Ohio Department of Education

Service-Learning: A strategy for school improvement and building effective community partnerships.

Training Resource Guide

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ASSORTED SERVICE-LEAR ING WEBSITES

LEARN & SERVE OHIO: SERVICE-LEARNING QUICK SHEETS

- *# 1 – Definitions: Volunteerism, Community Service and Service-Learning*
- *# 1B – Service-Learning Information Sheet*
- *# 2 – Standards of Quality for School-Based Service-Learning*
- *# 3 – Primary Outcomes of Service-Learning*
- *# 4 – Service-Learning Briefing Sheet*
- *# 5 – Top Twelve Reasons for Implementing Service-Learning Programs at*
    - *Your School*
- *# 6 – Building Administrative Support for Your Programs*
- *# 7 – Building Teacher/Agency Support for Service-Learning*
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- *# 29 – The Role of Service-Learning in Prevention*
- *# 30 – Service-Learning and the Discouraged Learner*
- *# 31 – What Students Must Know to Succeed in the 21st Century*

- *# 32-#38-* **No longer being used**

- *# 39 – Framework for Program Evaluation*
- *# 40A – Five Categories of Research Questions*
- *# 40B – Other Questions to Consider*
- *# 41 – Recommendations for Bringing Balance to Your Evaluation*
- *# 42 – Components of Project-Level Evaluation*
- *# 43 – Suggestions for Project-Level Evaluation Activities*
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- *# 47 – Additional Notes on Administrative Support*
- *# 48 – Essential Elements of Organization Support for Service-Learning*
- *# 49 – Why Institutionalize Service-Learning?*
- *# 50 – What Does Institutionalization Look Like?*
- *# 51 – Linking Service-Learning to Title I, II, IV, and V Funding*
- *# 51 – Service-Learning for Teachers and Administrators*

Module 1: What Service-Learning Is (and Is Not)
L. Richard Bradley, Ph.D.

Purpose of this Session: Participants in this session will
* Learn what *service-learning* is,
* Understand how *service-learning* is similar to and different from *volunteerism* and c*ommunity service*, and
* Become familiar with the criteria and strategies for designing high-quality, and potentially high impact, *service-learning* programs in their own schools.

Opening Exercise:

Use the following examples or create three similar ones based your own experience to get participants involved in thinking about the ways in which *service-learning* is **similar to** and yet **different from** *volunteerism* and *community service*.

Project A:
Kristin, age 15, and two of her friends spend one Saturday morning a month helping sort canned foods and other food items at a local food bank.

Project B:
A middle school health class hears presentations by local fire fighters and Red Cross staff on the importance of having Red Cross First Aid kits in every home. After researching what the kit should contain, they obtain the necessary items and assemble them. Each student in the class then takes a kit home to his or her family.

Project C:
An urban high school science class is studying a unit on environmental science. The students and their teacher want to do a service-learning project that connects what they will be studying in the classroom with a real-world issue. After brainstorming possibilities they decide to monitor the water quality of a local river. The teacher devises a pre-test to assess their knowledge and skills in the areas that will be covered during the 18-week unit. Then they receive training from ODNR. Every other week teams go down to the river bank, take water samples, analyze them using proper scientific and mathematical procedures and record their findings in their journals. Once a month they prepare and submit a written report to ODNR using required writing formats. While making their bi-weekly visits they discover that there are “homeless” people living in makeshift shacks along the river bank. They decide to learn more about the life story of these people and to give them a “voice.” The Social Studies teacher agrees to integrate this into her unit while students are making their visits. After each visit students reflect in some way on their experience that day. At the end of the semester the science teachers gives students the same test they took before they began the unit. Students also have to prepare some kind of final project that demonstrates what they did, what they learned and how they will use this information in the future.

What Service-Learning Is

Definition:
Service-learning is an **educational strategy** that involves students in **meaningful service** to their communities and/or to society, while engaging in some form of **reflection or study** that is related to the service. High quality service experiences

- Meet actual **community needs**
- Are coordinated **in collaboration** with the school and the community
- Are integrated into the student's **academic curriculum** so that service goals and learning goals blend together and enrich each other
- Provide students with **structured time** to think, talk, write, and/or **reflect** in other ways about what they saw, did, and felt during their service experience
- Provide students with opportunities to use newly acquired **academic knowledge and skills** in real-life settings
- **Enhance and enrich** what is being taught in the classroom by extending student learning beyond the classroom into the community
- Foster the development of a sense of **civic responsibility** and caring for self and others.

