



CAREER CONNECTED
LEARNING PHL

Positioning Philadelphia's Youth for Career Success

Embedding 21st Century Skills in Service-Learning Projects

July 25, 2024

Part 2



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Objectives

- Review facilitation skills
- Identify key soft skills youth need to be successful during their C2L-PHL experience
- Learn how to embed 21st century skills throughout service-learning projects

Service Learning Projects

- Direct Service Learning
- Indirect Service Learning
- Research-based Service Learning
- Advocacy Service Learning

Think about similar projects you have been involved in. How did the youth demonstrate skills in your projects?

Skills in Need

Teamwork

Collaboration

Communication

Creativity

Problem Solving

Emotional
Intelligence

Active Listening

Critical Thinking

Identify your top 3 soft skills you feel are most important to address in your service-learning program.

IPARD Framework

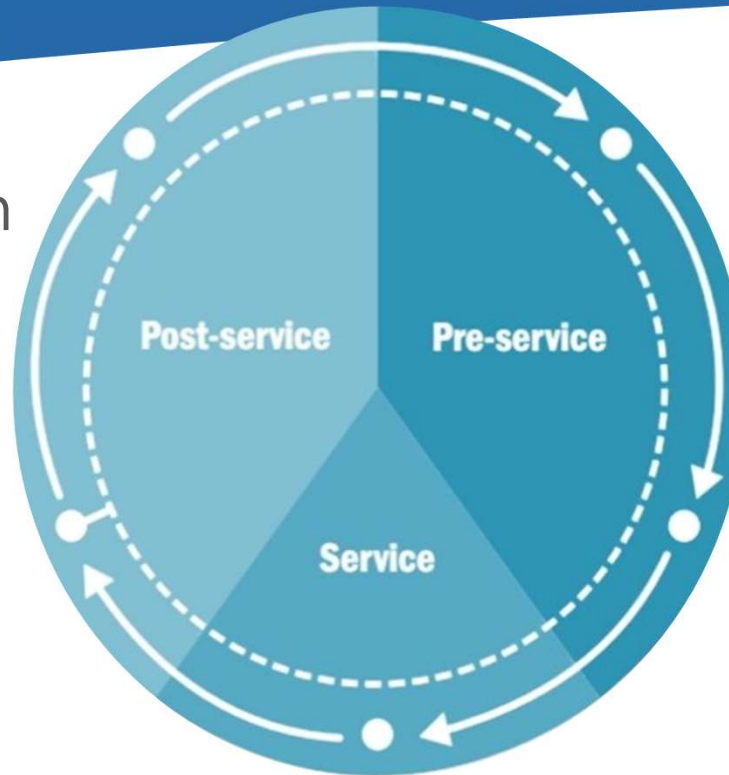
D
Demonstration

I
Investigation

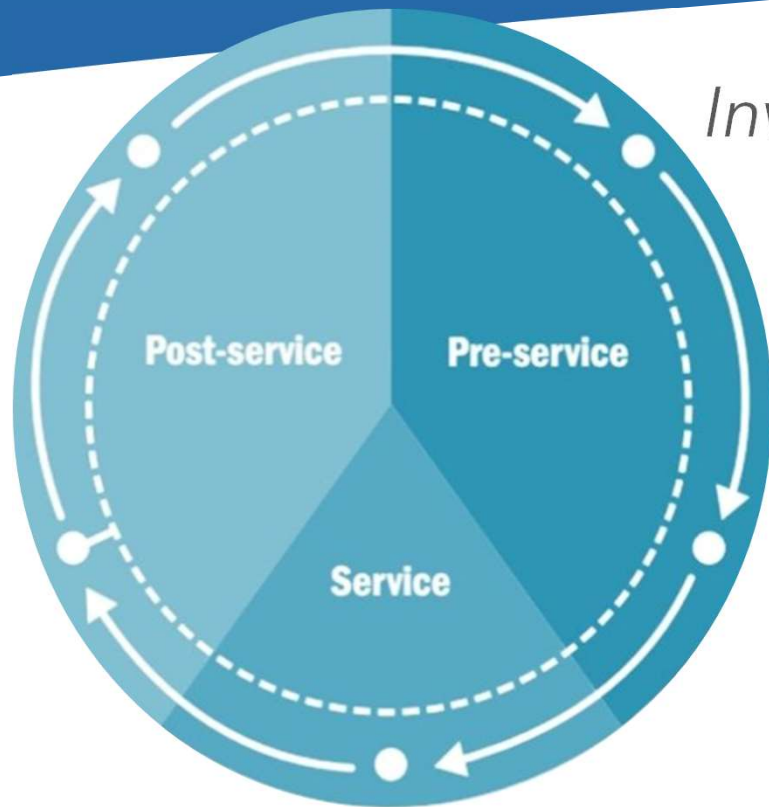
P
Planning &
Preparation

R
Reflection

Action
A



Connecting IPARD to Embedding Skills



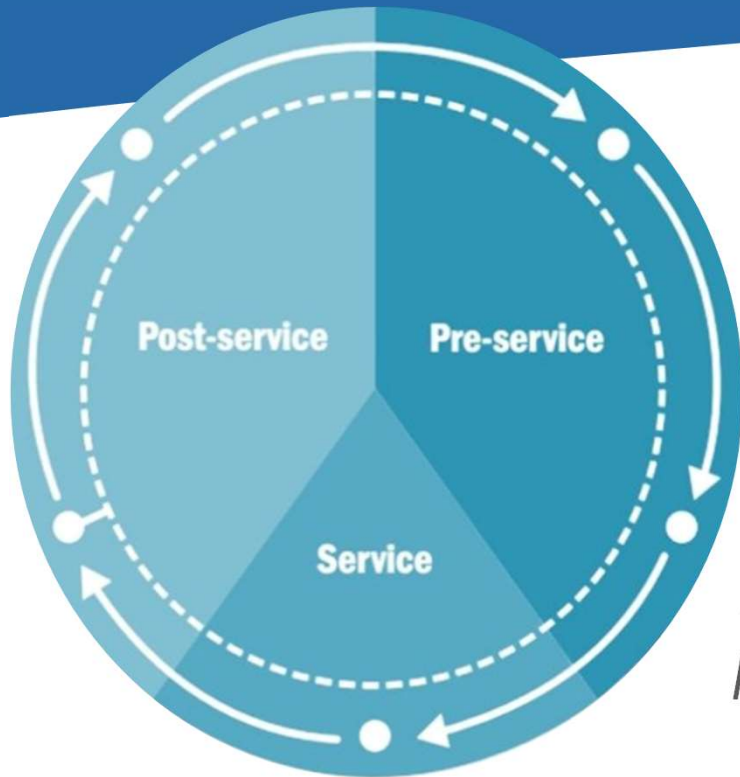
Investigation

Youth

- Research
- Interviews
- Surveys

Critical Thinking
Communication
Analytical Skills

Connecting IPARD to Embedding Skills



- Youth are assigned roles
- Project Manager
 - Communication Lead

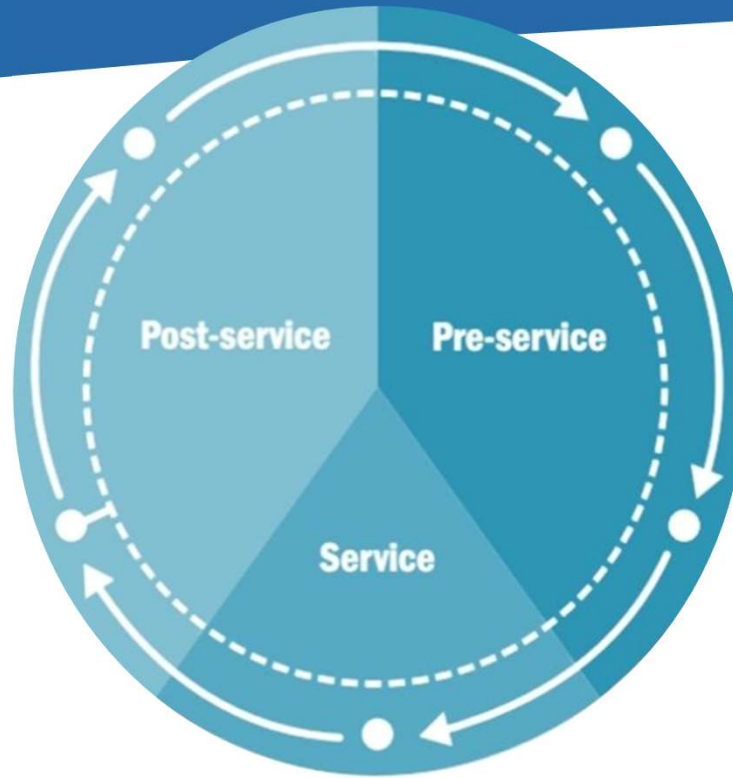
P
*Planning &
Preparation*

Teamwork
Organization
Strategic Thinking

Connecting IPARD to Embedding Skills

Youth

- Apply plans
- Learn through doing



Problem- Solving
Teamwork
Adaptability

Action

A

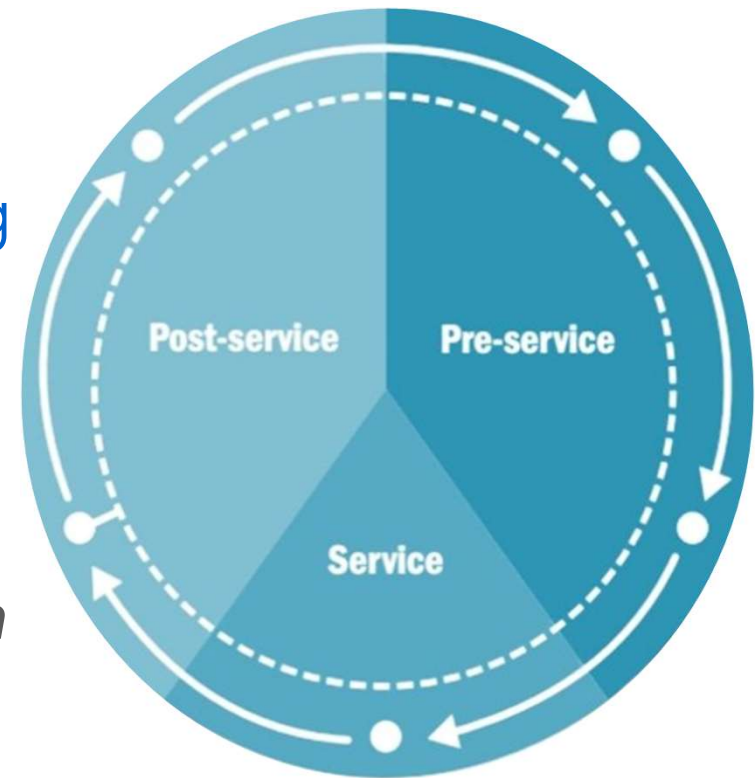
Connecting IPARD to Embedding Skills

Youth

- Critically think about experiences
- Connect personal development goals
- Identify areas for growth

