

**Alabama Healthy Marriage and Relationship Education Initiative**

**Service Learning Course for Youth Relationship**

**Education: Lessons Learned**

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## 1. The Service Learning Course:

### a. Recruitment:

- i. We concentrate most recruitment activities around the registration period during the semester prior to participation.
- ii. When advertising the service learning course to students we note the main activities and required time commitment (e.g., primarily teaching relationship education to high school students in local schools; we note the total hour requirements for 1 (45 hours), 2 (90 hours), 3 (135 hours) credits (2 credits is preferred); and we note times needed to be available for training, process meetings, school teaching, etc. [see “Service Learning Opportunity Flyer”]
- iii. The faculty member in charge of the service learning meets individually with interested students to “screen” and understand motivation for participation.
- iv. Recruitment - to be most successful, we:
  1. Make list of classes to visit, contact instructors and schedule times for visits
  2. Prepare materials for recruitment: PPT highlighting the service learning experience, descriptive handouts with contact information, signup sheet
  3. When visiting classes it works best to have an AHMREI staff and current service learning students do the presentation together.
  4. Post flyers in Human Sciences buildings and in other buildings with students in related fields.
  5. Prepare and send out a recruitment email to advisors (e.g., Jamie Sailors in HDFS).
  6. Have each student schedule 1:1 meeting with the course instructor. Instructor enrolls approved students into the course.

### b. Assignments

- i. Journal entries are assigned to have students reflect on their motivations for participating, experiences during the semester, and their growth personally and professionally over the course of the semester.
- ii. Three journal entries are completed per semester.
  1. The first journal entry focuses on skills and experiences brought to the service learning and goals for service learning.
  2. The second journal entry addresses what has been experienced and learned up to the mid-term and the goals/needs to be addressed during the second half of the semester.
  3. The third journal entry is a reflection on the full semester experience and a focus on how skills and knowledge gained can be carried forward. *Bullets about the service learning for a resume will be added to the third journal entry.*

- c. **Grading** is on a point system **[see Grading Rubric]** where students acquire the needed points to receive an A, B, C... in the course. Points are earned in the following areas:
- i. Implementation quality
    1. Assessing implementation quality is based on teaching evaluation forms completed by the AHMREI management team members and by service learning students' feedback on peer evaluation forms **[see Undergraduate Facilitation Record; Undergraduate Presentation Evaluation]**. Areas focused on are preparation, participation and professionalism, presentation skills and instructional skills (see syllabus and teaching evaluation form)
    2. Performance is rated individually based on perceived effort the student put toward facilitating. For example, a student who gets nervous and forgets a small portion of the lesson in the class is not docked points, but a student who makes a preventable error (e.g., missing the prompts to a game) because of lack of preparation is docked points. Typically, we become aware that a student's mistake is due to lack of preparation when the student admits to lack of preparation during the follow up meeting.
    3. Emphasis is on effort and improvement across the semester. *Opportunities for students to earn points for improvement are being considered.*
  - ii. Attendance & timeliness
    1. Students receive points when they attend required activities and are on time for these activities; they lose points when they miss a required activity or are late and do not have a valid excuse for missing the activity or for being late to the activity.
    2. At orientation, during process meetings, group emails, and 1:1 meetings and email correspondence, students receive information about how their grade will be affected if they are late or absent from classroom teaching sessions and/or process meetings. The past 2 semesters it was 1 point possible for each class/process meeting and they lost .25 if they were tardy for process meeting, and .5 if they were tardy to classroom teaching session. *This information also will be posted on CANVAS.*
  - iii. Journal entry completion
    1. Students receive 5 points for each journal entry and feedback from the instructor about their reflection.
    2. The journal entries help to capture the student's perception of their needs, learning and growth across the semester.
  - iv. Timesheet/paperwork submission
    1. Timesheets **[see Weekly Timesheet]** are submitted at the end of each week and reflect the hours and tasks accomplished during that week. Other paper work includes peer evaluations and facilitator/observer forms. Students receive points when they turn in their required paperwork on time and lose points when they are late turning in paperwork or fail to submit paperwork. Timesheet submission is where most students lose their points in the class; a number of students find it difficult to remember to submit their timesheets on time. *The*

*management team will continue to think of ways to increase students' capacity to meet this expectation which is relevant to workplaces that often require the timely submission of paperwork.*

2. *The management team is working on a tracking system to better manage the recording of facilitator/observer form submissions.*

**[see Service Learning HDFS3930\_Syllabus]**

**d. Providing students feedback**

- i. Individual mid-term meetings offer an opportunity to provide praise and corrections for students well before the semester ends.
- ii. As needed, additional individual meetings are scheduled to address issues with students that were pressing (e.g., noticing that a student was not turning in time-sheets or not practicing/preparing much for teach-backs).
- iii. CANVAS is currently being used for the class and *will be used in future semesters to record all student points across all categories as earned in real time. Students will be able to check CANVAS throughout the semester and see where they stand.*

## 2. Program Implementation:

### a. Begin scheduling schools the semester prior to implementing the curriculum.

- i. Make contact w/ teachers, discuss general time frame (e.g., month, how many classes/students they expect, what time they expect to teach, etc.).
- ii. If already implementing RS+, talk to the teacher during the current semester about continuing programming the following semester. Also, talk to teachers or school personnel about expanding programming and working with other teachers when you are at the location. It can be really helpful to have the conversation face-to-face.
  1. For example, while implementing RS+ during fall 2013, we initiated the conversation with the classroom teacher about returning for spring 2014.
  2. At the very end of implementation, usually during post-surveys/last day, we ask the teacher the best time to contact him or her about setting up a meeting for the following semester.
  3. There were times when we had to provide a letter from faculty to the school principal explaining the program to be permitted to go back the following semester.
- iii. At the very beginning of the new semester, we follow through with contacting the teacher and setting up an initial meeting. We always set up a meeting with our contact person before starting program implementation regardless of how many times we've been to the location. Usually two members of the management team will meet with the classroom teacher on site to discuss the following:
  1. Teachers thoughts of last semester program (what worked, areas to improve, topics to emphasize, student comments, etc)
  2. Bring teacher new copy of the curriculum, review any changes to the curriculum; discuss topics to be covered (anything sensitive?)
  3. Schedule dates & class times, look at calendar of school activities/holidays
  4. Clarify how much time we'll have with students
  5. Ask about # of students in each class/group and collect student rosters
  6. Discuss class personality (e.g., is one class more participatory than another?) to better inform service learning students.
  7. Parking, dress code, classroom environment
  8. Deliver consent forms, or set up time to come back and deliver consents at least 1 week before administering surveys.
- iv. When working towards making a new contact and/or implementing the program at a new location, start by contacting the principal if the new location is a school, or the program director if the new location is a community organization. If you have a contact at the

school (e.g., teacher, counselor), you can work through your contact to schedule a meeting with the principal.