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Processing:

ESSENTIAL QUESTIONS:

- What is similar about each of these service activities?
- What is different about each of these service activities?
- Based on their current level of knowledge about each, which one illustrates *Volunteerism? Community service? Service-learning?*

Using three sheets of newsprint, one for each project, ask participants what each of these projects has to do with service. Record without comment. After about 5 minutes, stop and ask:

(If Maryland Student Service Alliance or Learn & Serve America videos are used – show at this time)

Refer to TRANSPARENCY: "WHAT SERVICE-LEARNING IS"
Distribute HANDOUT (see also Service-Learning Quick Sheet # 1)

Definition: Service-learning is an educational strategy by which young people learn more about themselves and their world through active participation in **thoughtfully organized** and **meaningful** service experiences that

- Meet **actual** community needs;
- Are coordinated in **collaboration** with school and community;
- Are **integrated into the curriculum** so that service goals and learning goals Blend together and enrich each other;
- Provide **structured time** for students to think, talk, write about or express in other ways, the impact of what they saw, did, and felt during their service activity;
- Provide students with **opportunities to use** newly acquired academic knowledge and skills in **real-life settings**;
- **Enhance and enrich** what is being taught in the classroom by extending student learning beyond the classroom; and
- **Foster** the development of a sense of caring and responsibility for self and others.

As a philosophy of education, *service-learning* reflects the beliefs that

- education must be linked to social responsibility;

- the most effective learning takes place when it is active and experiential; and
- peoples' understanding of any concept depends entirely on their mental construction of that concept - that is, on their experience of reflecting upon experiences related to the concept and then deriving it for themselves.

ESSENTIAL QUESTION: What are the **similarities** they see between *volunteerism, community service,* and *service-learning?* List on newsprint without comment. Some that might emerge include:

- Each offers a means by which young people (and others as well) can provide meaningful and valuable service to the community.
- Each offers young people (and others as well) opportunities to learn new skills and practice existing ones.
- Each may help participants to develop a sense of caring for and responsibility to others.

ESSENTIAL QUESTION: What are some of the **differences** they see between *volunteerism, community service, and service-learning?* List on newsprint without comment. Some that might emerge include:

Volunteerism:

- may or may not meet **actual** community needs (**Project A** is an example of one which does);
- does not usually involve **collaboration** between the school and community; there is no evidence of collaborative efforts;
- is **not integrated into the curriculum**; there may be clear service goals but they are not related to learning goals;
- does not typically involve having participants **reflect** in some way on the meaning of what they did (there is nothing in **Project A** that would suggest that Kristin and her friends "reflected" on what they did).

Community Service

- may or may not meet **actual** community needs (seems questionable in **Project B**);

- may or may not involve **collaboration** between the school and community (there is evidence of some collaboration between the school and community in **Project B**);
- does not typically involve having participants **reflect** on the meaning of what they did (there is no evidence that students in **Project B** were asked to reflect on what they did).

Service-Learning - **Project C** is an example of a thoughtfully organized service-learning project.

Definitions (From the Ohio Unified State Plan)

Community service: Encompasses many forms of service, both voluntary and involuntary. These types of service include school-based projects for credit toward graduation, projects that fulfill organizational (like fraternal or professional group) requirements, corporate service projects, and court-referred community service.

Service-learning: An educational strategy where the participants learn and develop skills through active involvement in a community service project which meets an established human, educational, environmental, or public safety need of their community. The service project must be integrated into and enhance the participants' academic curriculum or the educational components of the service program in which they are enrolled. The service project must be organized, planned and coordinated with one or more community organization (s) and/or an elementary or secondary school, institution of higher education, or national, state, or local service program. Finally, the participants must be provided with structured time to reflect on and synthesize the learning gleaned from their experience.

SUMMARY: Refer to and distribute "Service-Learning Information Chart" (Service-Learning Quick Sheet # 1-B)

SERVICE-LEARNING INFORMATION CHART

The basic differences between **volunteerism, community service** and **service-learning** are summarized in the following chart.

DESCRIPTION	**V**	**C**	**SL**
Builds self-esteem and self-discipline	**YES**	**YES**	**YES**
Academically based	No	No	**YES**
Integrated into curriculum	No	No	**YES**
Teaches and uses reflection processes	No	No	**YES**
Teaches and uses evaluation processes	No	No	**YES**
Teaches and uses journal writing skills	No	No	**YES**
Teaches and uses record keeping skills	No	No	**YES**
Teaches and uses higher level critical thinking skills	No	No	**YES**
Prepares, circulates, interprets and uses community needs assessments	Can	Can	**YES**
Establishes student ownership	Can	Can	**YES**
Exposes students to hands-on career choices	Can	Can	Can
Promotes learning to serve	Can	Can	**YES**
Teaches serving to learn	Can	Can	**YES**
Demands multiculturalism, as well as (dis)ability, age, and gender fairness	Can	Can	**YES**
Highlights all cultures, ages, genders and ability levels	Can	Can	**YES**
Promotes networking, partnership and team-building skills	Can	Can	**YES**
Builds leadership skills	Can	Can	**YES**
Is a true partnership of community and academic to build academic skills, self-esteem, inter-personal relationships, as well as an acceptance of, a responsibility for, and a desire to make a positive change in the community	Can	Can	**YES**
Performs needed services	**YES**	**YES**	**YES**
Promotes good-will and positive change	**YES**	**YES**	**YES**
Can be done without leaving school	Can	Can	**YES**

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<u>What do we mean by "service?"</u>

Jonathan Kozol addressed this question quite bluntly in a keynote address to the National Service-Learning Conference in 2001. He said, *"God did not put poor people on the earth or in our neighborhoods to be our service-learning projects."*

His comment was made against the perception by many that service is something we "do to or for" other people, not something we "do with them." This perception grows out of many well-intended service-learning projects that have suburban youth working with inner city youth. While these projects do provide valuable services to inner city schools, not enough attention is paid to the motivation of the young people "doing" the service. So the real question is what we mean by service in the context of service-learning.

