide.



# INFOCRAFIC

## HOW TO BUILD A SERVICE-LEARNING PROGRAMME IN PHYSICAL ACTIVITY AND SPORT.

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## 1. step
### PREPARATION

- Describe the context of the programme and identify specific needs or social injustice issues that you want to combat.
- Analyse capacity and motivation of the group/students.

- Starting point
- Contextualisation
- Diagnosis (the needs or problems)
- Participants (students – beneficiary group)
- Needs and Expectations

## 2. step
### PLANIFICATION

- Define learning and civic goals.
- Plan and schedule the actions to meet these objectives.
- Formulate a systemised plan for reflection.
- Plan evaluation processes, negotiate indicators and recognition.

- DESIGN
- ORGANISATION AND TIMING
- REFLECTION

## 3. step
### ACTION

- Implement the actions foreseen in the planning process: carry out intervention activities, reflection tasks, formative assessment processes, etc.

- MONITORING
- REFLECTION
- DISSEMINATION
- MANAGEMENT

## 4. step
### EVALUATION AND REFLECTION

- Analyse the actions of the SL programme (students-learning and recipients-service).
- Make decisions about possible changes or adjustments to the process.

- OVERALL ASSESSMENT
- INDICATORS
- CONCLUSIONS


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# PREPARATION

HOW IS THE REALITY?

- Starting point
- Contextualisation
- Diagnosis [the needs or problems]
- Participants [students - beneficiary group]
- Expectations

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# PLANIFICATION

HOW DO I PLAN IT?

- DESIGN +
- ORGANISATION TIMING +
- REFLECTION +

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# ACTION

HOW DO I CARRY IT OUT?

- MONITORING +
- REFLECTION +
- DISSEMINATION +
- MANAGEMENT +

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# EVALUATION

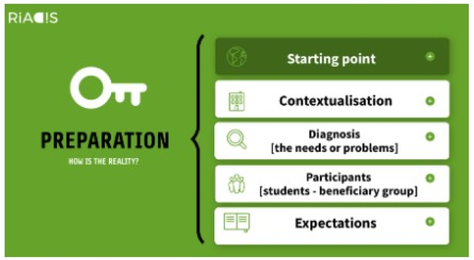
HOW IS IT EVALUATED?

## OVERALL ASSESSMENT +

## INDICATORS +

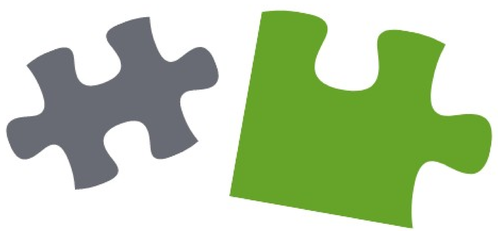
(necogiated and settled on in the planification stage)

## CONCLUSIONS +




# STARTING POINT

**What is the starting point?**



## 01. CONTEXT

- Indicate in which setting and with which group the programme is being carried out.

## 02. FIELD

- Orientation of the programme that is carried out (health, educational, therapeutic, recreational, etc.).

## 03. LOCATION

- Information on the geographical location where the programme takes place.

## 04. GROUP

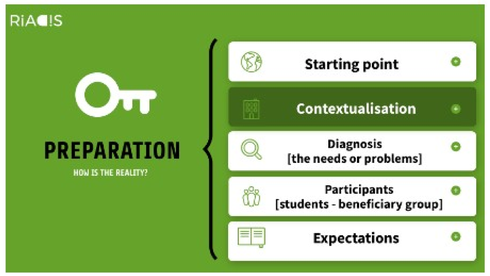
- General information on the target group.
- Contact with oraganisations or associations in the area.

## 05. BACKGROUND – PROBLEM

- General needs and shortcomings of the group.
- Students' responses.

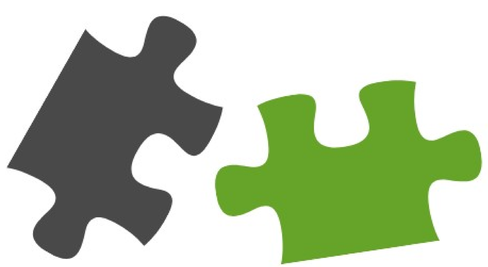
## 06. CAUSES

- Consequences of the shortcomings and needs.