1. Sending a professional email introducing yourself and the program is a good way to start, and following up with a professional phone call is also helpful. Usually you will get a response, or at the very least will be directed to the person that handles this area of youth development, like the school counselor or a teacher. If not, try again.
  2. We have found that school and community groups serving youth are busy managing many variables, so our program can be lost in shuffle, especially at the onset. Once we provide programming and become a visible part of the community, it is easier to get face time with school/community group personnel.
- v. After initial introductions have been made via email or over the phone, the next step is to set up a meeting to discuss the program and RS+ curriculum content in more detail.
1. Typically when creating a new partnership, there will be multiple meetings before the program will be implemented. These meetings and follow up emails and phone calls establish a working relationship so that both parties understand what to expect and how to best serve the teens.
  2. We provide a copy of the RS+ curriculum for the location principal/director during the initial meeting, or before if requested. Providing a brief summary of lessons in addition to the curriculum can also be helpful.

**b. Advertise the program to community organizations**

- i. We constantly put the program out there by word of mouth and discuss it with current school contacts so that we can expand the program.
- ii. We also invite service learning students to share ideas for new contacts. This has helped us work with new locations in the past, but persistence is key to getting class time. We have learned that reaching out once or twice is not enough.
- iii. In order to get back in the community each semester, we have to continue to reach out to current and potential partners. It can take several emails and/or phone calls to connect with current and potential partners. The most common forms of communication are email and phone calls.

**c. Logistics of implementation.** Managing the scheduling of effective RS+ delivery is one of the most time consuming aspects of program logistics [see **Availability Form; School Teaching Assignments Example**].

- i. Challenge: Classroom time is limited

1. Our goal is to meet with students for at least 6 hours of relationship education, as dictated by our funder. When scheduling, we remain very flexible and make the best of the time our community contact is able and willing to share with us. With some locations we can teach once a week, for a total of six or more hours over the course of several weeks in the semester. With other locations, we have to go in intensely and complete the minimum of 6 hours in one week.
2. We have found that working with students for only 6 hours can create a challenge for building rapport and allowing time for open discussion. In order to help, we do a name-tent activity so that the students have their names on their desks while we teach, and our team wears name tags. Using the high school students' names during the lessons assists with building rapport. We also address the importance of knowing the material well with the service learning students so that we can effectively and efficiently cover as much of the curriculum as possible during the limited time frame.

ii. Challenge: Undergraduate Schedules

1. One of the most important goals each semester is to schedule as much hands-on time for undergrad service learning students as possible, at as many different types of locations as manageable. We work diligently to create a schedule that allows opportunities for all students to have as close to equal amount of teaching time as possible. Due to undergrad courses typically being held in the mornings and the need for students to travel to different locations, having enough open time built in to scheduling so that students can get from point A to point B and teach requires a lot of communicating and coordinating of individual schedules.
2. Students complete an "availability" table each semester, and we revisit availability almost weekly during process meetings. We also send out the teaching schedule "draft" and open it up so that students can approve the schedule, and share any special times where we can build them in to the schedule.
3. We have tried different ways of working with students that have limited availability. For example, scheduling limited students for part of a lesson, connecting students so that they carpool, and trying to schedule a range of community events that include afternoons, Saturdays, and afterschool times as well.

iii. Challenge: Unexpected Cancellations

1. Although we emphasize the need for flexibility when doing outreach work to our students, this can be a challenge for some service learning students. Service learning students may get frustrated because they are working towards completing required hours, and staff has to work quickly and professionally to

address schedule changes. Each semester has at least one cancellation due to events like stormy weather or school activities, sometimes teachers simply forget we were coming.

2. When unexpected cancellations happen, the management team communicates immediately to develop a plan and then shares that plan ASAP with the rest of the team (i.e., service learning students and others serving as co-facilitators). The management team may communicate over the phone, in person, over email, or all three. Then, one person communicates the plan to the rest of the team to limit confusion.
3. With unexpected cancellations, we always try to reschedule a new date(s) with the location. If that is not possible, we either skip the lesson or find a way to fit it in to the next meeting. When rearranging is not possible and student hours are a concern, we work to schedule a new opportunity to provide programming.
4. When all efforts to implement RS+ in the community do not work out for our students, we involve students in alternate service learning tasks.
  - a. For example, students have reviewed web sites for teens that address relationships and dating and provided feedback about the site format and content.
  - b. Students were also given the opportunity to assist with reviewing the RS+ curriculum and provided practical feedback regarding terminology, curriculum examples, and flow of activities and activity materials. We use this feedback to assess current trends in teen dating and areas of interest to teens. We then think about how to address this when working with teens using research-based information.
  - c. Lastly, being that we are part of a large project, service learning students have also had the opportunity to work in the research lab and gain experience working with SPSS and entering pre/post survey data completed by the youth served.

**d. Training methods**

- i. Orientation, 7-8 hours at the beginning of the semester **[see Training Agenda]**
  1. At the beginning of every semester service learning students and new team members participate in an orientation to *Relationship Smarts Plus* **[see RS+ Curriculum]** and the upcoming events of the semester. The orientation covers all of the RS+ lessons to be taught in the schools as well as other information about the service learning course.
  2. Management team members organize the structure of the orientation, and prepare all materials needed including copies of the agenda, syllabus, and RS+ curriculum. Each management team member chooses 1-2 lessons to lead during the training. The orientation is typically held on the first Saturday of the semester.
  3. Service learning students are emailed about 2 weeks prior to the start of the semester to be informed of orientation day and location. This email also briefly introduces the team and directs students to pick up their RS+ binder by the Friday before the orientation (binders are distributed at the orientation if it is scheduled on the first Saturday after the semester starts).
- ii. Outline main points of the lesson and facilitate 1-2 activities from each lesson so students have an idea of what they will be teaching.
  1. During the orientation, students get to see the main points of each lesson taught as if they were the teens. Students are reminded that we will go in to more depth with each lesson during weekly meetings and teach-backs.
  2. Management team collects availability from the students and schedules the first process meetings for the following week.
- iii. Students report positive feedback about orientation because they have a chance to meet each other and get an idea of what the curriculum involves.

**e. Process meetings**

- i. Scheduling process meetings and benefits of having full group meeting:
  1. One method of preparing service learning students to facilitate Relationship Smarts is through the use of process meetings. Ideally, process meetings are held once per week and include all service learning students. We have learned through our experience that having all students present in one meeting allows for more opportunities for team building and ensures that all students receive the same training information.
  2. In the past, we held two process meetings each with approximately half of the students due to challenges with students' schedules. This can be problematic,

however, because students might be scheduled to co-facilitate with students who are not in their weekly process meeting group. Therefore, these students have fewer opportunities to build a relationship and become comfortable with one another prior to facilitating together. Although the process meetings were still useful when students were divided into two groups, there were greater benefits found when the entire group was able to meet together.

3. Service learning students reported that they enjoyed meeting with all other students, as it allowed them to get to know their co-facilitators and led to greater comfort when it came time to facilitate within the schools and community.