Self-awareness
Critical Thinking

R
Reflection



Connecting IPARD to Embedding Skills

D

Demonstration

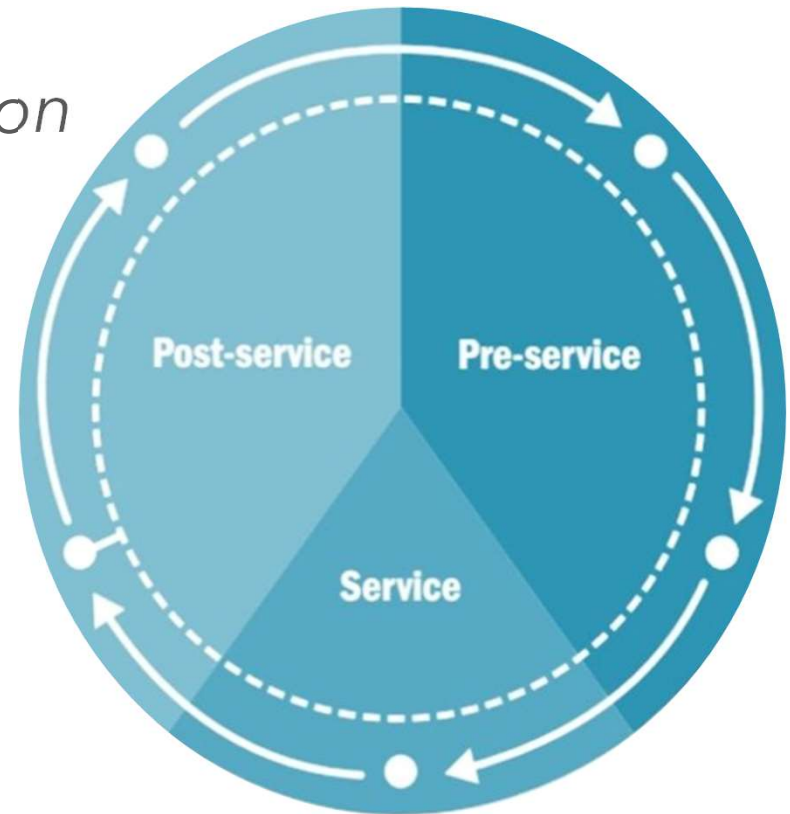
Youth

- Articulate experiences and impact

Presentation Skills

Public Speaking

Communication Skills

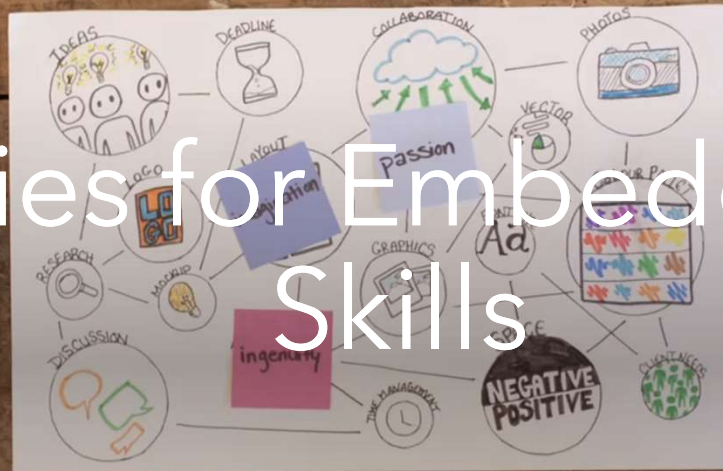


Let's Practice!



- Share and discuss past experiences with service-learning projects or projects in general
- Discuss what you have done in the past to support soft skill development

Strategies for Embedding Soft Skills





Embedding soft skills or 21st Century skills in your service-learning activities or projects requires intentional planning. Here are some strategies and ways to implement them to support youth in developing the skills needed in the workforce and to engage effectively in service-learning projects.

Tool Review

Strategy	Description	Implementation
Experiential Learning	Experiential Learning involves hands-on activities where youth learn by doing. This approach allows youth to actively engage in tasks and roles that mirror real-world experiences.	<p><i>To prepare</i></p> <ul style="list-style-type: none"> • Have a list of roles youth can use to rotate responsibilities and gain a variety of experiences and skills • For older or more experienced youth in the field, have them generate a list of tasks the group will need to accomplish their responsibilities successfully. This helps them take ownership and enhances problem-solving skills <p><i>During implementation</i></p> <ul style="list-style-type: none"> • Support youth with project management skills such as planning, organizing, and executing tasks. This can include setting timelines, <u>support</u> youth in delegating tasks and provide guidance around monitoring progress.
Structured Reflection Practices	Structured reflection practices help youth critically reflect on their experiences, connect them to their personal development goals, and identify areas for growth. This practice ensures learning is intentional and deep.	<p><i>To prepare</i></p> <ul style="list-style-type: none"> • Provide youth with a set of questions to guide reflection. This may include prompts about what they learned, challenges faced, and how they applied soft skills in their tasks. <p><i>During implementation</i></p>