# CONTEXTUALISATION

**What are the characteristics of the overall scenario?**



## 01. SUBJECT-PROGRAMME

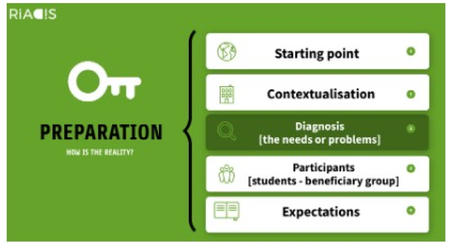
- **Educational level** (qualification, course, or subject) at which the SL programme is carried out.
- **Explain** the purpose, meaning or orientation of the programme.

## 02. CONTEXT ANALYSIS-DIAGNOSIS

- **Pre-checking the context** (*on-site monitoring).*
- **Social entities** (NGOs, institutions, foundations, etc.) or mediating associations.
- **Shared diagnosis (**with all partners).

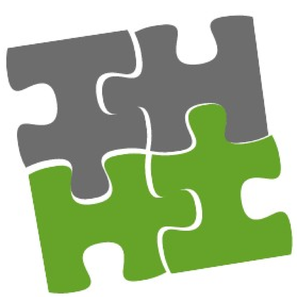
## 03. SCENARIO-ACTION

- **Understanding the context** (prior study, accessibility, nearby sports facilities, etc).
- **Practical preparations** (of the place for the intervention).




# DIAGNOSIS

What do we know about the environment of the collective?



## GENERAL CHARACTERISTICS OF THE GROUP

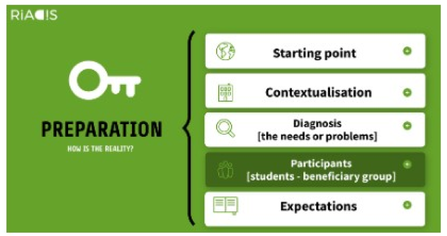
- **Basic and secondary** needs of the group.

## SOCIO-DEMOGRAPHIC CHARACTERISTICS

- **General context** -MACRO- linked to the target group (statistics on the population of the city and/or area, families, minors, the elderly, existing public facilities: libraries, sports halls...).

## SOCIO-CULTURAL CHARACTERISTICS

- **Specific context** -MICRO- linked to the target group (profile of the neighbourhood, families...).

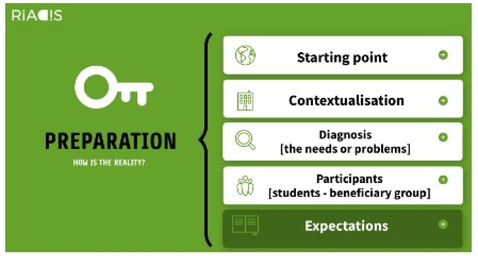



# PARTICIPANTS

People directly involved in the programme.

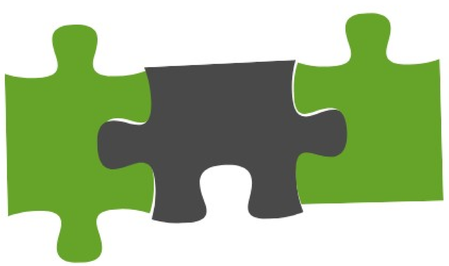
## Students-Teachers-Communities-Entities

- **Number and basic characteristics of the students** participating in the programme (personal characteristics of each member, values or concerns related to the problem to be dealt with...).
- **Previously acquired training and knowledge** (in the individual level, for example courses, training, experiences, etc.).
- **Needs and interests of the participating groups** with respect to the problem/beneficiary group (interests and motivations in relation to the need or social injustice that defines the focus of the programme).
- **Prior contact** with the institution where the SL programme is carried out and agreed access procedures (regulations, controls, etc.).
- **Responsibility and commitments of the people involved** in the programme (how the programme is to be organised: meetings, courses, etc.).
- **Tutoring.** Teachers who coordinate the programme.
- Involvement of the **people in charge of entities** in the programme.




# EXPECTATIONS

What is expected?



## Opportunities

- Possible **opportunities** that the programme offers to the groups or environment (in relation to the subject, improvements it may cause or opportunities for improvement, etc.).

**SHARE/INFORM ALL PARTNERS OF THE EXPECTATIONS THAT PARTICIPANTS HAVE OF THE PROGRAMME. THE PROGRAMME WOULD BE DEFINED BASED ON THOSE EXPECTATIONS.**

## Needs

- Identify the **possible needs** of the beneficiary group that could be addressed by the SL prorgamme (do not have to be related to the content).