In her book *My Grandfather's Blessing*, Rachel Naomi Ramen (2000) offers some excellent insights into what service is and is not. First she notes that ***"true service is not a relationship between an expert and a problem; it is far more genuine than that. It is a relationship between people who bring the full resources of their combined humanity to the table and share them generously…. Service is a relationship between equals***."

Second, she says that ***"service is free from debt. The wholeness in me is strengthened by the wholeness in you. Everyone involved is fortunate to have had the chance to participate."***

Third, Remen notes that ***"service is different from fixing…. Seeing yourself as a fixer may cause you to see brokenness everywhere, to sit in judgment on life itself…. Fixers trust their own expertise. When we serve, we see the unborn wholeness in others; we collaborate with it and strengthen it."***

Basically, ***"service is about taking life personally, letting the lives that touch yours touch you…. Service is what connects us to one another and to life itself…. Service is the final healing of isolation and loneliness."***

What Do We Mean by "Service?"

True service…

1. Is not a relationship between an expert and a problem.

2. Is a relationship between people, a relationship between equals.

3. Is free from debt or obligation.

4. Is different from fixing.

5. Is about taking life personally, letting the lives that touch yours touch you.

6. Is what connects us to one another and to life itself.

7. Is the final healing of isolation and loneliness.

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Service-Learning and Multicultural/Multiethnic Perspectives

The "missionary ideology" that currently underlies much of service-learning is mostly the result of a series of decisions intended to "do good things" for others, and so the movement does not directly acknowledge what those others, particularly communities of color, might have to offer.

We have ignored the effects of service and the voices of the recipients of service for so long that we generally don't even notice that we are doing so.

This has to change.

Research indicates that service-learning is a viable strategy for addressing issues of race and culture for a number of reasons.

(1) Service-learning is more experiential and engaging, motivating students to go beyond personal perspectives to learn about the perspectives of others.

(2) Service-learning provides structured opportunities for students to reflect on and discuss their concerns, questions and confusions regarding the challenges that relate to race, culture, and other differences. Such reflection and dialogue are keys to actually changing long-term attitudes and behaviors.

(3) Service-learning gives students opportunities to practice respect for diversity as they confront tensions and conflicts that arise among people of different cultures and as they strive to find commonalities.

(4) Unlike other approaches to addressing racial and ethnic issues, service-learning provides opportunities for all people in a community to participate in the solutions.

©, 2000, Wokie Weah, Verna Cornelia Simmons, and McCellan Hall, *"Service-Learning and Multicultural/Multiethnic Perspectives,"* Phi Delta Kappan, May 2000, pp. 673-674.

Getting From Project A to Project C

ESSENTIAL QUESTION: What are the critical components of effective service-learning programs? List ideas without comment on newsprint.

⇒ For school and/or community-based service-learning programs, review **"The Essential Elements of Effective Service-Learning Practice"** (published by the National Youth Leadership Council in 1999 in response to a request from the Corporation for National Service (CNS) to provide a guide to creating, maintaining, and continuing improvement of service-learning programs. For a complete copy of the "Essential Elements of Service-Learning" contact NYLC at 615/631-3672 or visit www.nylc.org).

TRANSPARENCY: Refer to "Essential Elements of Effective Service-Learning Practice…."
Distribute HANDOUT

Essential Elements of Effective Service-Learning Practice

The six that matter most:

1. **Duration**: Service and learning experiences – including planning, preparation, action, and evaluation – are of sufficient intensity and duration (equal to at least one semester).

2. **Student voice**: Students have decision-making power regarding the selection, design, implementation, and evaluation of service projects. The teacher's role is a mentor, coach, motivator, and facilitator.

3. **Curriculum Integration**: Strengthens the connection between academic learning, including state and local standards, and service. Provides students with developmentally and age appropriate opportunities to learn skills and think critically.

4. **Direct contact** with those being served (Direct vs. Indirect Service)

5. **Cognitively Challenging Reflection**: Students learn higher order thinking skills to connect their service experience to curricular objectives. Reflection activities – using multiple methods to encourage critical and creative thinking that addresses learning objectives - occurs throughout the process – before, during, and after the service experience – and engages all participants.

6. **Teachers who were experienced** in service-learning methodologies.

