

## ACTIVITY: TALKING THE TALK

*On their own, both collective leadership and service-learning are powerful strategies for community and individual development. But when you integrate these strategies – bringing a collective leadership approach to community-based service-learning activities – the result is a phenomenal potential for positive change.*

### Overview

This participatory activity familiarizes team members with the stages of both collective leadership and service-learning.

### Objectives

- Identify and define the principles of collective leadership
- Identify and define the stages of service-learning
- Experience collective leadership in action

### Time Required

Approximately 15 minutes of advance preparation and 30 minutes for the activity and reflection

### Supplies

This activity requires tape, half-sheets of paper, and markers.

### Advance Preparation

Prepare half-sheets of paper with the terms and definitions below. Write only one term or definition per half-sheet. The total number of terms used should be equal to the number of participants with no repeats.

Principles of collective leadership:

- *Youth-Adult Partnerships*: a mutual relationship of teaching and learning between a young person and adult;
- *Individual Gifts*: the assets and talents an individual can contribute to social change;
- *Community Assets*: the strengths and gifts a community possesses, including culture, history, geography, businesses, sports teams, newspapers, etc.;
- *Teamwork*: working together and sharing responsibility towards a common goal;
- *Reflection*: thinking about feelings, experiences, challenges, and successes associated with community change work in order to grow and improve.

Stages of service-learning:

- *Investigation*: exploring your community's assets and needs to select a project topic, then researching that topic and identifying resources and community partners;
- *Planning*: creating a plan of action for your project, working out its logistics, and defining its learning objectives;

- *Action*: conducting meaningful service in the community and with community partners;
- *Reflection*: thinking about your experiences with community service and considering your role in community change;
- *Demonstration*: sharing the knowledge gained through your service activity by teaching others and highlighting its positive impacts in the community;
- *Celebration*: community partners and members recognize your contribution to the community and the impact of your service.

WHAT	TIME	HOW
<b>Step 1: Setting the Context</b>	5 min	<p>Say to the group, “On its own, service-learning has the potential to create positive change in our community. So does collective leadership. When we combine the two strategies, our results will be even stronger. But to do this, we need to be familiar with the stages and principles of each strategy.”</p> <p>Give each participant two half-sheets: one with a term, another with a (non-corresponding) definition. Have participants tape the “term” to their front and the “definition” to their back.</p>
<b>Step 2: Pairing Up</b>	15 min	<p>Participants mingle and read each other’s backs to find the person whose definition matches their term.</p> <p>Once each participant finds their match, s/he should stand behind this person (creating a string of matched terms and definitions).</p> <p>The final result should be a circle or multiple circles.</p>
<b>Step 3: Reflecting</b>	10 min	<p>Have participants sort themselves into two groups: “Collective Leadership Practices” and “Service-learning Process.”</p> <p>As a full group, reflect on the follow questions:</p> <ul style="list-style-type: none"> <li>• What images do you remember from this experience?</li> <li>• What jumped out at you?</li> <li>• What patterns did you observe?</li> <li>• What was it like for you to participate in this activity?</li> <li>• Any surprises or an a-ha?</li> <li>• How might you connect what you’ve learned to your work in the community?</li> </ul>