**Course Development Worksheet**

**How to set up your course to include Indigenous Service Learning**

Dr. Greg Cajete’s educational process model\* adapts a circle to each stage in the cycle of learning. It begins and ends with the student. This model can be adapted to develop and carry out a service learning project successfully in your classroom using this indigenous approach.



**BEING: Opening to the learning process**

* What is indigenous service learning**?**
* Where are you, your students and community in the process of implementing and collaborating on a service learning project?
* What gifts skills and talents do you all have to bring to the table?

**ASKING: Creative exploration of course, student and community relevant needs**

* Which of your courses or course learning objectives could be related to service?
* What are your student and community relevant needs?
* What do your students want to learn and gain from the experience?

**SEEKING:** **Looking for meaningful answers and contacts**

* Who are the campus or community partners you or your students need to contact and build relationship with to prepare for the project?
* What research, design, or interviews are needed?
* How will you prepare your students for the indigenous service learning projects?
* How is your project connected to the people and land of this place and how does it incorporate indigenous values?
* Can your project incorporate cultural occurrences of season and time of year?

**MAKING: Making the vision concrete**

Describe the service activities through which students will learn and/or apply the course objectives and outcomes.

* What project plan will you use to help students and partners design the plan?

 *(See logic model in packet as an example)*

* Will you help students develop the service learning project plan and objectives?
* What strategies for critical thinking skills and reflection will you use?
* How will you purposely foster reciprocal relationships in this project?
* What time tables, deadlines, hours of service are needed to complete the plan?
* What tools are needed for student partner and instructor assessment, reflection and course credit?

 (*Credit relates to demonstrated learning, not simply putting in hours. Learning can be assessed via academic assignments that help connect the service experience with teaching/learning objectives. )*

**HAVING: Internalizing the learning (Outcomes of Service Learning)**

***How will you assess for basic service learning goals****?*

* Critical thinking skills –higher level of thinking and problem solving
* Commitment of civic engagement
* Meeting course objectives – in depth understanding of course material
* In-depth understanding of community needs

**Application of indigenous values in an academic course**

***How will you assess for indigenous service learning goals?***Serving, sustaining and caring for one another in relational communities of people and place .

Did your project do the following?

* Demonstrate belief in the spiritual knowledge of the natural world
* Recognize responsibility for individual actions in the natural world and relational circles.
* Participate and collaborate in teams to meet relevant community needs
* Exhibit leadership skills through service, respect, gratitude and reverence for all life.
* Acknowledge joy, self-empowerment and a sense of belonging that comes through providing service.
* Sustain and honor intergenerational relationships and knowledge through service
* Reflect impact of service learning within circles of people and place

**SHARING: Distributing information about the project**

What reflection tools will you use?

Are your reflections on-going or at end of course? *(e.g. readings, written assignments, journals, class discussions, presentations, guest speakers, creating educational materials, posters, videos, art etc.?* *See reflection section for more ideas)*

**CELEBRATING: Marking successful creation of the project**

How will you honor students, community and campus partners for their participation in the project?

**BEING:** Bringing continuing life to the creation of the project through investment of the self.

This stage brings new insights and understanding as student return to the beginning of the circle.

**Opportunities to Serve**

**ISL Leadership & Service Scholarships**

Pending available funds students may have an opportunity to earn a leadership and service scholarship. This scholarship is awarded to a student who has provided service and leadership through developing and implementing a relevant project within their community. One can apply for the leadership and service scholarship at the Center for Indigenous Service Learning (ISL). The student must complete an application and project plan, and then interview with ISL staff. Once approved the student is matched with a viable community partner and assigned a certain number of service hours. When the service hours and project are completed the student earns an education award. This is a great opportunity for students to make a difference in their communities, gain valuable civic and workforce skills, and earn a scholarship for their education.

**Monthly ACT Events (Aligning Communities for Tomorrow)**

The Center for Indigenous Service Learning hosts a monthly community action event at Northwest Indian College, known as ACT days (Aligning Communities for Tomorrow). ACT’s objective is to get NWIC students off campus and into their community. ACT aims to embrace the cultural significance of each season, and plan an event to encompass these values. ACT was established to offer an opportunity for any student or community member to serve and honor their relations. In collaboration with Student Service a yearly calendar will be provided for faculty and students for advance planning with the goal of incorporating these events into class curriculum.

**National Days of Service**

The National Days of Service include MLK Jr. Day, Earth Day, Remembrance of September 11th, and Make a Difference Day. The Center for Indigenous Service Learning organizes service activities and educational awareness on the National Days of Service that take place during the academic school year.