AASSA: Looking for Service Learning- LAB
Model of Experiential Education in Service Learning
FDR Global Citizenship Program

*Complete Service Learning Pre-Test

Service Learning Outcomes

With appropriate guidance and support, students should, through their engagement with service as action:

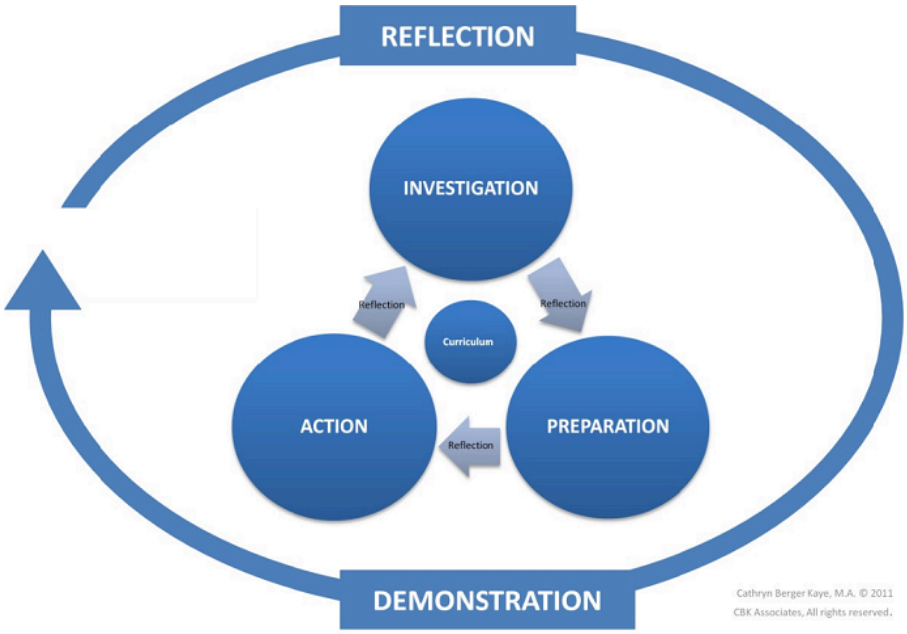
- become more aware of their own strengths and areas for growth.
- undertake challenges that develop new skills.
- discuss, evaluate and plan student-initiated activities.
- persevere in action.
- work collaboratively with others.
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.
- consider the ethical implications of their actions.

Objectives for Learning Lab

A collaborative evaluation of the following questions will occur…...

1. How does service learning happen?
2. How do we know service learning is happening?
3. What can we do to enhance the service learning that is happening and increase the frequency of how often this enhanced service learning occurs?

1. How does service learning happen? The Service Learning Cycle



STAGE 1 - Investigation:

Background Information

The Pantanos de Villa Wildlife Refuge is a 263-hectare protected habitat for more than 208 species of birds including local residents, Andean migrants, and northern and southern hemisphere migrants. Species which inhabit the refuge include herons and egrets, White-cheeked pintail, Great grebe, Andean coot, Neotropic cormorant, Peruvian pelican, Franklin's gull, Gray-headed gull, Puna ibis, Black vulture, Peruvian thick-knee, Black skimmer, American oystercatcher and Wilson's phalarope. The refuge also protects 11 species of fish, as well as rodents, bats, 5 species of reptiles and amphibians, 11 species of molluscs and 54 species of arthropods.

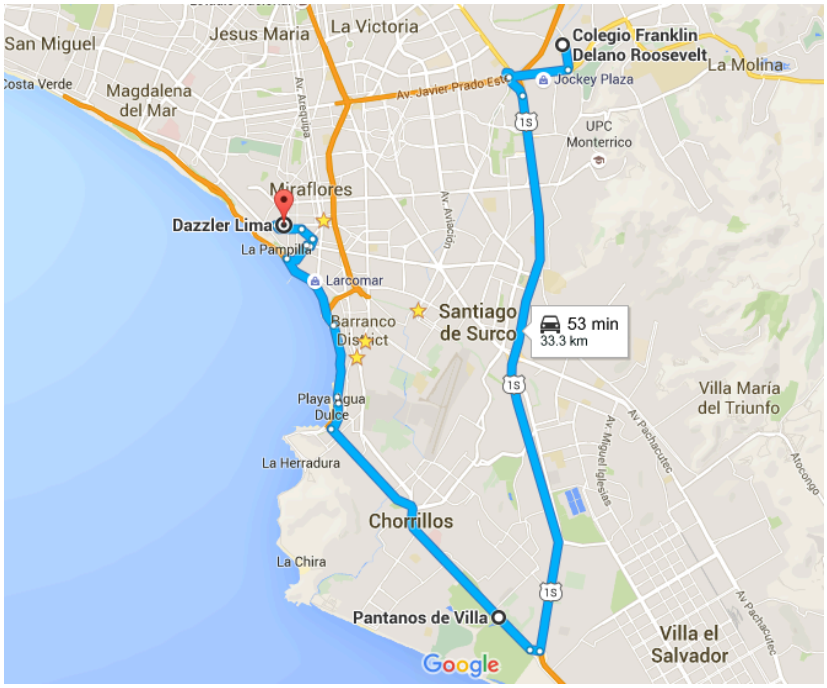
The refuge has observation towers, three walking trails and an aquatic route accessible by canoe. The wetlands were formed from waterways of the Rímac River and in ancient times formed a wet prairie between the Lima area and the Pachacamac area. The Quechuan word "waylla" meaning "green prairie" is considered the origin of the name "Villa". The remnant wetland in the refuge, once located far to the south of Lima, has become surrounded and thus threatened by the growing urban area. Tourism agencies must promote Pantanos de Villa as an interesting destination and attract foreign visitors.

