
Appendix

Table of Contents for Training Toolbox Handouts

Definitions.....	1
Service-Learning.....	2
Learning Pyramid	3
Service-Learning Outcomes	4
Student Outcomes	4
Agency Outcomes	4
Service-Learning Research In Education	5
Method – Role-Play.....	5
Brandeis Service-Learning.....	6
Interim Study Results	6
Impact on Students.....	6
Impact on Institutions.....	6
Impact on Community	6
Service-Learning.....	7
The Seven Best Practices of Service-Learning.....	8
7 Best Practices Window Pane Activity.....	9
Preparation for Service	11
The Baby Story	12
Direct Service	13
Indirect Service	14
Advocacy	15
Reflection	16
Reflection Tips.....	16
Integrating Service and the Study of Literature.....	17
Service-Learning Program Description:	17
Kids Sew for Kids	18
Service-Learning Program Description:	18
Storytellers Serving Others	19
Service-Learning Program Description:	19
Create an Outdoor Classroom:	20
Stream Restoration and Maintenance.....	20
Service-Learning Program Description:	20
Service-Learning Project Walk-Through Activity by Curriculum.....	26
Service-Learning Project Walk-Through Activity by Social Issue	28
Maryland Service-Learning Online.....	30
Plus/Delta.....	31
Feedback Form.....	31
Getting the Most Out of Service	32
KWL Chart	33
History of Service-Learning in Maryland.....	34
History:.....	34
Building Support for Service-Learning in Your School	39
School Principal.....	39

Other Teachers.....	40
Staff.....	40
Parents	40
Media	41
Additional Hints	42
Trouble Shooting.....	42
Who Do You Know.....	44
Teaching Service-Learning Goals for the Week	45
Participants will:.....	45
A Guided Newspaper/Media Search for Service-Learning Ideas.....	46
Icebreakers.....	47
The World in Pretzels.....	49
Hunger Awareness Quiz.....	50
Schoolyard Report Card	51
Section 1: Runoff and Erosion.....	51
Section 2: Vegetation.....	52
Section 3: Education	52
Section 4: Transportation	53
Section 5: Water Conservation	53
How Nature Recycles Water	55
Water Cycle Theater	56
What you need.....	56
Know the meaning.....	56
What to do next.....	56
Tasteless Cookie Recipe For Sixty People	58
INGREDIENTS:	58
DIRECTIONS:.....	58
Levels of Reflection	59
Sample Reflection Questions	60
FROM PHILANTHROPY	63
"WAKE UP!".....	65
From The Rhetoric	67
Personal Journal.....	68
Definition of Service.....	68
Evaluation	69
Evaluation	70
Evaluation	71
Evaluation	72
Curricular Connections.....	73
What's Curricular Connections/Infusion?.....	73
Why Connect Service-Learning to the Curriculum?.....	73
How Do You Connect Service-Learning to the Curriculum?.....	75
Planning Service-Learning Instruction: Projects and Student Leadership.....	76
Engaging in Service-Learning	77
Devising Developmentally Appropriate Activities	78
9 TO 11 YEAR OLD	79
12 TO 14 YEAR OLD	80
15 TO 18 YEAR OLD	82
Service-Learning With Students With Disabilities.....	83

Introduction	83
How does it benefit students?.....	83
How should I select projects?	84
What have students with disabilities done?.....	85
What does this have to do with functional skills?	87
What about partial participation?	87
How can I adapt projects for my students?.....	88
How can I incorporate technology?.....	89
Is there a link with inclusion?	90
Tips on different kinds of disabilities	90
An Overview of Service-Learning with Students with Disabilities	91
Directions for Community Search Scavenger Hunt	92
Community Search Scavenger Hunt	93
LEVEL 1: FLEDGLING	93
LEVEL 2: COMMITTED	93
LEVEL 3: DEDICATED	94
Community Contacts Sheet	95
Community Based Agency Project Brainstorm Activity	97
Youth Service Recipe.....	99
Youth Service Projects	100
Reaching Out To A Stranger.....	101
Learning Leadership Through Service	104
Preparation for Service-Learning	106
Reflection on Service	107
Forces Driving or Inhibiting Service-Learning	108
Forces Driving Service-Learning.....	108
Forces Inhibiting Service-Learning.....	109
Gaining Support	110
<i>Next Steps</i> at a Glance	111
Infrastructure:.....	111
Instruction:.....	111
Investment:.....	112
Project Timeline	113
Rebecca and Ann.....	114
Rebecca.....	114
Ann	114
Three Challenges.....	115
Soup Kitchen Project Chart For Challenge Two	116
Incorporating Service-Learning into Individual Education Plans (IEPs)	117
... as a method.....	117
... as a curricular area.....	117
... as part of an ITP (Individual Transition Plan)	117



Definitions



Community Service

Volunteerism

Internship

Service-Learning

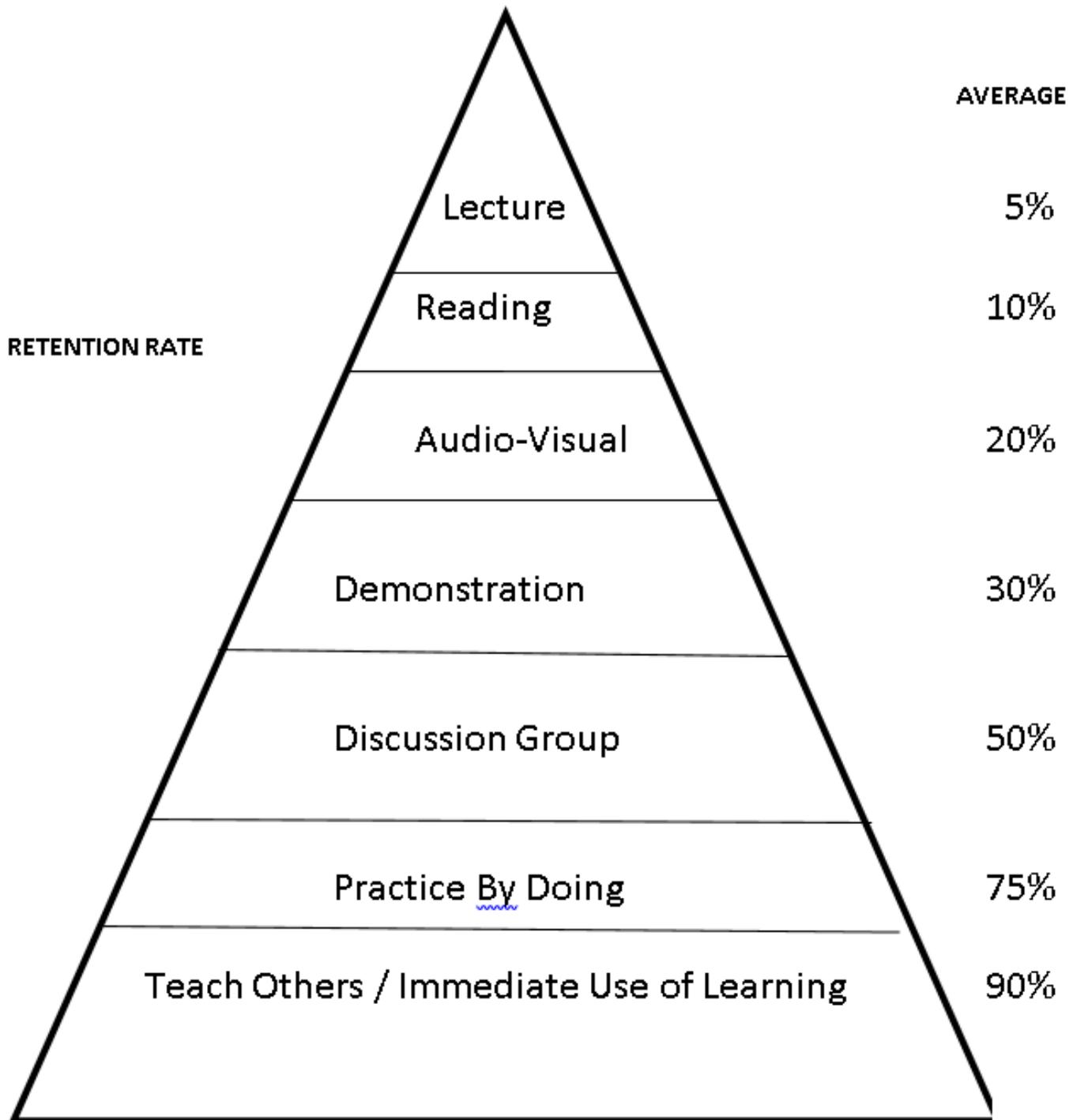
Service-Learning



Service-learning is an instructional strategy that combines meaningful service to the community with curriculum-based learning. Students improve their academic and civic skills by applying what they learn in school to the real world. Students then reflect on their experiences to reinforce the link between their service and their learning.

Service-learning is a form of civic education that provides student with opportunities to explore what it means to be an active, engaged citizen.

Learning Pyramid



National Training Laboratories – Bethel, Maine

Service-Learning Outcomes

Brandeis University conducted a study of a number of service-learning programs in 1996-98. They found service-learning resulted in the following outcomes:

Student Outcomes

- ★ Benefitted a wide range of youth
- ★ Improved academic achievement
- ★ Helped students learn useful skills
- ★ Resulted in a positive impact on certain risk behaviors (ex: reduction in teen pregnancy)

Agency Outcomes

- ★ 99% rated their experience with the program as good or excellent
- ★ 96% reported they would use participants from the program again
- ★ 90% indicated that participants helped improve their services to the community
- ★ 66% acknowledged student service created a more positive attitude towards working with schools and toward youth in the community

*Source: Brandeis University,
Center for Human Resources and Abt. Associates Inc,
Learn and Serve Evaluation Interim Report*

Service-Learning Research In Education

Use the report of findings from a 1995-96 study by Brandeis University and Abt Associates to highlight positive impacts on civic and educational development among students involved in service-learning. These findings were drawn from an Interim Report prepared for the Corporation for National Service by Alan Melchior, Center for Human Resources, Brandeis University, April 1997.

Objective - To use education research findings to validate service-learning as a proven learning tool with additional beneficial outcomes.

Method – Role-Play

Step I Divide participants into small groups and explain that they will be engaging in a role-play. Each group is to assume the role of a group of teachers who believe service-learning is a valuable teaching tool. They are getting ready to do a presentation on using service-learning in their classrooms at community meeting where there may be skeptics. Each group should generate a list of the positive outcomes of service-learning based on their experience to share.

Step II Ask each group to report back. Chances are most groups will have powerful lists of antidotal material but lack references to specific studies. As the moderator, declare these lists interesting but state your reluctance to enact policy, provide funding, or even allow current programs to continue without positive research findings.

Step III Give a general overview of the Brandeis Study as follows to everyone.

- 1) The Brandeis study was commissioned to study a specific number of Learn & Serve programs described as “high quality.”
- 2) Learn & Serve, funded by the National and Community Service Trust Act, distributed \$30 million in grants and engaged more than 750,000 school age youth in 2000 local efforts in its first year in 1994-95.
- 3) Three major questions were to be addressed in the study: A) What is the impact of service-learning on program participants? B) What is the impact on the institutions in which they served? C) What is the impact in the community?

Step IV Give each group a different segment of findings from the Brandeis study and ask them to report back in a radio, TV or press promo entitled “Brandeis Study on Service-Learning reveals...” Encourage the groups to have fun and be creative in their live acting to be presented to the entire group.

Brandeis Service-Learning Interim Study Results

Impact on Students

- ★ Service-learning benefits a wide range of youth (white, minority, educationally and economically disadvantaged)
- ★ Program participants scored significantly higher than the comparison group in school engagement, grades, and educational aspirations (desire to attend college)
- ★ Learn and Serve members showed positive impact in measures of civic attitudes including acceptance of social responsibility and cultural diversity
- ★ There was also a marginally positive impact on reduction of teenage pregnancy
- ★ 87% of the participants believed they learned a skill that would be useful in the future
- ★ 75% said they learned more than in a typical class

Impact on Institutions

- ★ 99% of agencies rated their experiences with the program as good or excellent
- ★ 97% of the agencies indicated that they would pay at least minimum wage for the work being done
- ★ 96% reported they would use participants from the program again

Impact on Community

- ★ 90% of the agencies indicated that Learn and Serve volunteers had helped the agency improve their service to the community
- ★ 68% said the use of student volunteers helped them take on new projects
- ★ 66% of agencies said student service fostered a more positive attitude towards working with school
- ★ 82% said it helped build a more positive attitude toward youth in the community

Service-Learning

by definition includes:

Preparation

Action

- Direct
- Indirect
- Advocacy



Reflection

The Seven Best Practices of Service-Learning

- 1. Meet a recognized need in the community**
- 2. Achieve curricular objectives through service-learning**
- 3. Reflect throughout service-learning experience**
- 4. Develop student responsibility**
- 5. Establish community partnerships**
- 6. Plan ahead for service-learning**
- 7. Equip students with knowledge and skills needed for service**



The Best Practices of Service-Learning are the seven essential components identified by Maryland teachers that make a successful, high quality service-learning experience.

7 Best Practices Window Pane Activity

Activity: This activity utilizes a learning tool that is very effective at engaging visual learners. It is a memory device that can be used to recall any content, but has been adapted for use with the Maryland 7 Best Practices of Service-Learning (BP).

Explain how the Best Practices were developed. In Maryland, interviews were conducted with more than 80 teachers using service-learning to uncover what made their programs effective. From those interviews, Maryland's 7 Best Practices of Service-Learning were born. They align with the National K-12 Service-Learning Standards for Quality of Practice adopted in 2008.

Display a poster or flip chart or screen that contains the list of all 7 Best Practices :

- 1) Meet a recognized need in the community
- 2) Achieve curricular objectives through service-learning
- 3) Reflect throughout service-learning experience
- 4) Develop student responsibility
- 5) Establish community partnerships
- 6) Plan ahead for service-learning
- 7) Equip students with knowledge and skills needed for service

Have volunteers read the 7 Best Practices and briefly elaborate on each. Reward participation by giving recognition items to readers (candy, pencils, etc).

Show the group the blank window pane drawn on a flip chart or whiteboard. Tell them they are going to engage in a fun activity to help them remember the 7 Best Practices. It will require teamwork and include a small competition for fabulous prizes!

1	2	3
4	5	6
7		

Break them into 7 groups. Explain that each group is to develop a SIMPLE line-drawing icon for one of the 7 Best Practices. Assign each group one of the Best Practices for which they need to generate an icon. Example: community partnerships might be represented by a simple line drawing of two hands shaking, etc. Give them 3-5 minutes to create and have one member come up to the flip chart and draw their icon into the appropriate slot. Check for clarity with your instructions.

Once all the icons are drawn on the chart, as a group go over the icons and which Best Practice they represent three times in sequential order and then two times out of order (drill technique). You should shorten the wording of each Best Practice during the exercise for ease of recall. Example: Meet a recognized need in the community might become “community need”.

Flip the chart to a blank window pane page (without the icons) and point to each empty box and have the group call out the Best Practice that corresponds to that box (based on the previous drill). Go over this several times -- at least one time in order and two times out of order.

Have participants put their Best Practice lists away and cover any posters or flip charts you have up of the BPs. (If this is part of a longer training, this is a good time to give the group a break and tell them when they return they will be engaging in a friendly competition).

Instructions for the friendly competition: Have each team choose a recorder and a runner. Have the recorder hold up a blank piece of paper for the rest of the time you give these instructions (otherwise there is a temptation to cheat). Instruct each team to create a blank grid (window pane) and fill it in with the icons in the correct order and bring it to the front of the room. When the first group gets their answers up to the front of the room and taped on the flip chart, the other groups have 15 seconds to get their answers up and in place, in case the first group’s sheet contains errors. Award prizes to the winning group (bags of pretzels, books on service-learning, etc.) and give the entire group recognition (chocolate?).

Congratulate everyone for a job well done.

Tip: You may want to leave a blank window pane flip chart up throughout the rest of your training and occasionally “test” the memory of the group.

Preparation for Service

- ★ Introduces the concepts of service-learning and good citizenship
- ★ Teaches leadership, interpersonal and communication skills
- ★ Explores specific issues related to the project
- ★ Develops specific skills needed to carry out the project
- ★ Requires the use of problem solving and organizational strategies



The Baby Story



For illustrating the three types of service-learning:

One day, two friends were enjoying a peaceful walk along a river bank when suddenly they heard a disturbing cry. Looking out into the water they saw a tiny baby coming towards them on a small raft. They knew they had to act so they jumped into the fortunately shallow water and brought the child to safety. They then discussed how they could temporarily feed and care for the child.

(Pause to discuss DIRECT SERVICE-LEARNING with examples)

And now back to our story... It seems the two friends were just about to head back into town with their new friend when from the river they heard even louder cries!! Quickly investigating they saw six babies now in the same situation all helplessly floating towards them on little rafts. So while one stayed to protect the first baby, the other hero jumped into the water and gathered up all the babies and brought them out to safety. Now standing there with seven crying babies the two friends knew they needed help so one decided to stay and protect all the children while the other went into town. While there, the alert would be put out to collect food, diapers, and bedding for the little ones soon to arrive.

