

## TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT\*

1.- PROJECT TITLE	
Expressive and theatrical activities Lab	
2. PROJECT SUMMARY <i>(brief description 300 to 500 words)</i>	
<p>The proposed project is a theater workshop that aims to foster collaboration and partnerships with organizations working in disability and inclusion fields. It offers an inclusive and innovative pathway for students, teachers, and external participants, promoting individual and social skills development through creative expression, communication, teamwork, and empathy. The workshop aims to create an inclusive and supportive environment for personal growth and skill development, particularly for students with disabilities. It embraces a service-learning approach, allowing students to participate in social theater activities, develop specific skills, and confront diversity. The project emphasizes monitoring and self-evaluation processes to measure its impact and aims to facilitate employment opportunities for participants in the future.</p>	
3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	Sapienza University
Person in charge of the project in the HE Institution:	Emiliane Rubat du Méric
Number of students participating in the project:	15 approx.
Course/age/gender of the participating students:	Optional Workshop for students
Number of final beneficiaries of the service:	22 approx.
Project type: (face-to-face, virtual, mixed and/or international):	face-to-face
Do the students work with social entities or with final beneficiaries of the service?	with final beneficiaries of the service
4.- BACKGROUND <i>(context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)</i>	
<p>This would be the first time the SL part would be linked to this type of course, and the workshop will be conducted for the 2d time in the institution, some of the students who will participate took part of the workshop last year.</p>	
5.- GENERAL SOCIAL NEED FOR THE PROJECT <i>(S-L addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are</i>	

explored through the project.)

The Lab will offer a transformative learning experience for students and young people with diverse abilities, as well as community partners. It delves into crucial civic, cultural, economic, and political topics, fostering a socially conscious and empathetic mindset among participants. Key themes include promoting inclusion and accessibility, developing empathy and understanding through role-playing, encouraging effective communication and collaboration, nurturing self-expression and creativity, and addressing social issues and advocating for change. The workshop will foster civic engagement and community building, and empowering participants with transferable skills for future employment opportunities. Moreover, the training emphasizes personal growth and development, promoting self-discovery and metacognition processes. Through its focus on monitoring and evaluating social impact, the Lab emerges as an effective platform for creating active and engaged citizens, strengthening bonds between participants and community partners, and promoting an inclusive and collaborative environment for all involved.

6.- SERVICE OBJECTIVES (what is the purpose of the project, what service will be provided to address the social need)

The Lab provides an inclusive and innovative pathway for students, young people with diverse abilities, and community partners. It aims to develop individual and social skills through creative expression, communication, teamwork, and empathy. By addressing the social need for inclusion, accessibility, and understanding of diverse perspectives, the training fosters personal growth, civic engagement, and advocacy efforts while creating a supportive and empowering environment for all participants. Through service-learning activities, the workshop equips students with transferable skills and provides opportunities to collaborate in inclusive environments, thereby contributing to a more cohesive society.

7.- LEARNING OBJECTIVES (Specific contents and competences of academic subjects or academic degree, and/or transversal (generic) competences.

Learning Objectives linked to the Dublin Descriptors:

1. Knowledge and understanding:
  - ✓ Improved active listening and empathic observation.
  - ✓ Construction of the path relating to the suspension of judgment.
  - ✓ The game as a tool of knowledge.
2. Applying knowledge and understanding:
  - ✓ Ability to adapt to different situations and improve communication skills.
3. Making judgements:
  - ✓ Ability to explore different modes of expression, using non-verbal language.
  - ✓ Greater awareness of one's body and one's emotions.
  - ✓ Improvement of communication skills through the interpretation of different situations.
  - ✓ Use of the interpretation of the body to arrive at the proper meaning of the word.
4. Communication skills:

- ✓ Acquisition of greater self-knowledge and personal emotions.
- ✓ Recognition of individual strengths.
- ✓ Ability to identify salient points of the narrative for communicative and expressive purposes.
- 5. Learning skills:
  - ✓ Greater awareness of one's own emotions and ability to manage them.
  - ✓ Tools for translating emotional and sensitive experiences into practical activities.

8.- SUBJECTS/CURRICULAR AREAS INVOLVED (curricular subjects/courses?, a specific S-L course?, program?, etc.)

Optional laboratory, open to all Sapienza students. Most of them will be from the Education Curriculum.

9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, implementation, closing and evaluation of the project.)

Already done:

- ✓ Identified and established collaborations and partnerships with institutions, organizations, and professionals working in disability and inclusion fields to promote the social theater laboratory's inclusivity and effectiveness.
- ✓ Developed a detailed curriculum for the theater workshop, outlining themes, learning outcomes, and evaluation methods.
- ✓ Recruited and selected participants, including students, young people with diverse abilities, teachers, and external participants, ensuring a limited number of attendees to maintain a conducive learning environment.
- ✓ Secured necessary resources, materials, and funding for the successful execution of the project.

To do:

- Evaluate participants' learning outcomes and progress in achieving the project objectives.
- Organize a final presentation or performance where participants showcase their creative expressions and personal growth.
- Acknowledge and celebrate the accomplishments of the participants and the success of the project.
- Gather feedback from participants, community partners, and stakeholders to assess the effectiveness of the laboratory and identify areas for improvement.
- Prepare a report summarizing the project's outcomes, lessons learned, and recommendations for future iterations.