#### ii. Teach-backs

1. An important goal of the process meetings are for students to practice the Relationship Smarts lessons in front of a live audience (we called these “teach-backs”). Students are randomly assigned a partner with whom they are to practice the assigned lesson and come prepared the following week to teach that lesson to the rest of the class. We found that random assignment was useful, as it allowed students opportunities to work with other students who may have different strengths and skills and with whom they may actually facilitate with in the schools and community.
2. Also useful is assigning all students to prepare the lessons. In the past, we selected two students to prepare and present the lesson the following week, while assuming that the rest of the students would practice lessons on their own. However, we found it was more effective to assign everyone the lessons and a partner so that all students were prepared for the teach-back the following week. On the day of the teach-back, one pair of students is randomly selected to present that week’s lesson to the rest of the class.
3. One goal of the teach-backs is for students to practice teaching the lesson as if they were actually in the school or community setting. All other students observe and participate as though they are high school students. When needed, the management team members call for a “time-out” during the teach-back to provide immediate feedback to the facilitators. This immediate feedback is important for allowing students time to reflect, reframe, or ask questions if they were struggling to explain a particular part of the lesson.
4. For teach-backs, facilitators are expected to teach all main points from the lessons and to provide a clear explanation of directions for all activities. The goal is for students to practice providing instructions, to gain comfort and confidence presenting the material to others, and to ensure they have a full understanding of lesson material.
5. Prior to the teach-backs, students are encouraged to meet with a management team member to clarify any confusing points or activities, practice, and receive

constructive feedback. We found that students who took advantage of opportunities to prepare with the management team performed better during teach-backs and had greater confidence when presenting.

iii. Lesson preparation

1. As part of their preparation, students are encouraged to identify examples related to the lessons, practice getting the main point across in a way that is understandable to youth, and to prepare transitions from one lesson to the next (as we often taught more than one lesson while in the school) and to make note of these transitions in their curriculum. We use creative ways to practice these skills during process meetings, such as tossing a ball around the group to practice responding and transitioning.
2. We found that youth responded well to examples that they could relate to or were familiar with, such as actors, musicians, television shows, or movies that showed examples of healthy or unhealthy relationships or relationship behaviors.
3. Service learning students reported that it was beneficial to practice teaching the lessons out loud instead of just reading through the lessons.
4. We found that service learning students had a better grasp of the concepts, better time management, and greater comfort with the material when their preparation included practicing teaching the lessons out loud rather than simply reading over the material.

iv. Videos

1. One final method of preparation encouraged during process meetings is the viewing of video recorded mock facilitation of lessons. The videos were created by the management team; management team members facilitated each lesson while other management team members and students participated as part of the class.
2. The videos provide service learning students the opportunity to see the lessons in action, offer examples of different teaching styles, and help students develop a better understanding of each lesson. Each student is provided a copy of the video recorded lessons.
3. As management team members, we made mistakes during filming; however, we included the mistakes (e.g., monotone voice, reading word for word from your notes), as well as examples of ways not to teach a lesson to show students that everyone makes mistakes and that it is acceptable to make mistakes. Viewing these mistakes also helps students think of ways to prevent making them in their own teaching.

4. Students reported that the videos were helpful in their preparation, particularly when there were parts of the lesson that they were unsure of or that were unclear.
  5. *In the future, we intend to incorporate the videos into the process meetings in addition to encouraging students to view them independently. Viewing parts of the videos in class might help clarify difficult lessons, allow for discussion of what went well and what did not, and as a follow-up to teach-backs.*
- v. Activities designed for skill development
1. In addition to facilitation preparation, process meetings provide opportunities for skill development, discussion of logistics, and processing of teaching experiences. The focus is on developing skills beyond learning and teaching the Relationship Smarts lessons.
  2. First, throughout the semester, service learning students participate in a number of in-class and a few out-of-class activities that are intended to build confidence, practice thinking on their toes and responding to student questions, and facilitating discussions. One activity is a Ted Talk about how body language influences your confidence. Students enjoy viewing this video (even using some “power poses” before entering the classroom to teach) and provide a brief write-up of their thoughts related to the video.
  3. Other activities include mock discussions, in which students are given a topic and instructed to respond to one another’s comments on the topic, and role plays. These activities provide students with opportunities to practice responding quickly and appropriately to (sometimes unexpected) comments.
- vi. Discussing logistics of implementation
1. At the beginning of the semester service learning students provide the management team with their schedule. Throughout the semester, and as we get closer to facilitating in the schools or community, students are encouraged to provide updated schedules of availability.
  2. During process meetings, students are provided with a schedule that includes the date/day, time, location, and lists the facilitators, observers, and management team members assigned to each class. At that time, students are able to talk with one another to begin scheduling times to meet outside of the process meeting to prepare to teach the lessons.
  3. Process meetings are not held during the weeks that we are in the schools, as the focus is on students meeting with their co-facilitator and preparing to facilitate. However supportive and course-corrective feedback is provided when needed during the weeks the lessons are being implemented. Discussions are held regarding professional attire and following school protocol. Service learning students are provided a list of appropriate and inappropriate clothing

choices, as we follow the dress code of the school in which we are teaching. Students also are expected to wear a nametag and to sign in at the main office of the school.

vii. Discussing being timely and prepared

1. It is stressed to students that their co-facilitator is depending on them to show up on time and ready to teach the agreed upon part of the lesson.
  - a. Management team members explain procedures for being late or absent to a teaching event and the consequences for their grades should they be late or absent.
  - b. Students who know in advance they are going to be late or absent are instructed to contact the management team member assigned to the school or community event by phone.
  - c. It is made clear to students that they must contact the management team member directly and not their co-facilitator to “deliver” the message. In the event that a student is going to be absent to a teaching event, they were instructed to contact their co-facilitator and the observer for that day after contacting the management team member. The observer for that day is expected to fill in for the absent or tardy student.
2. Most students do not have issues with timeliness and preparation; however, this topic is addressed throughout the semester and especially in the weeks leading up to teaching in the schools. Although not a major issue, in the past, students have shown up late or were not adequately prepared. This can be frustrating for all parties involved, and therefore we address these issues regularly in the process meetings with all students present.
3. In the event that a facilitator is absent or does not show up to the school or community event, observing students are expected to be prepared and step in to co-facilitate.

viii. Processing school experiences

1. Finally, the process meetings provide service learning students the opportunity to process their experiences in the schools. Substantial time is devoted to processing the strengths of students’ facilitation, challenges faced in the school, and ways to improve in the future.
2. Service learning students enjoy talking about and reflecting on their experiences. After students’ initial experiences facilitating, they have a better idea as to what is expected of them and begin to gain confidence in their knowledge of the material and ability to teach youth.

3. Based on the management team's observations and students' reflections, decisions are made regarding the content of future process meetings such as practicing difficult lessons or working to improve certain skills.

### **3. Classroom Implementation**

#### **a. Starting program implementation**

- i. After weeks of practice, preparation, and process meetings, students begin teaching in the schools.
- ii. Students are expected to arrive to the school 15 minutes prior to the start of class. This allows students to get a feel for the classroom, meet the teacher, ask any last minute questions or discuss any concerns, and to begin building rapport with students as they enter the classroom.
- iii. The high school students complete a pre-survey assessment a few days to one week prior to beginning the curriculum. At this time, high school students also create a name card in which they are instructed to write their name and encouraged to draw pictures or use words to describe themselves.
- iv. Facilitators hand out the name cards each day as students arrive and can use the name cards as an opportunity to begin developing rapport. Developing rapport, especially on the first day and when we are often in the school only a short time, can be challenging; however, warm greetings and using students' names can help begin the process.