# DESIGN

CURRICULAR CONTENTS

OFFERED SERVICE

CONNECTION OF LEARNING WITH SERVICE

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ACTION GOALS STUDENTS OBSERVATIONS

SERVICE

LEARNING

Contribution

*ORGANISE - PLAN*

# ORGANISATION

## TIMELINE OR WORK PLAN

# REFLECTION

INITIAL NEED OR PROBLEM

## Problems

**HOW DO YOU REFLECT THE PROGRAMME?**
(origin of the problem/need, form of intervention, target group, critical analysis of the action, proposals for improvement, etc).

## Procedure

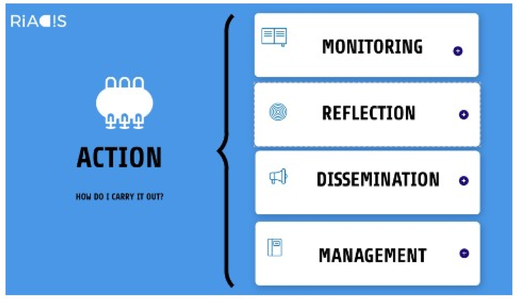
**HOW WILL THE REFLECTION BE DONE?**
(meetings, journals, individual/group, oral/written).

## Timing

**WHEN WILL BE THE MOMENT OF REFLECTION?**

## Participants

**WHO WILL DO THE REFLECTION?**




# ACTION

## MONITORING

Strategies for teacher who supervises the programme: meetings, visits, direct observations, etc.

## REFLECTION

Strategy for better understanding and questioning different actions during the implementation of the programme.

## DISSEMINATION

Compilation of evidences on the development of the SL programme to inform the society

## MANAGEMENT

Control of the temporary nature of the programme and adjustment of timeline.

Control of SL outcomes.

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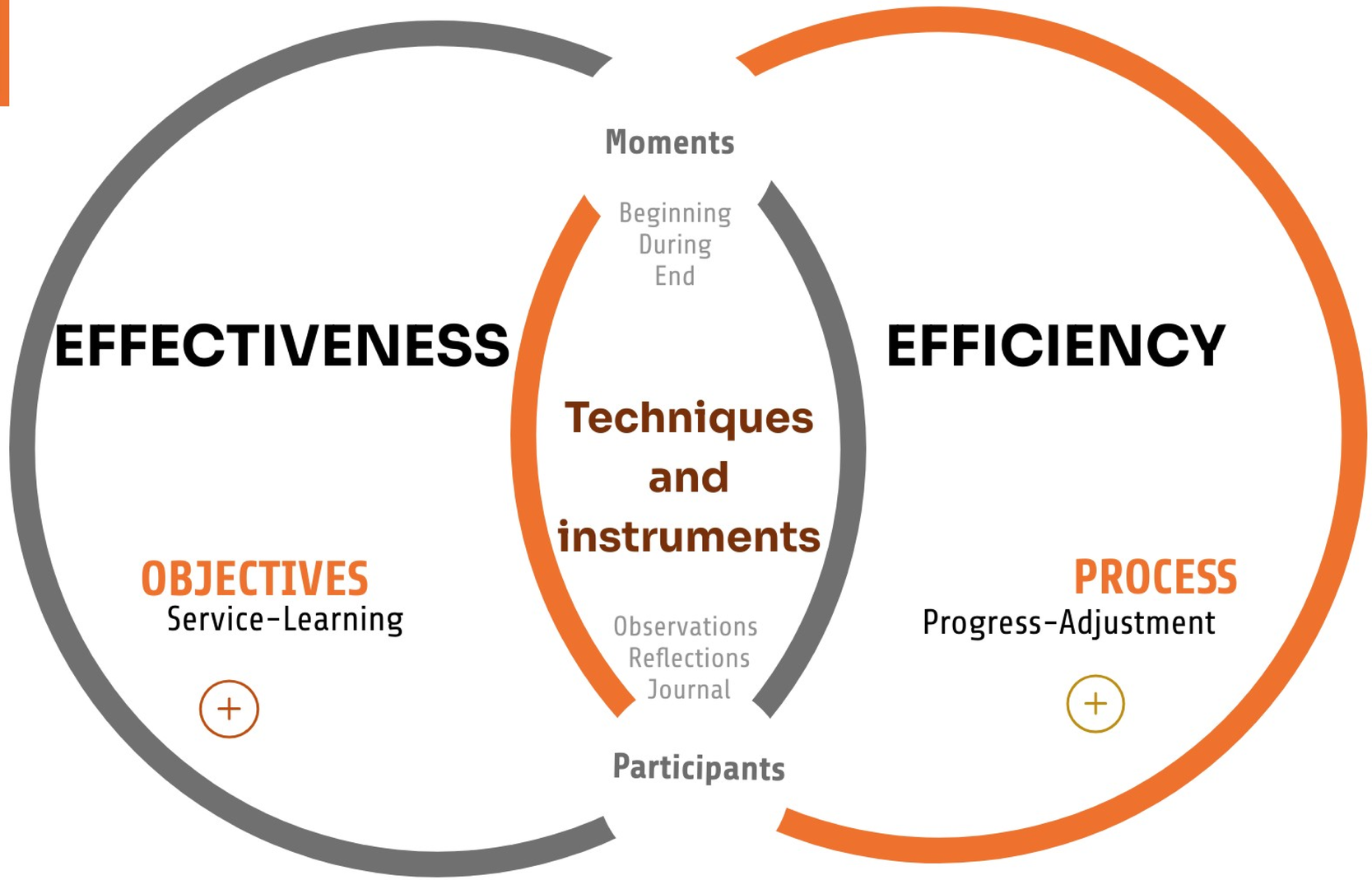
# OVERALL ASSESMENT