Others elements that may make a difference:

7. **Process Monitoring:** analyzing student reflections and assessment measures, in combination with project and partner evaluation. Integrated into program design as an instructional tool, providing constructive feedback to enhance learning, involves all

participants, and is both summative (evaluating the end result) and formative (for ongoing program improvement).

8. **Meaningful Service**: Involves students in tasks that have clear goals, meeting genuine community needs identified by students and approved by the community. Service is integrated into students' classroom learning and gives them opportunities to apply problem-solving and critical-thinking skills to community and civic needs within real-world environments.

9. **Diversity**: Participation in service projects that involve diverse groups is encouraged to enhance students' ability to work with, learn from, understand, and communicate in positive ways with people whose backgrounds are different from their own. Service should foster civil discourse and democratic values through the inclusion of diverse perspectives and experiences, and through a respect for all learners.

10. **Reciprocal Relationships**: Leveraging community assets and promoting collaborative communication and interaction among stakeholders.

©, *National Youth Leadership Council, 2006; Billig and Root, "Impact of Participation in Service-Learning on High School Students' Academic and Civic Engagement," paper presented at the 5th International Service-Learning Research Conference, East Lansing, MI, November, 2005.*

Using Project C as an example:

1. **Duration**: Including preparation time, this project lasted about 18 weeks.

2. **Student Voice**: Effective service-learning seeks to maximize student voice in selecting, designing, implementing and evaluating the service project. (For more information on how to maximize student voice, see ***Modules 6 and 7***).

   - Students need to be involved in age and developmentally appropriate ways in selecting their service project.

   - The teacher's role is more of coach, mentor, motivator, and facilitator.

3. **Curriculum Integration**: Effective service-learning establishes clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involves students in the construction of their own knowledge. Effective service-learning also engages students in service tasks that challenge and stretch them cognitively and developmentally. (For more information on how to make these connections, see ***Module 13, "Connecting Service-Learning to Standards"*)**.

   - Learning outcomes of service-learning projects should be clearly linked to curricular outcomes, as well as state and local standards.

   - Service-learning activities should flow <u>naturally</u> from what teachers already have to teach.

   - Service-learning activities should reinforce and enhance student learning by giving students real-world opportunities to apply the abstract content and skills contained in state and local standards.

   - Service-learning activities involve students in **authentic learning** as they apply academic learning to address issues and problems that are of interest to them.

   - Challenges students reach beyond their previous range of knowledge and/or experience (Challenge must be developmentally appropriate; refer to ***Module 5: Developmental Factors in Designing Service-Learning Programs***)

   - *Placement quality* (where the service happens) is a significant predictor of most measures related to
     - decreases in stereotypes and increases in tolerance
     - personal development
     - interpersonal development
     - citizenship development
     - increase in problem solving and critical-thinking abilities

- *Application* refers to the degree to which students can link what they are learning in the classroom to what they are experiencing in the community. This is a significant predictors of most measures related to
  - citizenship
  - learning/understanding and application
  - increases in problem solving and critical-thinking abilities
  - Decreases in stereotypes and increases in tolerance

- Students need to understand the **context** of their service. For example, in a project involving service at a homeless shelter, teachers might want to have students wrestle with questions such as

  - Why are people homeless, sick, without adequate jobs?

  - How do agencies work to try to change this?

  - What factors influence who gets help and who does not? Is this fair? Why or why not?

4. **Direct Service**: This project involved students in direct, face-to-face contact with people at the shelter.

5. **Cognitively Challenging Reflection**: Student reflection takes place before, during and after service, uses **multiple methods** (e.g., multiple intelligences) that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.

   - When reflection is present, students are less likely to drop out of school; when it is absent; the service experience is likely to have a negative impact on students

   - Reflection enables students to connect the classroom to the real world. The quantity and quality of reflection is associated with academic outcomes:
     - deeper understanding and better application of subject matter
     - increased knowledge of social agencies
     - increasing complexity of problem solution analysis
     - greater use of subject matter to analyze a problem.

   - Reflection also a predictor of
     - openness to new ideas,
     - issue identification skills,
     - problem-solving and critical thinking skill,
     - such perspective taking transformations as seeing issues in a new way,
     - increasing commitment to use of public policy to achieve social justice.

⇒ **ESSENTIAL QUESTION**: Invite participant input on ways to "do" reflection. List on newsprint without comment. Possibilities could include, but not be limited to…

Refer to TRANSPARENCY: "OPTIONS FOR REFLECTION"
Distribute HANDOUT

Options For Reflection

- SPEAKING:
  - one-on-one conferences with teacher/leader
  - class or small-group discussions
  - oral reports to peers
  - reports to and/or discussions with community members or experts on the issue
  - public speaking on the topic
  - teach material to younger students
  - testimony before policy making bodies

- WRITING:
  - essay, expert paper, research paper, final paper
  - project report
  - learning log (journal) - kept daily, weekly, or after each service activity
  - narrative for a video, film, or slide show
  - guide for future volunteers - "What Every Volunteer Needs to Know about …"
  - self-evaluation or evaluation of the service site and/or program
  - newspaper, magazine or other published article