#### **b. Beginning of class**

- i. Most teachers provide a brief introduction of who we are and what we will discuss, and some teachers do a warm-up activity before facilitation of Relationship Smarts begins.
- ii. The Relationship Smarts team waits in the back of the classroom until all introductions have been made and the teacher signals us to begin.
- iii. The Relationship Smarts team includes two facilitators, one to two observers, and one management team member.
  1. The role of observers is to assist the facilitators by handing out materials and answering student questions during activities, and to fill in for a facilitator if they are absent or late.
  2. Therefore, the observers must be prepared to step in and facilitate the lessons if needed.

**c. Starting implementation**

- i. Implementation begins once the facilitators move to the front of the classroom and introduce themselves. Facilitators are encouraged to provide their name, year in school, and a fun/interesting fact about them. Again, our goal is to develop rapport as quickly as possible and this is one more way to do it.
- ii. Facilitators might have their curriculum with them to use as a reference while teaching or they may use an outline of the main points. There is a lot of variety in facilitators' teaching style and the way co-facilitators choose to divide up the lessons.
- iii. During preparation, facilitators decide who will teach each part of the lessons. For example, if two lessons are to be taught during one class period, each facilitator might take the lead on one lesson, or they may divide up each lesson evenly between the two of them. Facilitators are given flexibility in how they divide up the lessons, but they are expected to equally contribute to the teaching of the lessons and to know all information being taught that day and to support one another as needed.
  1. For example, there may be times where one facilitator completely forgets where they are going with a point or story. The co-facilitator should be prepared to jump in and help the facilitator get back on track.
  2. The more comfortable the facilitators are with one another and the more they practice together, the more natural this will become for them and the more natural it will seem to the high school students.

**d. Facilitating in the classroom**

- i. Most of the time students do well facilitating; however, there have been a few occasions in which high school students have asked challenging questions and a management team member had to jump in.
  1. Service learning students are aware that there may be times in which a management team member might do this so they are not caught off guard.
  2. Although this is rare, management team members also should be prepared and comfortable providing responses to difficult questions or jumping in if necessary.
- ii. Some schools take a break halfway through the class period and this allows service learning students to receive immediate feedback from observers and management team members.
  1. If, for example, the class does not seem to be engaged or the facilitator lacks energy, this will be discussed and solutions developed for how to proceed in the second half of class.

2. It is important that service learning students are provided with positive feedback, as well as suggestions for how to improve.
  3. This also is a time to be aware of individual facilitator strengths and weakness. We do not want to hinder the facilitators' teaching in the second half by providing negative feedback, but we do want to ensure that the high school students are getting the most from the lessons.
  4. Knowing the best way to provide facilitators with feedback in the moment is crucial for their success during the remainder of class. It also is important to remind facilitators that it is okay to make mistakes and that this often leads the high school students to see them as a "real" person.
- iii. Being perfect and polished is not necessarily the goal. We want facilitators to know the material and the main points, but we also want them to be relatable and engaging.

**e. Idiosyncrasies of classroom and school environments**

i. Low-resource schools

1. Adapted lessons due to lack of resources (e.g., projector, screens, computers, etc.)
2. Although the RS+ curriculum includes power points slides and You Tube video links, we typically do not teach with these tools due to classroom technology limitations. Mostly we teach through discussion, use handouts, and include activities that allow students to get up and move around.
3. When there were instances that we felt bypassing technology would not be right for the activity we got really creative.
  - a. For example, for an icebreaker activity that involves playing a song that ties into the lesson to initiate discussion, we knew that just reading the song lyrics would not make the same impact as hearing the song. So, a service learning student improvised and played the song from her phone.
  - b. We have found that the students get a laugh out these "improvisations" but appreciate our efforts as well.
4. However, low resource does not only impact technology, it can also impact classroom space. We have taught in a large warehouse type setting without cooling or heating. This wasn't a special space, but where the students regularly attended class, so we had to make it work and not make it a big deal. We meet students where they are, and adapt to the school setting.
5. Service learning students adapt to classroom environment by changing their facilitating style to fit classroom needs. For example, when teaching in the large warehouse or cafeteria, students work on talking loudly without screeching, repeating student statements back to make sure they know we are listening,

and walking around the room to check in with students and keep them engaged in small groups if needed.

6. Teamwork on our part is essential to managing the classroom and keeping students engaged.
7. There have been times when basic classroom amenities such as a white board have not been available, so we always include large white post-its with our kit materials as back-up.

ii. Adapt the curriculum to fit the classroom needs

1. As a team, we share our observations and experiences to add and adjust examples throughout the curriculum that would better relate to the life experiences of the students we serve.
2. For example, originally in the RS+ curriculum there was an example of going down a ski slope unprepared as a way to show how one can slide into a relationship too fast without thinking. Being that we are serving students in the south where snow-skiing is not common, we changed the situation to going down a hill in a car without working brakes.
3. This example was easier for students to relate to and helped us get our point across without losing the meaning.

iii. Literacy and reading comprehension can be a challenge in all schools, and this challenge is magnified in low-resource schools

1. We discuss this during process meetings so that facilitators are mindful of this and encourage facilitators to be sensitive to the environment we were visiting.
2. Often teachers can let the management team/facilitators know before we begin teaching in a class about the specific needs students have. Participant observers on the team can make themselves available to help students that need assistance completing activities.
3. Facilitators are encouraged to read handouts out loud during activities and to define key words. We prepare beforehand during team meetings by practicing how to explain terms, even simple terms, such as “value,” so that if students asked what these terms meant, our team would be ready to respond with a simple agreed upon definition or example.
4. Facilitators also add to the directions provided at the top of worksheets by explaining in their own words how to carry out activities.
5. When it fits in with the activity or the discussion, facilitators prompt students in the class to summarize the discussion in their own words for the group.
6. Students complete pre/post surveys individually to respect privacy, but administrators walk around and answer any questions the students have along the way or work individually with students that are having an especially difficult time with the survey(s).

iv. Classroom size

1. Class/group sizes vary by location, so we do our best to estimate how much time an activity will involve when planning lessons. We have learned that one of the biggest factors in how much time an activity requires depends on class size.
2. With smaller classes many of our activities take less time because there is less turn-taking, or reading aloud, etc. We don't just stop facilitating when we've covered all the material. Instead we take the extra time as an opportunity for discussing the material covered and getting more input from the students. This also allows students to ask more questions about the lesson and helps us get to know our students better.
3. With larger classes we have less time for discussion because it takes more time to cover an activity. This can be a challenge, especially when students are very engaged because not everyone will have a chance to share for time management purposes. When necessary, we choose natural stopping points in the lesson, or summarize key points.

v. Class dynamics

1. It is helpful to get a sense of the class/group personality from the teacher ahead of time during program planning. This information helps with lesson planning and how to approach delivery of the lessons. For example, there were some very active classes and some very quiet classes so the teachers had to adapt their facilitating style accordingly.
2. It is helpful to discuss environmental factors that students have experienced and continue to face with the service learning facilitators so that as a team we can improve our effort to be sincere and prepared when working with teens from diverse backgrounds.
3. Reminding facilitators that they might be the only person who has cared about the students enough to teach them about healthy relationships greatly impacts their approach and attitude towards students.

vi. Difficult Students

1. Since we are visitors to the classroom or group setting, and we are talking about healthy and unhealthy relationships, as a management team and service learning team, we practice and process how to be a sensitive educator from the beginning of the semester to the end of the semester.
2. One of the reasons this is so important to our success in the classroom is because there will be difficult students, and sometimes the challenge is understanding where the student is coming from.
  - a. A student may not be engaging because she/he's tired and doesn't want to be in the classroom.

