



ROBERT COLLEGE  
— 1863 —

# GENERATING CHANGEMAKERS: A COMMUNITY SERVICE MANUAL FOR UNIVERSITY INSTRUCTORS

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## **BACKGROUND**

In 2006, Robert College started a Community Involvement Program (CIP).

The school decided that the time had come to create a program that, in line with the school's Statement of Purpose, would foster an environment that not only supported students who were academically strong but also responsible citizens, aware of their potential to institute positive change. Robert College now has a mandatory requirement for graduation of 75 hours of social service. Our projects are approved by the local MEM (Milli Eğitim Müdürlüğü) and in accordance with MEB (Milli Eğitim Bakanlığı) Sosyal Etkinlikler Yönetmeliği (13.1.2005/25699).

Many students go far beyond the requirement and spend their summers and holidays doing community service in varied forms, even after graduation. This manual and curriculum has grown out of our experience founding and working on this program.

We have seen firsthand what a powerful positive impact the CIP program has had on our students as they learned business and communication skills as well as becoming more aware and responsible citizens. We wanted to share this experience with educational institutions all over Turkey. The logical place to start seemed to be in the educational faculties of universities. There was already a practicum course that universities were required to offer. ("Topluma Hizmet," 2006)

We saw there was a need for supporting materials and a manual for this course. So, we created a curriculum and a manual for university instructors which combines both theory and practice, which we hope will prove useful.

In addition, we have also created a separate, more detailed, but less theoretical manual to be used in high schools in an elective course. This second manual should be given out to the university students in the education faculties taking this course, for them to use later, when they work with young people. It could also be used in universities if they wish to institute a social service requirement for their students. (See Sabanci University's outstanding CIP program as an example of such a yearlong program.)

All activities in both manuals have been piloted and tested. The university manual was piloted in the Education Faculty, Dept. of Counseling, at Boğaziçi University where we taught the course ED300 for 2 semesters. The high school curriculum has been piloted in Robert College. Feedback from both the Boğaziçi University and the Robert College students as well the RC teachers was used to adapt and finalize the lessons.

### **Note to the instructors who will use this manual:**

We wish you luck. This is a course where students get involved with different communities outside the walls of the university. Your students will likely be stepping literally and figuratively outside their comfort zone, as they encounter the unpredictability of the 'real' world

outside the university. Unforeseen events will inevitably unfold. Their plans may not work out the way they envisioned and they must analyze why. Reflection is the key to true learning in this course, thus the journal and culminating essay are essential.

The outside world, being unpredictable, is full of risks. Your students must be willing to take risks, and work with strangers who may be very different from themselves. It is your job to encourage your students to take those risks, while remaining realistic (and safe, of course). Your support and those of their classmates are important as they reflect on what is occurring. Your students will gain real life experience, but that experience will be grounded in theory.

We hope you enjoy teaching this course as much as we did as you see your students mature and grow before your eyes.

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## Thank you

This manual was a joint effort and many people contributed in differing ways.

First of all, we wanted to thank the development office at RC especially Banu Savaş for finding us a grant which initiated our writing this work and for gently nudging us to keep deadlines. She planted the seed. Thanks also to Leyla Aktay and Ümran Üngün, who helped smooth the path when we encountered obstacles.

A huge thanks, of course, to Bank of America Merrill Lynch for funding this effort throughout.

Many people helped out with the editing in all the different versions: Neyran Akgün, Anthony Jones, Maria Orhon, and finally, Nüket Buduroğlu with her commendable eye for detail. Thanks go to Emel Türker for the translation from English into Turkish.

To Boğaziçi University Faculty of Education, many thanks for letting us pilot our curriculum with your students. From the Educational sciences dept: special thanks go to Assist. Prof. Ayşe Caner and Prof. Zeynep Kızıltepe, as well as to Assist. Prof. Bengü Börkan and Assoc. Prof. Özlem Ünlühisarcıklı. From the Department of Foreign Languages Education: special thanks to Prof. Belma Haznedar for first taking a chance with us as well as to Assoc. Prof. Gülcan Erçetin and Assoc. Prof. Sumru Akcan.

We couldn't have piloted it at Robert College without the good will and hard work of all the prep teachers at RC. İrem Eren Szczesiak and Caitlin Dunne were an integral part of the planning of this pilot. They and their colleagues, especially Jason Leiter, Aybike Oğuz and Alison Standley gave invaluable input and feedback which was incorporated into the new prep program. Putting this curriculum into the prep program in the first place couldn't have happened without Academic Director, Maria Orhon's direct support and initiative. Such a program can only work with the full support of the administration of the school and we have been very lucky to have administrators such as Maria Orhon, Margaret Halıcioğlu-Dean of Students, Joe Welch-Dean of Student Activities, Maura Kelly- English Dept. Head and Dr. Charles Skipper-Headmaster. We hope all you teachers and instructors who are interested in this program can convince your administrators and gain their support.

Thanks to the IT dept of RC; especially Burcu Aybat, Mehmet Özdemir and Metin Ferhatoğlu who helped us with the general idea of the website as a vehicle to disseminate our ideas and activities in a practical form.

Finally we also thank all of the students, both at Robert College and in Boğaziçi University, who participated in the pilots and in their CIP projects. We learn from you every day.

## **COURSE OUTLINE / UNITS**

Each unit is designed to be a 2-hour lesson once a week for 14 weeks

|    |  |
|----|--|
| 1  | Introduction to Community Service Practicum Course                             |
| 2  | Good examples of Community Service and Being a Volunteer                       |
| 3  | Problem areas, Forming groups, Needs and Resource Analysis, Defining a Problem |
| 4  | Needs and Resource Assessment Presentations                                    |
| 5  | Action Plan Presentations  |
| 6  | Implementation and Office Hours  |
| 7  | Implementation and Office Hours  |
| 8  | Implementation and Office Hours  |
| 9  | Implementation and Office Hours  |
| 10 | Implementation and Office Hours  |
| 11 | Implementation and Office Hours  |
| 12 | Implementation and Office Hours  |
| 13 | Implementation and Office Hours  |
| 14 | Student Presentations  |

### **Recommendations for the Preparation and Implementation Process**

- In the first session, apply the pre-test and explain the tasks of this course clearly to the students.
- During the presentation sessions, sitting in a circle is recommended as it enables better collaboration and discussion.
- Remind the students of their assignments one week before their presentations.
- Try to have projector and laptop in the classroom for the student presentations.

### **The Required Assignments**

There are 5 assignments required to pass this course.

| Assignments                  | Explanations  |
|------------------------------|---|
| 1. Needs & Resource Analysis | The students have to do this assignment either alone or in a group. They need to finish it in a week and present it in the next class. (Week 4)   |
| 2. Action Plan               | The students have to do this assignment either alone or in a group. They need to finish it in a week and present it in the next class. (Week 5)   |
| 3. Volunteering              | The students have to volunteer during this course. If they find an organization or a place at the beginning of the course, they can start volunteering. Otherwise, they have to do it between weeks 6 and 13. |
| 4. Journals                  | While volunteering, the students have to write a journal according to the guidelines provided   |
| 5. Essay                     | The students have to write an essay at the end of their volunteering by the end of the finals period. (there is no final for this course)   |

The instructor can use online platforms like Moodle, Google drive, Haiku, etc. to collect the assignments to be environment friendly. If this is not feasible, the students can submit their assignments as written documents.