(Pause to discuss INDIRECT SERVICE-LEARNING with examples)

Our story is not quite over because before anybody left for town there was even a louder cry from the river. You guessed it!! A dozen babies now were needing to be pulled out to safety. The job done and standing knee deep in crying babies one friend said to the other, "You stay here and protect these children and I will go up the river and find out who is throwing these helpless babies in the water and make sure they stop it!"

(Pause to discuss ADVOCACY SERVICE-LEARNING with examples)

Direct Service

Tutoring, Mentoring, Visiting the Elderly...

Students Learn:

- To be responsible for their own actions
- To be dependable
- To make a difference in another person's life
- To solve problems
- To care for another person
- To focus on the needs of others, and put one's own problems in context
- To get along with people different from one's self



Indirect Service

*Drives, Collections, Fundraisers, Clean-ups,
Construction, Environmental....*

Students Learn:

- To work in a team and cooperate
- To play different roles in a group
- To take pride in an accomplishment
- To organize people to get a job done
- To involve others (recruit them to help)
- To perform project-specific skills
- To value working with others to solve problems



**Feeding the
Community**

Advocacy

Lobbying, Speaking, Performing...

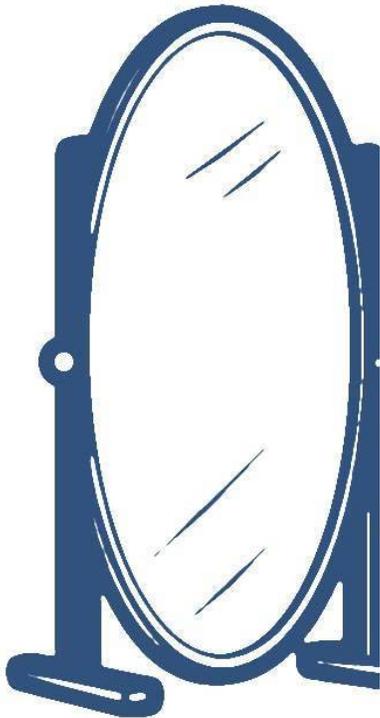
Students Learn:

- To persevere
- To articulate a concern and suggest solutions
- To persuade people to act in a new way
- To understand relationships among issues
- To appreciate the duties and privileges of citizenship
- To appreciate the political process



Reflection

- To explore the impact and importance of citizen service to the community



- To understand how to learn from experience
- To develop a language of caring and commitment
- To instill habits of participation as an expectation of citizenship

Reflection Tips

- Attend to broader issues as well as personal experience
- Encourage creativity
- Use diverse activities
- Have students structure some of the reflection sessions

Integrating Service and the Study of Literature

Model Program Fact Sheet

Subject Area: English

Grade Level: Ninth – Twelfth

Service-Learning Program Description:

This service-learning experience was infused into the ninth grade English curriculum and used to unify the teaching of content and skills throughout the course. The service projects were developed through collaboration with students, teachers, and community partners in response to a need identified by the partner in the community. The objective was to provide ongoing assistance to meet a need throughout the course and was continued by students in subsequent classes.

The literature chosen was linked by the theme of APPRECIATING DIVERSITY and RESPECTING DIFFERENCES. (Teachers could choose a different theme to correspond with the literature they teach and structure the service activities around the theme.) The primary literature included:

- The Contender, by Robert Lipsyte, a 1960's novel set in Harlem, involving teenagers faced with prospects of a future in the ghetto.
- The Miracle Worker, by William Gibson, the drama of Helen Keller's struggle with multiple disabilities, being blind, deaf, and mute.
- Night, by Elie Wiesel, an autobiography of a young Jewish boy's experiences with the horror of the Nazi death camp.
- Romeo and Juliet, by William Shakespeare, the well-known tragedy of two teenagers' love and the family feud that resulted in death.

Preparation

Students prepared for service through reading, discussion, presentations by speakers, simulation activities, and planning with staff of the community partner which was a school for students with severe physical and mental challenges.

Action

Individual students from the English class paired up with students with disabilities from the partner school to engage in joint activities including recreation, a service project, dance, scavenger hunt/field trip to a nearby mall, a field trip to Baltimore Science Center, and a final picnic with team sports and games in the spring, or a holiday celebration in December.

Reflection

Students participated in ongoing reflection through discussion and regular writing responses. They also created a final display of the project and expressed themselves through letters to their partners in the special schools.

Kids Sew for Kids

Model Program Fact Sheet

Subject Area: Family and Consumer Sciences

Grade Level: Sixth - Eighth

Service-Learning Program Description:

Kids Sew for Kids is a service-learning project that was infused into an eighth grade Family and Consumer Sciences sewing semester class. Students worked in pairs and selected an outfit to make for a child who was homeless. The outfits were color coordinated, and each partner sewed one piece. Outfits have ranged from sweat suits to shorts sets to backpacks for school in all size ranges.

To fund the project, a community partnership was established with G Street Fabrics. Through their Community Ties program, the school was supplied with fabric, patterns, and other notions that were needed for the outfits. The person in charge of their promotions department in Rockville, Maryland was the contact person. She not only gathered supplies for the project, but also gave the school a list of local homeless shelters that were in need of clothing.

With outfits completed and letters attached from the students to the recipients, a field trip was planned to deliver everything to the selected shelter, Helping Hands.

Preparation

In addition to preparing the students with the necessary sewing skills, one week was spent on defining service-learning and homelessness.

Action

A large part of this section of the project, about four weeks, was spent on pattern layout, cutting, and construction of the outfits. Letter writing and a visit to deliver the clothing completed this portion.

Reflection

Several days were spent on thinking about what had been accomplished. A discussion of the field trip to the shelter centered around what was seen and learned, as well as being followed by several other class activities designed to promote reflection on the project.

Storytellers Serving Others

Model Program Fact Sheet

Subject Area: English or Theater Arts

Grade Level: Eighth - Twelfth

Service-Learning Program Description:

This service-learning program was infused into an eighth grade theater arts curriculum, specifically the unit on storytelling. The project extends and gives purpose to the performance objectives in the curriculum. Because of the nature of live performance, any performance-based unit can be adapted into a service-learning project by addressing a population in need. This particular service project is based on a partnership that was developed by the teacher and the Education Coordinator from Headstart. Although the initial project was teacher designed, the students can develop further projects that promote literacy. One event per term is ideal, although the project can be considered complete after the storytelling.

Preparation

In order to prepare completely, lessons include the role of theater in society, an introduction to service-learning, and a study of the Headstart population. The Headstart staff can train the students and assist them with the planning of the event. Stories are then transformed into story maps and analyzed for plot structure. Recording and performances of storytellers provide a model for student performances. Stories are rehearsed and showcased for evaluation. After students are selected to perform, age-appropriate games that reinforce the stories are created from poster board and markers. Groups of students are then assigned to a Headstart Center so that the ratio of middle school students to Headstart children is one to one.

Action

Students travel to Headstart to perform their stories, share the games and have lunch with the children. There is also free play after lunch so that the middle school students can interact with the Headstart children one on one. Other events have included hosting the Headstart children at the school and performing plays about letters and numbers, an Easter Egg Hunt, and a field day as a celebration near the end of the year.

Reflection

Students participate in reflection on a daily basis through discussion, writing, and drawing.

Create an Outdoor Classroom: Stream Restoration and Maintenance

Model Program Fact Sheet

Subject Area: Science

Grade Level: Seventh

Service-Learning Program Description:

This service-learning activity includes building an outdoor classroom and study area near the stream in front of a school and performing stream cleanup, maintenance and restoration. The project was funded each year by the Chesapeake Bay Trust. The students worked in groups to brainstorm project options for the area each year. These projects could include: construction of an outdoor classroom, construction of animal habitats (bat and bird houses), construction of steps and retaining walls, sampling and study of fish, water, and plants; compass course construction, and trail construction and maintenance.

The project can meet State objectives, goals, and school and county goals. The involvement of parents and the community is highly recommended.

Preparation

Students are introduced to the service-learning project through brainstorming and problem solving activities. Needs assessment surveys, speakers, group discussions and research are all used as background. Students submit a written plan of action to the teacher.

Action

Students select a project and work towards the completion of that project as a group. The project time lines range from two days to two months, depending on the group commitment.

Reflection

Students share results and project successes with other students. The sharing is done through science fair/project exhibits, skits, videos, dialogue journals, scrapbooks and project walk-throughs.

Celebration

Students announce and share their success! This can be done as a field day, outdoor lunch, class party, news coverage and /or T-shirt and button making days.



Maryland State Department of Education
Service-Learning Unit
Native Species Restoration

Primary Subject: Science/Ecology

Grade Level: 6th and 7th

Additional Subject Area Connections: Math, Technology, Engineering, Language Arts

Unit Title: Native Species
Restoration

Type(s) of Service: Indirect

Unit Description: As students study the abiotic and biotic factors that have an environmental impact on an ecosystem, they will research and develop a plan of action to restore the population of a native species that has been diminished in the local area.

Potential Service-Learning Action Experiences:

- Restoring native plant or animal species or creating habitat for native species (examples: growing and planting native plant species -- Bay Grasses in the Classes or American chestnut trees or restoring native animal species and/or their habitats -- Bluebirds or Baltimore Checkerspot Butterflies).
NOTE: Link to four possible projects pertaining to birds: eBird Nationwide Bird Population Data, www.birds.cornell.edu/LabPrograms/citSci/index.html#yearRound.
- Removing invasive species.

**Maryland Science
Standards Met**

Science:

Practice 6: Constructing Explanations and Designing Solutions

The goal of science is to construct explanations for the causes of phenomena. Students are expected to construct their own explanations, as well as apply standard explanations they learn about from their teachers or reading. The *Framework* states the following about explanation: “*The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.*” (NRC Framework, 2012, p.52)

Practice 7: Engaging in Argument from Evidence

The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose. (NRC Framework, 2012, p.73)

Addition course MCS follows.

Additional Maryland State Indicators Met

Math:

Grade 3 - 3NBT.1

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Geometry 6.G.1

Solve real-world and mathematical problems involving area, surface area, and volume.

7.G.1

Draw, construct and describe geometrical figures and describe the relationship between them.

Standard 7.0 Processes of Mathematics

Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.

Topic

A. Problem Solving

Indicator

1. Apply a variety of concepts, processes, and skills to solve problems

Objectives -

- Identify the question in the problem.
- Decide if enough information is present to solve the problem.
- Make a plan to solve a problem.
- Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation.

Goal 2: Geometry, Measurement, and Reasoning

The student will demonstrate the ability to solve mathematical and real-world problems using measurement and geometric models and will justify solutions and explain processes used.

Expectation 2.3.2 The student will use techniques of measurement and will estimate, calculate, and/or compare perimeter, circumference, area, volume, and/or surface area of two and three dimensional figures and their parts.

Additional Maryland State Indicators Met

Reading and Language Arts:

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how ell purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Engineering:

Engineering Design and Development

Students will demonstrate knowledge of and apply the engineering design and development process.

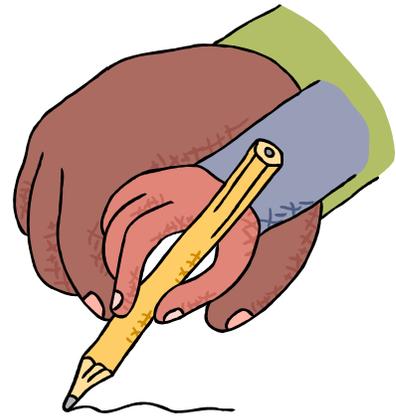
Indicator Statement: Develop abilities to apply the design process. (ITEA, STL 11).

Objectives:

- Apply the design process to solve problems in and beyond the classroom. (ITEA, STL 11-H)
- Specify criteria and constraints for design. (ITEA, STL 11-1)
- Test and evaluate the design in relation to the pre-established requirements, such as criteria and constraints, and refine as needed. (ITEA, STL 11-K)
- Make a product or system and document the solution. (ITEA, STL 11-L)
- Design, plan, and construct objects in response to a particular need or problem (e.g., instruments, machines, structures, and systems).

Alignment with Maryland's Best Practices of Service-Learning: *Native Species Restoration*

- 1. Meet a recognized community need**
Restore native species population.
- 2. Achieve curricular objectives through service-learning**
See Maryland Curriculum Standards listed in this unit.
- 3. Reflect throughout the service-learning experience**
Students will keep journals documenting their progress, analyzing the effectiveness and impact of their project, and their thoughts and feelings.
- 4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**
Students will be responsible for researching and developing a project relevant to their area.
- 5. Establish community partnerships**
Partnerships will be established with local businesses such as nurseries, nature parks, outdoor schools, etc. for materials and other assistance.
- 6. Plan ahead for service-learning**
Students will investigate why native species are important to their community and be involved in all aspects of the planning and implementation.
- 7. Equip students with knowledge and skills needed for service**
As background knowledge, students will study the abiotic and biotic factors that have an environmental impact on an ecosystem. Students will need to develop the skills necessary to implement their plan (planting, building a bluebird box, data collection, and analysis). Students will explore the concepts of active citizenship and service-learning.



Procedures with Resources: *Native Species Restoration*

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. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at *Bringing Learning To Life* - <https://www.youtube.com/watch?v=o2-eoEi6FCo>.
2. Students and teachers keep a journal as they complete the project.
3. Define the term native species, www.mdflora.org/ (MD Native Plant Society)
www.dnr.state.md.us/invasives/
www.mdinvasivesp.org/news.html .
4. Research the types of native species & communities in your area.
Plants
www.wildflower.org/collections/
www.wildflower.org/plants/
American Chestnut Trees
www.acf.org/
Bluebirds
www.birdsforever.com/bluebird.html
www.mbr-pwrc.usgs.gov/Infocenter/i7660id.html
Baltimore Checkerspot Butterfly
www.msa.md.gov/msa/mdmanual/01glance/html/symbols/insect.html
5. As a class, compile a list of native species that is being threatened in your area.
Extension idea: Use jigsaw or expert groups to research each species on the list, then report back to the class.
6. As a class, choose one of the native species from the list to address, and compose an objective to be accomplished. For example, students could plant a native plant garden on school or community grounds or they could remove invasives.

Additional Interdisciplinary Connections



Reading & Language Arts – Grant & action plan writing embedded in the writing curriculum.

Financial Literacy – Developing a budget and completing and design needs (ex. measuring area or designing birdhouses).

They could recommend/support legislation to ban sales of exotic invasive animals (as pets) and plants in Maryland. Or they could participate in the Acorn Project or Growing Native Project (collect seeds of native plants for cultivation and distribution). Other ideas include establishing a native plant nursery on school grounds and distributing plants for free to other schools. Or they might work with a state or national park to remove invasives.

7. Have small groups research:
 - The cause or causes threatening the selected species.
 - Factors needed for the success of the selected species.

8. Develop an action plan.

Project worksheet:

www.goodcharacter.com/SERVICE/primer-9.html

Examples:

www.goodcharacter.com/SERVICE/primer-2.html

Grant opportunities:

<https://cbtrust.org/grants/>

9. Implement the plan. Resource - Cornell bluebird count – Citizen Science, www.ebird.org/content/ebird/.

10. Upon completion, critique the plan to evaluate the successful completion of the objective and overall success of the project. Also 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.

Updated: June 2019, December 2014; Created: July 2007



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Division of Student Support, Academic Enrichment, and Educational Policy

Youth Development Branch

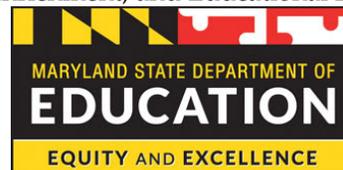
200 West Baltimore Street

Baltimore, Maryland 21201

410-767-0357

www.mdservice-learning.org

www.marylandpublicschools.org



***Additional example projects can be found at www.mdservice-learning.org in the [Project Ideas](#) Section.*

-
5. How would you prepare/plan ahead for this project?
(How would you structure this into your students' schedule? When would the actual service be performed? How many hours per week of class time would be involved? For what duration? How many hours per week outside of class time would be involved?)

 6. Who could you partner with in the community to perform this project?

 7. How could students take leadership roles in this project?

 8. What skills and knowledge would students need to have/acquire to perform this project?

 9. How would you reflect with your students and evaluate the effectiveness of your project?



Service-Learning Project Walk-Through Activity by Social Issue



The following questions are designed to take you through the process of designing a service-learning project from start to finish.

1. Brainstorm issues in the world and the community which concern you. Select one.
2. What real community need(s) related to this topic could you and your students meet?
3. List possible Service-Learning Projects which could meet this need:
 - Indirect:
 - Direct:
 - Advocacy:
4. What core Learning Goals/Objectives could be met through performance of this service-learning project? Which Course?

5. How would you prepare/plan ahead for this project?
(How would you structure this into your students' schedule? When would the actual service be performed? How many hours per week of class time would be involved? For what duration? How many hour per week outside of class time would be involved?)