- b. A student may not engage we are striking a nerve simply by the nature of what we are discussing.
- 3. We strongly encourage treating students, team members, and community personnel with respect and sensitivity to the environment to build rapport with students so that if challenging behaviors come up, we can handle them appropriately and respectfully. This can be challenging to new and seasoned facilitators because sometimes the challenging behavior can completely catch a team member off guard.
- 4. Our approach is to give students the lead by including them in establishing the ground rules at the very beginning of our group time together.
  - a. We refer to the ground rules at the beginning of every lesson.
  - b. If a challenging behavior comes up, we refer to the ground rules, and if needed, take it a step further by reminding the students that they came up with these rules and agreed they were important to having a positive experience.
- 5. Additionally, we ask the teacher how she likes to address challenging behavior in his/her classroom so that we can follow their lead if/when necessary.
- 6. Participant observers on the team can be used when working with difficult students. For example, standing near a group of talkative students to help them focus on the lesson being taught.
- 7. Lastly, we dedicate an entire team process meeting to working through different challenging behavior possibilities. We all role play how to handle possible scenarios and discuss practical tips for responding to difficult behavior.

#### **4. Undergraduate Students**

##### **a. Professional development through experience in the field and discussion**

- i. Through this experience, service learning students are given the opportunity to explore potential future careers, engage in the role of professionals in the field, and build rapport with adolescents.
- ii. Both the time in the classroom working with high school students and working with the management team for the course gives students experience communicating professionally, managing schedules, being flexible and adaptable, receiving feedback respectfully, and incorporating feedback into future facilitating.
- iii. Throughout the course, the management team works diligently to help the student grow in a professional manner—this occurs by discussing the importance of professionalism during process meetings and framing the experience as a job.

##### **b. Professional development by overcoming course challenges**

- i. One important way that students grew professionally was through facing and overcoming obstacles related to the course.
- ii. Students are encouraged to use teamwork with other students or speak with a member of the management team to handle challenges—such as difficulty facilitating a certain topic, scheduling conflicts, or reaching the required number of hours for the course. Through this process, students are given ideas of methods and techniques to incorporate into their facilitating or advice on how to solve issues related to scheduling and/or hours. These experiences teach the students to be responsible, while also working with others.
- iii. Other times the management team will approach the students to give constructive feedback to the students if there are challenges related to their facilitating. For example, if a student who is very soft-spoken and mild-mannered has trouble engaging with students the management team will discuss ways to employ strategies that would engage the students and keep the integrity of the student's personality. This feedback encourages students to grow in their teaching ability and build a broader ability to receive and incorporate feedback respectfully.

**c. Expanding professional development in the future**

- i. To expand the professional experience gained by students during their service learning course, the instructor can plan one process meeting during the semester to cover resume building and discuss how to present the experience to a future employer or graduate school in a cover letter or during an interview.
- ii. Examples of how to display the service learning experience in a resume:
  - 1. *Facilitated Relationship Smart Plus curriculum in local high schools*
  - 2. *Established rapport with culturally diverse groups of adolescent*
  - 3. *Collaborated with other service learning students to prepare lessons*
  - 4. *Observed and gave feedback to other service learning students*
  - 5. *Received and incorporated feedback successfully*
- iii. It was important for the students to recognize that their experience goes beyond simply learning and teaching Relationship Smarts Plus curriculum in the classroom.
- iv. The students gave positive feedback to the management team about the resume, cover letter, and interview prep—some expressing that they had never considered how to present their undergrad experiences to future employers or graduate schools.
- v. In the future, it may be helpful to include resume prep as part of a journal entry and to take advantage of resources provided by the Auburn University Career Center.
  - 1. These resources could include resume review, having a career counselor speak to the service learning students at a meeting, and use of the tip sheets provided by the Career Center's webpage.
  - 2. This would be most beneficial near the end of the course in order to process the experience and knowledge gained.

**d. Personal development**

- i. Beyond professional experiences, service learning students have expressed growing personally throughout the semester.
- ii. This includes using the skills from the Relationship Smarts plus curriculum in their personal relationships and sharing the information with friends, roommates, and family members.
- iii. In fact, many students expressed wanting to teach the lessons to their peers because of the value they found from the lessons.
- iv. In the future, we should continue to encourage students to grow personally in this experience and share the information with others.

**e. Sharing knowledge with peers**

- i. It is not surprising that our students want to teach the curriculum to their peers, as the management team has found that the high school students that participate in the program enjoy being taught by students that are similar in age to themselves that can easily relate to them.
- ii. Beyond age similarity, this ease of relating to high school students includes being able to use adolescent common language for describing relationships.
- iii. In fact, during the training we encourage the service learning students to discuss with each other the knowledge of high school students' relationship terms in order to ensure that everyone taking the course can express the curriculum in a current manner that high school students will easily understand. For example, the term "dating" often is not used by youth to describe their romantic relationships. Learning their terms helps increase 2-way understanding.

## 5. Management team

### a. Purpose and Organizing Philosophy

- i. The management team is responsible for ensuring all aspects of the AHMREI youth component, service learning students teaching Relationship Smarts lessons to students in local high schools, run smoothly.
- ii. The management team is responsible for structuring activities each semester, training the service learning students, and overseeing all of the activities of the service learning students.

### b. Members/Roles

- i. The management team is comprised of a supervising faculty member who is part of the AHMREI team, AHMREI staff (currently one full-time staff member dedicates 20 hours/week to the AHMREI youth component), and graduate students (approximately 3-5 graduate students per semester).
- ii. The faculty member is responsible for oversight of the service learning course, creation of the syllabus with input from others on the management team, reviewing and grading of the journal entries, and assignment of final grades to the service learning students. The faculty member also co-leads the Relationship Smarts orientation at the beginning of fall and spring semesters, and attends other meetings and sessions in the schools and at Auburn University as needed. Throughout the course of the semester the faculty member helps solve problems that arise and communicates important information to the management team. The faculty member also meets individually with each service learning student at the mid-term to provide feedback and to learn from each student how the service learning opportunity is being experienced. During the summer, the faculty member facilitates the management team's efforts to address curriculum revisions and planning for the upcoming year.
- iii. One of the graduate students serves in the role of service learning coordinator. The person holding this position takes lead responsibility in the day-to-day management of the service learning students and oversees communication with the schools where the service learning students are teaching. Assisting the service learning coordinator is the AHMREI staff person who shares many of the tasks with the coordinator, as well as takes on tasks that are complementary to tasks the coordinator and other graduate students are managing. Key tasks that are covered include: weekly process groups, observation of students' teaching in the classroom, scheduling of students to teach at the schools, collection of time sheets and other forms, and regular communication with the service learning students.

- iv. The AHMREI staff person also coordinates and implements the pre and post program data collection in all of the schools. Working with the coordinator and the AHMREI staff member, the graduate students on the management team help with the ongoing training and support of the service learning students, co-teach with the service learning students, and assist the coordinator and AHMREI staff person with the service learning activities.
- v. The coordinator, AHMREI staff person and graduate students all provide input to the faculty member for the mid-term meetings and for the final grading of the service learning students.