### **COMMUNITY SERVICE PRACTICUM COURSE SYLLABUS**

|  |   |
|--|---|
| Course Code-Name                                     | Community Service Practicum   |
| Course Schedule                                      |   |
| Instructor's Name<br>Phone<br>E-mail<br>Office Hours |   |
| Assistant's Name<br>Room<br>Phone<br>E-mail          |   |
| Classroom  |   |
| Course Outline                                       | <p>Week 1: Community Service Practicum Course</p> <p>Week 2: Good examples of Community Service and Being a Volunteer</p> <p>Week 3: Problem areas, Forming groups, Needs and Resource Analysis, Defining a Problem</p> <p>Week 4: Needs and Resource Assessment Presentations</p> <p>Week 5: Action Plan Presentations</p> <p>Week 6: Implementation and Office Hours</p> <p>Week 7: Implementation and Office Hours</p> <p>Week 8: Implementation and Office Hours</p> <p>Week 9: Implementation and Office Hours</p> <p>Week 10: Implementation and Office Hours</p> <p>Week 11: Implementation and Office Hours</p> <p>Week 12: Implementation and Office Hours</p> <p>Week 13: Implementation and Office Hours</p> <p>Week 14: Student Presentations</p> |
| Grading  | In order to get a pass, one must complete 5 tasks given by the instructor.  |
| Attendance   | Attend 5 out of 6 of the first 6 weeks of class and fulfill your community service goal.  |

## PRE-POST TESTS

Community Service Attitudes Scale\*

Have you ever had any volunteer experience?

Choose only one option.

- Yes
- No

Please indicate how much you agree with each statement with **1** being that you strongly disagree and **5** being that you strongly agree with the statement.

**1** = strongly disagree, **5** = strongly agree

Community groups need our help.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

There are people in the community who need help.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

There are needs in the community.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

There are people who have needs which are not being met.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

Volunteer work at community agencies helps solve social problems.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

Volunteers in community agencies make a difference, if only a small difference.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |

Volunteering in community projects can greatly enhance the community's resources.

Choose only one option.

|                   |                       |                       |                       |                       |                                      |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
|                   | <b>1</b>              | <b>2</b>              | <b>3</b>              | <b>4</b>              | <b>5</b>                             |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> Strongly agree |











## 1. LESSON: Introduction to Community Service Practicum Course

**Goal:** To introduce the community service practicum course, to learn communication skills, to be aware of their preconceptions.

**Objective:**

Students will learn about their responsibilities and tasks

Students will learn about their peers' experience regarding volunteering and their interests.

Students will reflect on effective communication skills in various contexts

Students will experience via role play how people from differing cultures communicate and explore their assumptions about serving the other.

**Skills:** Empathy, communication, self-expression, problem solving and decision-making, collaboration, creativity, conflict resolution, reflection, critical thinking

**Values:** Solidarity, tolerance, helping others, respect and cooperation

**Methods:** Role-play, individual and group work

**Materials:**

**Attachments:** Photocopies of the case studies (Attachment L1.1), Photocopies of Role cards for the Island activity. Half the class will need role card A (Attachment L1.2a); half will need role card B (Attachment L1.2b) and make 2 or 3 copies of role card C (Attachment L1.2c).

**Note to Instructors:** This lesson consists of 3 very different main parts. It is designed for a 2 hour lesson.

1. A warm up where the students get to know each other's interests.
2. A communication activity in which the students will role play different communication styles.
3. A simulation in which they plan, do the simulation and then reflect on it.

### WARM UP

*The warm up takes around 15 minutes in a class of 20 students.*

1. Give the students a short intro of the course. Tell them this course may not be like other courses in the university. Say something like: "You will be learning about people who have made positive contributions to others and you will join their ranks. You will learn real life skills such as how to better communicate and how to analyze and solve problems. You and your classmates will come up with your own project to really improve their school and/or community! You will go out of the classroom and actually change things and try to make the world better!"

2. Open a space in the classroom for this activity by asking the students to move the chairs towards the sides. In this activity the students will form sub groups by standing in a circle, say their names and answer the questions in their subgroups.
  - a. Ask who has previously volunteered. Invite these students to stand on the right side. These students will introduce themselves, and tell where they volunteered. Meanwhile, students who haven't volunteered before will also introduce themselves and state where they would like to volunteer (if they know). After everyone is done, students will form a large circle. Then each student who has done some volunteering will find one or more students in the other group and briefly relate what they have done volunteer wise.
  - b. Now put labels on the corners of the room. The labels can be *environment*, *animals*, *women* and *children*. Students who are interested in working on problems related to those 4 areas go to the corner that they are more interested in. They will tell their names and share the problems relating to that topic that bother them. After everyone is done, students will come to the big circle.

## COMMUNICATION ACTIVITY

*This communication activity takes around 40 minutes in a class of 20 students.*

1. According to class size, print the cases below so that each pair has one case. Tell students to pair up with a different friend now. Tell them to role-play different situations now. They have 2 minutes to prepare and then they will all act out their situation in front of the class for 2 minutes.

### **Case 1:**

*You are at an orphanage. You are standing and the child is sitting {one of you will be the sitting orphan}. You are meeting for the first time, start a conversation with that child.*

### **Case 2:**

*You are conducting a needs and resource assessment on a pollution problem in a low-income neighborhood. As part of this assessment, you are interviewing a woman who doesn't work and looks after her two children at home. Sit face to face with your knees touching hers. Ask questions to learn how the pollution affects her and her family. Also ask questions to try to find the available resources that can be used for the solution of this problem.*

### **Case 3:**

*You are in a refugee center in Tarlabaşı, İstanbul. It is a crowded and noisy space. One of you is a university student; the other is a refugee who wants to learn Turkish/English. You are sitting on opposite ends of a long 2.5 meter table. You try to find out her English/Turkish level and start to teach her. Show us how you will do it.*

### **Case 4:**

*You are in an elderly house for your volunteer service. One of you will role play an elderly person who is eager to talk. You are there to chat and socialize with them. While the person is talking to you, you must check your phone regularly as you are expecting a message. You frequently cross your arms.*

2. After everybody is done, start discussing from case 1. You can ask the questions below:
  - a. How did you both feel in your roles?
  - b. Did you have effective communication?
  - c. What was missing? How could you make it more effective?
  - d. Why is it important during your volunteer service?
  - e. What else will be important to consider during your community service?
  
3. If the students do not touch on the ideas below, you can give these explanations for the cases above:
  - Case 1: In a conversation where two people communicate, the standing one might make the sitting one feel the dominance of the standing one. So, try to be on the same level with the person you are communicating with. If it is a child, get down to the child's level. Be face to face.
  - Case 2: It is important not to intervene in people's personal space. If you stay too close, you might make the person you interact with feel uncomfortable. This is not helpful for a healthy conversation.
  - Case 3: Just as being too close is a problem, being far away also presents problems. A large physical distance makes it difficult to listen and talk and follow a conversation. It is easier to be distracted.
  - Case 4: Constantly checking a phone can be construed as a sign of disrespect. It means you are not giving importance to the person in front of you. Crossing the legs and folding the arms might make "I am closed to communicating with you" message. So be aware of these gestures and try to maintain an open body posture.

---

### 5 Minutes BREAK

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### ISLAND ACTIVITY<sup>2</sup>

*The Island Activity itself takes around 30 minutes in a class of 20 students, followed by 30 minutes of debriefing time; 60 minutes in total.*

1. Divide class into 2 large groups; a Task Force from the mainland and the inhabitants of the island.
2. There should also be 2 or more observers [one for each group]. Tell the class there will be a simulation and hand out role cards but don't give any more information.
3. If possible have the 2 groups in different rooms to prepare their parts.
4. Set a limit of 10 minutes for preparation. They need to listen to each other carefully.

**Note to Instructor:** if groups are having a hard time making up language, you can help with the following ideas: they can use only 6 verbs, they can use pig Latin, *kuş dili* in Turkish or use a consonant at the beginning of each word. If this is difficult they could elect a translator who speaks both languages.