6. Who could you partner with in the community to perform this project?

7. How could students take leadership roles in this project?

8. What skills and knowledge would students need to have/acquire to perform this project?

9. How would you reflect with your students and evaluate the effectiveness of your project?

Maryland Service-Learning Online

To learn more about [service-learning in Maryland](#), access a variety of service-learning resources, and free downloads, visit:



<http://www.mdservice-learning.org/>

or

<http://www.MarylandPublicSchools.org>

Plus/Delta

Feedback Form

Plus	Delta

Getting the Most Out of Service

KWL Chart: What We Know,
What We Want to Know,
What We've Learned

***Don't Wait to Reflect -
Motivate students to think throughout their service, and keep great ideas coming!***



Students need not wait until the end of a project to reflect. Reflecting throughout a project motivates students to think about their decisions and actions as they serve.

Keeping track of what they learn is a good way for students to constantly reflect. During preparation, they could complete the "What We Know..." chart.

Upon completing their project, students would have visualized their learning through a KWL chart. Such a chart could help them evaluate themselves while they serve:

- Is our project going the way we want it to? Should we alter any of our plans?
- Recalling how we felt about this issue when we started this project, how do we feel now? Are our opinions changing?
- Were we misinformed about certain things when we started this project? Did we think or assume anything incorrectly?
- Do we want to know anything else about this issue?
- Now that we're finished, do we still want to serve in this manner? How do we feel about this issue? What else can we do to help?

KWL Chart

What We Know, What We Want to Know, What We've Learned:

What We Know	What We Want to Know	What We Have Learned

History of Service-Learning in Maryland

The Maryland State Board of Education passed a bylaw in 1992 which states:

Students shall complete one of the following:

- 1) Seventy-five hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or
- 2) A locally designed program in student service that has been approved by the State Superintendent of Schools.

History:

- 1982 - Former Federal Commissioner of Education Ernest Boyer in his book, *High School*, advocated that all public schools adopt a new Carnegie Unit of 120 hours of mandatory service-learning.
- 1983-84 - Former Maryland Superintendent of Schools David Hornbeck vigorously pushes the State Board of Education to adopt a mandatory service requirement for all public high school students. The Board does not adopt it.
- 1985 - the State Board of Education adopts a rule requiring all school systems to offer credit bearing community service opportunities for high school students.
- 1985-88 - Very little change is made by local school systems, as a result of the 1985 “opportunity mandate.”
- 1988 - Through support from foundations, the Maryland Student Service Alliance (MSSA) is created as a public/private partnership within the State Department of Education (MSDE) to enhance service-learning efforts in Maryland.
- 1988-92 - Through the efforts of MSSA in training teachers, developing curricula, and providing technical assistance, a strong foundation for service-learning is established in a growing number of schools statewide.
- 1990 - State funding added a full-time technical assistance capacity to MSSA/MSDE staff.
- March 1990 – MSSA/MSDE held its first annual state Service-Learning Conference.
- 1992 - The Federal Commission on National and Community Service awards \$523,546 to the MSDE to advance the service-learning initiatives in the state and designates Maryland as one of

eight leader states.

- 1992 - The State Board of Education adopts the current mandatory service requirement which became effective in school year '93/'94 affecting the graduating class of 1997 and beyond.
- 1992-93 - Considerable publicity, much of it hostile, was given to the mandatory requirement, focusing almost exclusively on the 75 hour option. Most local school boards, teachers organizations and student groups initially opposed the requirement.
- 1992-93 - MSDE conducted a vigorous public education campaign focused heavily on having involved and engaged students change other students' attitudes toward the requirement.
- 1993 - The first Learn and Serve America subgrants were given to Maryland's 24 school districts to support service-learning activities.
- January 1993 - An effort by state legislators to overturn the Board of Education requirement was defeated.
- March 1993 - All 24 school systems had opted to design their own programs and submitted plans to the State Superintendent.
- April 1993 - MSDE inducted its first class of 14 Fellows, teachers who run exemplary service-learning programs and are willing and able to share their expertise and enthusiasm with their peers. As of April 1998, MSDE had 81 active Fellows.
- 1993 - MSDE began Youth RISE (Youth Representatives Involved in Service-Learning Education), a state-wide leadership program for middle and high school students who want to help promote high quality service-learning experiences.
- May 1995 – MSSA/MSDE produced *Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning*. It is the product of interviews with 80 teachers around the state who use service-learning as a teaching method. This guide gives teachers concrete ways to improve their service-learning practice. In response to requests from teachers and administrators for replicable models, MSDE searched the state for teachers doing service-learning that met all seven best practices. As of August 1998 there are 10 Model Programs with 60 replication sites.
- April 1996 - MSDE produced *Shared Learnings: Administrative Strategies for Service-Learning*. These *Shared Learnings* are based on the experiences of Maryland educators who operationalize the state policy that all students must participate in service-learning prior to graduation. These *Shared Learnings* will serve as a program improvement guide for administration of large-scale service-learning.
- April 1997 - MSDE hosts its first annual Combined Service-Learning Leadership Retreat. 130

administrators, teachers, and students attended.

- June 1997 - 42,532 Maryland public school students graduate with their service-learning requirement fulfilled. Only 49 students in the state failed to graduate solely due to failure to fulfill the service-learning graduation requirement.
- 1997-2001 - Service-Learning Leadership Retreats continue with 200-250 participants gathering to examine specific issues related to the quality of service-learning programs.
- 1998-present - More than 99% of Maryland students complete their service-learning requirement prior to graduation.
- 1998 - "Next Steps: A School District's Guide to the Essential Elements of Service-Learning" is published as a self-assessment tool for school districts in Maryland and nationally. The guide is a result of collaboration between MSDE and national experts and is funded through a Corporation for National Service competitive grant. This guide remains one of the most frequently ordered MSSA publications.
- 1998 - "Excellence Awards" are given to school systems that excel in program implementation. Systems are asked to share strategies for institutionalizing service-learning with all other systems across the state.
- 1999 - "Leadership Development Awards" are given to all school systems specifically to develop service-learning leadership capacity among teachers, students, and administrators.
- August 2000 - MSDE is awarded a competitive "Community, Higher Education, School Partnership" grant from the Corporation for National Service. A partnership is established among schools, colleges, and community agencies in a distressed Baltimore City neighborhood to improve quality of service-learning practice and projects.
- September 2000 - MSDE starts two new recognition programs to promote high quality service-learning practice. The "Sherry Unger" award, named posthumously for an exemplary service-learning Fellow, prominently features a service-learning project on our website each month and provides a \$200 stipend to the school. Each project must detail how it meets "Maryland's Seven Best Practices" for service-learning activities. Also, the "Service-Learning Principal of the Year" award is a competition that awards money to the winning school and several honorable mentions. The Principal of the Year award winner is the featured speaker at a service-learning celebration each year.
- October 2000 - "Statewide Quality Review" initiative begins with MSDE specialists visiting every school district during the school year to monitor service-learning implementation policies and assess quality of service-learning activities. The State Board requests an annual presentation on the status of this initiative.

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- 2001 - "Statewide Quality Review" initiative expands and deepens at the request of the State Board of Education. 2000-2001 Review produces "Key Characteristics of Quality Service-Learning" presentation to State Board. 2001-2002 Review produces specific action steps in the areas of accountability, delivery models, and teacher training. The June 2002 annual State Board presentation articulates comprehensive Service-Learning Guidelines for all school districts.
 - June 2001 - "Rising Service Stars" begins as a middle school equivalent to the "Service Star" recognition program. Exemplary middle school students are selected by school administrators.
 - August 2001 - MSDE expands and improves website to provide users with efficient navigation and pertinent information. New features include Power Point presentations, pre-formatted training materials, PDF files, additional links to national organizations, and additional archived materials.
 - September 2001 - State Department of Education forms new "Youth Development Branch" combining service-learning, character education, 21st Century Community Learning Centers, and student government programs into a single strategic entity. The Branch is part of the Division of Student and School Services.
 - September 2002 - "Statewide Quality Review" initiative expands again to include scoring rubrics for use during structured interviews with each school system. Rubrics are developed with input from school system administrators and are intended to inform strategic improvement plans for local systems.
 - November 2002 - MSDE provides "Training Awards" to systems that create customized quality service-learning training for any combination of teachers, administrators, community agencies, and students. MSDE pledges technical assistance in support of these local training initiatives.
 - May 2003 - Maryland host the first statewide Service-Learning Leadership Recognition Event to celebrate Service Stars, the Service-Learning Principal of the Year and Service-Learning Fellows all at the same time.
 - April 2004 - Many Maryland service-learning publications are posted as PDF files on the service-learning website so they can be downloaded free by educators and students.
 - June 2004 - The Maryland Student Service Alliance dissolves as a public/private partnership between the Student Community Service Foundation, Inc. and the Maryland State Department of Education (MSDE). The service-learning program is fully integrated MSDE and supported through the Youth Development Branch. The many contributions of MSSA and its staff through the years are greatly appreciated and helped make Maryland a pioneer in service-learning.
 - Fall 2004 - MSDE began a four-year cycle approach to monitoring and evaluating the quality of service-learning implementation in the local school systems. In year one of the cycle, systems

submit their detailed, written service-learning implementation plans to the MSDE. A panel of stakeholders (students, teachers, administrators, community based organization representatives, MSDE and other government agency staff, etc.) reviews the documents and provides feedback to the local superintendents on the strengths of the program and potential areas of challenge. In years 2-4, each system receives a Quality Review on site visit by MSDE staff. The three Quality Review rubrics are used during the visit, and a report highlighting strengths, challenges, and suggested next steps is sent to the local superintendent.

- Fall 2005 - Maryland Student Service-Learning Guidelines created and distributed. This book summarizes Maryland's service-learning program standards, policies, and procedures.
- July 2007 - *Spinning Interdisciplinary Service-Learning Webs* – A Project of the Maryland Service-Learning Fellows Program revised and updated. The document, designed to be a project idea generator and promote interdisciplinary collaboration around service-learning projects, continues to be a useful and popular tool for educators across the country.
- July 2007 - A group of teachers with strong service-learning experience created fourteen sample service-learning units that show the connections of a variety of service-learning projects to the Maryland State Curriculum.
- July 2009 - A group of teachers with strong service-learning and special education experience developed fourteen sample service-learning units adapted for use with special education students which show the connections of a variety of service-learning projects to the Maryland State Curriculum.
- June 2010 - A group of teachers and administrators convened to align Maryland's 7 Best Practices for Service-Learning, developed in 1995, with new K-12 Service-Learning Standards for Quality Practice. As the new national standards closely mirrored Maryland's existing Best Practices, slight modifications to Maryland's 7 Best Practices quickly brought us into alignment with the new national standards. The fine-tuning of Maryland's 7 Best Practices allows us to draw on the body of research supporting the national standards.
- July 2010 - MSDE's service-learning website undergoes a re-organization to provide even more resources and simplify navigation for visitors. Additionally, the more than 200 service-learning project ideas on the site have been grouped into a more user friendly and accessible configuration.
- Fall 2012 to present - MSDE begins offering a two-credit, online, continuing education course called A Quick Course in Quality Service-Learning.

Building Support for Service-Learning in Your School

No matter how dedicated you are, your service-learning program will be much more successful if you garner support from the school and community at large. It is also a comfort to have friends with whom you can commiserate as well as celebrate. Think about ways to approach the principal, fellow teachers, staff, parents, community and press.

Following are a few strategies to consider when building support for your program.

School Principal

A key factor in initiating and sustaining student service-learning in your school is determining the best strategy for gaining support. The obvious place to begin is with the principal. You need her or his support, but what is the best way to gain it?

Ask yourself:

- Is this a principal who wants to know everything (i.e. No action without prior approval)?
- Is this a principal who would prefer to be approached with a well-developed plan?
- Would your principal prefer students to be part of the initial approach? If so, get the students excited and have them approach the principal with their ideas.

Essentially, figure out the preferences of your principal and pitch your plea for support accordingly. Consider yourself and your students marketers: Before you can successfully sell your idea, you must analyze your consumer's as well as your principal's needs and interests.

What interests your principal the most?

- | | |
|-----------------------------|-------------------------------|
| ✓ improved test scores? | ✓ students taking charge? |
| ✓ a motivated student body? | ✓ self-esteem? |
| ✓ front page news? | ✓ school-community relations? |
| ✓ pleased parents? | ✓ reputation as an innovator? |

Once you feel comfortable with approaching your principal, prepare your plan of action:

- 1) Set up a time for an appointment--make sure it is long enough to discuss issues.
- 2) Prepare yourself:
 - Why do you want to get involved?
 - What do you see as the advantages?
 - What do you see as the pitfalls and how are you going to overcome them?
 - Write out important points.
 - Practice your presentation and make sure that no other faculty member is presenting the same project.
- 3) Go in with a specific service project, with details worked out--regardless of whether or not you believe your principal will want to hear them yet.

-
- 4) Clarify in your own mind what you aim to accomplish.
 - 5) Be open to input from the principal.
 - 6) Choose a project that includes only your class. Do not expect other teachers to be involved until you demonstrate success.
 - 7) There are exceptions to the "start small" advice. It might be a good idea to do a school-wide service day that would coincide with other activities around the state. (Note: If you decide to do this, provide a number of choices about ways everyone can get involved. People like to feel that they have options, and can be creative if they desire.)
 - 8) When you implement the project, provide updates to principal (written), to faculty, and to parents. Give as much credit to other people as you can.

Other Teachers

Inform the teachers about your plans for service-learning. It's much better to talk to each one individually rather than as a group. You don't have to be long-winded about this but they probably would like to hear what is going on. This is particularly true if the other teachers are involved in service themselves.

It would be great if you can involve other teachers in a service project. Try to form an in-school committee to pull together different service activities. This could generate excitement for service and the peer support you need to keep your own spirits up. The group should try to meet on a regular basis.

One way to get the teachers excited is to have the students approach them. Get the students to go to each class and make a presentation about service. They should use creative approaches - rap, song, poem, skit, commercial, game show theme. No presentation should be longer than three minutes.

The icing on the cake of a service project is to praise, applaud and thank the teachers. Make them feel great. Sponsor a staff appreciation day. You and students could give other teachers signs that say "you light up my life", or lollipops because they are so "sweet."

Staff

Don't forget the staff. The secretaries are particularly important. You need their support. They can be crucial in answering phones or helping with last minute typing. Involve them in the activities--or make one of your first service projects a "Staff Appreciation Day."

Also consider the custodians and the building and grounds staff. They can help with school beautification projects and recycling efforts.

Parents

Many parents recognize the value of service-learning--but it's up to you and your students to get them involved. Inform parents of the philosophy, goals and activities of your service-learning program. Invite them to work with students in the classroom. They could help teach

service-learning materials. Invite them to accompany students to a service site. After all, the actual experience of helping another person can turn even the biggest doubters around.

At one school, a parent vigorously objected to her first grader visiting a shelter for people who are homeless, complaining that such an activity was not educationally sound and might give her child nightmares. However, she agreed to accompany her child once to the shelter. Upon arriving, one of the homeless children ran up to her and gave her an enormous hug. She never objected again. One service experience is usually worth a thousand arguments.

Many parents, however, work during school hours. Do not shy away, though! Think of ways they can participate without having to rearrange their schedules. To get you started, the MSDE and its colleague StarServe have come up with some ideas for encouraging parental involvement:

- Inform parents of service plans. Send parents a letter describing your plans and suggesting ways they can help. Update them on projects by sending them samples of students' work, such as something from a reflection activity (creative writing or art) to illustrate how students feel about serving.
- Talk about caring. Following a discussion on what they care about in their community, have students ask a parent or family member, "What do you care about in our community?" Students could report on what they discover.
- How have our families served others? Students compile a family and neighborhood history. They work with their parents to answer: "How have members of our family helped others?" Each student documents his/her information on a page of a class book.
- Identify community needs and resources. Students can ask parents for suggestions as to where they should serve in their community. If they need extra library books about a certain topic, see if parents will help obtain them.
- Presentations for parents. Students give presentations to PTA meetings and other community groups. This gives students the opportunity to improve communication skills, inform parents, and directly request support for their service projects.
- Include parents in recognition and celebration of service. Invite parents to help reward students for their service efforts or invite them to a school assembly on service. Give them the opportunity to listen as the students testify enthusiastically about their accomplishments and insights.
- Make service visible in your school. Decorate your school so that parents who visit can see the benefits of the students' service-learning. Display posters, bulletin boards, photos, students' artwork and essays, and letters from recipients of the students' service. The trophy cases in the front hall need not be limited to athletic achievements.

Media

It is always a good idea to obtain press coverage for your service activities. Usually the media is less interested in award ceremonies than in pictures and reports of actual activities. Remember this when writing press releases. Always give your principal plenty of credit--your service projects are a reflection of the school as a whole.

Additional Hints

Plan a strategy to convince students, parents, teachers, administrators, and the community that student service-learning will benefit everyone. Following are some ways to get started:

- Set an example: Start a small project with your class and publicize its successes around the school.
- Testimonials: Bring in students, service recipients and community members to speak about the benefits of service.
- Curriculum: Incorporate service into course curriculum. Let other teachers know how you have met course objectives by engaging students in service.
- Team: Discuss options for team-teaching across curriculum with your department chair and fellow teachers. Form a core group of teachers from different grade levels to coordinate service.
- Hidden service: Look for service activities being performed in your school that are not labeled as service and play them up.
- Documentation: Present written support on the benefits of service learning to the administrators at your school and to the Parent Teacher Association (PTA).
- Creativity: Prepare a brief, entertaining presentation regarding the benefits of service to the community (i.e. skits, songs, poems). You may want to perform a rap about recycling, portray elderly people before and after a student visits, or make up a play about deforestation, etc.
- Publicity: Write a media release or article about your service project or about service in general.
- Applause: Arrange recognition for all who are willing to participate.
- Co-curricular: Start a service club and arrange for students to receive a "letter" for service (like a sports letter) or a spirit pin.
- Announcements: Include "service news bulletins" with the daily announcements.