Supporting Resources:

1. Pantanos de Villa Official Website
2. Protected Area Profile: Peru Pantanos de Villa Reserved Zone
3. Tour Company Operating in Pantanos de Villa
4. Photos of Birds in Pantanos de Villa
5. Birding in the Pantanos de Villa Video

STAGE 2 - Preparation:

Transportation: *When traveling off-campus for service learning have a clear understanding of the area you are visiting, along with the route you are taking and plan ahead for any safety or logistical concerns.*



- The journey from Colegio Roosevelt to the Pantanos de Villa Conservation Area should take approximately 20-30 minutes.
- The journey from Pantanos de Villa to the AASSA Conferences/Dazzler Hotel should take approximately 30 minutes.

Required Service Learning Paperwork

- Field Trip Paperwork (including risk assessment).

Notes from Planning/Preparation Trip

Linked are the complete Planning Notes created from a site-visit to the park conducted on February 26th, 2016. A site visit is recommended as part of the planning process for any service learning experience. During this time having students interview the "experts"/community you will be working with to determine what their actual needs are is highly recommended.

Friday, April 15th Looking For Service Learning AGENDA:

1:30pm - Leave from the FDR Performing Arts Center Steps on Bus

1:30-2:00 - Travel to Pantanos de Villa. Review Pre-test questions for Learning Lab

2:00 - Arrive to Pantanos de Villa

2:00-2:10 - Discuss Biodiversity Bingo Competition, Make Teams, Highlight expectations for demonstrating our learning through capturing relevant pictures and videos.

2:10 - 2:40 - Complete Laguna Major walk with guides to Watch-tower

2:40 - 3:00 - Complete translation of basic park information in Watch-tower using iPads.

3:00 - 3:10 - Transition to Boats and Aquatic Trail

3:10 - 3:40 - Aquatic Trail

3:40 - 4:00 - Transition to Beach Trail

4:00 - 4:20 - Examine Beach Trail and Complete Beach Clean-Up

4:20 - 4:40 - Complete Reflections 1-3 using iPads

4:40 - 5:00 - Travel from Pantanos de Villa to AASSA Hotels in Miraflores. Review Post-Test questions for Learning Lab and Discuss.

5:00pm - Arrive to Miraflores/AASSA Hotels for Drop Off.

STAGE 3 - Action:

1. **Action 1** - **Investigation** of Peruvian biodiversity and associated complex conservation management issues for increased understanding and awareness of local and global issues through three guided walks. Biodiversity Bingo
2. **Action 2** - **Translation** of park materials from Spanish to English (and any other languages possible) using group skills to contribute to increasing the flow of foreign tourism which will generate increased global understanding and bring in revenue for conservation.
3. **Action 3 - Collaboration** in a beach clean-up that will reduce the amount of plastic waste left in the beach area that could potentially be consumed by sea-birds.

STAGE 4 (and ongoing) - Reflection:

Reflection 1: Reflect on the experience through TripAdvisor reviews (in as many languages possible) that allow participants to reflect on their experience while providing further information about the park to prospective tourists.

Exemplar TripAdvisor Review -



What do you find useful about this review?

What would you change in your own review?

Reflection 2: Reflect on your experience from a different perspective by using the following two reflection question prompts and accompanying resources.

Reflection Prompt:

a) What are the ethical implications of taking a service learning trip off campus?

Resource:

Each of us produced approximately 4kg of carbon with our off-campus journey today. These GHG emissions contribute to climate change which are a major threat to the health of the Pantanos de Villa wetlands because the primary water source to the area is glacial melt-water. GHG emissions speed climate change which increases the melting of Andean glaciers which decreases the flow of water to Peruvian wetlands decreasing their size and threatening their biodiversity.

b) How can we mitigate those ethical implications through thoughtful action?

Resources:

The simplest, most cost-effective way for you to offset the 4kg of CO_2 you produced today through this off-campus excursion is to eat vegan for one day. If you ate vegan for one year you would produce approximately 1.5 tonnes less CO_2 annually, that is about 0.5 tonnes more than if you drove a hybrid car annually.

Reflection 3: Completion of Service Learning POST-Test.

STAGE 5 (and ongoing) - Demonstration: of the experience through the development, collection, and curation of photographs and videos of the conservation area that could be used in updated publication materials for the park and for social media such as the park Facebook page, official website, and TripAdvisor reviews.
Shared Google File for Photos and Videos

The true nature of the service learning cycle is that it is meant to be continuous and ongoing. So….begin the cycle again…..**Investigation and Planning** for the application of the Service Learning Lab experience to your own school/community service learning through S.M.A.R.T Goal Link Resource. *This is your homework should you choose to accept it.*

2. How do we know service learning is happening?

Compare your pre and post-test responses. Discuss as a group what was or was not learned today?

3. What can we do to enhance the service learning that is happening and increase the frequency of how often this enhanced service learning occurs?

What is the Global Citizenship Program (GCP) and how is it enhancing service learning at FDR?
http://fdragents.weebly.com/