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<sup>2</sup> We saw this activity led by Zafer Yılmaz who uses it in TEGV trainings

5. Bring the groups together. The task force has 10 minutes to convince the natives.
6. Personal Reflection: After the time is up, ask everyone to stop! Everyone says a few words about what happened and how they felt. Were the people from the mainland successful in convincing the natives? What role did the time limit play?

**CLOSING/ DEBRIEFING**

*30 minutes in a class of 20 students.*

1. Wrap up and discussion: ask the inhabitants first for volunteers to share their experiences.
2. Then ask the task force and finally ask the observers what they saw. You can ask these questions:
  - a. Was it hard to communicate?
  - b. Were there any misunderstandings?
  - c. What conflicts arose? How did you solve the problems?
  - d. Were any cultural taboos broken?
  - e. Were there any winners? Is it about winning?
  - f. What stops us from understanding other cultures?
  - g. Why do you think we did this exercise?
  - h. When we do a social service project, which group are we more like?
  - i. What have you learned?
  - j. How to do a needs and resource assessment?
  - k. What prejudices will you have?

**Note to Instructor:** Make sure the students understand that the goal of the activity was not about winning or convincing the others of your idea. It is about reaching a common understanding. What actually happened?

**HOMEWORK**

Find good examples of community service nationally and internationally. You will share these with the class next week. Some of you might be inspired and might work with these organizations to fulfill the community service requirement of this class. Fill in the chart below:

|  | Name of individual or organization | Aim | Target Group | What they do |
|--|------------------------------------|-----|--------------|--------------|
|  |                                    |     |              |              |
|  |                                    |     |              |              |



## **Attachment L1.1/Case studies**

### **Case 1:**

*You are at an orphanage. You are standing and the child is sitting {one of you will be the sitting orphan}. You are meeting for the first time, start a conversation with that child.*

### **Case 2:**

*You are conducting a needs and resource assessment on a pollution problem in a low-income neighborhood. As part of this assessment, you are interviewing a woman who doesn't work and looks after her two children at home. Sit face to face with your knees touching hers. Ask questions to learn how the pollution affects her and her family. Also ask questions to try to find the available resources that can be used for the solution of this problem.*

### **Case 3:**

*You are in a refugee center in Tarlabası, İstanbul. It is a crowded and noisy space. One of you is a university student; the other is a refugee who wants to learn Turkish/English. You are sitting on opposite ends of a long 2.5 meter table. You try to find out her English/Turkish level and start to teach her. Show us how you will do it.*

### **Case 4:**

*You are in an elderly house for your volunteer service. One of you will role play an elderly person who is eager to talk. You are there to chat and socialize with them. While the person is talking to you, you must check your phone regularly as you are expecting a message. You frequently cross your arms.*

## Attachment L1.2a

### A. Role Card: Task force from the Mainland

**Situation:** Imagine an island in the middle of an ocean. The island is actually quite close to the mainland however no one has been there. There is a society living on this island and people know that there is a village near the shore. However, no one has had contact with the islanders yet. No one knows their culture or what language they speak. The mainland government thinks that they will be able to sell their products to the inhabitants there. Also the mainland is getting crowded and some of the mainlanders are hoping to settle on it. Therefore there are plans to build a bridge. Taxes have already been allocated for this. However in order to build this bridge from the mainland to the island, one would have to get permission to make a highway through the village on the island to connect it to the bridge.

The people on the mainland are sending a delegation to try to convince the people in the village on the island to give permission to build this highway. In this delegation there are architects, politicians, local officials, engineers, psychologists, journalists, sociologists, lawyers, city planners, and workers.

Each profession must decide what they need to do in order to convince the inhabitants. For example the architects will need to draw a plan and a picture of the bridge. The city planners need to discuss their plans and draw them.

You are a member of this delegation. Which one are you? You may add other professions if you think they are necessary.

## Attachment L1.2b

### **B. Role Card: Inhabitants of the Island**

There is an island that has been cut off from the rest of the world. There has been absolutely no contact between the inhabitants of the island and the rest of the world. No one has ever left the island. There have been no visitors to the island. The islanders speak their own indigenous language and have their own belief system/religion, their own customs, rituals and culture of which they are proud. They have developed their own traditions of law, governance, as well as their own health and education system. **There is a strict set of customary rules governing daily life.** Breaking them is taboo. Another group will be visiting you and will try to understand your roles in the community; also you will try to understand their roles in their communities, so, pay attention!

You are an inhabitant of this island. As a group you need to figure out:

1. Who are you? Pick your role among these. Teacher, headman or woman, wise elder, mother, father, farmer, medicine person, mediator, army, journalist, rule enforcer, builder, engineer, entertainer .....
2. **The following are 3 rules that everyone must follow.**
  - a. If you have a mixed group of men and women, only women may initiate the talking
  - b. When a newcomer comes to your home everyone in the community must touch their nose 3 times in welcome.
  - c. Images are sacred in your society so only the wise elders are allowed to look at pictures.
3. Decide on one other rule.
4. You need to make up your own language and make sure that everyone in your task force understands and can use it. In this new language you only will have 6 verbs. What are they? You also need to change the meaning of a couple of main words [for example, hello ‘ means go away’ in your language and when you greet people you say peanut’
5. What is your island’s name in your language?

## **Attachment L1.c**

### **C. Role Card: Observers**

This is an historical occasion! It is the first time these 2 cultures are coming into contact with each other. You are objective and analytical observers: You are anthropologists. During the whole simulation, you will be observing and taking notes. You should not be talking or interfering in any way. You should not even show reactions to what is going on. You will be assigned a particular group to observe. You may not speak with the other observers. You should pay special notice to possible communication problems and any prejudicial behavior on the part of either party. If you have any questions, you may ask the teacher but you may not interact with either side. Be prepared to write up a report. You should now go and start observing.

## 2. LESSON: Good examples of Community Service and Being a Volunteer

**Goal:** To present good examples of community service and volunteering.

**Objective:** Students will be able to identify what they consider to be the qualities of a real life hero and a typical media hero.

Students will be able to identify how typical movie, computer game or TV heroes solve problems and contrast with how real heroes solve problems.

**Skills:** Analytical thinking, drawing conclusions

**Values:** Responsibility, peace

**Methods:** Group discussion, brainstorming

**Materials:** Whiteboard or computer and projector

**Attachments:** Entrance slip (Attachment L2.1), Exit slip (Attachment L2.2)

### WARM UP

**Note to Instructor:** Think of someone you know whom you admire, because they have made others' lives better. (i.e. think of someone who has risked something, or spent time or sacrificed something in order to improve the lives of others.) Be prepared to share this person and why you think they have done something heroic with the students.

1. Pass out entrance slips (Attachment L2.1) and ask students to fill them out quickly.
2. Ask students to think about heroes in the movies, computer games etc. Elicit the names of a few actors who play the hero. {To get them on the right track mention popular action heroes such as X Men, Batman, Superman, Teenage Mutant Ninja Turtles or whoever is popular at the moment etc.} Now, ask them to write down the qualities of a movie hero [esp.in Hollywood] or a computer game hero (Thoman & Wright, 1995).

