



Maryland State Department of Education
Service-Learning Unit
**Youth 4 Change: Bringing the world
into your classroom**
Cheree Davis

Primary Subject: World History/American Government

Grade Level: 8-12

Additional Subject Area Connections:
World Cultures and English

Unit Title:
Bringing the world into your classroom

Type(s) of Service: Direct, indirect and advocacy styles of service would enable you to effectively implement the goals of the O Ambassadors Club.

Unit Description:

This unit/project was centered based on the goals of the O Ambassadors Club, which was created in conjunction with the Oprah Winfrey's Angel Network and the Free the Children Foundation. It is designed to teach students how to research share, and devise activities that will raise awareness of the four main goals of the club: Sustainable Development, Health, Education, and Poverty. Throughout the course of the school year ,each goal is to be addressed. The curriculum is designed to be infused into a course or as a special interest club.

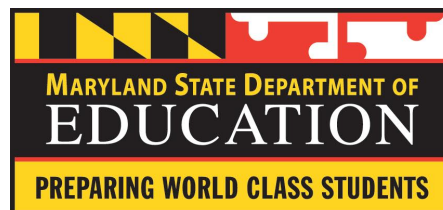
**Maryland State Curriculum
Indicators Met**

World History/American Government:

- Globalization
- Information technology
- Goals of foreign policy and tools of foreign policy
- Principles of democracy
- Human rights locally and abroad
- The impact of public policy on poverty issues

**Potential Service-Learning Action
Experiences:**

- Advocacy and awareness through public speaking
- International travel to engage in direct service as well as direct service projects conducted locally
- Fund raising



Alignment with Maryland's Best Practices of Service-Learning:

Youth 4 Change: Bringing the world into your classroom

1. **Meet a recognized community need**

Our goal was to address each of the four goals of the organization as it related to the needs of our community. For example, in order to raise awareness about poverty in our community we hosted a warm hands campaign for the local *Headstart* program in our community, by donating over 187 pairs of gloves. We shared current research and data on poverty in our city and sought financial support for our goal. Surveys were also a great way for us to determine the needs of the population we were interested in servicing.

2. **Achieve curricular objectives through service learning**

Prior to us deciding the types of activities we were going to address, students received direct and indirect instruction in the following areas of the Maryland State Curriculum:

- Globalization
- Information technology
- Goals of foreign policy and tools of foreign policy
- Reviewed the principles of democracy
- Human rights locally and abroad
- Examined the importance of public policy on poverty

3. **Reflect throughout the service-learning experience**

Students were required to reflect weekly in class and at club meetings. They maintained journals in the workbooks that are provided with the club. We also keep a visual chart up of our progress and what types of activities we conducted to address each issue.

4. **Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**

Students were responsible for completing research on their topic of interest. Once they decided which goal would be addressed, they had to research data to use on awareness posters and information cards. Students were required to produce monthly world reports on their specific topics.



5. Establish community partnerships:

Initially we were issued a book entitled, *Take Action: A guide to Active Citizenship*. Marc and Craig Kielburger who are two of the founders of O Ambassadors wrote it. It was designed to help students change the world through asking for help from community partners. We sought the support of Target, Johns Hopkins University and Wachovia Bank. This book was filled with the necessary letters and request forms needed to acquire support for our effort to travel to India.

6. Plan ahead for service learning

I decided early in the school year to include service-learning into my unit and daily lesson planning. I did not treat it as if it were an additional task. On a monthly basis, I shared which goal we were going to be working on, which enabled my students to begin researching early. I introduced my students to class jobs early in the school year to determine the level at which I wanted to implement certain goals. I taught public speaking skills at the beginning of the school year. I introduced my students to service early on too.

7. Equip students with knowledge and skills needed for service

I used rubrics to familiarize my students with the types of expectations I had for their learning. Students were given a teacher-created questionnaire about their knowledge of the four goals. I also wanted to know what level they wanted to be involved in service-learning, which was a tremendous help when I selected students to work in groups. There are specific skills for this type of project. For example, there is a need for a student who is advanced in using technology. Students with strong writing skills, good organizational skills and the overall passion for service-learning were offered more challenging roles on a project.

Procedures with Resources:

Youth 4 Change:

Bringing the world into your classroom

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.

1. In order to complete a project using the O Ambassadors materials you must first apply to be an O Ambassador Teacher. You can visit www.oambassadors.org
2. Upon your acceptance you will be authorized to start a O Ambassadors Club in your school. They will then allow you access to the educators boards and send you the needed materials for the region of the world you expressed an interest in helping.
3. Once you familiarize your students with the goals through your instruction they will be ready to create a project on the local level before advancing on to the international level like we did.
4. Students were issued a questionnaire about their interest and volunteer experiences. I also wanted to know if they wanted leadership roles on any of the projects.
5. Once you have decided on which part of the world you want to help the most. You will be asked to establish an action plan for your students to follow.
6. Your projects can range from something small, simple and local. I chose to advance my students to working on international projects in Kenya and India. Which led to us receiving an invitation to travel to India to help build a school and learn leadership skills. Three of my students were selected to travel last year.
7. Resources I found helpful:
 - <http://www.metowe.com/main/>
 - <http://www.oambassadors.org/global>
 - <http://www.oambassadors.org/global/millennium-development-goals>
 - <http://www.oambassadors.org/enrollments/step/0>
 - <http://www.freethechildren.com/index.php>
8. Reflect and evaluate the effectiveness of the project by completing the *Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning*, which can be found at www.mdservice-learning.org.

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