Trouble Shooting

When you are getting your projects underway, you may run into some obstacles; these can be overcome! Some common problem spots are listed below, with some possible solutions.

Lack of Money?

- put on a fundraiser
- apply for a grant (local businesses, fraternal organizations)
- get "adopted" by a local business
- ask for PTA or other school funding
- have a "serve-a-thon;" collect pledges for hours of service provided on a certain day

Lack of Time?

- do service after school
- do service during class time
- rotate periods for service
- do mini projects

-
- block off chunks of time, prioritize
 - team with other staff, divide the work
 - use student interns to assist you; their service project would be to assist in coordinating the group's project
 - use parents to help do some of the organizing and preparation

Students' Schedules Conflict?

- offer incentives, rewards
- negotiate with coaches, other advisors
- do in-school projects during class

Parents Have Reservations about Service?

- educate them with a parents workshop or a video about service
- invite them to participate along with their kids

Lack of Transportation?

- do projects within walking distance
- have those being served come to the school
- get bus tickets
- ask parents to drive
- if they have licenses, have students drive
- get special insurance and drive them yourself
- learn the school bus schedule, see about intercepting buses that pass your school
- check with teachers at your school who get a lot of buses and find out how they do it
- solicit donations of rides from bus companies
- use the transportation of the agency that you're serving

Limited Teacher Energy?

- set limits for yourself
- accept small gains
- be flexible
- have a sounding board
- delegate tasks



Who Do You Know....



Directions: *Find someone in the room who fits each of the categories below and record their name next to the appropriate category.*

1. Who knows how to foxtrot?
2. Who has eaten iguana?
3. Who can recite a verse of rap music?
4. Who has lived in a different country for more than 6 months?
5. Who speaks a second language?
6. Whose favorite color is purple?
7. Who married his/her high school sweetheart?
8. Whose parents were immigrants?
9. Who had a different career before he/she became a teacher?
10. Who prefers baths to showers?
11. Who drinks the milk at the bottom of the bowl?
12. Who thinks that's gross?
13. Who is a vegetarian?
14. Who still has tonsils and wisdom teeth (in his/her head)?
15. Who still has his/her 6th grade picture?

Teaching Service-Learning Goals for the Week

Participants will:

- Learn about the theory of service-learning and the elements of effective programs
- Be exposed to many exciting and creative ways in which students can engage in service-learning
- Create a plan for your initial service project which you and your students will implement in your school this fall
- Develop strategies to coordinate service-learning activities within your interdisciplinary team, school or school system
- Learn by doing
- Experience service-learning for yourself
- Learn skills to guide your students in developing service-learning projects
- Work hard and have fun

A Guided Newspaper/Media Search for Service-Learning Ideas

Time - About one hour

Purpose - Explore the importance of the free press to a healthy democracy and for bringing important issues to public attention. Discuss how to identify unbiased reporting and media stories versus sensationalism and propaganda and media bias. Class members will skim and read newspapers and media websites to identify international, federal, state, and local problems discussed in the media and then develop appropriate plans for action for related service-learning projects.

Method - After passing out newspapers or arranging for students to have access to computers, divide participants into small groups and ask them to identify problems discussed in the media by issue type. Have students record what they find and categorize issues by circling headlines with colored markers in the newspaper or generating a list on paper or on a computer.

- Blue = Environmental Issues Blue
- Red = Poverty Issues
- Black = Aging Issues
- Green = Peace, Tolerance Issues
- etc.....



Next, as a group, work towards reaching an agreement if a particular issue identified/circled is an international, federal, state, or local issue (or a combination) and mark each headline with a large letter as follows:

- I = International
- F = Federal
- S = State
- L = Local

In their small groups, students decide which issue might be the basis for a class service-learning project. They should keep normal constraints of time, resources, curricular goals, etc. in mind as they discuss projects. They should be ready to report back to the whole class why they choose a particular issue and project and briefly describe their proposed project.

This general media search idea could of course be narrowed in focus to fit class content, for example, in part one just look for articles on environmental problems and sub-divide it into air, water, and earth issues.

(Adapted from a workshop idea presented by Michael Barron of the Close-Up Foundation at the Spring 1995 Conference of MSSA)

Icebreakers



1. Have the group divide into pairs. Ask the pairs to sit back to back and designate themselves person A and person B. Person A is given a slip of paper with an object written on it. Person A must verbally describe the object to person B who has to draw it. Person B has no idea what the object is and must rely solely on how person A describes it. After person A is finished have Person B show person A his or her drawing based on person A's description.

Most likely the drawing looks nothing like it should. This exercise focuses on communication and its importance. It is crucial to understand that what you think you are saying may not be what others perceive. This applies to volunteers, community organizations, their clients, and organizers. If we do not make ourselves clear then there is much room for misunderstanding, unrealized expectations and stereotypes.

2. Have the group divide into pairs. Have each pair sit facing each other. Instruct people to look at their partner for 30 seconds. Then have them turn their backs. Instruct people to change three (3) things about themselves. Then have them face each other. Ask each person to identify the changed things about his/her partner.

Then have them turn their backs again. Instruct them to change 10 more things about themselves. Again, face each other and identify what's different. Do this one more time.

Ask for feedback. Then explain that this was about change. Change is hard, people don't want to do it, a little change is ok but not a lot, it makes people nervous, we start thinking non-creatively, etc.

3. Have the group divide into pairs. Person A asks person B the following questions: What is your name? Where is your hometown? What makes you happy? What makes you sad? Then switch, person B asks and person A answers.

After both have interviewed have them sit back to back. Ask the following questions: What color eyes does your partner have? What color hair does your partner have? Does your partner wear glasses? What was your partner wearing? Have them quiz each other and then bring the group back together to discuss how many answers people got right.

This exercise shows us how little we perceive even when we are supposedly focused on someone. How can that inability affect our service experience?

4. Give each individual a piece of newsprint and some markers. Ask them to draw a _____ person. Then get back into the large group and talk about the drawing. Allow for discussion and look for similarities and differences in the drawings.

This exercise invites people to bring their stereotypes to the group and realize that they are not the only ones with them. It is also an excellent vehicle to dispel those stereotypes. Also great as a reflection exercise. Have them draw a client after they have been to the site and then compare it to the original picture.

5. Have the facilitator give instructions to the participants: 1) Get in a circle and stand up. 2) Hold hands with the people next to you. 3) Alternate every other person leaning towards the middle of the circle and leaning away from the center of the circle. Give them no further explanation.

After they have finished this exercise have them do the exact same thing but first explain the goal of the exercise: to have everyone in balance and helping each other stay in balance in the circle despite the differences in weight and height. While the facilitator is taking them through the process again have him or her offer suggestions and encouragement along the way.

Have the group discuss and contrast the first time and the second time. What were they feeling during the first exercise vs. the second? How were the feelings different and why? This exercise shows the benefit of orientation and training. People will probably find the second way easier because they knew where they were heading and why they were heading that way.

6. Have each participant give their name and three facts about themselves. Two of the facts should be true, but the third should be false. Have the group guess which statement is false.
7. Have the group break into two teams on opposite sides of the room. Have them line up in order of their birthdays, but without using any words, sign language, or showing numbers. They may only act out their month and date. When each team thinks they are ready, the facilitator starts at the beginning of the line and asks each participant his/her date of birth to find out if the group is in order.

The World in Pretzels

Divide the participants into three groups that represent the distribution of wealth nationally or internationally.

For example:

- In the high-income area/group have one or two people.
- In the middle-income area have a grouping of four to five people.
- In the low-income/financially disadvantaged area, assemble the largest group of people (15-20).

Distribute food (pretzels, M&Ms, cookies...) to the different groups according to a formula that is representative of the distribution of wealth/food according to income.

For example:

- The high-income group gets 40 pretzels each or an entire bag of pretzels each.
- The middle-income group member get a few pretzels each.
- The low-income group only gets a few pretzels for the entire group to share. They do not even get one pretzel per person.

Have participants discuss this situation. You may want to bring up some of the following questions in your discussion:

- Who is happy or unhappy with what they got?
- Does the distribution of food seem fair? Why or why not?
- What types of items could this food represent?
- What could you do to change your/this situation?

This is an effective exercise for helping students to think about the equity of distribution of wealth and food. Through the ensuing discussion, stereotypes of people who live in poverty/middle class/wealth are often uncovered; for example, "people in poverty steal from wealthy people". Make sure to fully explore and expose these stereotypes as stereotypes when they arise. You may want to have the group develop a definition of stereotypes as part of this exercise.



Hunger Awareness Quiz

- About how many people in Maryland are likely to be food insecure at least a few days each month?
a) 500 b) 125,000 c) 287,000 d) 402,000 e) 650,200
- Hungry persons usually live in big cities such as Baltimore.
a) True b) False
- Persons who have jobs can buy enough food to feed their families.
a) True b) False
- About how many soup kitchens and food pantries are there in Maryland?
a) 50 b) 100 c) 250 d) 400 e) 600
- What is the average number of children in a family receiving public assistance?
a) 1 b) 2 c) 3 d) 4 e) 6 or more
- About how many children in Maryland under the age of 21 regularly go hungry?
a) 5,000 b) 15,000 c) 67,000 d) 149,000 e) 204,000
- Persons of any community, age, ethnic group, or race are among the hungry in Maryland.
a) True b) False
- What is the average food stamp benefit per person per meal?
a) \$2.50 b) \$1.40 c) \$.90 d) \$.70 e) \$.47
- There is enough food to feed everyone who lives in Maryland.
a) True b) False
- I can do something to help end hunger.
a) True b) False

Answers:

- | | |
|------|-------|
| 1. e | 6. e |
| 2. b | 7. a |
| 3. b | 8. b |
| 4. e | 9. a |
| 5. b | 10. a |

Schoolyard Report Card

Use this schoolyard report card to grade your school on activities that influence the Chesapeake Bay. If you feel a question is not relevant to your school, circle the N/A (not applicable) option and explain in the space provided why you chose this option.



Section 1: Runoff and Erosion

1. Onto what type of surface does water from your school's roof downspouts flow?
 - a. A patch of rocks or a small concrete block then onto vegetation or mulch (*10 points*)
 - b. Directly onto mulch or vegetation (*7 points*)
 - c. Pavement or ground that is eroding (*3 points*)
 - d. Into the ground sending runoff directly to a waterway without being filtered (*0 points*)
 - e. N/A

2. Estimate what percentage of the school ground contains land surfaces that are unable to slow and absorb rainwater.
 - a. Less than 10% (*10 points*)
 - b. Between 10% and 25% (*5 points*)
 - c. Greater than 25% (*0 points*)
 - d. N/A

3. Pathways and heavily trafficked areas which can't maintain vegetation are:
 - a. Covered with a surface that can filter or absorb water such as gravel, mulch, or wooden slats (*10 points*)
 - b. Covered with an impervious surface such as cement, asphalt, or bricks with mortar (*5 points*)
 - c. Bare, exposed soil (*0 points*)
 - d. N/A

4. Look for patches of bare soil and signs of erosion: areas where rainwater has carved out ditches, windows and walls with soil splashed on them. The schoolyard has:
 - a. Very little erosion and few patches of bare soil (*10 points*)

-
- b. Several patches of bare soil or areas where soil is eroding *(5 points)*
 - c. Large patches of bare soil and extensive erosion *(0 points)*
 - d. N/A

Section 2: Vegetation

1. How much of the grass and vegetated areas at your school are being mowed?
 - a) Less than 50% *(10 points)*
 - b) Between 50% and 80% *(5 points)*
 - c) Over 80% *(0 points)*
 - d) N/A

2. The land surrounding places where water drains and collects such as storm drains, drainage ditches, and streams is:
 - a) Well vegetated with trees and shrubs *(10 points)*
 - b) Vegetated with unmowed grass *(7 points)*
 - c) Mowed grass *(3 points)*
 - d) Bare soil, pavement, or concrete *(0 points)*
 - e) N/A

3. Ask your school's lawn service or school maintenance people how the mowed grass on the school ground is fertilized.
 - a) Grass clippings are left on the grounds as a natural fertilizer *(10 points)*
 - b) Lawn fertilizers are used according to a careful formula that has been derived from soil tests *(5 points)*
 - c) Lawn fertilizers are used according to instructions *(3 points)*
 - d) Lawn fertilizers are applied randomly *(0 points)*
 - e) N/A

4. Generally how well is the schoolyard vegetated with trees and bushes?
 - a) Trees and bushes cover a significant part of the schoolyard *(10 points)*
 - b) Trees and bushes dot the landscape of the schoolyard *(5 points)*
 - c) There are few or no trees on the schoolyard *(0 points)*
 - d) N/A

Section 3: Education

Educating the public about how their actions affect the Bay leads to pollution prevention.

1. How many storm drains are labeled, "Don't Dump, Chesapeake Bay Drainage" to let people know that substances going into the storm drain go into the Bay?
 - a. All storm drains are labeled *(10 points)*
 - b. A few storm drains are labeled *(5 points)*
 - c. No storm drains are labeled *(0 points)*
 - d. N/A

-
2. How many different ways are there at your school to learn about the Bay or the environment? (Different ways to educate might include posters, literature, classes, plays, assemblies, etc.)
 - a. 3 or more (10 points)
 - b. 1 or 2 ways (5 points)
 - c. No education about the Bay (0 points)
 - d. N/A

 3. Look for candy wrappers, soda cans, and other litter in the schoolyard that could wash into storm drains or streams when it rains.
 - a. There is no litter in the schoolyard (10 point)
 - b. Some litter (5 points)
 - c. A lot of litter in the schoolyard (0 points)
 - d. N/A

Section 4: Transportation

1. Determine the number of people employed at your school (teachers, maintenance staff, food service workers, administrators, etc.) by asking your principal or looking in the yearbook. Check out the school parking lot and determine the number of vehicles relative to the number of employees.
 - a. There are 50% fewer cars in the school parking lot than employees (10 points)
 - b. There are 25% fewer cars in the school parking lot than employees (5 points)
 - c. There is about one car per employee in the school parking lot (0 points)
 - d. N/A

2. Are there bicycle racks at your school and do people use them?
 - a) Bike rack full of bikes (10 points)
 - b) School has a bike rack, but there are very few bikes in it (5 points)
 - c) School has no bike rack and there are few or no bikes in the schoolyard (0 points)
 - d) N/A

3. Is there any reward or encouragement for teachers or students who walk to school, ride their bikes, carpool, or take the metro?
 - a) Yes (10 points)
 - b) No (0 points)
 - c) N/A

Section 5: Water Conservation

1. Does your school use any water-saving devices such as faucet aerators, toilet dams, low-flow showerheads or garden hose nozzles?
 - a. There are 2 or more different types of water-saving devices (10 points)
 - b. There is one type (5 points)
 - c. There are no water saving devices (0 points)
 - d. N/A

-
2. Survey at least 10 people at your school about their water conservation practices at their residence. At least half of these people have installed:
 - a. At least 2 water-saving devices at their residence (10 points)
 - b. At least 1 water-saving (7 points)
 - c. No water-saving devices (0 points)
 - d. N/A

 3. Find out how many ways each person conserves water such as turning off the water while brushing their teeth, collecting water from their showers to water plants, taking 5 minute or shorter showers, or putting drinking water in the fridge to cool instead of letting the faucet run.
 - a. At least half of these people practice 2 or more water conservation techniques (10 points)
 - b. At least half of these people practice 1 water conservation techniques (5 points)
 - c. At least half of these people don't conserve water (0 points)
 - d. N/A

****Bonus**** Are there any projects completed or in progress at the school which are aimed at reducing sediment or nutrient pollution?

- a. 3 or more projects on school grounds (10 points)
- b. At least one project (5 points)
- c. There are no projects at school (0 points)

Add up the points and use the key below to determine the grade for the area(s) you surveyed at your school.

A = 100 and above

B = 80 - 99

C = 55 - 79

D = 30 - 54

F = below 30

How did your school rate in its land use practices? Grade:

Courtesy of the Chesapeake Bay Foundation

How Nature Recycles Water

Water is essential for life on earth, yet we often take it for granted. Under natural conditions, water goes through certain "recycling" steps. As the water recycles it is cleaned and made healthy for plants and animals. The steps of the recycling process are:



1. Evaporation occurs off of any body of water. Water on the surface of a lake or river or stream is taken up into the air in tiny particles or molecules. The water changes from a liquid form to a gas. You have probably seen evaporation happening when you boil water on your stove. At first, you can see the particles in the form of steam then they disappear into the air.
2. Condensation happens when more and more molecules of water rise and hit colder parts of the air. The gas then turns into liquid again. Clouds are condensed molecules of water that are not yet close enough together to be pulled to earth by gravity. Often condensation happens early in the morning in the form of dew which forms on grass and plants.
3. Precipitation occurs when the condensed water falls to the earth. Precipitation takes different forms. Sometimes it is rain, sometimes snow or sleet.
4. When water is returned to the earth through precipitation, it soaks into the soil. In a natural setting, most of the water seeps into the soil gradually; this is called **infiltration**. Deep in the earth the water reaches layers of porous rock and becomes ground water. Ground water gradually seeps back out to form a source of streams. When a lot of rain falls in a short period of time, the ground becomes saturated. Then some water flows over the ground and runs into streams and rivers; this is natural runoff.