### ACTIVITY 1

*This part takes around 35 minutes in a class of 20 students.*

1. Write the following chart on the board or project on the wall (Thoman & Wright, 1995). [Leave enough space on the board to later draw another chart.] Elicit names and adjectives from the class to fill in on the chart. [Words or phrases such as strong, powerful, drives fast, good-looking, etc.].

| Names of some Media Heroes | Words that describe Movie Heroes | What problem/conflict do they have? | How do Movie Heroes solve the problems            |
|----------------------------|----------------------------------|-------------------------------------|---|
| <i>Batman</i>              | <i>Strong, powerful</i>          | <i>Needs to find the bad guy</i>    | <i>Prevents the bad guy from reaching his aim</i> |
| Etc.                       | Etc.                             | Etc.                                | Etc.  |

2. Finish the chart by eliciting student responses to the following questions: Do a series of think/pair /share regarding the following questions:
  - a. What sorts of problems do the movie heroes set out to solve? [Most plots are based around a hero trying to solve a problem]
  - b. How do the heroes in the chart solve problems?
3. Write or project student responses on the board. Save this chart for later.
 

Note: usually the hero solves problems using force or force +cunning
4. Discuss the concept of ‘the Hero’.
5. Define a hero as someone who has risked or sacrificed something and thereby made a change for the better in others’ lives.

**Note to Instructor:** Being a hero usually involves sacrificing something for the good of others. This in turn transforms the hero. A huge positive transformation is a heroic act. [Thus, even being born is a heroic event.] One does not have to sacrifice one’s life to be a hero. One may also give time to someone or a good cause, which is another sort of ‘sacrifice’.

Also note that if students are uncomfortable with the term *hero* they can use the term *change-makers*.

6. Tell the class the following true story that happened in New York:

*“I’m riding on a subway in NY City when I see a ballet-like hand weave between the packed in crowd and slip into a pocket. “What you did isn’t right” I find myself declaring to the young man connected to the hand. “What?” he shouts drawing back empty-handed. “I’ll kill you.” The entire subway car falls silent. You could hear a pin drop. I’m looking him straight in the eye. He’s looking at me. The subway door opens. He turns and walks off mumbling and cursing. The entire subway car bursts into cheers.”*

Linda Carel, a rapper describing an incident in 1988 ("New Heroes,").

7. Ask: “What has happened in this story?” Has Linda risked something? Is this heroic according to the above definition? Why/ why not?
8. Give your own personal example of a hero and explain why they are a hero for you.
9. Ask students to think of someone who is a hero by this definition.
10. The hero can be someone they have known personally who has really made a positive change in their life or others’ lives or a hero they have heard about. Give them a few minutes to think and write down the names of some real life heroes. Remember heroes don’t have to be famous! Give everyone some time to think. Have students write down 2 or 3 names. This is not a group work!
11. Project or draw the following chart. If drawing on the board, do it next to the first chart. (Thoman & Wright, 1995).

| <b>A. Real Life Hero's name</b> | <b>B. Words that describe him/her</b> | <b>C. The problem s/he has</b> | <b>D. How s/he solves the problem</b> |
|---------------------------------|---------------------------------------|--------------------------------|---------------------------------------|
|                                 |                                       |                                |                                       |
|                                 |                                       |                                |                                       |
|                                 |                                       |                                |                                       |
|                                 |                                       |                                |                                       |

12. Elicit the names of the students' heroes and fill in the chart [A].
13. Ask students to reflect and write the qualities of their hero [B]. What sorts of problems do they set out to fix? [C] How has their real hero solved real problems? [D]
14. Fill in chart with student responses.
15. Compare this chart with that of movie heroes previously discussed.
16. Now add a 5<sup>th</sup> column to each chart to consider the consequences of conflict and violence.

**Note to Instructor:** Point out to the students that the consequences of violence are usually not addressed in action movies. For example, in car chase scenes, they never show the people killed in the cars or what happens to them or their grieving families. Why not?

| <b>A. Names of some Movie Heroes</b> | <b>B. Words that describe Movie Heroes</b> | <b>C. What problem/conflict do they have?</b> | <b>D. How do the Movie Heroes solve the problems</b> | <b>E. What were the consequences?</b> |
|--------------------------------------|--|---|--|---------------------------------------|
|                                      |  |   |  |                                       |
|                                      |  |   |  |                                       |
|                                      |  |   |  |                                       |

17. Discuss:  
 What are the differences between real life heroes and movie heroes? Why do Hollywood films portray heroes the way as they do? To what extent are movie or TV heroes role models for children? What are the consequences of this?
18. Have students fill in exit slips (Attachment L2.2). Compare with the entrance slips. Discuss.

**5 Minutes BREAK**

## ACTIVITY 2

*This part takes around 40 minutes in a class of 20 students.*

1. Arrange the classroom in a circle so that everybody can see each other.
2. Then, ask students what they have found as good examples nationally and internationally. While students present their examples, write them on the board.

|                                   | Name | Aim | Target Group | Activities |
|-----------------------------------|------|-----|--------------|------------|
| <b>Individual or Organization</b> |      |     |              |            |

3. There are many examples of such change-makers in Turkey. Today you will be introduced to some of them.

Show them at least 2 videos from the Sabancı Foundation's change-makers' website. (Sabancı Vakfı Fark yaratıcılar programı).

<http://www.farkyaratıclar.org/site/index.php>

Each one is about 4 minutes long. They are in Turkish with English subtitles. Show the students the website and ask them which one they would like to see.

4. Discuss: What did these people do? How did they make a change?
5. Explain the concept of **social entrepreneur**. Everyone knows what an entrepreneur is but what is a social entrepreneur? In its simplest form, it means finding innovative viable solutions to social problems. In other words; finding new smart solutions to social problems. It is an entrepreneur who is not interested just in making a product to make money but is interested in making a product or providing a service to solve a social problem.

**Note to Instructor:** For a full understanding of social entrepreneurship, teacher may read <https://entrepreneurship.duke.edu/news-item/the-meaning-of-social-entrepreneurship/> (Dees, 2014).

6. Explain how an organization called ASHOKA supports social entrepreneurs by giving awards to people who are making a change in their communities. ASHOKA is the largest network of social entrepreneurs worldwide. There are almost 3,000 Ashoka Fellows in 70 countries. The people who are recognized become what is known as ASHOKA fellows. There are also ASHOKA Fellows in Turkey.
7. Show the students ASHOKA's website ("ASHOKA Türkiye,"): <http://turkey.ashoka.org/en/fellows>  
Explain that all these fellows have dedicated at least part of their lives to making a positive change in the world. Tell students: "Your job is now to read about these ASHOKA fellows and find the one that resonates with you. You should fill in the form with info about your chosen change maker. Everyone should find a different change-maker! Fill in the form and be ready to present the info regarding your change-maker to the class."



| Change-maker's name | Qualities of that person | What problem did they tackle? | How did they solve the problem? | Why it's important | Your thoughts? |
|---------------------|--------------------------|-------------------------------|---------------------------------|--------------------|----------------|
| 1.                  |                          |                               |                                 |                    |                |
| 2.                  |                          |                               |                                 |                    |                |
| 3.                  |                          |                               |                                 |                    |                |

8. Divide class into groups of 5. Students share their research, if info was not shared via google docs or a similar tool a scribe from each group fills in the following chart on large sheets of paper:

| Change-maker's name | Qualities of that person | What problem did they tackle? | How did they solve the problem? | Why it's important | Your thoughts? |
|---------------------|--------------------------|-------------------------------|---------------------------------|--------------------|----------------|
|                     |                          |                               |                                 |                    |                |
|                     |                          |                               |                                 |                    |                |
|                     |                          |                               |                                 |                    |                |

9. Give the criteria by which the ASHOKA fellows have been picked. The following selection criteria was taken from their official website ("Selection Criteria,").

The criteria are

- a NEW idea
- Creativity
- Entrepreneurial quality
- Social impact of the idea
- Ethical Fiber

**1.The Knockout Test: A New Idea:** Ashoka cannot elect someone to the Fellowship unless he or she is possessed by a new idea—a new solution or approach to a social problem—that will change the pattern in a field, be it human rights, the environment, or any other. We evaluate the idea historically and against its contemporaries in the field, looking for innovation and real change potential.