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: <http://sdg.humanrights.dk/es/goals-and-targets>)

SDG	TARGETS
SDG 4: Quality Education	Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.
SDG 5: Gender Equality	Target 5.5: Ensure women's full and effective participation and equal

	opportunities for leadership at all levels of decision-making in political, economic, and public life.
SDG 10: Reduced Inequalities	Target 10.2: By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status.
SDG 11: Sustainable Cities and Communities	Target 11.7: By 2030, provide universal access to safe, inclusive, and accessible, green and public spaces, in particular for persons with disabilities.
SDG 16: Peace, Justice, and Strong Institutions	Target 16.7: Ensure responsive, inclusive, participatory, and representative decision-making at all levels.
11.- HOW IS THE GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE-LEARNING EXPERIENCE (Equitable distribution of tasks among man and women; use of non-sexist language and images; recognizing and value the existence of multiple gender identities)	
<p>The training will be a platform for promoting gender equality, empowering individuals, and fostering an inclusive space for creative expression and authentic communication. The program challenges and deconstructs gender stereotypes through theater exercises, promoting confidence building for participants of diverse gender backgrounds. Themes related to gender equity will be explored, fostering awareness and discussions around gender issues. Additionally, sensitivity to intersectionality is embraced, recognizing how gender intersects with other aspects of identity.</p>	
12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)	
<p>L'Azienda di servizi alla persona disabile visiva "S. Alessio - Margherita di Savoia"          Sapienza University          Associazione di promozione sociale I-SPK: Io Se Posso Komunico</p>	
13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: Reflection about what; when and through what means the reflection will take place. Analysis of different perspectives related to the problem that is being faced, and link of the S-L experiences to the theoretical and methodological framework of the academic subject/curriculum)	
<p>- Reflection focus: Participants will engage in reflective exercises and group discussions, exploring personal growth, learning experiences, and acquired skills in social skills, communication, creative expression, and emotional awareness.</p> <p>- Timing of reflection: Reflection will occur regularly, including after each module and theatrical performance, providing opportunities for participants to share insights and experiences.</p>	

- Means of reflection: Both individual journaling and group discussions will facilitate self-exploration and mutual understanding among participants.
- Diverse perspectives: The reflection process will encourage participants to consider diverse viewpoints related to the themes explored during the laboratory, fostering empathy and a deeper understanding of societal challenges.
- Link to academic curriculum: Participants, especially aspiring teachers or educators, will be encouraged to connect their experiences in the theater laboratory with educational theories, applying creative expression and communication skills in future inclusive learning environments.

14.- EVALUATION (who evaluates, what is to be evaluated, when will the evaluation take place, and through what means will the evaluation be conducted)

- Evaluation Team: The evaluation involves project organizers, educators, experts, and participants.
- What is Evaluated: inclusive teaching, gardening impact on skills, knowledge, community engagement, and project success.
- Timing of Evaluation: Set at various stages, covering learning objectives, community events, and closing.
- Means of Evaluation: Inclusive methods include portfolio feedback, adapted surveys, reflection sessions, interviews, observations, and community input.

Indicators of impact on learning	Indicators of social impact
Improved communication skills (self-assessment scores)	Inclusive environment (feedback surveys)
Enhanced self-confidence (self-assessment survey)	Community engagement (partnerships established)
Knowledge acquisition (practical evaluation)	Public awareness (media coverage)
Application of learned skills (role-playing and improvisation)	Empathy and understanding (group discussions)
Self-reflection and growth (reflective journal entries)	Advocacy and action (participants' initiatives)

15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)

Presentation of projects, general reflection, meeting with social entities. Participants will be awarded the Sapienza EDUact Open Badge and a certificate of attendance upon the evaluation of their acquired competences.

16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, conference presentation, etc.)

Use institutional # and @ to link posts on social media with social entities, to disseminate information on project progress. Local event.

17.- CALENDAR (timeline of the project activities)

October:

Module 1: Social skills and communication

- 3 courses of 3 hours each

November:

Module 1: Social skills and communication

- 3 courses of 3 hours each

December:

Module 2: Creative expression and non-verbal language

- 1 course of 3 hours

January:

Module 2: Creative expression and non-verbal language

- 3 courses of 3 hours each

February:

Module 3: Self-knowledge

- 2 courses of 3 hours each

March:

Module 3: Self-knowledge

- 3 courses of 3 hours each

April:

Module 3: Self-knowledge

- 1 course of 3 hours

Module 4: Emotional awareness and emotion management

- 2 courses of 3 hours each

May:

Module 4: Emotional awareness and emotion management

- 3 courses of 3 hours each

June:

Module 4: Emotional awareness and emotion management

- 1 course of 3 hours

Throughout the Lab:

- Reflection sessions and discussions will be incorporated after each module and theatrical performance.

- Evaluation and feedback collection from participants, community partners, and stakeholders will occur periodically.

18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT  
(teachers, students, administrative staff; teaching resources, furniture, etc.)

Human Resources:

1. Teachers and facilitators
2. Students and external participants with diverse abilities
3. Sign Language interpreters

### Material Resources:

1. Teaching Resources: equipment required for role-playing, improvisation, and theatrical performances.
2. Venue: A suitable venue with adequate space and facilities to accommodate the theater laboratory activities and performances.
3. Audio-Visual Equipment: Microphones, speakers, and audio-visual tools for presentations and performances.
4. Materials for Reflection: writing materials, Moodle platform and recording devices to facilitate participants' self-reflection and personal growth.
5. Evaluation Tools: Surveys, questionnaires, and assessment materials to measure learning outcomes and social impact.
6. Financial Resources: Funding to cover expenses related to social theatre expert, Sign Language interpreters, teaching materials, and other logistical requirements.

### 19.- BUDGET (income, expenses and co-financing)

Needs: ~6000€

\*Designed by Pilar Aramburuzabala and Rosario Cerrillo. Autonomous University of Madrid.

\*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.