The cycle continues with more surface water evaporating into the air.

Courtesy of the Chesapeake Bay Foundation

Water Cycle Theater



What you need...

- Paper and pencils
- Your imagination

Know the meaning...

- **Condensation** - the process of water being changed from a gas to a liquid because of cooling.
- **Evaporation** - the process of water being changed from a liquid to a gas because of heating.
- **Ground water** - water found under ground in porous rock or soils; (is a source of lakes, springs and rivers)
- **Infiltration** - the process of water filtering or passing through gaps or spaces in the soil and rock.
- **Precipitation** - any form of water (rain, snow, etc.) that is deposited on the earth's surface from the atmosphere.
- **Runoff** - water that is not absorbed by the land which flows into streams, lakes, rivers, etc.

What to do next...

Read "How Nature Recycles Water" and then try being a playwright. Write a play that shows how the water cycle works in a natural setting. Decide what parts people will need to play to act out the cycle. A water molecule is made of two hydrogen atoms and one oxygen atom. You might have several groups of three people each to be water molecules. Other people can be mountains and bodies of water.

Decide who will play each part. Write a script for a narrator to read while the actors play their parts. Decide if you will have costumes or just use your imagination. Be creative!

After the play, talk about the water cycle. Does it make sense to you? Why is it important to the earth? To people?



Group 1: acts as sun, clouds, and rain. Describe evaporation, condensation and rain.

Group 2: acts as the land surface. Describe what types of potential pollution the rain may wash away from the land surface.

Group 3: acts as surface water that flows over the land, how it picks up the pollution and where it flows.

Group 4: acts as groundwater. How does a raindrop get to be groundwater? Where do you flow? Who might use you? What temperature are you (cold or hot?), and what is your quality?

Group 5: acts as the Chesapeake Bay. Summarize what is flowing into you, and describe the effects on living organisms, including humans.

Group 6: describe ways in which we might help stop pollution and get students involved.

Courtesy of the Chesapeake Bay Foundation

Tasteless Cookie Recipe For Sixty People



INGREDIENTS:

- 3 cups flour
- 1 egg
- 1/2 cup shortening
- 1 teaspoon cream of tartar
- 1 teaspoon baking soda

DIRECTIONS:

Pre-heat oven to 350 degrees. Combine all ingredients in a medium mixing bowl. Spoon onto a greased cookie sheet. Bake 7 minutes at 350 degrees.

Levels of Reflection

I. Facts

What happened?

II. Implications/Causes

What does it mean?

III. Evaluation/Feelings and Thoughts

How do we feel?

What do we feel?

IV. Solutions

What should we do?



Sample Reflection Questions

1. **FACTS:** *Questions ask: What? Who? Where?*

- a) What are four things you smelled, saw, heard or touched?
- b) What was the course of events?
- c) Describe the people you met today.
- d) Describe the place we were in today: light, color, decoration, ventilation.
- e) Describe the equipment we used.
- f) Describe what we did to prepare for today.
- g) Name five things that stuck in your mind about today.
- h) Describe some of your interactions.
- i) What did the people look like?
- j) Did you work by yourself or in groups?
- k) In two words, describe the atmosphere of the place.
- l) Were there other volunteers?
- m) What was the best/worst thing that happened today

2. **IMPLICATIONS:** *Questions ask: Why?*

- a) (Pick item from list recorded during fact-finding session)
 - i) Why do you think X happened?
 - ii) What are some other reasons X might have happened?
- b) Explain why the course of events progressed as it did.
- c) If we had done Y activity instead of X now would things have been different?
- d) Why do you think we chose X activity instead of a, b, or c?
- e) Why were we with X people?

-
- f) Why were we at X place?
 - g) What did the "body language" of the people tell you?
 - h) What is a "typical day" for one of the people you serve?
 - i) Do all the people there know each other? Do they welcome strangers? Why? or why not?
 - j) How do people being served first get involved?
 - k) What do you think made the atmosphere of _____(place)?

3. EVALUATION: *Questions ask: How do you feel? In your opinion...*

- a) How did you feel when we first got there; how did you feel when we left?
- b) What made you feel that way at first?
- c) At what point did your feelings change? Describe what happened.
- d) What did you learn about yourself?
- e) What did you learn about your peers?
- f) What did you learn about the population served?
- g) What did you do today you were particularly proud of?
- h) How are you different/similar to other members of this group?
- i) How did differences strengthen the group?
- j) In what instances did being different help and hinder the group members?
- k) How are you different/similar to members of population served?
- l) Who assumed leadership roles during the activity?
- m) How did the group respond to the leader?
- n) What would have happened if this group had been larger or smaller?

-
- o) What would you do differently if you were starting the activity again with the same group?
 - p) What would you like to say to the group members?
 - q) How is your life similar to or different from theirs?
 - r) If you were one of the people you served, what would you think of yourself?
 - s) What other needs do you think the people you served have?
 - t) How did the place make you feel (compared with other places you have been like home, grandma's house, school, grocery store, and library)?
 - u) How did the people's response make you feel?
 - v) How did your opinion of the people (or situation) change from when we started?
 - w) How does this experience compare with others you have had?
 - x) Do you think these people are unique? Why/why not?

4. **SOLUTIONS AND APPLICATIONS:** *Questions ask: What next?*

- a) What problems did you see today?
 - (1) What could we do in our group?
 - (2) What could each of us do on our own?
 - (3) What larger scale projects could be done?
 - (4) How could society better deal with the problem?
- b) What would you like to learn more about from what we saw/learned today?
- c) How could your solutions apply to the problem of other groups?
- d) Can you apply anything you learned here to other situations in your life?

FROM PHILANTHROPY

by Henry David Thoreau

I confess that in the past I have indulged very little in philanthropic and charitable activities. There are those who have used all their arts to persuade me to undertake the support of a poor family in town. If I had nothing to do--for the devil finds work for the idle--I might try my hand at such a pastime. However, whenever I have given myself over to such work and even made the offer to such people, they have all without hesitation preferred to remain poor. While my townsmen and women devote themselves in so many ways to the good of their fellows, I trust that at least one person in this town may be spared to pursue other and less humane pursuits.

You must have a special talent for charity as well as for any other job. And yet doing good is one of the professions which is filled with workers. Moreover, I have tried it honestly and, strange as it may seem, I am satisfied that it does not agree with my nature. But I would not stand between any man and his talents. To him who does this work, which I decline, with his whole heart, soul and life, I would say: Persevere, even if the world call it evil, as it is most likely they will.

However, be sure you give the poor the aid they most need, though it be your example which leaves them far behind. If you give them money, exert yourself in the spending it and do not just give it to them. We make curious mistakes sometimes. Often the poor man is not so much cold and hungry as he is dirty and ragged. It is partly his taste and his own judgment that he lives a certain way and not simply through misfortune. If all you did was to give him money he would not know better and would buy more rags with it.

There are a thousand men and women cutting at the branches of evil to one who is striking at the root. It may be that he who bestows the largest amount of time and money on the needy and poor is doing the most by how he lives his own life to produce the very misery which he strives in vain to relieve. It is like the pious slave-breeder who devotes the profits from the sale of every tenth slave to buy a day off for the rest. Some show kindness to the poor by giving them work in their kitchens. Would they not do better if they worked there themselves?

I believe that what most saddens the reformer and do-gooder is not his sympathy with his fellows in distress. Rather, even if he is the holiest son of God, he is instead saddened by his own private distress. If this were changed, if spring-time came to him, he would forsake his charitable work and his generous companions without apology or excuse.

My excuse for not doing good to others by lecturing against the use of tobacco is that I never used it myself. That is a penalty which reformed tobacco-users have to pay. If you should ever fall into one of these philanthropies or ways of helping others don't let your left hand know what your right hand does. For it is not worth knowing. Rescue the drowning and keep your own shoestrings tied. Take your time about things, and set yourself to do some work.

Our way of life has been corrupted by communication with holy people and saints. Our hymn-books are filled with a melodious cursing of God and enduring him forever. One would have to say that even the prophets and redeemers had rather consoled our fears than confirmed and encouraged our hopes. Nowhere is there recorded a simple and irrepressible satisfaction with the gift of life, which would be truly a memorable praise of God. All health and success do me good, however far away they appear. All disease and failure help to make me sad and do me evil, however much sympathy we have with them. If then we would indeed restore mankind, let us first be as simple and well as Nature ourselves. We should dispel the clouds and anguish which hang over our own brows, and take up a little life into our pores. Do not stay to be an overseer of the poor; but attempt to become one of the worthy people of the world.

"WAKE UP!"

by Mark Davis

Mark Davis is one of five Arizona Earth First! activists who were convicted of vandalizing a Flagstaff ski lift on sacred Navajo land. Plea bargaining had resulted in the dropping of more serious charges of conspiring to sabotage nuclear power plants and an Arizona water project. He is now serving a six-year term in federal prison. The following statement is reprinted from the *Earth First! Journal*.

A few days ago I stood in front of a federal judge as he sentenced me to six years in prison on monkey-wrenching charges; I had destroyed machinery with the intention of slightly slowing the accelerating destruction of our planet.

A few days from now I will begin to serve my term. I am in terrible pain at the thought of separation from my two little daughters. I am a severe claustrophobic, and I lost 40 pounds in the two months of incarceration that followed my arrest. Prison will be difficult for me. But none of it matters much in the context of the crisis in which we find ourselves.

We humans are collectively killing this planet and dooming our own children by indulging in an orgy of consumption and denial. The killing is quite legal. Whatever fragile legislative protections are enacted to slow it are abandoned when it becomes economically inconvenient to retain them. We yearly release millions of tons of chemical and radioactive poisons into our food, air and water; poisons that in some cases carry the threat of harm for 100 times longer than humans have had written records. It is, we are informed, not economically feasible to do otherwise. The Smithsonian Institute recently informed us that one-third to one-half of all existing species will become extinct in the next few decades. The Earth, in plain terms, is dying. The battle over environmental issues is not about logging jobs versus hiking trails, as our captains of industry would have us believe. It is about the continued existence of life forms higher than the cockroach on the planet. We are losing.

We are gobbling the seed-stock of life and pretending that the free lunch can go on forever. The biosphere in which our species evolved has served to sustain us quite well for millennia. Yet those who seek to stop the brutal assault on our shared home are condemned as radicals by men whose self-proclaimed conservatism is really nothing more than a demand to be allowed to enrich themselves at any cost.

An intelligent conservative knows some deep truths, including the illusory nature of free lunches and the inadvisability of taking irreversible actions without understanding the consequences. Our behavior is neither intelligent nor conservative.

I have learned through working with the dying and the addicted the incredible power of denial in the human psyche. Denial is what allows the addict to consume more poison, allows the smoker to assign the pain in his lungs to a temporary cold. The dying classically progress

through certain easily recognizable stages on their journey. Denial is first, followed by bargaining, anger and finally, for those fortunate enough to reach it, peace and acceptance. We are, as a culture and a species, mostly in the denial stage, with a tentative reach into bargaining as we grudgingly accept the need to recycle a very few of the most convenient items we demand from our industries. Denial seldom solves anything, but it does allow an extended period of pretend well-being and good feelings. Our cultural denial is reinforced by an economy that is structured in such a way that survival can only be assured by growth.

Growth by its very nature means an increase in the speed and efficiency of environmental destruction. All of our political and corporate leaders owe both their wealth and their power to growth. Anyone who says aloud that infinite growth on a finite planet is impossible is ridiculed. Denial has become official policy.

If what I and my three colleagues did has no effect other than to further damage an already tattered social contract, then I apologize for my part in it. That was not the point. I acknowledge the necessity of courts and laws, and accept my prison term. But I am not sorry.

We are in desperate trouble on this Earth, and unless the thick veil of denial is torn and quickly, we will march ourselves and the rest of the beings with whom we share this sweet planet into possible extinction. Our actions were an attempt, ill-conceived or not, to wake our dreaming society. The effort was made not for personal gain but on behalf of all beings and their unborn offspring. I hope someone is listening.

From The Rhetoric

by Aristotle

There are very great differences between young and old men. The young have strong desires, but these change very quickly. Their desires are very strong while they last, but are quickly over. The young often get angry. This is because they love honor and can't stand being insulted. Therefore, they become furious when they imagine they have been treated unfairly. Yet, while they love honor, they love victory even more because the young are eager to feel superior to others. And they love both victory and honor more than money because they don't know what it's like to do without money.

The young look at the good side of everything because they haven't seen much wickedness. They are very trusting because they haven't been cheated much. All their mistakes come from overdoing everything. They both love and hate too much. This is because they think they know everything and are sure of everything. If they hurt others, it is because they mean to insult them rather than harm them. They are always ready to pity others because they think everyone is basically honest. They judge their neighbors by their own harmless natures, and so can't believe that people deserve to be treated badly.

Old men are very different. They have often made mistakes and have been taken in many times. For them, life is bad business. The result of this is that they are sure about nothing, and so always under-do everything. They "think" but never claim to "know." Because they are hesitant about everything, they add a "possibly" or a "perhaps" to whatever they say. Their experience makes them suspicious and they think that everything is worse than it appears. They are not generous because money is one of the things they need, and they see how hard it is to get and how easy to lose. They lack confidence in the future partly because of the experience that most things go wrong and turn out worse than one expects.

The old live by memory rather than hope, for what is left to them of life is very little compared to what has passed. They are always talking about the past because they enjoy remembering it. Their anger is sudden but weak. They guide themselves by reason much more than by feeling, for reason is directed to what is useful; feeling to what is right. If they harm others it is because they want to injure them and not, as in the case of the young, to insult them. Both young and old men feel pity toward others. However, they feel pity for different reasons. Young men feel pity out of kindness. As was said, young men believe people are better than they really are and so don't deserve to be harmed. Old men, on the other hand, imagine that anything that happens to another might happen to them. And it is this possibility that stirs their pity.

Personal Journal

Definition of Service

1. What service activities have you undertaken personally? List them here. Put an * next to those projects that lasted more than 6 months and a + next to those which involved you directly with people who were being served.

2. What is your definition of service?

3. Thomas Jefferson said, "A term of duty in whatever line he can be most useful to his country is due from every individual." How do you think service relates to citizenship? How does Jefferson's definition of citizenship relate to you? To your students?

Evaluation

Please rate the following items from 1 to 5; 5 being excellent and 1 being poor. Please write in comments about the training. Your comments will help us shape the seminar in the future.

DAY ONE:

_____ Introductions

_____ Linking service and learning

_____ Video: "The Courage to Care, The Strength to Serve"

_____ Elements of effective service-learning: Maryland's 7 Best Practices

_____ Brainstorming problems and project walk-through

_____ Preparation for service projects (Please check which prep group you attended.)

_____ Poverty

_____ Environment

_____ Aging

_____ Service projects (Please record which site you visited.)

Site: _____

_____ Reflection on service projects

Evaluation

DAY TWO:

_____ Video: "Today's Heroes"

_____ Outcomes of service-learning

_____ Process of curricular connections

_____ Panel of teachers

_____ Discussion: relationships between agencies and schools

_____ Preparation for community search

_____ Community contact role-plays

_____ Recipe for service

_____ Service Fair

_____ Discussion of resources for projects

_____ Issue Area Workshops (Please record the two that you attended and rate each one separately. Then rate the concept of the workshops overall on the line above.)

_____ Individual work on project plans

Evaluation

DAY THREE:

- _____ Scavenger hunt for community contacts
- _____ Celebration and recognition
- _____ Video: "Youth as Resources"
- _____ Youth speeches and panel
- _____ Facilitating youth leadership
- _____ Individual work on project plans

DAY FOUR:

- _____ Nuts and bolts
- _____ What will help you after you leave here?
- _____ Building support and speeches on service-learning
- _____ Build a citizen
- _____ Networking
- _____ Service-learning and educational reform
- _____ Setting goals for follow-up meeting
- _____ Creating a vision for the future

Evaluation

OVERALL:

_____ Facility

_____ Lunches

_____ Parking

_____ Facilitators

_____ *Maryland's Best Practices*

_____ Handouts

_____ Working in small groups

_____ Evening assignments

_____ Overall Seminar

Please let us know what you liked and did not like; found useful or didn't; and what we should change. Do you feel adequately prepared to present service-learning in your classroom?

Plus	Delta

Curricular Connections

INCORPORATING SERVICE-LEARNING
INTO YOUR SCHOOL AND CLASSROOM

What's Curricular Connections/Infusion?

What does it mean to make curriculum connect with service-learning? This is best answered by showing examples of curricular connections (this was previously referred to as infusion).

Curricular Connections include:

- Science students testing streams for pollutants in a unit on water quality and using the results to lobby for ground water protection regulations.
- English students who are studying persuasive essays picking issues to research and drafting position papers suggesting policy actions which they then send to their legislators.
- Art students in a unit on layout and design creating brochures, posters and displays on AIDS which they post and distribute in the school and community.