Strategy 1: Experiential Learning



Learning happens through

- Concrete experiences
- Reflective observations
- Abstract conceptualization
- Active experimentation

Strategy 1: Experiential Learning



Facilitators role is to

- Select suitable experiences
- Pose problems, set boundaries, and support learners
- Recognize spontaneous teaching opportunities
- Help learners make connections

Strategy 1: Experiential Learning

Farming in Urban Areas

Youth are interested in agriculture but can't see how this can be done in urban areas like Philadelphia. The program decides to partner with a local community food co-op and have youth support their garden that resides in a green house on top of a school building.

Farming in Urban Areas

Concrete Experience	What specific activities can youth engage in to gain hands-on experience with urban farming?
Reflective Observation	
Abstract Conceptualization	
Active Experimentation	

Strategy 2: Structured Reflection Practices

Facilitators are responsible for helping

- Youth focus on social-emotional learning
- Youth become more aware of how they learn
- Youth take responsibility of their learning
- Youth see growth in their learning

Strategy 2: Structured Reflection Practices

Supporting social-emotional learning	What was your favorite moment...? How did you feel when you faced a challenge during....?
Supporting awareness of how they learn	Which activity helped you understand...the best, and why?
Supporting youth taking responsibility of their learning	What role did you take on in? How did you prepare yourself for the tasks you were assigned?
Supporting growth in their learning	How do you think your understanding of ... has changed since you started this project?

Strategy 2: Structured Reflection Practices

Imagine you are working with a group of youth who just completed a week of activities supporting the urban farming project. They spent some time in the greenhouse and you want them to reflect on their experiences to deepen their learning and personal growth.

What questions would you ask using the question starters?