- MULTI-MEDIA/ PERFORMING ARTS:
  - photo, slide or video essay
  - scrap book
  - interactive computer program
  - painting, drawings, collages
  - dance, music, or theater representations

- ACTIVITIES:
  - analysis and problem solving
  - information gathered need to serve or understand service
  - planning new projects
  - allocating program budget
  - recognition and celebration
  - simulation or role playing games
  - surveys of field based research
  - conference or workshop presentations
  - training other students, program leaders

©, National Youth Leadership Council, 1992

(For additional suggestions about **reflection**, refer to ***Module 8: Reflection - Learning from Experience***)

6. **Teachers who were experienced** in service-learning methodologies. The teacher who developed this project had been trained in service-learning and had several years of experiences with other projects.

7. **Process Monitoring**: In effective service-learning, assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards. Effective service-learning employs formative and summative evaluation is a systematic of the service effort and its outcomes. (For more information on how to design appropriate evaluation strategies, see ***Module 9, "Program Evaluation"***).

   - This Element is linked to Element 2 – if curriculum connections are missing or unclear, it will be difficult to determine appropriate assessment criteria.

   - Assessment of academic outcomes (by means of appropriate pre/post-test strategies) is made easier if the learning outcomes of the service project are linked to specific state and/or local learning indicators.

   - Assessment of behavioral and attitudinal outcomes can be linked to pre/post comparisons of student attendance, discipline referrals, classroom behaviors, and the like.

   - **Program evaluation**:
     - Begins with a clear statement of what "success" will look like

     - Includes specific information what information will be collected to assess program success. This information should be measurable, objective, and visible.

     - Defines who, how and when this information will be collected.

   - It is also important to be able to answer parent questions about **why** service-learning activities are being required of their sons/daughters. (Refer to ***Module 2: Benefits of Service-Learning*** for information about the likely impacts of service-learning based on similar programs around the country). In addition to this information, having data of your own will help you answer questions from

     - Administrators who want to know if the costs of implementing the program are likely to be outweighed by the educational benefits;

     - Skeptical teachers who want to know what the program's likely impact of student knowledge and skills, attitudes and behaviors, will be; and

- Others in the community who want to know what this new program has to do with the 3 R's.

8. **Meaningful Service:** Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

   - Service goals are clearly stated and are clearly integrated into classroom learning.

   - Address a genuine need in the community that has been identified by the students' and approved by the community.

   - Makes students responsible for the consequences of what they do (and do not do) for themselves and others.

9. **Diversity**: Effective service-learning values diversity through its participants, its practice, and its outcomes.

   - Diversity (human variety in terms of personal identity, experience – e.g., educational, work, or personal experience, and capacity/access to resources) is discussed and valued (to build self-esteem).

   - Communication with diverse individuals is fostered both among project participants and at the service site.

   - Offer every student, regardless of gender, economic status, or level of ability, an opportunity to serve and emphasize the ability of each student to make a contribution

   - Build capacity for working with people of varying abilities, races, and cultural orientations to work together for the common good

   - Be sensitive to other barriers, such as lack of transportation, family, work, and school responsibilities; concern for physical safety; and uncertainty about one's ability to make a contribution

(Refer to ***Module 5: Developmental Factors in Designing Service-Learning Programs*** for additional ideas and suggestions).

10. **Reciprocal Relationships:** Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaborations.

    - Careful planning at the beginning helps to avoid confusion and misunderstanding later in the project. (For ideas and strategies for planning, refer to ***Modules 3 and 4: Service-Learning Planning Model*** and ***Module 7***: ***Building Effective Partnerships***).

- Teachers and students are knowledgeable about community resources.

- Contact with community resources or partners is cultivated.

- Communication, clear roles and outcomes are established among partners.

- Are flexible and adaptable - **Project C** began in 1987 and has changed each year, depending on the learning goals of the teachers and students and the service needs of the recipients.

- *Community voice* has to do with the degree to which student think that the work they did "met needs identified by members of the community." A significant predictor of
  - Personal growth
  - Increased cultural awareness and appreciation of others
  - Valuing a career in service
  - Recognizing that community partners "are like me."

⇒ For service-learning programs that are school-based, you might also want to consider utilizing the **"Standards of Quality for School-Based Service-Learning."**

Refer to TRANSPARENCY: "STANDARDS FOR QUALITY for School-Based Service-Learning"
Distribute: HANDOUT (see also Service-Learning Quick Sheet # 2)

STANDARDS of QUALITY
for
School-Based Service-Learning

I. **Effective service-learning efforts strengthen service and academic learning.**

II. **Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment which encourages risk-taking and rewards competence.**

III. **Preparation and reflection are essential elements in service-learning.**

IV. **Students' efforts are recognized by their peers and the community they serve.**

V. **Youth are involved in the planning.**

VI. **The service students perform makes a meaningful contribution to the community.**

VII. **Effective service-learning integrates systematic formative and summative evaluation.**

VIII. **Service-learning connects school and its community in new and positive ways.**

IX. **Service-learning is understood and supported as an integral element in the life of a school and its community.**

X. **Skilled adult guidance and supervision is essential to the success of service-learning.**

XI. **Pre-service and staff development which includes the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.**

©, Alliance for Service-Learning in Education Reform, 1993

Essential Elements of Organization Support for

Service-Learning

1. Effective service-learning is connected to and relevant to the district's mission: Service-learning is part of school- and district-wide curricula.