Curricular Connections are also an excellent catalyst for designing cross-curricular projects. Cross-curricular connections may take the form of:

- One hundred students working together to rehabilitate a public field adjacent to their school. In science, they survey the field to determine rehabilitation steps needed. In math, they measure the field and determine the amount of materials necessary for the renovations. English students write persuasive speeches and letters for community groups to solicit funds for the rehabilitation. Industrial Arts students cut materials and construct benches. In Social Studies, they study the history of the field and the philosophy of public spaces. Finally, they all come together for one day to rehabilitate the field.

Service can effectively be integrated into any subject area. Connecting the curriculum- service is a valuable method for conveying information to students while allowing them to work experientially.

Why Connect Service-Learning to the Curriculum?

Providing service-learning activities allows students to establish connections to the community and solve real world problems by applying knowledge acquired in the classroom. Students find that participating in service-learning activities helps them see the relevance of the material

taught in the classroom.

Service-learning can be infused into virtually any academic instructional unit and course. Following is a breakdown of a few of the subject areas and goals met by engaging students in service-learning.

Science	Social Studies	Math	Language Arts
<ul style="list-style-type: none"> -relevance of science -rational and creative thinking -environmental studies -health education -nature, biology -sanitation -aging process -pollution -genetics/ disabilities -nutrition -public health/health regulations 	<ul style="list-style-type: none"> -political, historic and economic aspects -social awareness -political awareness -local government -cultural sensitivity -citizenship -diversity issues -critical thinking and problem solving 	<ul style="list-style-type: none"> -appreciation -express and interpret mathematical ideas -measuring -estimating -problem solving -calculating -graphing -surveying -budgeting -analyzing 	<ul style="list-style-type: none"> -research -writing -formal speaking -informal speaking -communication skills -critical thinking -reading -effective listening -language appreciation -literature appreciation

Vocational Education	Health	Music & Fine Arts	Family Studies
<ul style="list-style-type: none"> -communication skills -socialization -job tolerance -work ethics -appropriate behavior -work habits -personal appearance 	<ul style="list-style-type: none"> -self concept -interpersonal relationships -substance abuse -health practices -food and nutrition -safe living -disease -sexuality 	<ul style="list-style-type: none"> -appreciation -historical, cultural, and social context -aesthetic judgments and decision making -creative expression 	<ul style="list-style-type: none"> -food and nutrition -interpersonal relationships -child development -concept of family

This list is only the beginning. All of the activities listed in this guide contain opportunities for

students to learn and practice many academic and life skills. They also include ideas for preparation and reflection, as well as extensive resources.

How Do You Connect Service-Learning to the Curriculum?

Connecting service-learning with the curriculum is a several step process similar to planning any instruction. First, consider the relevance of your course to the school's mission to nurture citizenship. Second, identify the language you will use to link your course and the service project to the citizenship part of the school's mission. Third, identify projects and plan student leadership opportunities. Finally, with your students, work through the preparation, action, and reflection steps of the project.

Schools and Citizenship

Schools were originally established in the United States to create good citizens. Most schools continue to cite a connection to the community as part of their philosophy or mission statement. When planning to integrate service-learning into the curriculum, review your school's philosophy. Locate explicit references to citizenship, participation, or linkages to the community. Write down how these words come to life in the teaching and learning in your school and your classroom.

Next, review course goals and units of study you will be covering in your class. Identify the focus you generally take when teaching the units of the course. Determine where in the unit or course students' learning would be enhanced by an experiential service-learning activity.

Exploring the Language of Service

Incorporating a service-learning project into a course will help students become effective citizens only if we tell them becoming an effective citizen is one of the intended outcomes of the project. To achieve this outcome, you need to use the language of service and citizenship and students need to study and discuss the concepts.

As you plan how you will work with students, think about which words you can use to convey the connection between doing the service project and being a citizen. The language of service contains words such as: citizenship, duty, responsibility, activism, advocacy, politics, service-learning, community, service, participation, participatory democracy, reciprocity, social problems, justice, policy, democracy, caring, cooperation, commitment, trust, collaboration, partnership. Use and explore this language with students as you develop projects.

Students become aware that the actions they undertake impact their community when you and guests from the community explain the project in those terms. Another way students learn about citizenship is to talk about their experiences and share ideas about what it means to be a good citizen.

Here is an example of how this language might be used. If you incorporate service into a Health

Education unit on substance abuse, introduce into the discussion service terms such as social problems, responsibility, policy, justice. Explore the relationship of these terms and concepts to the issue of substance abuse.

Planning Service-Learning Instruction: Projects and Student Leadership

Like all good instruction, service-learning takes some planning on the part of the teacher. The planning in this case centers on two things: the projects and student leadership.

Given the work you have already done (the focus you ordinarily take when teaching a particular unit in your course, where you will include a service-learning project, and the language of service and citizenship) now think of two or three service projects that would provide appropriate learning for your students.

Choose projects that:

- ✓ provide needed service to community
- ✓ relate to your course, the unit, and your focus
- ✓ you find exciting
- ✓ students can help design and operate within the parameters you set up

Be creative -- there are many great projects that are not listed in this guide because of space constraints. Colleagues are another rich source of ideas. As a bonus, discuss with colleagues how the projects you thought of could connect with other areas in the curriculum; work with colleagues and jointly develop cross-curricular connections through service.

The most effective service-learning projects include students in their design and operation.

Structure your instruction so that students can make meaningful decisions. Plan how you will help them make good decisions. Students can make programmatic decisions: which projects to undertake; which organizations to work with; which days to provide services; how many times to serve at one site. Or they can make material decisions: the number and type of sandwiches to produce; the color of the tablecloths to be sewn; the wording of the survey to be sent to community agencies. All the logistical decisions that need to be made can be made by students.

Students' input may vary depending on their experience with decision making, ability level, and familiarity with service and the subject where the project will be infused. One way to guide their decisions about what project to undertake is to have groups of students evaluate different project ideas according to these criteria:

- Does the project have relevance to the course?
- Is the service needed in the community? How do you know?
- What community resources and partners could help with the project?
- Is someone already doing this? Could you join their efforts?

Engaging in Service-Learning

Now comes the exciting part -- carrying out your plan to connect service-learning with the curriculum.

Preparation

All classroom studies in the unit are preparation for the service project.

Explain to students why you will be doing service as part of the class/unit. Service-learning is a teaching tool, a method for obtaining knowledge. It has instructional value because it helps you achieve learning outcomes. It allows students to see the relevance of their academic coursework to "real life." Service also is of value to the community because students provide needed services and fulfill unmet community needs through their projects. It enables schools and communities to connect in new, exciting ways.

Studying the work of a person who has taken action to improve the world provides a wonderful opportunity for students to study effective action and to explore the language and philosophy of citizenship.

Ask students to brainstorm projects that would be appropriate, interesting, and meet the goals of the unit or course. Guide them to one of the projects you thought of by having them use the criteria described above to judge the project ideas. Or, if appropriate, select one of theirs. You may sometimes decide to skip the student brainstorming session and instead direct them toward the 2 or 3 projects you have selected and have them choose from among them.

Action

Carry out your service project in the community.

Reflection

Evaluate the effectiveness of the project with the students. Brainstorm spin-off projects. Learn more about the issue. Write, speak, discuss, etc.

Reflection activities can take place in any curricular area:

- ✓ **Science:** discuss, read, act out skits
- ✓ **Language Arts:** write journals or term papers, speak
- ✓ **Art:** draw, paint, create collages
- ✓ **Social Studies:** research, write, speak
- ✓ **Health:** speak, act out a skit or play
- ✓ **Industrial Arts:** discuss, review video tape

Celebration/Recognition

It is important for students to know their efforts make a difference. Remember to acknowledge students' contributions to their community. Invite the media along as you do your projects. Post on your classroom walls any coverage you receive. There are many ways to celebrate your successes!

Devising Developmentally Appropriate Activities

Students are resources for our communities. Through service-learning students can accomplish great things. We have witnessed young people from kindergarten to twelfth grade tutoring their peers, mounting public education campaigns about abuse, providing comfort and company for the elderly, and cleaning the environment.

The students' ability to make a difference in their communities is related more to their experience doing service and the guidance they are provided than to their ages. The more inexperienced the students, the greater their need for learning about their communities and service

The following descriptions of the characteristics of young people at different ages and the implications for their learning should help you devise developmentally appropriate service activities with them.

9 TO 11 YEAR OLD

CHARACTERISTICS	IMPLICATIONS	SERVICE-LEARNING PROJECTS
Learn best when physically active	Allow members to participate where they can use physical energy. Center activities around active participation.	
Special attachment to older youth	Have members choose an older youth to be their mentor.	
Independence is shown by disobedience, back talk, and rebelliousness	When you notice these characteristics allow members to show independence. Ask them which activities they would like to talk about. Then talk with them and participate in those activities. Give individual attention.	
Reading becomes an individual experience	Allow time for member to do own reading and thinking before working with others.	
Attention span is about 30 minutes	Use varied and interesting activities. Change types of activities.	
Acceptance by peer group is an important reward	Use the peer group to give recognition for good work. Have group give applause for completed activities.	
Feelings of competence enhance self concept	Provide activities which will let members succeed. Recognize them for their accomplishment. Let them feel good about themselves.	
Easily motivated	Use encouragement to keep them motivated.	
Loyalty to own sex, and antagonism toward opposite sex	Let members choose helpers and partners for activities. This will let them begin in a comfortable environment, without hostility. Do not force them to have partners of the opposite sex for activities.	

12 TO 14 YEAR OLD

CHARACTERISTICS	IMPLICATIONS	SERVICE-LEARNING PROJECTS
Can take responsibility in planning and evaluating own work	Allow members to plan activities. Expect follow through. Assist them with evaluating the outcome. Let members have responsibility for group activity.	
Can plan their own social and recreational activity.	Form planning committees to plan parties and other social activities. Give experience in working in groups.	
Can discuss current events, international affairs, and social issues with some help.	When talking with members individually or citing examples for a group use current events and international affairs. Use activities and games to encourage awareness.	
Avoid difficult tasks.	Help members choose tasks in which they can succeed. Encourage members to participate in all tasks. Assist them in eliminating their fears. Help them to succeed in solving and participating in difficult tasks.	
Youth still depend on parental guidelines. Gaining skills in social relations with peers and adults.	Establish guidelines for group. Give parameters for youth to follow. Involve members in deciding on own group rules. Provide opportunities for interaction, with peers and adults. Provide activities which foster social interaction.	
Peer pressure mounts, first from same sex, then from opposite sex.	Use peer pressure as a positive influence. Use group to influence nonparticipation. Have group give encouragement to individuals.	

CHARACTERISTICS	IMPLICATIONS	SERVICE-LEARNING PROJECTS
<p>Infatuation is common. Interest in opposite sex is often shown in contrary behavior-- pushing, hair pulling, etc.</p>	<p>Allow for interaction of sexes. Let individuals decide on which partner they would like to be with.</p>	
<p>Enjoy doing things valued by peer group that lead to personal satisfaction and self improvement.</p>	<p>Provide activities and experiences valued by group. Let members express their views on social issues. Let them discuss ways that they can help themselves.</p>	
<p>Strong emotional attachment to older youth and adults.</p>	<p>Allow members to participate with older youth and adults. Plan some activities which include these groups.</p>	
<p>Choices are often unrealistic.</p>	<p>Assist members in making realistic choices. Question their plans, show alternatives, and help them weigh aspects before making decisions.</p>	

15 TO 18 YEAR OLD

CHARACTERISTICS	IMPLICATIONS	SERVICE-LEARNING PROJECT
Personal philosophy begins to emerge.	Allow time for members to explore and express their own philosophies. Use activities which have them search for experiences which allow them to identify their philosophies.	
Enjoy discussing the world situation as well as their activities.	Allow members to discuss world situations and how they feel about current events.	
Abstract thinking and problem solving reaches a high level. Can choose purposes, make plans, carry them out and evaluate the results.	Put members into real life problem solving situations. Allow them to discover fully ideas, make decisions and evaluate the outcome.	
Strong desire for status in peer group.	Make sure members are encouraged by peers. Assist in making a climate that is conducive to encouragement.	
High interest in social activity.	Arrange for social interaction in activities. Allow them to plan and carry out social activities.	
Need freedom from parental control to make decisions.	Make members aware that in these situations they are making decisions for themselves or a group like themselves.	
Widespread feelings of inferiority and inadequacy	Counter the feelings of inferiority and inadequacy, be encouraging, and helping members to see their positive worth.	

*Courtesy of "Learning Skills You Never Outgrow,"
Cooperative Extension Service University of Illinois at Urbana-Champaign*

Service-Learning With Students With Disabilities

Introduction

Students with disabilities are recipients of many special education and related services. Consequently, they are perceived as persons in need of assistance and are seldom seen as people capable of giving assistance and making positive changes in the community. Service-learning provides an avenue through which students can improve their self-images and interact in their community with dignity.

Engaging students with disabilities in service-learning projects is one of the most positive things you can do for them during the course of their education. Throughout their lives, children who are "different", who have "special needs", are usually the recipients of service from others. Sometimes, this is just fine. After all, everyone needs help now and then. However, depending on the spirit in which this service to them is performed and on the amount of input they, the recipients, may have into shaping the service they receive, it may not be a positive experience. Particularly if the help always comes from peers and always goes only in one direction. They may grow to feel more like victims of service than beneficiaries. They may feel that they have nothing to contribute to others; after all, the helping only goes one way.

Getting them involved in service-learning is one way to turn the tables--to empower them to have an active role in the school and community, and to give them the experience of being the helper rather than always the helpee.

In addition, service is an essential part of being a good citizen. As people with disabilities speak out to demand their rights, which are long overdue, they can strengthen their case by making a contribution to their communities by helping others. They can take on the responsibilities of citizenship.

Even with the inclusion efforts happening in schools all across the country, isolation from non-disabled peers and from the community at large is an ongoing problem for young people with disabilities. By planning activities that include non-disabled peers, service providers, and members of the community, students with disabilities are more fully integrated into their community.

How does it benefit students?

Students can benefit personally, socially, and intellectually from preparing for, performing, and reflecting on service. On a personal level, serving can raise students' self-esteem, help them overcome fears about being in the community, help them learn and practice appropriate social skills, help them be more resourceful about solving problems, expose them to job-related skills, identify their strengths, talents, and interests, and make better use of their leisure time.

Socially, serving in the community helps students see themselves as role models, raises awareness of the needs of others, gives students another perspective on their own abilities and limitations, and promotes better interpersonal and communication skills.

Intellectually, performing service helps students learn material in class, expands their knowledge base, and gives them added incentive to achieve academic goals. By giving students a real world application to what they learn in class, retention of knowledge increases.

Performing service also makes a difference in how they are perceived by the rest of the school and by the community at large. They are seen as capable, contributing members of society.

Service-learning can also help drive the process of inclusion. As others in the school observe the contributions made by the students with disabilities, they grow to respect the unique capabilities of the group. Rather than seeing the students as a drain on resources, others come to see them as an asset to the school.

It also provides a much needed focus for integrated activities. Often groups of students with and without disabilities are brought together under the umbrella of "special friends" or "circle of friends" groups. The purpose of these groups is to integrate the students with disabilities into their peer groups. A much more natural approach is to bring the students together for the purpose of performing a service project. In this way, they work together as a team, as peers. The focus is on working together to achieve a goal, rather than on being together to provide "buddies" to the students with disabilities.

How should I select projects?

To make service-learning a positive learning experience, it is important to program for the strengths of your students and adapt for their weaknesses. This is not to say that you can't involve a student in a project that will help ameliorate a skill deficit--just make sure you're building on his/her strengths. For kids who traditionally have little success in the academic arena, this is a valuable chance to shine in school.

Try to match your students' strengths to the projects. Some strengths are better for some projects than others. For example, a student with difficulty in writing and auditory processing will likely become very frustrated if asked to write letters from dictation for a frail senior citizen. But that same student might love to tell stories and conduct bingo games with the nursing home residents.

Service projects for students with disabilities are in spirit the same as projects designed for students without disabilities. Students work together, accomplish goals, assist in making positive changes--all within the structure of preparation, action, and reflection.

What have students with disabilities done?

There is an unlimited number of possible projects to do with students who have disabilities. Here are a few Maryland examples.

Students with moderate intellectual limitations and severe to profound physical disabilities

When the Outreach students (a class of students with moderate intellectual limitations, some of whom had severe and profound physical or sensory disabilities) arrived at Cockeysville Middle School in September 1993, they immediately spotted the courtyard which was overgrown and dull. With permission from the administration, the students (under the guidance of teacher Pat Barget and instructional aide Cathy Koslowski) began to prepare for sprucing up the courtyard. The students composed a short letter requesting some bulbs, mums and a dogwood tree from a local nursery. One of the students typed it on the computer and everyone signed it. Within a couple of days, they got their supplies and began to work in the courtyard.

Once they got involved, other teachers wanted to join them. The art teachers made Halloween decorations (haunted house painted on wood, and stuffed scarecrows) with the Outreach students and other seventh graders. They want to make seasonal items to display and decorate the courtyard all year long. The shop teacher is helping the students make a birdhouse.

