

Module profile: KIN102 (2011)

| 1. Module detail | |
|---|---|
| 1.2 Module title | Community Service Learning |
| 1.3 Brief description of module content | Students plan activity programmes, mostly directed at recreation and fun leisure activities for children in Bloemfontein (Mangaung, Heidedal and Bloemspuit) based on the theory that they have studied. These activity programmes are then implemented at service sites identified by the service provider. It is a goal for 2010 to include testing done by honours students to identify skills most lacking in the children, and to have the students focus their programmes on these. |
| 1.4 Module Convenor | Brenda Coetzee |
| 1.4 Module Convenor | Brenda Coetzee |
| 1.4.1 Years involved with SL or other forms of CBE | 9 |
| 1.4.2 Completed HOS717 | Yes |
| 1.5 Other UFS staff members involved | |
| 1.6 UFS peer support person | |
| 1.7 Faculty | 01 |
| 1.8 School | 0 |
| 1.9 Academic host programme | |
| 1.10 Main department involved | |
| 1.11 Additional departments involved | |
| 1.12 Study year of students | 3rd Year |
| 1.13 NQF level of the module | 7 |
| 1.14 Number of credits for the module | 8 |
| 1.15 Module offered during | 1st Semester |
| 1.16 The module was offered for the first time in | 0 |
| 1.17 The module was adapted to include a SL component in | 2004 |
| 1.18 Module type | Elective |
| 1.19 Key words | HEALTH LIFE SKILLS SPORT & RECREATION |

| 2. Student Information | |
|--|----|
| 2.1 Student enrolments and performance | |
| Enrolments | 70 |
| Drop out | |
| Pass | |
| Pass with distinction | |
| Fail | |
| Incomplete | |
| 2.2 Student profile: Gender and race | |
| Male | |
| Female | |

| Race | |
|----------|----|
| Black | 2 |
| White | 61 |
| Asian | 0 |
| Coloured | 2 |

2.3 Student profile: Language of instruction

Afrikaans
English

2.4 Student profile: Home language

Afrikaans
English
Ndebele
Xhosa
Zulu
Sesotho
Setswana
Swati
Venda
Other
Unknown

3. Partners and Sites

3.1 Partner(s) in the community

- Lebone Village
- Reach
- Bloemfontein Youth Centre

3.2 Partner(s) in the service sector

3.3 SL site(s)

| 3.3.1 Key engagement sites | Number of students |
|----------------------------|--------------------|
| 3.3.2 Other sites | Number of students |
| Reach | 63 |
| Lebone House, Bloemspruit | 63 |
| Bloemfontein Youth Centre | 63 |

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

Students should be able to:

- Describe community service learning.
- Supply theoretical knowledge of the principles underlying community service learning.
- Define and typify the concept of community service learning.
- Exhibit knowledge and insight into community service learning.
- Accurately and appropriately apply information gathered when designing leisure (recreation) programmes.
- Successfully provide recreation programmes to identified communities.
- Organise and evaluate leisure and recreation programmes to identified communities.
- Apply academic knowledge built up over years of study in the real world.

- Ability to utilise practical skills (assignment and portfolio writing), evaluated through group assessment and practical demonstration during contact sessions.
- Identify problems and needs of community members
- Understand and develop integrated partnerships, increased civic responsibility, leadership skills and self-efficacy which will contribute to moral development.
- Work within the group context, applying abilities to resolve conflict, to work in a cooperative and responsible manner.
- Gather information regarding needs of community and service provider.
- Be independent learners
- Through practical work an enhanced ability to link course content to real life situations will be fostered.
- Ability to think critically, questioning insight and reflecting upon own practices.
- Understand the needs and issues important to the community/ies being served.
- Ability to reflect upon learning through a purposeful compilation of a Portfolio.
- Developing an understanding and strengthening of one's personal skills.
- Act in a responsible and professional manner

4.1.2 Generic (critical cross-field) outcomes

Students should have:

- A full understanding of community service learning
- Thorough knowledge of provision of recreation programmes
- The ability to apply academic knowledge and practical skills The module supports the following critical cross-field outcomes:
- Identify and solve problems using critical and creative thinking: The module incorporates the themes of identifying problems and strengths (with regards to sport and recreation usage) of an individual or a group of people within the community and the development and implementation of recreation programmes in order to facilitate clients to initiate and continue with freely chosen recreation activities.
- Work effectively with other members of a team, organisation and community: The module focuses on working with community members and service providers, as well as class members in order to successfully complete the module.
- Collect, analyse, and critically evaluate information: The identification of both problems and strengths (with regards to sport and recreation usage) that are present within the community and the focusing of community development with the use of their strengths form an integral part of this module.
- Demonstrate ethical and professional behaviour: The study of values and principles of community work and the application thereof for rendering community service, sensitises the learners with reference to ethical and professional behaviour.