2. School and district policies designed to promote quality service-learning practice: service-learning is linked to the district and/or school mission statement.

3. Organizational structure and resources:

   - Service-learning funded through the school and/or district budget;

   - District provides transportation for service-learning activities;

   - Schedule accommodates service-learning;

   - Administration actively supports service-learning;

   - School risk management plan covers service-learning; and

   - Provision is made for the coordination of school and/or district service-learning.

4. Professional Development: Staff training in service-learning philosophy and pedagogy. Ongoing opportunities for staff to refine their service-learning practice.

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Application

The application of both sets of principles to the design of service-learning projects will help ensure that projects result in **true** service-learning activities. Use of these principles will also help to maximize the impact of the service experience on students.

ESSENTIAL QUESTION: How could Project A be redesigned so that it becomes a service-learning project? Two issues need to be addressed to transform **Project A** into a high-quality service-learning project:

- It needs to be connected with courses Kristin and her friends are taking in school; and
- It needs to provide for structured reflection.

Ask for ideas from participants. List on newsprint without comment. Possibilities include:

Curriculum Connections….	Reflection…
• Family and Consumer Science • Social Studies, researching the history of the Food Bank (or some similar organization) and the reasons why such organizations are necessary; issues related to cultural and religious differences – Depending upon who is getting the food, does it make a difference what gets put in the bags? • Language Arts, readings about poverty and homelessness • Art, design a t-shirt to be sold to raise funds to help with a local shelter or pantry; Empty Bowls project • Math and Science, practical applications of math; charts and graphs of food collected/food distributed; computer program on monthly needs; food costs as part of a monthly family budget • Science – nutritional pyramid; costs of	• Structured conversations, discussions • Journals • Photo or video essay showing the work done at the Food Bank • Charts and graphs of food collected and sorted each month vs. monthly needs • Preparation of informational brochures

malnutrition	

ESSENTIAL QUESTION: How could Project B be redesigned so that it becomes a service-learning project? Two issues need to be addressed in order to transform Project B into a high-quality service-learning project:

- finding a way to provide the service to a wider audience; and
- providing for reflection.

Ask for ideas from participants. List on newsprint without comment. Possibilities include:

Identifying a community need…	Reflection…
• Conduct a community-wide needs assessment to find out which individuals and families would most likely benefit from receiving a home First Aid Kit. Possible recipients might include: elderly shut-ins, those living at or below the poverty level and those with special needs. • Once recipients are identified, students could then research the special needs of these groups and modify the First Aid Kits accordingly.	• Invite Red Cross staff to the classroom to instruct students on the proper use of each item in the kit. • Students could then deliver the kits personally and instruct recipients on how to use them. • Reflective activities could be built into the delivery process by having students report whether recipient accepted the kit, how they were received, what they learned and how they felt while doing this. • Students could also make follow-up visits one month later to answer any questions the recipients might have.

⇒ For additional ideas about ways to transform existing volunteer or community service projects into curriculum-based service-learning projects, see ***Appendix A – Moving from Community Service to Service-Learning.***

Why Service-Learning Works

There are many reasons why service-learning works. When students are asked for their opinions about service-learning, many will say something like *"It made learning fun for me."* Others say that the best part is being able to "*do*" things with and for others. Some focus on the new roles service-learning activities put them in:

- as partners in the learning process;
- as persons able to make a difference in their communities; and
- as persons viewed as resources rather than as problems.

Many also report that engaging in service-learning activities helped them see the practical value of what they were learning in the classroom.

Another reason why service-learning works is that it embodies sound educational practice. About 75% of us learn best by experiencing something first and then processing (reflecting on) the meaning of what we did. This being the case, is it any wonder that so many young people lost interest in what happens in the traditional classroom?

John Dewey wrote, *"From the standpoint of the child, the great waste in school comes from his inability to utilize the experience he gets outside … while, on the other hand, he is unable to apply in daily life what he is learning in school. This is the isolation of the school – its isolation of life."*

Service-learning is one type of experiential program which motivates students, because it includes the following:

- **Knowledge acquisition**. The learner acquires new knowledge and information that has both short- and long-term value and meaning with applicability to his/her life in and outside of the classroom.

- **Skill development.** The learner develops new skills and techniques that permit him/her to successfully experience an activity or function in and outside the classroom.