One of the students is non-verbal and uses sign language so Pat and Cathy used this experience to increase her expressive and receptive language skills. Another student is in a wheelchair and they found that she could not participate in planting flowers because she could not reach the ground. Their next project will be to build wheelchair-accessible planters.

This project has been a great public relations activity for the Outreach program. It has increased the students' visibility within the school and provided a vehicle for interdisciplinary activities.

Students with learning disabilities, emotional disturbance or mild intellectual limitations

Ginny Cunningham's 7th and 8th grade science students at Chesapeake Bay Middle needed some motivation and something to help them feel important. She, with the help of Jill McCutcheon, planned a project that brought their studies in health and nutrition to life. Once a month, the students prepared casseroles to donate to Our Daily Bread, a large soup kitchen in Baltimore. They took their casseroles to the soup kitchen and spent about 2 hours each month preparing sandwiches and setting up the lunchroom. Because of the age restrictions of the soup kitchen, they were not allowed to serve lunch to the hungry people who lined up for a meal each day. They also brought seasonal artwork to brighten the walls of the place.

The students prepared by learning about service, about poverty, and about nutritional needs of the human body. The director of the soup kitchen came to talk to them about poverty. They reflected through discussion about their experiences.

The students loved the experience. They told their teacher it made them feel good to help, they learned a lot about people in poverty, they enjoyed the "field trip" each month, and it helped bring them closer as a class.

Students with moderate to profound intellectual and physical limitations

Arlene Dorsey's students at the William S. Baer School were involved in an indirect service project--making craft items and decorations for a nursing home. The students did the shopping for the materials, constructed them, and small groups delivered the items to the home. On one of their shopping trips for materials, they went to a local mall. Several of the students used wheelchairs, and were again frustrated about having to go to a special door, wait for a maintenance worker, and be led through the mall to the freight elevator in order to get to the stores.

As they began talking about their frustration, they realized that they were not the only ones inconvenienced; there were many people with disabilities, elderly people, and people with children in strollers and carriages who could not manage the stairs either. They decided to do something about it.

The class labored over letters to the management of the mall and arranged a meeting to voice their concerns. They were persistent and insistent! Not only did they want an elevator--they wanted a glass elevator so that they would not become victims of crime while inside the elevator.

After a few months, their persistence paid off. The mall installed an elevator--a glass one. The students continue their watchdog advocacy project--their next project is getting the mall management to install automatic doors at the mall entrances.

Students with and without disabilities serving together

At Harper's Choice Middle School, students with severe disabilities were taught in separate classrooms. David Patterson, a special education teacher, decided to use service to try to break down the barriers between regular and special education students. Working with the 7th grade science teacher, he developed a yearlong series of environmental service projects linked to the science curriculum. Students performed the projects in teams--teams in which the special education students were included.

The students planted marsh grass along the shore of the Chesapeake Bay to stop erosion, painted storm drains with the message "Don't Dump", monitored a local stream, and planted trees on campus. They prepared in their science classes and reflected through Think-Pair-Share activities and journals. The special education students used graphic organizers to compile reflection ideas.

What does this have to do with functional skills?

Service-learning projects often involve life skills: communicating, writing, moving around, learning about work, caring for others, preparing items (food, crafts, etc). It is easy and natural to take a learning experience out of the simulation mode and have students learn and practice skills in an arena where it is of real benefit to someone else. What better way to motivate a child than to have someone really counting on them to master a skill? They can learn and practice skills in authentic, natural situations.

For example, students needing to strengthen basic math skills could help senior citizens balance their checkbooks. Students working on sorting skills could sort different kinds of food at a food pantry. Students working on expressing their opinions in writing could write letters of advocacy.

In the course of projects, you can structure opportunities for students to learn to depend on natural supports. For example, at a nursing home, students can learn to follow directions and ask for clarification from the activity director, rather than looking only to the teacher for guidance. Likewise, in team or group projects, students can learn to depend on classmates for assistance. Team members can help remind each other of tasks that need to be completed.

What about partial participation?

In a class of students with moderate to profound mental and physical limitations, completing a project for a local nursing home depends on the successful involvement of every student; yet no student is capable of completing all the steps individually. The students are putting together attractive small packets of birdseed. They will later take them to the nursing home and, together with the elderly residents, feed the birds. One student scoops the birdseed; another with more limited fine motor skills holds the bag. Yet another attaches ribbon, another one counts the filled bags, another puts the bags into the box.

A group of students with severe mental and physical disabilities and high school peers without disabilities wanted to educate the rest of the school about the capabilities of people with disabilities. The students with disabilities were not capable of conducting class sessions, responding to random questions, etc. The students without disabilities were not capable of deciding what kids with disabilities thought others should know about them. The group of students coordinated taking pictures of the students with disabilities and choosing which pictures to use. The students with disabilities dictated to their non-disabled peers what they thought people should know about disabilities. The non-disabled students conducted the classroom awareness sessions and answered questions.

In a class of students with learning disabilities and emotional disturbance, several students did not have adequate reading skills to tutor younger children in academic subjects. But some of them were whizzes at organizing materials. These students were tapped to help others organize their notebooks and sort through which work needed to be done first. Other students were helpful by making materials (flash cards, etc.) for tutors to use.

In all these projects, students were involved in service through partial participation. No one

could do everything, yet all were needed to complete the project. It is important not to limit the possibilities of the projects you and your students can do even if students can only do parts of them.

This could be an opportunity to teach larger skills slowly; students each perfect one part of a skill to complete a project, and then switch roles with each other.

You can also use partial participation in service projects to help drive inclusion. Your students could pair up with a class of students without disabilities who have complementary skills.

Being open to partial participation may help students who need projects brought to them. One teacher was concerned about taking her class of students with severe emotional disabilities into the community; she wanted to involve them in service but felt they couldn't handle the change in environment. She didn't want to take her students to the soup kitchen to serve food, but they could still cook and send a meal. A few of them were put on a behavior modification program with the reward being that they were allowed to represent the class in a visit to the soup kitchen.

Partial participation also helps you involve the most limited students; by pairing up or breaking up tasks into small parts, you can involve students who may need one-on-one or hand-over-hand assistance.

How can I adapt projects for my students?

There are several kinds of adaptations you may want to make to a project to involve students with various disabilities. You can change the difficulty level of the task, or the goals for a particular student, or the method of teaching you use.

More specifically, there are particular kinds of adaptations you can make.

Material adaptations involve modifying the equipment or materials used in an activity so students with disabilities can participate. Examples include providing handouts in large print or Braille for people with visual impairments, placing a rubber grip around markers so a person who has problems with fine motor movement can grasp better, or tossing beanbags instead of balls for students who cannot close their hands.

Procedural and rule adaptations require modifying or simplifying rules to facilitate participation in an activity. Rules might be altered to teach a game, and then later shaped to conform to the original set of rules. If an activity requires students to write or draw ideas and share them with the group, you could make sure the contents of these materials are clearly read out loud to the group. This is important for students with visual impairments or students who can't read. Another adaptation is allowing participants to take breaks (or having alternate activities); this is important for students with short attention spans.

Skill sequence adaptations entail breaking the activity down into its smaller steps through task analysis and either teaching the activity by chaining together these steps one by one, or

rearranging the steps in a different order which eliminate certain difficulties.

Activity adaptations involve creating a simplified version of an activity that allows practice in some component skill of an activity. For example, in a brainstorming activity, students who are non-verbal, who cannot write, or who have difficulty processing information quickly could cut out pictures of the group's ideas from magazines and paste those pictures next to the items listed on the paper.

(the previous adaptation information is from Youth Leadership Training Curriculum, Project PIE, the Arc of Northern Virginia, 1993)

You may need to modify projects to address social or behavioral issues. You may want to add extra preparation in behavior for some students. It is often helpful to discuss and/or role-play appropriate social behaviors in community settings such as the library, grocery store, nursing home, etc. It might be necessary for some students to continue their behavior modification programs during the service project. The reflection process described in this guide provides an opportunity to provide ongoing feedback and instruction in social and behavioral skills.

Teachers should take special care to prepare for potential problems that could arise during service projects. Since school health services will probably not be available on site, matters such as arranging for students' medication or other care should be preplanned carefully. For students with special personal care needs, it is helpful to instruct students in the use of cafeteria, toilet, or other facilities at the community service site prior to beginning the projects. Accommodation should be made for students who use assistive aids for personal care, communication, or mobility to enable them to participate fully in the community.

How can I incorporate technology?

Service-learning projects provide many opportunities to teach and enhance high and low technology skills. Students can use computers to write letters, equipment in the print shop to create posters, tutor others via the computer, make copies with the Xerox machine, use the telephone to make community contacts, use communication boards specific to their projects, and record their achievements with cameras, video recorders, and tape recorders.

Some students will benefit from the use of assistive technology (such as electronic communication devices, mechanical grabbers, etc.) to help them perform service-learning projects. Consult with your student's physical, occupational, or speech therapist to figure out how to use assistive technology to enable or enhance participation in service.

Is there a link with inclusion?

You can use service-learning to further inclusion in your school. Engage students with and without disabilities in projects together. You may want to plan a project with another teacher right from the start. Another approach is reverse inclusion--start a project with your students, and then when they are comfortable with it, include students without disabilities as fellow participants. In this way, your students become the leaders. You can create a program that is so attractive that others want to be involved with you and your students.

One teacher did this in the following way:

- "The goal of the peer tutoring program was to build a "smart is good" image and create positive role models at the school who are special education students.
- "Eighth grade special education students tutored sixth and seventh grade special education students in math and reading skills. The tutors helped students to organize notebooks, prepare folder lessons, and teach work recognition, math, and spelling lessons.
- Tutors developed lessons which could be completed without writing.
- "Tutors and tutees gained a great deal from the experience. The program got a lot of recognition in school and in the community. Tutors' and tutees' grades increased.
- "General education students applied to become part of this elite group. When they were accepted, they were paired with a current tutor and mentored through the process of learning to be a tutor. The original tutors also evaluated the new tutors. This was a tremendous boost in self-esteem for the special education students--to be the experts for a change."

Tips on different kinds of disabilities

The projects you take on are more limited by creativity and energy than by your students' disabilities. Almost any project can be adapted for almost any group of students.

To get you started, however, listed below are some of the projects frequently taken on by students with particular disabilities. These should not limit you--they are intended to provide nothing more than a starting place. The third column contains tips from teachers who have completed these projects with their students.

An Overview of Service-Learning with Students with Disabilities

DISABILITY	SAMPLE PROJECTS	TIPS
Development Disabilities	<ul style="list-style-type: none"> *Beautify school *Serve at soup kitchen *Sort food at food bank *Visit nursing homes 	<ul style="list-style-type: none"> -Check accessibility -Plan for short blocks of time -Hands-on
Learning disability	<ul style="list-style-type: none"> *Peer mediation *Reading buddies *Tutoring peers 	<ul style="list-style-type: none"> -Directions in multiple formats -Less emphasis on written work -Hands-on -Well structured; clear task delineation
Severe emotional disability	<ul style="list-style-type: none"> *Serve at soup kitchen *Assemble MADD ribbons *Peer tutoring 	<ul style="list-style-type: none"> -Well structured -Small groups -Lots of student decision-making -Individualized projects -Use service as reward
Physical disability	<ul style="list-style-type: none"> *Assembly of items *Packaging *Entertaining *Other projects in accessible settings 	<ul style="list-style-type: none"> -Accessibility -Lavatories -Workspace -Adapt equipment -Bring project to kids -Consider partial participation
Attention deficit with hyperactivity	<ul style="list-style-type: none"> *Tutoring *organize notebooks *develop skills *review skills 	<ul style="list-style-type: none"> -Short, well-structured -Pair with other student--peer buddies -Have breaks with alternate activity planned -Change tasks frequently -Review ahead of time
Blind	<ul style="list-style-type: none"> *Assembly *Create books on tape *Entertain 	<ul style="list-style-type: none"> -Pair with buddy -Watch for obstructions -May need to provide materials in Braille -May need to provide Brailier
Deaf	<ul style="list-style-type: none"> *Peer tutoring *Entertain *Deaf awareness or advocacy 	<ul style="list-style-type: none"> -Pair with buddy -Safety provisions--emergency signals at site -Pair key signs with directions

Directions for Community Search Scavenger Hunt



Purpose: This hunt was designed to send teachers into the community to identify service-learning projects and forge relationships with agencies. The idea is to become adept at seeing service potential everywhere within a small radius of school. Emphasize the importance of meeting and calling people. Assure the participants that most agencies are very receptive to teachers. Also, remind them that you need not involve an agency to have a successful service-learning project.

Time: Four hours, usually 9:00-1:00, Day Three of the Four Day Training

Preparation: Copy and distribute the two-page Community Search Scavenger Hunt handout. Select prize for the person with the top score and the runners-up.

Procedure: Go over the format and set the time limit for the scavenger hunt. Although it is a game, it has a serious purpose: to give teachers time to make contacts for projects.

It is useful to first role-play possible situations teachers may encounter as they contact agencies. Help them prepare to make the phone calls and face-to-face visits.

After they have completed their scavenger hunt, discuss together as a group. Award larger prizes to top winners and smaller prizes to all who participate; then celebrate everyone's efforts.

As a group, use the information gathered to compile a "Service-Learning Project Directory."

This is an extremely effective activity that teachers discover can be easily replicated in the classroom with their students.

Community Search Scavenger Hunt

Guidelines:

1. You must make a minimum of three phone contacts and two in-person contacts.
2. You must have fun.
3. You must be an ambassador for your fledgling service program.
4. You must return by 1:00 to receive your prizes.

LEVEL 1: FLEDGLING

- ___ Conduct a web search or check the yellow pages; list service agencies and other places you could serve. (1/2 point for each place and phone number listed)
- ___ Walk around your school; make note of projects that could be done on school grounds. (1 point for each project)
- ___ Walk around the neighborhood of school; generate a list of projects/places within walking distance of school. (1 point each project)
- ___ Obtain name, phone number of contact person at sites where students could serve. (5 points)
- ___ Talk to the volunteer coordinator at an agency on the phone. List name, phone number, highlights of discussion for future reference. (10 points for each contact)

LEVEL 2: COMMITTED

- ___ Identify other teachers/staff who would likely support your efforts to promote service-learning at your school. (5 points each person)
- ___ Meet in person with volunteer coordinator at an agency. List name, agency, phone number, email, website, highlights of discussion for future reference. (25 points each contact)
- ___ Discuss Preparation-Action-Reflection with a volunteer coordinator. (25 points)
- ___ Identify resources (readings, speakers, activities, videos, etc.) to use for preparation and reflection activities. (25 points each item)

-
- ___ Set up short-term project with volunteer coordinator. (25 points each item)
 1. name, phone number of the agency
 2. preparation
 3. action
 4. reflection

 - ___ Lay groundwork for long-term project by meeting with school or agency representatives. (25 points per item)
 1. contact person, agency, phone number
 2. preparation
 3. action
 4. reflection

 - ___ Set up an appointment to speak to your student government about service-learning within the next two months. (50 points)

LEVEL 3: DEDICATED

- ___ Interview students; generate list of their concerns regarding community/world problems. (25 points for each student and 5 points for each item on their list)

- ___ List projects that could come of ideas listed above. (25 points each)

- ___ Identify students and teachers in other schools who have run innovative programs and could serve as role models and advisors as you set up your service-learning program. (10 points for each teacher listed; 25 points for each teacher contacted--can contact by letter--bring a copy!)

- ___ Set up an appointment to speak to the PTA or Kiwanis or Rotary (or similar group) within the next 2 months on service-learning. (25 points)

- ___ Record on video your school administrator expressing solid support of service-learning saying something like, "Gee, you've convinced me. Service is wonderful. Each student should do at least 2000 hours. In fact, any student who does service gets an extra special diploma and your budget for service-learning is unlimited. Go for it!" (200 points)

- ___ **TOTAL POINTS**

Community Contacts Sheet

Organization:

Address:

Email:

Phone:

Website:

Contact Person:

Best time to call?

Called
date:

Visited
date:

1. Service provided? To whom? When?

2. How could students get involved? (Direct service? Indirect service? Advocacy? Joint project?)

3. Any special considerations? Training? Age requirements? Hours of operation?

4. How could the organization help prepare you students? (Guest speakers? Field trips? Sensitivity training? Materials?)

For Agencies to Ask Schools	For Schools to Ask Agencies
1. What experiences have you personally had in community service or volunteering?	1. What have been your personal experiences in education? If you can, tell about a positive experience and a negative one.
2. How much contact have you had with the community in your role in the school?	2. What have been your experiences in working with children and teenagers in your agency?
3. Why are you interested in this partnership (professionally and personally)?	3. Why are you interested in this partnership (professionally and personally)?
4. From your perspective, what is the most important reason for involving youth in service-learning?	4. From your perspective, what is the most important reason for involving youth in service-learning?
5. What are major challenges you face in seeking to educate students?	5. What are major challenges you face in seeking to educate students?
6. If you could make one dream come true for your school, what would you wish for?	6. If you could make one dream come true for your school, what would you wish for?
7. What is the one thing you most wish for in your community and in service?	7. What is the one thing you most wish for in your community and society?
8. What is the greatest source of hope in your work?	8. What is the greatest source of hope in your work?