**2.Creativity:** Successful social entrepreneurs must be creative both as goal-setting visionaries and as problem solvers capable of engineering their visions into reality. Creativity is not a quality that suddenly appears—it is almost always apparent from youth onward. Among the questions we might ask: Does this individual have a vision of how he or she can meet some human need better than it has been met before? Does the candidate have a history of creating other new visions?

**3. Entrepreneurial Quality:** Perhaps our most important criterion, entrepreneurial quality is the defining characteristic of first class entrepreneurs. It defines leaders who see opportunities for change and innovation and devote themselves entirely to making that change happen. These leaders often have little interest in anything beyond their mission, and they are willing to spend the next ten to fifteen years making a historical development take place. This total absorption is critical to transforming a new idea into reality, and it is for this reason that Ashoka insists that candidates commit themselves full-time to their ideas during the launch phase.

Ashoka is looking for the Andrew Carnegies, Henry Fords, and Steve Jobses of the citizen sector.

**4. Social Impact of the Idea:** This criterion focuses on the candidate's idea, not the candidate. Ashoka is only interested in ideas that it believes will change the field significantly and that will trigger nationwide impact or, for smaller countries, broader regional change. For example, Ashoka will not support the launch of a new school or clinic unless it is part of a broader strategy to reform the education or health system at the national level and beyond.

**5. Ethical Fiber:** Social entrepreneurs introducing major structural changes to society have to ask a lot of people to change how they do things. If the entrepreneur is not trusted, the likelihood of success is significantly reduced. Ashoka asks every participant in the selection process to evaluate candidates for these qualities rigorously. To do so often requires one to resort to instinct and gut feelings, not just rational analysis. The essential question is: "Do you trust this person absolutely?" If there is any doubt, a candidate will not pass.

10. Whole group discussion. If there is time, discuss the following questions:

- a. What do you think about these criteria?
- b. Do you agree that all the items are important?
- c. Are there any other criteria that should be added?

11. Which change-maker in your group is most deserving?

The group negotiates and then picks the person or persons they think most deserving. For this task, one student will be facilitator, one student will be note taker, and one student will be presenter to the whole class.

12. Students present/ share their decisions with the whole class. Teacher should ask questions such as:

- a. Was it hard to come to a decision?
- b. Were you all in agreement?
- c. What were your criteria?
- d. Were they the same as ASHOKA's criteria?

**Note to Instructor:** If the students cannot come to a decision, that's ok. Why is one better than another anyway? They are all great! The main point is to see a varying of opinions and see what their choice reveals about what they value.

## **CLOSING / EVALUATION**

Students write reflections on the process answering these questions:

What were your criteria for your decision?

What does your friend's choice of his/her change-maker tell you about what they value?

What does your choice reveal about what you value?

You have now been introduced to people who are working on very different problems. In the following lessons, you will come up with a problem that YOU want to work on. We will group you with others to work on this problem and do a needs and resource assessment.

**Attachment L2.1/Entrance Slip**

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

✂.....

Entrance Slip

Name:

Do you believe that in today's world there are heroes?

**Yes**            **No**

**Attachment L2.2/Exit Slip**

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

✂.....

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

✂.....

Exit Slip

Name:

Give 3 examples of people who have made the world a better place and tell how they made it better.

1.

2.

3.

### 3. LESSON: Problem areas, Forming groups, Needs and Resource Analysis, Defining a Problem

**Goal:** To make students define a problem they wish to solve based upon an assessment of needs and available resources.

**Objective:**

Students will be able to differentiate participatory action research from mainstream research

Students will be able to understand the importance of needs and resource analysis

Students will be able to define their problem

Students will be able to conduct a needs and resource analysis

**Skills:** Analytical thinking, drawing conclusions

**Values:** Ethical research, Inclusion, Participation

**Methods:** Group discussion, brainstorming, think/pair/share, lecture,

**Materials:** Lecture notes, worksheets

**Attachments:** Community Service Practicum Course Needs and Resource Assessment Steps and Guidelines (Attachment L3.1), Community Service Practicum Course Needs and Resource Assessment Worksheet (Attachment L3.2)

#### WARM UP

1. Ask the following questions and guide the students towards answers similar to those below:

**Question:** Remember the heroes session? Real life heroes had some characteristics that helped them solve the problems. How did they actually solve the problems they set out to solve? What do you think is the most important step that change-makers take to solve a problem?

**Answer:** The change-makers had to first understand the NEEDS of the community, the needs underlying the problems they wish to address. **Identifying the true need is the most important step in being successful for a social entrepreneur or a change-maker.**

**Question:** Why is it so important to base your Project on real needs?

**Answer:** In order to best use your time and resources and most importantly because otherwise one can do more harm than good.

2. Share the following 6 examples of times when volunteers did more harm than good.

**Note to Instructor:**

The instructor may divide the class into groups of 6 , giving each member an example which they then share with their group or you may simply present and discuss as a whole class.

## Examples of What NOT to Do:

1. Orphan tourism in Cambodia- where children [ not necessarily orphans] are kept in misery so that some entrepreneurs may make money off of them as orphan tourism. See article below (Birrell):

<http://www.theguardian.com/commentisfree/2010/nov/14/orphans-cambodia-aids-holidays-madonna>

2. Another example is sending t-shirts to Africa when the local population do not really need t-shirts. In addition this influx of free foreign t-shirts ruins the local textile economy and impoverishes local t-shirt manufacturers. Also a lot of money is wasted when old t-shirts are shipped for long distances. This money could be more efficiently used in other ways. See article below (Stupart, 2012).

<http://matadornetwork.com/change/7-worst-international-aid-ideas/>

3. A similar example is Tom's shoes with its buy one give one model. The idea is everytime you buy a pair of shoes, you are giving a pair to someone in a poor country. This has been found to hurt the cobblers of the country and risks creating a economy of dependence. In short, it does not address the problem at the root. (Google this to find more info)
4. Once the students at a school in İstanbul were going to partner with a refugee community composed of Turkmen from Syria. Before meeting them, they thought lack of education was an important problem for them. However, their community leader told them they needed other basic needs fulfilled first; like having shelter, food and access to health services. So the problem was actually not the educational needs of the refugees but the basic shelter, food and health needs.
5. In 1999 after the Marmara earthquake, people from different parts of Turkey sent a lot of aid to the region. However, the aid that was sent to didn't correspond to the needs of the people in terms of usage and quantity. For example, people sent second hand unusable clothes like swimming suits or night dresses, or food that cannot last in the region's weather conditions. This is why most of this aid ended up in trash.
6. Another local example: A person wants to work at an animal shelter; without any research it could be thought that the shelter needs food for the animals and the person might buy a lot of food for them. Afterwards it could turn out that another volunteer has already donated food but the shelter actually needs volunteers to walk the dogs or money to buy medicine.

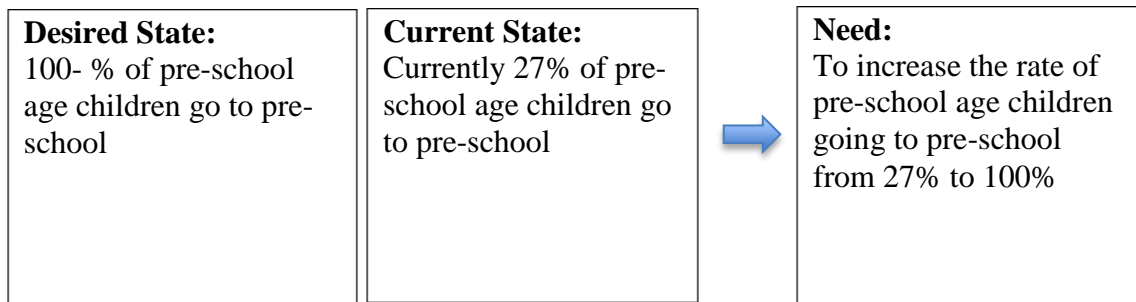
The examples above show that the people did not do a good needs and resource analysis in advance. So how can one make the efforts count? By doing a good Needs and Resource analysis!