# MONITORING INDICATORS

## 01 The desing

Fulfilment and adequacy of the objectives and contents (designing control scales, questionnaires or other instruments -qualitative-quantitative- for the students who carry out the SL programme, and to get to know the collective's own opinion as well as the opinion of the people close to problem...).

## 02 Methodology

Strategies, procedures and methodological steps.

## 03 The management and control

Control of the practice and the social and emotional climate during the activity, the group carrying out the SL programme and the beneficiary group.
Adequacy of its development taking into account the place and the given time.

## 04 Service

Quality of the service provided (how to evaluate the opinion of the beneficiary group and the group of students who carry out the SL programme).

# CONCLUSIONS

## ASSESSMENT OF THE PROGRAMME IN THREE DIMENSIONS

**Learning**

**Service**

**Experience**

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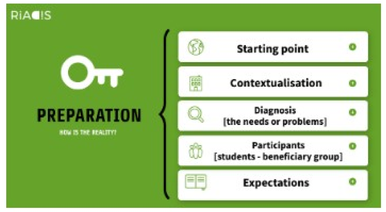
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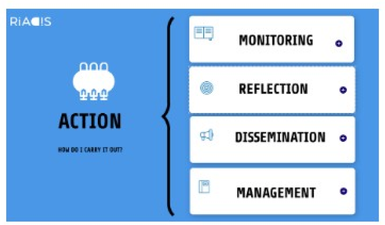
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HOW IS IT EVALUATED?
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INDICATORS
CONCLUSIONS

CELEBRATION
RECOGNISE
THANK
CELEBRATE
SHARE
COMMUNICATE
TRANSFER
DISSEMINATION
RESULTS

# REFERENCES


01 **Reference 1**

Santos-Pastor, M. L., Martínez Muñoz, F., Chiva-Bartoll, O. & Ruiz-Montero, P. J. (2020). Reflexión y evaluación de las emociones. ApS y ODS en educación física. *Tandem, 70*, 25-31.

02 **Reference 2**

Chiva-Bartoll, O. & Fernández-Rio, J. (2021). Advocating for Service-Learning as a pedagogical model in Physical Education: towards an activist and transformative approach, *Physical Education and Sport Pedagogy, DOI: 10.*1080/17408989.2021.1911981.

03 **Reference 3**

García-Rico, L., Martínez-Muñoz, L. F., Santos-Pastor, M. L. & Chiva-Bartoll, O. (2021). Service-learning in physical education teacher education: A pedagogical model towards sustainable development goals. *International Journal of Sustainability in Higher Education, 22(4), 747-765. https://doi.org/10.1108/IJSHE-09-2020-0325*

04 **Reference 4**

Chiva-Bartoll, O. & Gil-Gómez, J. (2018). *Aprendizaje-servicio universitario: modelos de intervención e investigación en la formación inicial docente.* Octaedro.

# INFOGRAFIC

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