4.1.3 Service-learning activities of students (in the community)

Presentation of sport and recreation (leisure) activities to the identified communities of Bloemfontein/Mangaung/Heidedal.

These activities are to help to:

- Develop sport and recreation amongst youth
- Encourage youth to perform constructive activities and not be on the streets
- Physically develop the youth
- Encourage an active lifestyle.

Students are encouraged to impart these aspects to the children while participating with them. It is envisaged that the Kinderkinetics honours students will test the children from the various sites to determine where skills are lacking. The third year students will then have to create programmes with these aspects in mind to help develop the children in these identified areas.

4.1.4 Description of student reflection

1. A portfolio/journal must be kept by each student. The portfolio/ journal should be divided into two sections (purely for ease of marking):
 - a) feelings and emotions felt/experienced before, during and after the activity, during planning etc. For example personal expectations for the day.
 - b) a logbook indicating aspects that you have learnt (subject knowledge, managerial skills, personal skills, interpersonal skills etc.)

The above information should be completed on a weekly basis. Other aspects that need to be included, but not necessarily on a weekly basis:

- Benefits received by participating (if any)
 - Personal experience (description of how the entire experience was)
- 2) An emotion picture must be created by each student. Here a student tries to convey their emotions by drawing/creating a picture! The picture should have two elements to it, firstly their emotions that they felt before the activities started, and then they felt afterwards. Students will not get marked on the artistic abilities, but on the effort put into the drawing, and how they have analysed their response to the whole experience.
 - 3) After completing the Community Service Learning module each group of students (as divided to do the community service learning activities) will have to present a group reflection. This is done in front of the entire class, service provider and Community representatives are present as well.

4.2 Community outcomes

4.2.1 Service outcomes for the community

N/A

4.2.2 Tangible community benefits of the SL module

Increased capacity to offer programmes to the youth Increase in physical equipment and other resources. Identification of areas where the children may be lacking in skills and improving these areas.

4.2.3 Community development priority to be addressed through the service

Developing sport and recreation amongst youth. Encouraging youth to perform constructive activities and not be on the streets. Physical development of the youth. Encouragement of an active lifestyle. Additional issues will continue to be identified during planning meetings, and reflection sessions.

4.2.4 The service needs of the community were identified in the following way

Aspects of the Free State RDP indicated such a need. Various service providers/community representatives expressing such a need

4.2.5 Community resources to be utilised

Volunteers at service sites.

4.3 Service sector outcomes

4.3.1 The service sector will benefit from the module in the following way

Increased capacity to offer programmes to the youth Increase in physical equipment and other resources

4.3.2 These outcomes for the service sector were identified in the following way

The service sector voiced their need for such services

4.3.3 Service sector resources to be utilised

Volunteers at service sites, and the venues themselves.

6. Financial Implications

6.1 Cost implications

| | |
|---|------------|
| Equipment (smaller, current) (1661) | R 2000.00 |
| Gifts and mementos (1574) | R 1000.00 |
| Photocopying (2041) | R 200.00 |
| Printing (2031) | R 300.00 |
| Receptions, refreshments & meals (1571) | R 2500.00 |
| Salaries: claims basis (0508) | R 15900.00 |

Telephone calls (1803)
 Travelling expenses: petrol (1721)

R 100.00
 R 3200.00

| 7. Modes of Delivery and Notional Hours | | |
|---|--------------------------------------|--|
| | Notional hours (Contact) | Percentage of notional hours (Contact) |
| Lectures | 9 | 21.95 |
| Practicals and tutorials | 6 | 14.63 |
| Co-operative learning | N/A | 0 |
| Service sector site placements | 18 | 43.9 |
| Community site placements | N/A | 0 |
| Structured reflection | 6 | 14.63 |
| Formative assessment | 1 | 2.44 |
| Summative assessment | 1 | 2.44 |
| Continuous assessment | N/A | 0 |
| Contact hours sub total | 41 | |
| | Notional hours (Self-directed study) | Percentage of notional hours (Self-directed study) |
| Summative assessment | N/A | 0 |
| Preparation for contact sessions | 6 | 33.33 |
| Preparation for assessment | 6 | 33.33 |
| Dialogue with peers, partners | 6 | 33.33 |
| Online learning | N/A | 0 |
| Other | N/A | 0 |
| Self study hours sub total | 18 | |
| Total hours | 59 | |