## ACTIVITY

1. Ask: “Can anyone give an example of a need for a community?”

Define need as: **the gap or discrepancy between a present state and a desired state.**

Show example below:



Write the answers of the students and try to formulate them like the above example.

2. **Say:** “Now we are going to talk about the concept of needs assessment. **How do you think we can define Needs Assessment?**” Elicit definitions from the students and then compare with the below academic definition.

A needs assessment is defined broadly as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. The priorities are based on identified needs (Witkin & Altschuld, 1995).

3. Have students paraphrase the above. Needs assessments are conducted to determine the needs of the people for whom the organization or system exists (*Comprehensive Needs*, 2001). For example, a hospital conducts surveys to find out the needs of the patients in the oncology unit.

What do we mean when we say **resources**? Elicit examples. You can compare them with the examples below.

Resources (are) assets such as individuals, organizations, buildings, landscapes, equipment, Money, etc. that can be used to improve the quality of life (Work Group for Community Health and Development, 2016). For example, teachers, students, school buildings, technological devices used at a school can be considered the resources of a school.

Draw or project on board the following chart:

Say: “There are foreign students at an English speaking university in Turkey who are having problems communicating with the offices because they do not speak Turkish.”



|   |                  |
|---|------------------|
| <b>Defined Problem:</b> The Erasmus students can't communicate with the people working in university offices because they don't know Turkish. Thus, they can't get information regarding deadlines, procedures, fees and services, etc. |                  |
| <b>Needs</b>  | <b>Resources</b> |
|   |                  |

Ask questions to define the needs and available resources that can be used for the solution of this problem. Do not write the needs and resources at the beginning. Give them as an example if the students cannot find anything.

KEY:

|  |  |
|--|--|
| <b>Defined Problem:</b> The Erasmus students can't communicate with the people working in university offices because they don't know Turkish. Thus, they can't get information regarding deadlines, procedures, fees and services, etc.  |  |
| <b>Needs</b>   | <b>Resources</b>   |
| <p><i>There is a need of English Speaking Staff</i></p> <p><i>There is a need of English tutorials for the procedures.</i></p> <p><i>There is a need of English instructions on the physical spaces of the university such as Bus stops, computer centers, cafeteria, etc.</i></p> | <p><i>The Foreign Language Dept. can be a resource to provide teachers to teach the staff who want to learn English.</i></p> <p><i>The Classrooms of the university can be resources to be used for English classes of the staff.</i></p> <p><i>The Language Dept. students can be resources to be used to support the Erasmus students either paid or voluntarily.</i></p> <p><i>The Language Dept. Students can be resources to be used to produce tutorials either paid or as a class assignment.</i></p> |
|  |  |

#### 4. Do the following Think /Pair/ Share:

First tell students to **think** quietly and write down the answer to the question: What are the advantages of assessing needs and resources in community work? Think of some examples.

They should turn to the person next to him/her and discuss in **pairs**; then share with the whole class.

- A need and resource assessment helps to understand the **unique needs** of the community because every community has its own culture and social structure.

*Example: You might want to develop a project for the children who live on the street and it is crucial to learn about their background: They might have experienced a traumatic immigration or be physically abused in addition to the poverty they live in.*

- An assessment can help communities to learn about their **resources** and assets and consider the ways to use them as well as their needs.

*Example: The musical competency and contribution to the music of Turkey of a Roma population in Sulukule, Istanbul is a significant asset of their community while advocating to protect their environment.*

- The need and resource assessment will also help you to list **priorities** for your program. Think about your own neighborhood. The needs of the members of your neighborhood can vary from a park to a clinic or from a mosque to a library. It is important to list the needs according to their priority for your neighborhood (Work Group for Community Health and Development, 2016). You can't do everything so what do you think is most important?

#### 5. Say: "Now let's talk about the concept of Participatory Action Research. Does anyone know what it is? Or guess what it is?" (Get some definitions from students)

Participatory Action Research is a research approach that seeks to understand and improve the world (Baum, MacDougall, & Smith, 2006, p. 854). Green et al. describes it as systematic inquiry, with the collaboration of the people affected by the issue being studied, for purposes of education and taking action or effecting change (Green, George, Daniel, Frankish, Herbert, & O'Neill, 2003). This was strongly supported by the work of Paulo Freire who used participatory action research (PAR) to encourage the poor and disadvantaged to examine and analyze the structural reasons for their underprivileged situation. Based upon these perspectives, PAR grew as a methodology enabling researchers to work in partnership with communities in a manner that leads to action for change (Baum, MacDougall, & Smith, 2006, p. 854). The sustainability of any project (action for change) is based upon the communities' continuing the modelled implementation. Thus it is important for the communities to get involved in the needs analysis part.

There is another comprehensive definition by Gaventa: It attempts to break down the distinction between the researchers and the researched, the subjects and objects of knowledge production by the participation of the people-for-themselves in the process of gaining and creating knowledge. In the process, research is seen not only as a process of creating knowledge, but simultaneously, as education and development of consciousness, and mobilization for action (Gaventa, 1988).

6. Divide the students into groups of four and make them discuss these two definitions based upon an example from their environment or one they heard in their groups for 5 minutes. After they discuss, one of them will present the discussion to the big group. The activity will last maximum 15 minutes. Keep their definitions on the board by writing or projecting. If the students cannot come up with an example, give one.

The Participatory Action Research (PAR) process has its own principles in line with its mission. Let's go through them quickly:

- A. **Recognizes community as a unit of identity.** This type of research includes explicit work with the communities that may be defined by a geographic area or defined as a community of identity that is geographically dispersed but members hold a sense of common identity and shared fate. For example, the communities who have been exposed to the pollution near Ergene River in Marmara Region, or mining communities around Soma, Manisa.
- B. **Builds on strengths and resources within the community.** PAR should describe the existing social structures, processes, knowledge explicitly and reinforce these so that community can work together to improve their lives. In other words, PAR should be designed to empower during the process. For example, the PAR done after the '99 Marmara earthquake helped the communities to work on their strengths against earthquake on prevention and intervention level.
- C. **Facilitates collaborative partnerships in all phases of the research.** In the PAR process, any from the researched community can participate in the research process including problem definition, data collection, and interpretation of results and the application of the results to address community concerns. This attempt increases the collaboration characteristic of the research.
- D. **Integrates knowledge and action for mutual benefits of all partners.** Although the research does not include a direct action side, all parties must have a commitment to applying the research results to a social change effort that is intended to be the benefit of all partners.
- E. **Promotes a co-learning and empowering process that attends to social inequalities.** PAR should recognize the structural inequalities between marginalized communities and researchers and attempt to address these by emphasizing knowledge of community members and sharing information, resources and decision-making power. For example, you can learn about the inequalities and the explanation of the inequalities from the Turkish immigrants living in different parts of Germany.
- F. **Involves a cyclical and iterative process.** The PAR process should be built on a reliable basis between the researchers and communities.
- G. **Disseminates findings and knowledge gained to all partners.** PAR should release the results and information obtained during the process in a respectful and understandable language (Israel, Schulz, Parker, & Becker, 1998)

7. Say: “Now, let’s look at the research process. The research process includes the basic phases:

- **Choosing the topic:** What do you want to learn about a problem, community or phenomenon? Read about them before you choose your topic. For example, I want to do a project with Syrian refugees but I am not sure which problem I should focus on.
- **Identify the major issues, problems or questions surrounding the topic:** This is the phase where you will read about the related problems or issues around your topic. For example, you might focus on the educational needs of the Syrian refugees on the adult level.
- **Data collection:** You need to gather data related to the problem or the community. It can be done by qualitative and quantitative data collection methods.