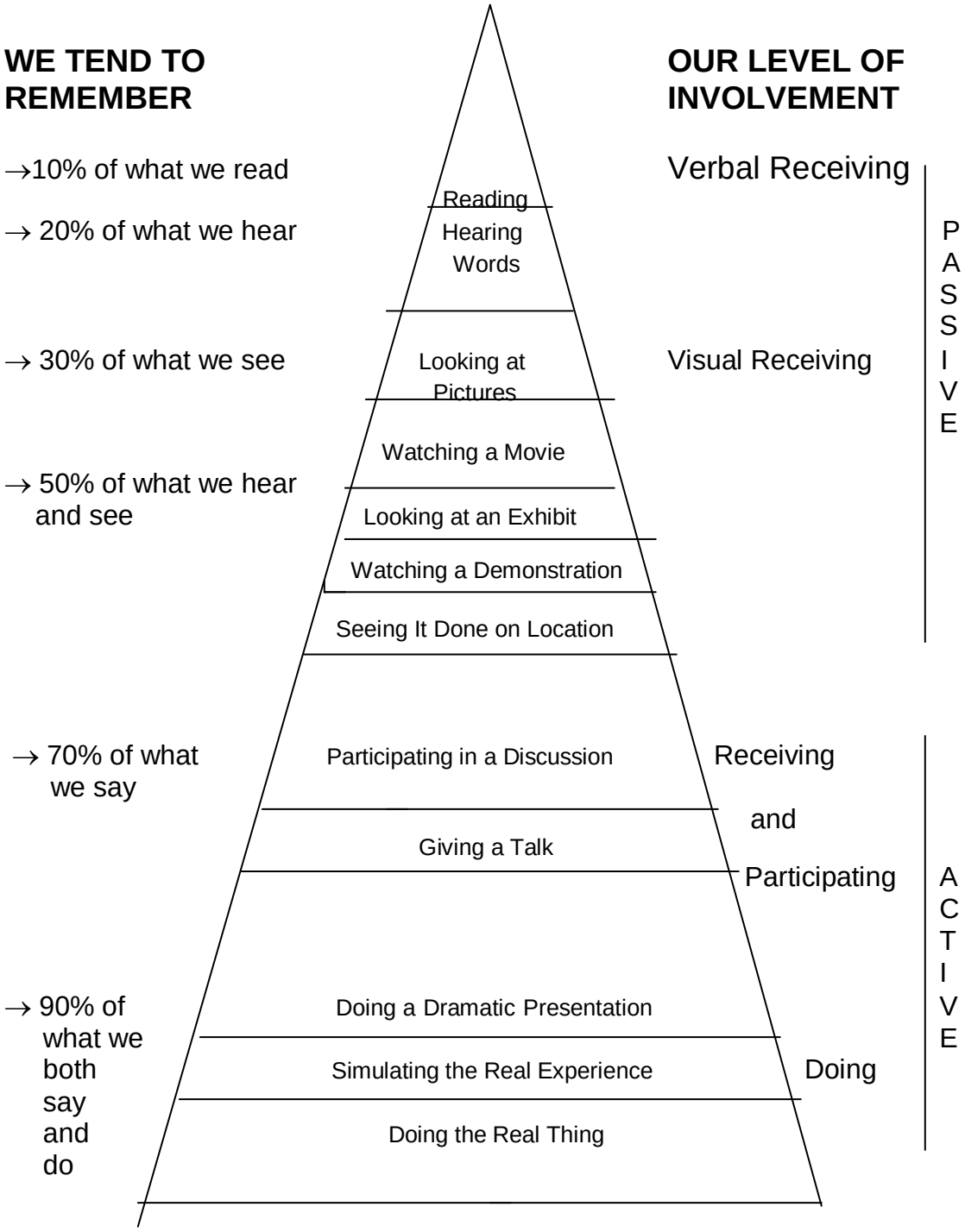
- **Performance abilities.** The learner acts, performs, and functions in a manner than demonstrates ability to effectively interact in the "real world" both inside and outside the classroom.

- **Attitude enhancement.** The learner exhibits behavior that is both attractive and appropriate with regard to different people, ideas, and circumstances in and out of the classroom.

Refer to TRANSPARENCY: THE LEARNING PYRAMID
Distribute HANDOUT

As **The Learning Pyramid** illustrates, we retain only about 5% of what we hear when someone talks "at us." We do a little better when the talking occurs within the context of a video. But we retain information, concepts and skills at the highest level when we experience them - whenever we have an opportunity to put what we are learning to immediate use. This is what high-quality, well-designed service-learning programs are all about.

LEARNING PYRAMID



National Training Laboratories – Bethel, Maine

Refer to TRANSPARENCY: SERVICE IMPLEMENTATION MODEL
Distribute HANDOUT

The Service-Learning 2000 Center at Stanford University has developed a four-quadrant model that helps to clarify the differences between volunteerism, community service, and service-learning.