Courtesy of National Youth Leadership Council

Community Based Agency Project Brainstorm Activity

Categories to Consider

What needs to get done: -Main mission -Facility -Public Awareness & Ed. -Interaction with Clients -Fundraising -Supplies	What do you need to do to get it done?	How can students help?	What are the benefits to the organization?	What are the benefits to the students?

Changing Educational Roles Through Service-Learning

	Conventional Education	Experiential Education	Volunteerism	Service-Learning
Class	<ul style="list-style-type: none"> ▪Structure ▪Lectures ▪Tests ▪Textbook-based 	<ul style="list-style-type: none"> ▪Flexible use of time ▪Activity-based ▪Reflection on action ▪Activity in and out of class 	<ul style="list-style-type: none"> ▪Activity takes place outside of class 	<ul style="list-style-type: none"> ▪Class is responsible for community ▪Flexible use of time ▪Activity-based ▪Reflection on action ▪Activity in and out of class
Teacher	<ul style="list-style-type: none"> ▪Directs ▪Makes decisions ▪Presents knowledge 	<ul style="list-style-type: none"> ▪Organizes ▪Works with students ▪Helps students learn 	<ul style="list-style-type: none"> ▪Organizes ▪Makes decisions 	<ul style="list-style-type: none"> ▪Leads ▪Partners with the community ▪Works with students ▪Helps students learn
Students	<ul style="list-style-type: none"> ▪Follows directions ▪Listens passively ▪Receives knowledge ▪Prepares for the future 	<ul style="list-style-type: none"> ▪Directs self ▪Reflects on actions ▪Discovers knowledge ▪Prepares for the future 	<ul style="list-style-type: none"> ▪Follows directions ▪Meets today's community needs 	<ul style="list-style-type: none"> ▪Leads ▪Directs self ▪Reflects on actions ▪Discovers knowledge ▪Meets today's community needs
Community	<ul style="list-style-type: none"> ▪Has no direct role 	<ul style="list-style-type: none"> ▪Provides site for learning ▪Is the object of study 	<ul style="list-style-type: none"> ▪Defines needs ▪Directs volunteers 	<ul style="list-style-type: none"> ▪Addresses unmet needs with students and teachers
Person Responsible for Learning	<ul style="list-style-type: none"> ▪Teacher 	<ul style="list-style-type: none"> ▪Teacher ▪Student 	<ul style="list-style-type: none"> ▪No one 	<ul style="list-style-type: none"> ▪Students ▪Teacher ▪Community

Courtesy of National Youth Leadership Council

Youth Service Recipe

Young people have tremendous energy and enthusiasm to devote to their communities. To make the most of their talents, design projects that meet your agency's needs and capitalize on their strengths.

Following is a "recipe" for planning service-learning projects for students to do for your agency/clients. First, think of a variety of projects that need doing at your organization -- use the Project Characteristics lists to help. Then figure out how students can carry out the projects by selecting one or several characteristic from each of the Student Characteristics categories. Finally, talk to teachers and students to get their commitment to carry out the projects you have designed.

PROJECT CHARACTERISTICS:

1. TYPE OF SERVICE:

- Direct- contact with clients
- Indirect -- amassing resources
- Advocacy -- working with policy makers, doing research, etc.

2. FREQUENCY/DURATION OF SERVICE

PROJECT:

- One time
- Quarterly through the school year -
- develop institutional relationships
- Monthly
- Weekly
- Other

3. LOCATION OF PROJECT:

- On-site
- Off-site

4. TRAINING/ SUPERVISION:

- Project where experienced adult volunteers with your organization supervise youth volunteers
- Project where youth are supervised in the same way that adult volunteers are supervised
- Project that teachers or parents need to supervise

STUDENT CHARACTERISTICS:

1. AGE OF YOUTH:

- Elementary School-(5-10)
- Middle School--(11-13)
- High School--(14-18)

2. GROUP SIZE:

- Large group--a class, 25-35 students
- Small groups--representative of a class--5-8 students at a time
- Pairs
- Individuals

3. STUDENT LEADERSHIP:

- Project you design entirely for students to carry out
- Project you would develop more completely with a school
- Project you would like students to help design
- Project you would like students to help operate
- A project you wish a teacher would propose

4. STUDENTS WITH DISABILITIES:

- Project accommodating students with physical disabilities
- Project accommodating students with learning disabilities

Youth Service Projects

Project description:

Project characteristics:

Student characteristics:

School contacts who are interested in working on this project:

Name:

Name:

School:

School:

Phone:

Phone:

What are the steps you need to take to bring young people on board for this project? This is your action plan.

Step	Date
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Reaching Out To A Stranger

It was the middle of the winter, and the woman had no shoes. Frank Daily looked down at his Nikes and made a decision.

Frank Daily stared down at the frozen ground. He kicked chunks of snow, blackened with car exhaust, to the side. He only pretended to listen to the chatter of his friends, Norm and Ed, as they all clambered aboard the Number 10 bus after school. He spouted out automatic answers to their questions: "Yeah, I aced the Milton test... No, I can't tonight. I've got to hit the books."

Frank and his friends flopped down in the back of the Milwaukee city bus, along with several other high school boys, some from other schools. The bus belched a gray cloud out the back and headed west on Blue Mound Road.

Frank slouched into his seat. His hands hung from his two thumbs stuffed in the center of his belt. It had been another cold, gray day just a month ago in November when his world had come crashing down around him. He knew that his basketball skills were as good as the other boys'. His mom used to call him "the athlete of the season." When he was smaller, she had nicknamed him "Search and Destroy." He smiled at the memory.

The bus lurched away from a curb, and Frank instinctively braced his Nikes against the floor. "It must have been my size," he thought. "That had to be it. Five feet four. Since I'm new at Marquette High and only a freshman, the coach must have taken one look at me and decided I was too small to make the basketball team."

It wasn't easy starting a new school, especially an all-boys' Catholic school. The older boys tended to be a bit clannish. It was especially hard for Frank, because he had been a star athlete in all the sports in elementary school. Now, it seemed, he was a nothing.

Not only had he excelled in athletics before arriving at Marquette; he had also come alive to politics and history in the fifth and sixth grades. He recalled the advice his teacher, Don Anderson, had give him: "Look, Frank, if you'd put as much time into books as you do into basketball, you can do great in both."

"Well," Frank thought, "Anderson was right about the books, at least. My grades have been A's and B's ever since. Basketball is another story."

A loud horn and a screech of brakes somewhere behind the bus startled Frank. He looked at Norm and Ed. Norm was leaning his head against the window with half-shut eyes, his warm breath creating a circle of fog on the glass.

Frank rubbed his own eyes. He still remembered his stomach chilling into a frozen knot as he approached the locker room last month. He had read the team list posted on the locker room

door, hoping, searching frantically for his name. It hadn't been there. It was missing. No name. He had felt suddenly as if he had ceased to exist. Become invisible.

The bus jerked to a stop at the County Institutions grounds. The bus driver called to some noisy boys at the back to settle down. Frank glanced up at the driver who had been dubbed "Kojak" by some of the guys on the bus because of his bald head.

A very pregnant woman hung onto the silver handrail and slowly pulled herself onto the bus. As she fell backward into the seat behind the bus driver, her feet kicked up, and Frank saw that she was in stocking feet.

As Kojak steered the bus back into traffic, he yelled over his shoulder, "Where are your shoes, lady? It ain't more than 10 degrees out there."

"I can't afford shoes," the woman answered. She pulled her fraying coat collar around her neck. Some of the boys at the back exchanged glances and smirked.

"I got on the bus just to get me feet warm," the woman continued. "If you don't mind, I'll just ride around with you for a bit."

Kojak scratched his bald head and shouted, "Now, just tell me how come you can't afford shoes?"

"I got eight kids. They all got shoes. There's not enough left for me. But it's okay, the Lord'll take care of me."

Frank looked down at his new Nike basketball shoes. His feet were warm and snug, always had been. And then he looked back at the woman. Her socks were ripped. Her coat, missing buttons, hung open around her stomach, as swollen as a basketball and covered by a smudgy dress.

Frank didn't hear anything around him after that. He wasn't aware of Norm or Ed. He just felt a warm thawing in his gut. The word "invisible" popped into his mind again. "An invisible person, marginal, forgotten by society, but for a different reason," he thought.

He would probably always be able to afford shoes. She probably never would. Under his seat, he pried the toe of one shoe into the heel of the other and slipped it off. Then the other shoe. He looked around. Nobody had noticed. He would have to walk three blocks in the snow. But the cold had never bothered him much.

When the bus stopped at the end of the line, Frank waited until everyone else had emptied off. Then he reached under his seat and picked up his basketball shoes. He walked quickly up to the woman and handed them to her, looking down and saying "Here, lady, you need these more than I do."

And then Frank hurried to the door and stepped down. He managed to land in a puddle. It didn't matter. He wasn't at all cold. He heard the woman exclaim, "See, they fit me just perfect!"

Then he heard Kojak call, "Hey, come back here, kid! What's your name?"

Frank turned around to face Kojak. At the same time, Norm and Ed asked where his shoes were.

Frank's cheeks burned. He looked in confusion at Kojak, his friends, and the woman. "Frank Daily," he said quietly. "My name is Frank Daily."

"Well, Frank," Kojak said, "I've never seen anything like that in twenty years I've been driving this bus."

The woman was crying. "Thank you, young man," she said. She turned to Kojak "See, I told you the Lord would take care of me."

Frank mumbled, "You're welcome." He smiled at the woman. "It's no big deal. Besides, it's Christmas."

He hurried off after Norm and Ed. It seemed to him that the grayness had lifted. On the way home, he hardly felt the cold beneath his feet at all.

Frank Daily was 14 when this story took place. Although he didn't make the basketball team in his freshman year at Marquette High School, he did make the tennis team, which went on to win the state championship in his senior year.

When Frank was a freshman he was 5'4"; today he's 6'2" and he went on to study Spanish and Politics at Wake Forest University in Winston-Salem, North Carolina.

Frank never saw the woman again. He is modest about what he did and he doesn't consider it anything special. In his words: "We all have the potential to be heroic in some way."

"Reaching Out to a Stranger" is excerpt from [Kids with Courage: True Stories about Young People Making a Difference](#) by Barbara A. Lewis. Copyright 1992. Reprinted by permission of the publisher.

Learning Leadership Through Service

One of the key values of involving young people in service is that it teaches them basic leadership skills. By matching service projects with the leadership level of youth, you can build skills and abilities that will translate into other areas of life. This chart shows how different types of projects can teach youth leadership skills at different levels. The first stages of leadership tend to be more appropriate for upper elementary and junior high-age youth.

Leadership Level	Characteristics of Appropriate Tasks	Sample Service Projects	Leadership Skills Youth Might Learn
Beginning	Close supervision Clearly defined tasks Limited options for exercising judgment	Tutor with supervision Lead children's classes with established curriculum Lead recreation in a nursing home	Meeting schedules and keeping commitments Seeing the importance of service Understanding a need in the community
Intermediate	Less direct supervision Some opportunity for independent judgment	Gather and assess information on community needs Do publicity and recruiting for projects	Applying knowledge to a situation Building confidence in personal skills Building problem-solving skills Understanding the needs from the resident's viewpoint
Experienced	Independent judgment Some supervisory responsibility	Do peer counseling Organize specific projects	Building problem-solving skills Learning the importance of self-initiative Enabling people to help themselves Developing interpersonal and analytical skills

Leadership Level	Characteristics of Appropriate Tasks	Sample Service Projects	Leadership Skills Youth Might Learn
Project	Advisory and supervisory responsibilities Independent about applying policy	Develop projects based on community need	Translating goals into reality Understanding relationship between individual and institutions
Program	High leadership and management responsibility Goal and budget-setting with others	Develop and administer a service-learning program	Gaining confidence in functioning autonomously Inspiring value of service-learning in others

*Courtesy of Lutheran Brotherhood's RespecTeen
Preparation for Service*

Preparation for Service-Learning

How will students prepare to perform service and to learn from their experiences? How will you relate the service project to citizenship education during the preparation phase? Describe activities planned, which include readings, research, role-plays, speakers, videos, field trips, etc.

Preparation Activities	Point In Project To Be Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Reflection on Service

How will students reflect through their service experience? At what points will you stop and reflect? Describe activities planned, which may include readings, discussions, writing, presentations, role-plays, speakers, creative displays (video recordings, audio recordings, multi-media presentations, portfolios, display cases, etc.).

The reflection activities should explicitly link the service to your course curriculum. They should also include consideration of the meaning and role of service in society and in students' lives.

Reflection Activities	Point In Project To Be Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Forces Driving or Inhibiting Service-Learning

Forces Driving Service-Learning

Who will help gather resources, political support and inspiration for service-learning at your school? Include current policies and procedures in place in your school and school system which support service-learning. Be specific! Think of individuals, organizations, and any other resources which might help.

Driving Forces	When & How to Use
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Forces Inhibiting Service-Learning

What problems do you foresee in developing service-learning in your school? Include current policies and procedures in place in your school and school system which hinder service-learning. How can they be overcome? Again, be specific!

Inhibiting Forces	Solutions
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Gaining Support

Who would you go to for support? What would you say? Write out a speech and practice it. Get feedback and make revisions.

- Target Audience:
- Length of speech/presentation:
- Speech/Presentation:

Next Steps at a Glance

Next Steps is designed for use in the creation or improvement of service-learning programs on a large scale. *Next Steps* offers the experienced service-learner or program administrator the chance to move service-learning to the next level of quality and consistency. Organized into sections on infrastructure, instruction, and investment, the guide offers options for creating a funding structure for service-learning, teacher training, how to measure the support of your community for service-learning, developing service-learning leaders at the school and district level, etc. All of the indicators and examples are drawn from the experience of Maryland's 24 school districts, and their five years of service-learning program administration.

Infrastructure:

A System Is in Place to Sustain Service-Learning Initiatives

Instructional Design: Developmentally appropriate service-learning model is designed that includes preparation, action, and reflection.

Communication: Information is shared among students, families, community partners, schools, Local Education Agency (LEA) central offices, and the State Department of Education.

Funding & In-Kind Resources: Resources are identified, secured, and distributed to support staff and administration in implementing service-learning.

School-Level Support: Leadership at the school level is developed and supported.

Data Collection: Accurate documentation of student involvement in activities and its relation to other variables is maintained.

Instruction:

A Method of Teaching and Learning Has Been Developed,
and the Parameters for Implementation Are in Place

Organizational Roles & Responsibilities: Roles and responsibilities are clearly defined for students, families, teachers, community partners, schools, and local and state education offices.

Connections with Education Initiatives: Service-learning is integrated with other educational improvement initiatives.

Curriculum: Service-learning is established as an integral part of curriculum standards and assessment.

Professional Development & Training: Comprehensive training is provided for all involved in service-learning.

Evaluation: Program appraisal is based on established best practices.

Research: Effective practices, identified through research, are used for improving service-learning quality.

Investment:

Interactions Occur Among All Involved in Service-Learning Initiatives, and Successes Are Acknowledged & Celebrated

Student Leadership: Students are central to planning, implementing, and evaluating service-learning initiatives.

Community Partnerships: Mutually beneficial partnerships are developed with community members and organizations.

Public Support & Involvement: Families and the community participate in the operation of service-learning in the community.

Recognition: Exemplary service-learning experiences of students, teachers, administrators, and community partners are celebrated.

Project Timeline

Name:

School:

Address:

City:

State:

Phone Number:

PROJECT:

GOAL to be accomplished by date of follow up meeting (/ /):

Timeline

Task	Date Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
27.	

Rebecca and Ann

Rebecca

Rebecca is 11 years old and has Down's Syndrome. Her IQ is 55. She has moderate developmental disabilities. Her receptive and expressive language are at the 4 year 6 month level. She has minimal basic academic skills. She requires constant supervision. Time on task and task completion skills are poor.

Ann

Ann is an active 11 year old who enjoys being with other children and making friends. She has a good memory for details and for following through on activities that are part of the daily routine. She likes doing things independently. She is very curious about how things work and likes to explore. She is good at operating electronic equipment like computers, smartboards, smartphones, tablets, VCRs, and recording devices.

Three Challenges

1. Finding or creating accessible, accepting community sites

2. Overcoming or compensating for or working around behavior/cognition/sensory/mobility limitations

3. Overcoming protectiveness (fears) of school/families

Soup Kitchen Project Chart For Challenge Two

Adapting Projects for Different Disabilities

Using the soup kitchen project from the "Rebecca and Ann" exercise, adapt preparation, action and reflection for students with the following disabilities:

Disability	Preparation	Action	Reflection
Development Disabilities			
Physical Disability			
Learning Disability			
Severe Emotional Disability			
Deaf			
Blind			

Incorporating Service-Learning into Individual Education Plans (IEPs)

... as a method

- Student will increase frequency of appropriate verbalizations with strangers by greeting people at the front desk of the hospital.
- Student will apply mathematics concepts of addition and subtraction to real-life situations by assisting nursing home residents to balance their checkbooks.

... as a curricular area

- Student will complete 60 hours of service-learning at an appropriate community agency, including preparation and reflection.
- Student will provide peer tutoring services to a younger student for 2 hours/week for 10 weeks.

... as part of an ITP (Individual Transition Plan)

- Student will ride public transportation to the food pantry and follow directions on site.