- **Qualitative methods** are direct interaction with individuals on a one to one basis or direct interaction with individuals in a group setting. It takes more time and mostly data is collected from a small sample. However, the information is richer and has a deeper insight into the phenomenon under study ("Module 9 : Introduction,")

**Individual interview** is asking the defined questions to the members of the target population. You can ask it to a sample that is mostly chosen randomly or all members of the population.

**Key informant interview** is asking the defined questions to the people who are known to have a good comprehension of the community and the issue. For example, in Turkey, the neighborhood headman (muhtar) is invaluable as a key informant if you choose a neighborhood to research.

**Observation** is observing the community, environment and the issue you research in a specific duration and frequency.

**Focus Group** is gathering a group of the community you research and gather their ideas by asking the determined questions.

- **Quantitative methods** are used to find out how much, how many, how often and to what extent.

-Aim to be scientific and objective in its approach.

-Aim to assess and measure

-Can be self-administered, one to one, in a group, on the phone, mail or online

**Survey or questionnaires** are among the most common methods that can be done online, on the phone or face-to-face depending on the topic and researched community.

**Analysis** is also common quantitative methods that you analyze the data gathered from the research. For instance, the website of the Turkish Statistical Institute includes data about the people in Turkey. You can go to this website and collect data regarding the community you research and make analysis on the topics you choose.

**Observation** can also be carried out in a quantitative context and may involve: counting the use of services, number of people accessing services and ascertaining busy/quiet times ("Module 9 : Introduction,").

- **Analysis:** Analyze the findings in relation to your research topic. Let's say you conducted interviews from the Syrian Community on a certain location. You combine these contents and then analyze them to find out their educational needs.
  - **Interpretation of the results:** This is the last phase of the process where you interpret the results and explain what your research shows (Stewart et al., 2009)
8. Say: "Now, it is time to hear what you are interested in. Think of a problem that bothers you in your neighborhood. Please write your problem on a post-it and stick it under the following categories on the board. The categories are *environment, rights, education* and *social justice*. You have 2 minutes."
  9. After students have put their post-its on the board, group the problems and read them out loud. Students should pick a topic or problem that sounds interesting to them. It does not have to be the one they initially picked. Students should form groups and start to define and narrow their topic. They may work on a topic individually but encourage students to work in groups as they can support each other.
  10. Help students to form groups and narrow their scope of topic and problem. They need to decide now what problem they wish to work on as they will conduct a need and resource assessment by next week.

### **HOMEWORK/ ASSIGNMENT**

Use the Community Service Practicum Course Needs and Resource Assessment Steps and Guidelines (Attachment L3.1) and the Needs and Resource Assessment Worksheet (Attachment L3.2) for your chosen problem by next week. You will present your worksheets either alone or in a group to the class.

## Attachment L3.1/Community Service Practicum Course Needs and Resource Assessment Steps and Guidelines

### Community Service Practicum Course Needs and Resource Assessment Steps and Guidelines:

1. **Choosing the topic:** What do you want to learn about a problem, community or phenomenon? Read about them before you choose your topic. For example, *I want to do a project with Syrian refugees but I am not sure which problem I should focus on.*
2. **Identify the major issues, problems or questions surrounding the topic:** This is the phase where you will read about the related problems or issues around your topic. For example, *you might focus on the educational needs of the Syrian refugees on the adult level.*
3. **Data collection:** You need to gather data related to the problem or the community. It can be done by qualitative and quantitative data collection methods.
  - A. Qualitative methods** are direct interaction with individuals on a one to one basis or direct interaction with individuals in a group setting. It takes more time and mostly data is collected from a small sample. However, the information is richer and has a deeper insight into the phenomenon under study ("Module 9 : Introduction,")

These methods are:

    - i. **An Individual Interview** is when you ask defined questions to the members of the target population. You can either ask it to a random sample or to all the members of the population.
    - ii. **A Key informant Interview** is when you ask defined questions to the people who are known to have a good comprehension of the community and the issue. For example, neighborhood headman? Headman (*muhtar*) can be a key informant for a neighborhood research.
    - iii. **Observation** is observing the community, environment and the issue for a specific duration and frequency.
    - iv. **Focus Group** is gathering a group of the community you research and asking them your determined questions.
  - B. Quantitative methods** are used to find out how much, how many, how often and to what extent. Quantitative methods:
    - Aim to be scientific and objective in its approach.
    - Aim to assess and measure
    - Can be self-administered, one to one, in a group, on the phone, mail or online.

These methods are:

    - i. **Survey or questionnaires** are among the most common methods that can be done online, on the phone or face-to-face depending on the topic and researched community.
    - ii. **Analysis** is also a common quantitative method where you analyze the data gathered from the research. For instance, the website of the Turkish Statistical Institute includes data about the people in Turkey. You can go to this website and collect data regarding the community you research and then analyze made the topics you choose.
    - iii. **Observation** can also be carried out in a quantitative context and may involve for example: counting the use of services, number of people accessing services and ascertaining busy/quiet times ("Module 9 : Introduction,").
4. **Analysis:** Analyze the findings in relation to your research topic. Let's say *you conducted interviews from the Syrian Community on a certain location. You combine these contents and then analyze them to find out their educational needs.*
5. **Interpretation of the results:** This is the last phase of the process where you interpret the results and explain what your research shows (Stewart, et al., 2009).

**Attachment L3.2/Community Service Practicum Course Needs and Resource Assessment Worksheet**

Topic: \_\_\_\_\_ Student Name \_\_\_\_\_

|                                    |  |
|------------------------------------|--|
| Problem                            |  |
| Data Collection Methods to be used |  |
| Analysis                           |  |
| Results                            |  |

## 4. LESSON: Planning the project

**Goal:** To introduce the project planning to the students and help them plan a project based upon a needs and resource analysis.

**Objective:**

Students will present their needs and resource assessments to the class

Students will give feedback to each other for their research

Students will brainstorm on how they will plan their project based upon needs and resource analyses

**Skills:** Analytical thinking, drawing conclusions, brainstorming, comprehension and association

**Values:** Community spirit, sense of responsibility

**Methods:** Group discussion, brainstorming

**Materials:** Whiteboard, computer and projector

**Attachments:** Project Planning Worksheet (Attachment L4.1), Project Action Plan (Attachment L4.2), Budget Template (Attachment L4.3), Closure of your Project (Attachment L4.4)

### WARM UP

Student Presentations of their Needs and Resource Assessment - *approximately 60 minutes:*

Ask students to sit in a circle so that everybody can see each other while the presenter is talking about his/ her needs and resources assessment experience. The students can make presentations by computer and projector so set up both before the class. Follow the student presentation according to the template in the worksheet and give feedback. Tell the students they have 3 minutes for their presentations but this can be longer if it is a group presentation.

### ACTIVITY

*This part takes 60 minutes in a class of 20 students:*

1. Say: “Now, we know the needs and resources, let’s plan our project! We will briefly plan a project by filling in the Project Planning Worksheet.” See Attachments: Project Planning Worksheet, Project Action Plan, Budget Template, Closure of your Project.

Project or hand out the Attachment: **Project Planning Worksheet** (Attachment L4.1) and go through the explanations below. An example project is given in *italics*.