Strategy 3: Peer Collaboration and Feedback

Supportive Learning Environments

- Youth learn from and with each other
- Engage in collective problem-solving
- Share constructive feedback

Planning Tips

- Create a rubric or guidelines for feedback
- Offer peer review sessions

S

Situation

Describe the situation. Be specific about when and where it occurred.

B

Behavior

Describe the observable behavior. Don't assume you know what the other person was thinking.

I

Impact

Describe what you thought or felt in reaction to the behavior.



Center for
Creative
Leadership

Strategy 3: Peer Collaboration and Feedback

Youth have been working in the greenhouse for the last couple of weeks. The project involved youth to engage in tasks such as planting, watering, harvesting, and maintain the greenhouse. One youth, Alex, was responsible for organizing and leading the watering scheduled but missed several plants, and days of programming, leading to some wilting

S

Situation

Describe the situation. Be specific about when and where it occurred.

B

Behavior

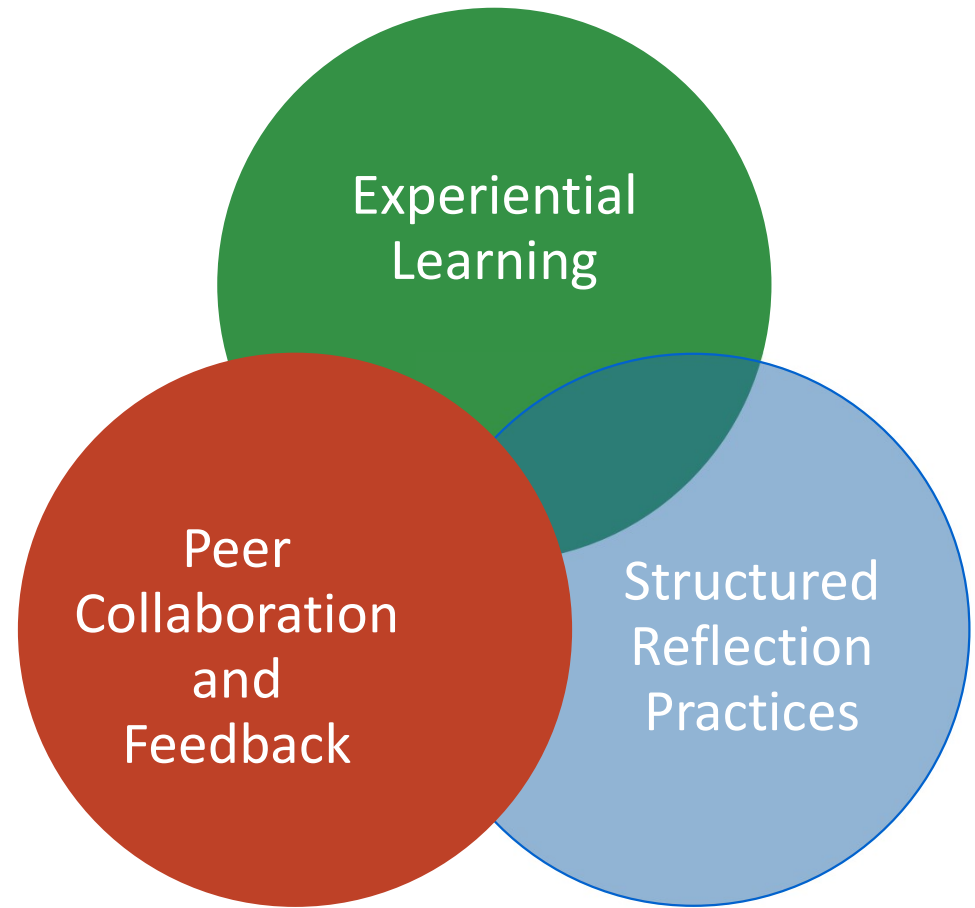
Describe the observable behavior. Don't assume you know what the other person was thinking.

I

Impact

Describe what you thought or felt in reaction to the behavior.

Strategies Review



Let's Practice!