**c. Management team meetings**

- i. During the fall and spring semesters, the management team typically meets every other week for 1-2 hours. These meetings are used to discuss how the service learning students are performing in the course, address plans and problems, and in general ensure that communication is open and effective among the management team members and between the management team and the service learning students.
- ii. During the summer the management team meets as needed and typically spends the time working on curriculum revisions and discussing other issues connected with the service learning course. The summer also is used for planning the upcoming year's activities.

## **Supplemental Materials:**

Availability Form

Grading Rubric

School Teaching Assignments Example

Service Learning HDFS3930 Syllabus

Service Learning Opportunity Flyer

Training Agenda

Undergraduate Facilitation Record

Undergraduate Presentation Evaluation

Weekly Timesheet

# Fall 2013 Undergrad Schedule

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TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8am-9am					
9am-10am					
10am-11am					
11am-12pm					
12pm-1pm					
1pm-2pm					
2pm-3pm					
3pm-4pm					
4pm-5pm					
AS needed					

Student Name	Attendance* (Process meetings) out of 12.5%	Attendance* (Schools) out of 12.5%	Total Attendance out of 25%	Timesheets ** 25%	Journals*** 15%	Performance 35%	Total %

\*Attendance was calculated by the number of times attended divided by the number of possible meetings or classes which were scored as one point each. If late to a process meeting they lost .25 points, if late to teach they lost .5 points. If late to teach more than 15 minutes they lost the entire point as per the syllabus.

\*\*Timesheets were out of 15 points possible. Students lost one point for each time they turned a timesheet in late or not at all. The percentage above is calculated by taking the percentage turned in (on time) times 25.

\*\*\*Each Journal entry is worth up to 5 points and the set of 3 journal entries are 15% of the final grade.

Student Name	Total hours	Required hours	Hours Needed

5% short of hours (4.5 hours under for 90; 6.75 for 3) = drop one letter grade

10% short of hours (9 hours under for 2 credits; 13.5 for 3) = drop 2 letter grades

15% short of hours (13.5 for 2credits; 20.25 for 3) = drop 3 letter grades

20% short of hours (18 for 2 credits; 27 for 3) = failure

# Opelika High School Teaching Schedule

Class Time*	Lessons	Facilitators	Observers
<b>Monday February 24<sup>th</sup></b>			
Block 1: 8:00-9:46	1,2	Allison Danielle <i>Lauren</i>	Alyssa Rachel Annelise
Block 2: 9:55-11:27	1,2	Caroline Corey	Alyssa Lydia Leah
Block 3: 11:35-1:20	1,2	Todd Lydia	Alyssa Angela Leah
<b>Wednesday February 26<sup>th</sup></b>			
Block 1: 8:00-9:46	3, 5, 9	Casey Rachel <i>Lauren</i>	Alyssa Danielle Priscilla
Block 2: 9:55-11:27	3, 5, 9	Corey Caroline	Alyssa Angela Todd
Block 3: 11:35-1:20	3, 5, 9	Lydia Todd	Alyssa Angela
<b>Friday February 28<sup>th</sup></b>			
Block 1: 8:00-9:46	8, 10	Danielle Allison	Vanessa Lydia <i>Lauren</i>
Block 2: 9:55-11:27	8, 10	Caroline Casey	Vanessa Jacqueline
Block 3: 11:35-1:20	8, 10	Jacqueline Todd	Vanessa Leah

Monday March 3 <sup>rd</sup>			
Block 1: 8:00-9:46	1,2	Rachel Allison	Vanessa Danielle <i>Lauren</i>
Block 2: 9:55-11:27	1,2	Rachel Caroline	Vanessa Todd Angela
Block 3: 11:35-1:20	1,2	<i>Corey</i> Lydia Todd	Vanessa Angela Leah
Wednesday March 5 <sup>rd</sup>			
Block 1: 8:00-9:46	3, 5, 9	Casey Danielle <i>Lauren</i>	Alyssa Rachel Priscilla
Block 2: 9:55-11:27	3, 5, 9	Rachel <b>Leah</b>	Alyssa <b>Caroline</b> Todd
Block 3: 11:35-1:20	3, 5, 9	<i>Corey</i> Lydia Leah	Alyssa Angela
Friday March 7 <sup>rd</sup>			
Block 1: 8:00-9:46	8, 10	Danielle Allison <i>Lauren</i>	<b>Alyssa</b> Casey
Block 2: 9:55-11:27	8, 10	Jacqueline Caroline	<b>Alyssa</b> Allison
Block 3: 11:35-1:20	8, 10	Todd Lydia	<b>Alyssa</b> Jacqueline <b>Allison</b>

**Italicized Names:** These people need to leave class early. Please coordinate with each other so they will teach during the first part of the class period.

**\*Please account for travel time and be at OHS 15 minutes prior to the class start time!** This means you should be standing outside of the classroom—not in the parking lot—15 minutes before the class begins (e.g., **1<sup>st</sup> block: 7:45, 2<sup>nd</sup> block: 9:40, 3<sup>rd</sup> block: 11:20**). Remember: if you are more than 15 minutes late (i.e., you arrive after the class start time), you will be counted absent and lose points for your grade.

## **HDFS 3930 Service Learning for AHMREI**

[Fall/Spring, year] Semester

**Instructor:** [Instructor name here]

[Instructor contact information here]

### **Graduate Student Assistants:**

As a student in this course, you will work closely with the following graduate students (also referred to as the management team) so please keep their contact information:

[Names and contact information for Graduate Student Assistants here]

### **Course Description:**

HDFS 3930 provides students with the opportunity to work on the youth component of the Alabama Healthy Marriage and Relationship Education Initiative (AHMREI) project. The youth component primarily consists of facilitating relationship education lessons. Undergraduate service learning students will be oriented to the Relationship Smarts Plus (RS+) curriculum in order to teach the lessons in high school classrooms. Students also will participate in Relationship Education and Leadership (REAL) activities. REAL is designed to promote effective youth-to-youth education. Youth-to-youth education can occur directly through collaborative efforts among AHMREI staff, graduate students, service learning students, and high schools students, as well as indirectly through the development of teaching tools and input to the RS+ curriculum.

### **Credits and Hours of Work:**

1 credit = 45 hours across the semester

2 credits = 90 hours across the semester

3 credits = 135 hours across the semester

**Grading:** Total score for course: 0 – 100

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F

### **List of Service Learning Activities:**

- Orient to the Relationship Smarts Plus (RS+) curriculum.
- Prepare to facilitate lessons assigned to you.
- Assist with preparing materials to be used when implementing the curriculum.
- Serve as a facilitator or observer when relationship education classes are being implemented at local area high schools.
- Complete and submit weekly time sheets.
- Complete and submit facilitator/observer surveys after participating in a lesson as either a facilitator or observer.
- Attend weekly process/planning meetings.
- Submit journal entries.
- Participate and contribute to REAL
- Assist with other project tasks as needed and time is available.