- a. **Project Team:** It is important to have good coordination among team members to make the process easier and more effective. It works well if you can include someone from the target group in your team.



*For example, a group of Erasmus and regular students can form a project team for the problem we will use as an example today. It makes it more participatory and helps you define the needs and resources if you have somebody who is from your target group or has close connections with them.*

- b. **Definition of the project:** You will build your project based upon your definition of the problem. The narrower the scope is the more possibility that your project will be effective.

- What is the problem? (Define your problem as specifically as possible.)
- Who is your target group?
- What are the needs of the target group?

Give the example below:

*The Erasmus students can't communicate with the people working in university offices because they don't know Turkish. Thus, they can't get information regarding deadlines, procedures, fees and services, etc.*

*The target group is all Erasmus Students at our university.*

- c. **Aim of the project** (to fulfill above needs): Write what you want to achieve with this project.

Continue with the same example:

*The aim of the project is to improve communication between the university offices and the Erasmus students.*

- d. **Goal/s of the project:** The goal is the end product. The difference between a goal and an aim is that a goal is *measurable* by time and indicators. What will be the result after your intervention? It can be more than one goal but be careful not to have too many goals. It is better to have fewer goals and actually accomplish them than to have many goals. Of course, your aim, goals and action plan must complement each other.

Continue with the same example:

*Goals:*

- I) *The university personnel [those working in the offices with which the Erasmus students have contact with] will be offered English courses from the beginner level to advanced level depending on their existing knowledge of English.*
- II) *English manuals and tutorials to help Erasmus Students navigate university bureaucracy and life in Turkey will be generated at the end of the academic year. [e.g. How to register for a course, how to obtain a bus card, etc.]*

2. Say: "Now we need an action plan to best plan how we can accomplish our goals." Go over the **Project Action Plan** (Attachment L4.2): Again example is given in Italics and the blank form is at the end of the unit.

- a. How?
- b. What will you do?
- c. What activities etc.?
- d. When?

Continue with the same example:

- *The project team will meet with the university administration to explain the project proposal and get the necessary approvals.*

- *The project team will meet the supervisors and managers at the university to form the common time that can be used for English courses during the working hours.*
- *The project team will conduct two focus groups with Erasmus students and prepare an online survey for them to determine the subject matter of the tutorials and instructions for the university staff.*
- *The project team will compile the results of the focus groups and surveys.*
- *The project team will prepare the written and audio-visual tutorials for the Erasmus students.*

**Example of Project Action Plan:**

| Date                | Activity  | Responsible Person      |
|---------------------|---|-------------------------|
| 1. week             | The project team will meet the university administration to explain the project proposal and get the necessary approvals.   | Group Members 1 and 2   |
| 1. week             | The project team will conduct focus groups with Erasmus students and prepare an online survey for them to determine the subject matter of the tutorials and instructions. | Group members 3,4 and 5 |
| 2. week             | The project team will compile the results of the focus groups and surveys.  | Group members 3,4 and 5 |
| 2. week             | The project team will meet the supervisors and managers at the university to form the common time that can be used for English courses during the working hours.          | Group Members 1 and 2   |
| 3,4, 5 and 6. weeks | The project team will prepare the written and audio-visual tutorials.   | Group members 3,4 and 5 |
| 3,4, 5 and 6. weeks | The project team will give English courses to the staff.  | Group Members 1 and 2   |

3. Say: “Now we need to think about the budget.” Go over the **Budget Template** (Attachment L4.3): Again example is given in Italics and the blank form is at the end of the unit.

|  | Category                     | Explanation | Unit | Unit Cost | Total Cost | Actual | Difference |
|--|------------------------------|-------------|------|-----------|------------|--------|------------|
|  | <b><u>Personnel</u></b>      |             |      |           |            |        |            |
|  | English Instructors          |             | 2    | 0         | 0          |        |            |
|  |                              |             |      |           |            |        |            |
|  | <b><u>Stationary</u></b>     |             |      |           |            |        |            |
|  | Notebooks                    |             | 50   | 10        | 500        |        |            |
|  | Pencils                      |             | 50   | 1         | 50         |        |            |
|  | Photocopy                    |             | 50   | 20        | 1000       |        |            |
|  |                              |             |      |           |            |        |            |
|  |                              |             |      |           |            |        |            |
|  |                              |             |      |           |            |        |            |
|  | <b><u>Transportation</u></b> |             |      |           |            |        |            |
|  | <b><u>Accomodation</u></b>   |             |      |           |            |        |            |
|  | <b><u>Miscl.</u></b>         |             |      |           |            |        |            |
|  | Camera                       |             | 1    | 500       | 500        |        |            |
|  | Laptop                       |             | 1    | 2000      | 2000       |        |            |
|  | <b><u>Overall Total</u></b>  |             |      |           | 4050       |        |            |

4. **Evaluation** (How will you know your goals have been met?): In this part you measure your impact with a relevant tool and evaluate your project based upon the results of this measurement.

*In our example, the project team can use a basic English test and create a survey to measure the satisfaction of the Erasmus students who have used the generated tutorials.*

5. **Project Termination** (Celebrating, Reporting and Presenting): Unlike for -profit initiatives, it is important to share the good examples in the nonprofit world.

*After the project team finishes their project, they can disseminate the results, tutorials and manuals with the other universities as an open-source content.*

*They can also present their project at related conferences as a good example.*

If there is time in class, students may work in their groups, and prepare their project plan according to the project planning worksheet.

## **HOMEWORK/ ASSIGNMENT**

Work on your project plan. Use Attachments (L4.1, L4.2, L4.3, L4.4). It will be due for the following lesson. You will share your plans with the whole group in the next lesson.

**Note to teacher:** Calculate how much time there is available for the presentations in the next lesson and announce to the students. Don't forget you will need time not only for the presentation but also for discussion and feedback from the whole group.

## Attachment L4.1/Project Planning Worksheet

### **Project Team:**

(your name/s)

### **Definition of the project:**

- What is the problem? (Define your problem as specifically as possible.)
  
- **Who** is your target group?
  
- **What are the needs** of the target group?

### **Aim of the project: (to fulfill above needs) :**

### **Goal/s of the project:** [This is measurable by time and indicators]

**Attachment L4.2/Project Action Plan**

- **How?** What will you do? What activities etc?

- **When?**

| Date | Activity | Responsible Person |
|------|----------|--------------------|
|      |          |                    |
|      |          |                    |
|      |          |                    |
|      |          |                    |

**Attachment L4.3/Budget Template**

|  | <b>Category</b> | <b>Explanation</b> | <b>Unit</b> | <b>Unit Cost</b> | <b>Total Cost</b> | <b>Actual</b> | <b>Difference</b> |
|--|-----------------|--------------------|-------------|------------------|-------------------|---------------|-------------------|
|  | Personnel       |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  | Stationary      |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  | Transportation  |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  | Accommodation   |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  | Misc.           |                    |             |                  |                   |               |                   |
|  |                 |                    |             |                  |                   |               |                   |
|  | Overall Total   |                    |             |                  |                   |               |                   |

**Evaluation:** (How will you know your goals have been met?):

**Project Termination:** (Celebrating, Reporting and Presenting)

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In the Bologna Universities Constitution that was approved by the presidents of 388 European universities in 1988, it was stressed that:

- The future would be determined by scientific, cultural and technological developments,
- It was necessary to aim to raise generations that are sensitive to the environment,
- And community service was also a function of universities.

In this context, they decided on four basic principles: autonomy; the association of teaching and research; autonomy in teaching and research; and humanitarian understanding. The council of higher education in Turkey then decided to offer a community service practicum course in the education faculties with the aim of integrating the universities with society.

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