- Review the example activity
- Identify a strategy that the facilitator can use to help youth practice or develop soft skills
- Use the guiding questions

Developing Facilitation Skills



Active Listening



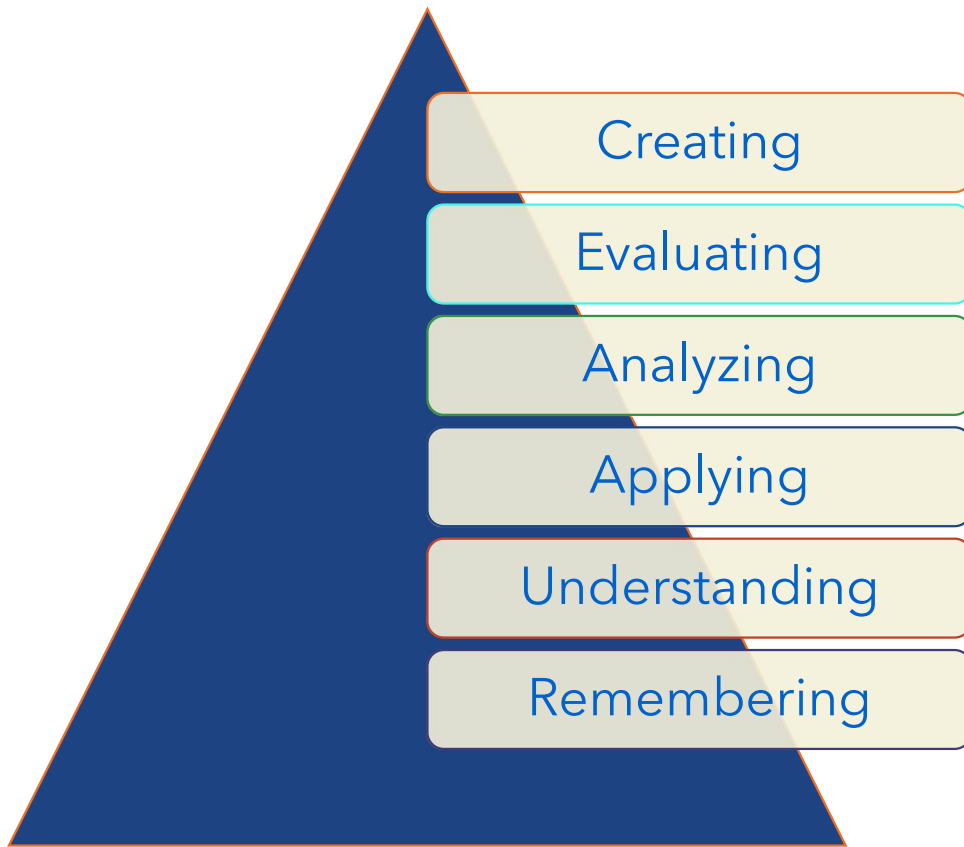
Actively focus on and understanding the speaker's message both verbal and non-verbal

- Paraphrasing
- Non-verbal cues
- Eliminate distractions



Effective Questioning - Why Ask Questions?

Effective Questioning - Using Bloom's Taxonomy



Higher-order
Thinking



Lower-order
Thinking

Can you propose a new service-learning project that builds on what you've learned?

Facilitation Skills

Group Dynamics

- Managing interactions and teamwork
- Collaborative and productive environment

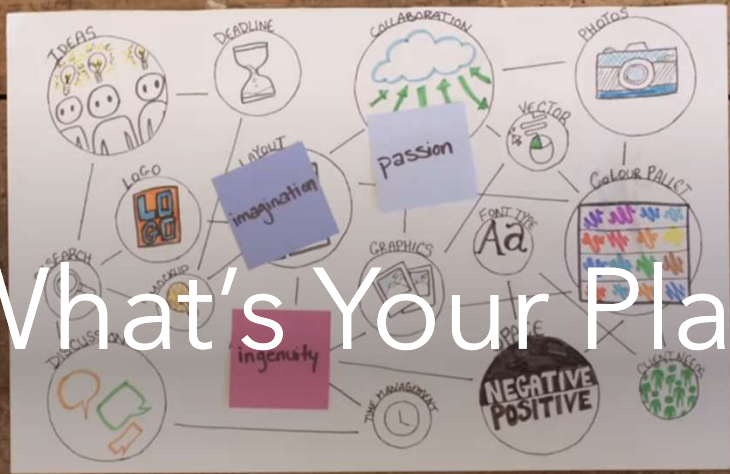
Adaptability and Flexibility

- Open to change
- Adjusting plans
- Responsiveness to new challenges and opportunities

Reflection and Feedback

- Learn and grow
- Continuous Improvement and development

What's Your Plan?



Keeping TABBs

T
A
B
B

Takeaway
Action
Barriers
Benefits



Questions?

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Capacity Building Virtual PD Events



Upcoming PD

Holding Youth Accountable
Tuesday, July 30, 2024
10 am