## Requirements:

### 1. Attendance/Timeliness (25% of Total grade):

#### School Teaching and REAL Community Events:

The vast majority of your participation will be through teaching in the schools (each student must have a minimum of two school teaching experiences). You also are expected to attend a minimum of 1 REAL community activity. When team members receive the schedule for implementation, please review your scheduled times. If there is a conflict, notify **[name of person here]** within 48 hours of receiving the schedule. The conflict must be in accordance with Auburn University Attendance Policy\*. If a conflict arises it is the responsibility of the team member to find a replacement (refer to the team contact list). Then, notify **[name of person here]** for approval. Team members are expected to arrive 15 minutes before the scheduled class/group begins (arriving more than 15 minutes late is equivalent to missing the class/group). If within less than 24 hours of a scheduled time a conflict arises, call **[name of person here]** (see the team contact list) to notify of the emergency.

#### Process/Planning Meetings:

Participation in weekly process/planning meetings is an important part of the service learning experience. It is important that students arrive on time. If you are unable to attend a meeting, notify **[name of person here]** and provide valid excuse as stated in the Auburn University Attendance Policy.

\*Students can miss one process meeting without penalty.

\*AU Attendance Policy can be found

at: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

### 2. Submission of Surveys and Time Sheets (25% of Total grade)

#### Facilitator/Observer Surveys:

These paper forms are located at the front of the RS+ teaching kit. If you are **facilitating** a lesson, complete the form as soon as possible after the facilitation took place to ensure that all important points will be recalled and shared. If the situation allows, the best time to complete the facilitator form(s) is at the end of teaching the lesson(s) while observers tidy up the setting. If you are **observing** the lesson, complete the form as the facilitators are leading the activities. These forms should be submitted to the management team member present at the end of the RS+ session or by the next process meeting. It is recommended that forms be completed as soon as possible after the observation occurs to ensure that all important points will be recalled and shared.

#### Time Sheets:

Each time sheet should be submitted to **[name of person here]** via email by **5 p.m. each Friday of the week the hours/activities were completed**. Credit for submitting the time sheet only will be received for time sheets submitted on time.

### 3. Journal Submissions (15% of total grade):

Journal submissions should be 2 double-spaced pages in length. At the top: your name, date, journal entry number. Submit your journal entry by uploading it to canvas by 5:00pm on the due date.

#### 1<sup>st</sup> entry- due [date here]

- Topics to include:
  - Reasons you registered for HDFS Service Learning
  - What you hope to get out of this service learning course (both personally and professionally). You can state this in the form of goals.
  - A description of your educational/professional background. Here include any experience you have working with adolescents.
  - A description of experiences you had had working with a team?
  - Your response to constructive feedback and the approach that works best for you
  - Other thoughts as you begin your service learning experience.

#### 2<sup>nd</sup> entry- due [date here]

- Topics to include:
  - Describe and give examples of what you have learned so far in the program (personally and professionally).
  - Describe and give examples of your strong points and discuss the areas you would like to improve.
  - Describe how you feel about the work load required for this course. Discuss whether it is manageable and, if not, what would make it more manageable.
  - Describe how prepared you feel to do the teaching of the RS+ lessons and what, if anything, would help you feel more prepared.
  - Other thoughts you have about how the experience is going.

#### 3<sup>rd</sup> entry- due [date here]

- Topics to include:
  - Reflect back on your first journal entry and note if you were able to achieve your goals.
    - Please share what helped you reach your goal(s) and if you didn't reach your goal(s), please explain why.
    - Describe your experience working on the RS+ team? Note what you enjoyed the most and what you liked the least,
  - Provide constructive feedback about the program (what worked well, and what did not work well)
  - To help develop the program and assist future teams, please state any suggestions to better the program/training.
  - Provide closing thoughts about how you will use the knowledge and experience gained from this service learning experience as you move forward in the development of your career path.

### 4. Implementation Quality\* (35% of Total Grade):

Implementation is the most important component of the service learning course and is comprised of *preparation, participation, and professionalism*. Quality of facilitator implementation will be noted by team members in the weekly facilitator/observer surveys. In addition, facilitators' teaching will be

periodically evaluated at the service learning locations in the areas of preparation, participation and professionalism.

**Preparation:** For both first-time and experienced undergraduates in the program, preparation is crucial. For every lesson, both the facilitators and observers must be familiar with:

- The activities that will be covered within each lesson.
- The person leading each of the activities.
- The amount of time is allotted for each activity.
- The materials that correspond with each activity.

Necessary steps to take in preparing are:

- a) Thoroughly familiarizing yourself with activities in the lesson and material(s) needed to carry out the lesson.
- b) Going through a practice run with the co-facilitator.
- c) Contacting team member(s) when needed.
- d) Contacting the management team if you have any specific questions regarding the lesson.

**Participation:** All students should be engaged during the presentation of the lessons:

- Engage with students and site staff when appropriate.
- Assists with organizing and passing out materials during lessons and activities.
- Has a positive attitude, show initiative, and willing to help out when needed.
- Be prepared to share ideas and examples, ask questions, and respond to students' questions and comments.

**Professionalism:** As part of the AHMREI team, professionalism is of utmost importance and developing these skills will assist you long after graduation.

- Dependable, arrives early to site, notifies others if he or she will be late or absent.
- Do not use cell phones or other electronics during the RS+ time at a service site.
- Appropriate attire and appropriate language when working with youth.
- Overall care when sharing information with youth to ensure what is being shared is appropriate to the audience and context.

**\*Students will lose 3 points if they fail to show up for a class they are scheduled to teach.**

**HOURS:** Completion of hours is assessed separately from the components that contribute to the points for the final grade. For each credit hour attempted, a student must complete 45 hours of work. If a student is 5% short of the required hours, this will result in a letter grade drop; 10% short of required hours will result in a drop of 2 letter grades; 15% short will result in a drop of 3 letter grades. 20% or more short will result in failure of the course.



## **Fall 2013 Service Learning Opportunity!**

**Join the AHMREI team, and earn course credit while facilitating relationship education to high school students in the community.**

**Who?** You! Undergraduates in *any major* are welcome to join the team.

**What?** Teach lessons from a relationship education curriculum to high school students.

**When?** Fall 2013 (Can register for 1 to 3 credit hours in HDFS 3930)

**Where?** Local high schools and community centers

### **Why should you participate?**

- Hands-on experience working with adolescents
- Enhance presentation skills
- Practical experience can be applied to course work
- Career building opportunity
- Gain knowledge that can be applied to your own personal relationships
- Make a difference by teaching others about healthy relationships

**How do you get involved?** Email Dr. Kerpelman at [KERPEJL@auburn.edu](mailto:KERPEJL@auburn.edu)

**RS+ Facilitator Training**  
**Saturday January 11, 2014**  
**9:15-4:45**  
**M. White Smith Hall (circled in yellow on the map)**  
**381 Mell Street**  
**Room 221**  
**Auburn University Campus**

**9:15 Arrival and Check in (meet on steps at main front entrance facing Mell Street if the door is locked)**

**9:30-10:30: Introductions and Overview**

- Service learning student introductions (name tent activity)
- Introduce Management Team members and their roles
- Music Icebreaker
- RS+ overview

**10:30-12:30: Lessons 1-5**

- Lesson 1: Possible Selves Tree
- Lesson 2: Values Auction
- Lesson 3: Relationship Pyramid
- Lesson 5: Smart – Not-so-Smart; 7 Principles

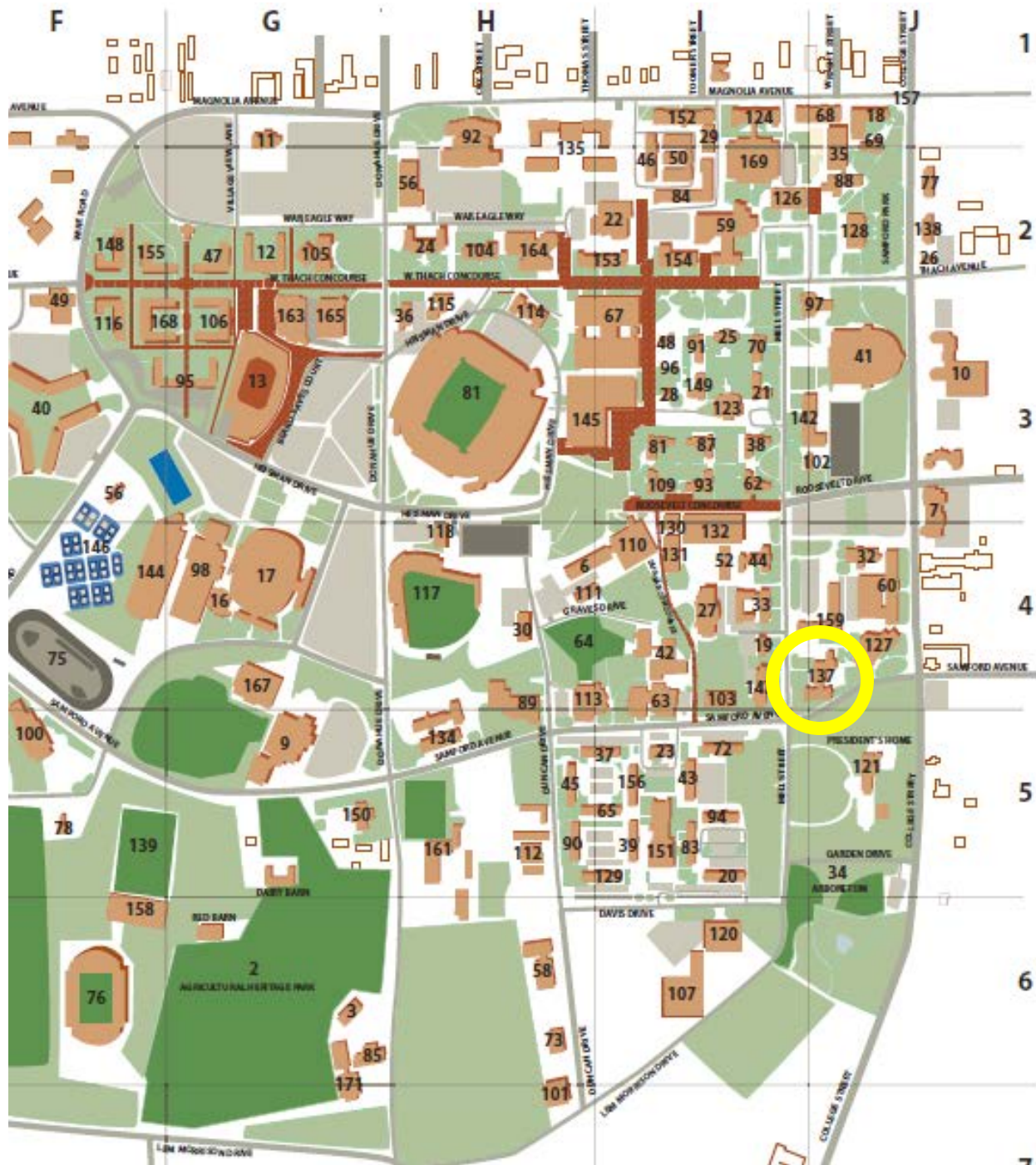
**12:30-1:30 LUNCH (provided)**

**1:30-4:00: Lessons 7-10**

- Lesson 7: Sculpting Activity
- Lesson 8: Red Flags Activity; Breaking up (overview)
- Lesson 9: When to Take-a-Break
- Lesson 10: Money Management and Relationships

**4:00-4:45 Syllabus/Data Collection/ Logistics for this semester**

- Syllabus
- Data collection
- 1.5 hour process meetings (1-2 x week) to review lessons, practice facilitating, cover relevant team and teaching information, and prepare for upcoming lessons
- Coordinating with co-facilitators/team
- Scheduling at Opelika and Notasulga schools (Your Availability Schedule is Important)
- REAL community events
- Facilitator/Observer Forms
- Time Sheets



Undergraduate Facilitation Record Spring 2014
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[illegible]

	Date															
	Location															
Lauren Widdow- son	Attend															
	Notes:															

Notes:

T= Tardy

UP= Unprofessional behavior (unproductive or excessive side conversations, on phone or computer, distracted, sleeping, studying for another class/doing homework, etc...)

EX= excused absence according to AU attendance policy (written excuse received by MTM)

UEX= unexcused absence

Also, assign a general letter grade for how well you think they did (A, B, C, D, F)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_ Class: \_\_\_\_\_

A member of the youth management team will rate the service learning student on a scale of 1 (needs improvement) to 4 (excellent) in each of the following areas:

**Professionalism:**

On time	1	2	3	4	na
Complies with dress code	1	2	3	4	na
Appropriate interactions with personnel	1	2	3	4	na
Appropriateness of comments to students	1	2	3	4	na

Professionalism Notes: \_\_\_\_\_  
\_\_\_\_\_

**Presentation Skills:**

Eye contact/Volume	1	2	3	4	na
Motivation	1	2	3	4	na
Engages students	1	2	3	4	na
Flexibility	1	2	3	4	na

Presentation Notes: \_\_\_\_\_  
\_\_\_\_\_

**Instructional Skills:**

Prepared/knowledgeable	1	2	3	4	na
Flow of information	1	2	3	4	na
Works well with co-facilitator/observers	1	2	3	4	na
Presentation follows curriculum	1	2	3	4	na

Instructional Notes: \_\_\_\_\_  
\_\_\_\_\_

General notes : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total = \_\_\_/out of 48 points

Init: \_\_\_\_\_

# SERVICE LEARNING WEEKLY TIME SHEET

SEMESTER: SPRING 2014

**PLEASE turn in this time sheet to Vanessa by email (vzt0004 @ auburn.edu) every Friday by 5:00 pm.**

**YOUR HOURS SHOULD BE ROUNDED BY THE QUARTER HOUR. FOR EXAMPLE:**

**15 MINUTES = .25**

**30 MINUTES = .50**

**45 MINUTES = .75**

**1 HOUR = 1.0**

<b>NAME:</b>	<b>CREDITS &amp; HOURS OF WORK ACROSS THE SEMESTER:</b>
<b>WEEK OF:</b>	<b>1 CREDIT=45 HOURS</b>
<b>TOTAL HOURS TO DATE:</b>	<b>2 CREDITS=90 HOURS</b>
	<b>3 CREDITS=135 HOURS</b>

<b>DATE</b>	<b>START TIME</b>	<b>END TIME</b>	<b>DESCRIPTION OF TASKS COMPLETED</b>	<b>TOTAL DAILY HOURS</b>
Saturday				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
<b>WEEKLY TOTAL:</b>				

***\*If not present this week, please provide a reason why you were not here and also when/how you plan to make up your hours:***