- **Quadrant I** is representative of the traditional classroom, in which learned is expected to occur without out-of-the-class learning experiences. In some cases, **Quadrant I** may also include classes in which service activities are planned but not actually implemented.
- **Quadrant II** represents the option of *volunteerism*. Service may or may not happen and, when it does, it is not connected to classroom learning in any formal way.
- Service activities in **Quadrant III** are well-organized, but have no clear connections with classroom knowledge, skills, or learning goals. Activities illustrative of **Quadrant III** would be the kinds of *community service* projects organized and sponsored by religious groups, the Boy and Girl Scouts, 4-H, and other similar organizations which have no formal connection with schools.
- Service activities in **Quadrant IV** are well-organized and have clear, ongoing connections with classroom knowledge, skills, and learning goals. Activities occurring within **Quadrant IV** are typically designed to meet most, if not all, of the *"Principles for Good Practice in Combining Service and Learning."*

SERVICE IMPLEMENTATION MODEL

HIGH SERVICE

QUADRANT III Well organized service activities with no clear connections with classroom knowledge, skills, or learning goals. Typical of *community service* activities organized and sponsored by religious groups, the Boy and Girl Scouts, 4-H, and other similar organizations not formally connected to the school. **UNRELATED**	**QUADRANT IV** Well organized service activities with clear, ongoing connections with classroom knowledge, skills, and learning goals. Activities occurring within this Quadrant are typically designed to meet most, if not all, of the *"Principles of Good Practice in Combing Service and Learning."* **INTEGRATED**
LEARNING **QUADRANT II** The option of *volunteerism*. Service may or may not occur. When it does, it not connected to the classroom in any formal way.	**LEARNING** **QUADRANT I** Representative of the traditional classroom, in which learning is expected to occur without "out-of-the-classroom" learning experiences. In some cases this Quadrant may also include classes in which service activities are planned but not carried out.

LITTLE OR NO SERVICE

©, Service Learning 2000 Center, Stanford University, 1995

ESSENTIAL QUESTION: What would we need to do to move service activities from Quadrants I, II, and III to Quadrant IV? (Illustrated on the next transparency/handout).

Refer to TRANSPARENCY: MOVING FROM VOLUNTEERISM TO COMMUNITY SERVICE TO SERVICE-LEARNING
Distribute HANDOUT

MOVING FROM VOLUNTEERISM TO COMMUNITY SERVICE TO SERVICE-LEARNING

HIGH SERVICE

• Well-organized service; little or no connection with classroom knowledge, skills or learning goals. Example: community service sponsored by groups Such as 4-H, outside the school. • Inservice for staff on service-learning → • Consider how service-learning opportunities can support school's instructional program → **UNRELATED** (no clear, ongoing connection	• Well-organized service – thoughtfully integrated or infused with existing curriculum ↑ • Identify grade and/or discipline specific standards that can be learned through service-learning ↑ • Begin planning ways to move service-learning from one teacher to the whole school ↑ • Include service-learning in student learning plan **INTEGRATED** (service is clearly integrated
LEARNING between service and classroom knowledge, skills or learning goals) • Begin service → ↑ • Develop reflective activities ↑ • Identify possible service opportunities ↑ • Focus on developing school-related Service clubs and activities ↑ • Volunteerism	**LEARNING** with classroom knowledge, skills and learning goals) ↑ • Form committee to consider ways to integrate service-learning into school/district mission/vision/Continuous Improvement Plan ↑ • Consider service-learning as a strategy for teaching curriculum content, skills ↑ • As service-learning activities begin, they are thoughtfully integrated with classroom knowledge, skills and learning goals ↑ • Traditional classroom – little or no service

LITTLE OR NO SERVICE

@, L. Richard Bradley, Ph.D., 1999, [Format borrowed from Service-Learning 2000 Center, Stanford University (1995) and the Maryland Student Service Alliance (1993)].

Commonly Confused Terms

Definitions and Examples

Community Based Learning:
A "hands-on" approach that enhances the curriculum by using community People and places as resources for learning.

⇓

Teachers utilize the environment of a local river to teach a unit on ecology. Students collect water samples and identify animal habitats on the river.

Community Service:	**Service-Learning:**
An activity that engages people in addressing needs that benefit their schools and communities.	A method of teaching/learning that challenges students to identify, research, propose, and implement solutions to real needs in their school or community as part of their curriculum.
⇓	⇓
Students take a field trip to pick up trash, bottles and cans along the banks of a river. They do this one in the fall and once in the spring.	Students discover that a local river is degraded. While connecting their project to relevant curriculum, students and teachers work with an environmental group to design the project. They conduct water quality tests and research possible contamination sources. Students analyze data and present their findings to local officials. The environmental group then uses this data for watershed programs.

KIDS Consortium, 2003

References

"Learning Pyramid," in *The Training Toolbox: a Guide to Service-Learning Training*. Baltimore, MD: Maryland Student Service Alliance, 1993, Handout 3.

"Options for Reflection," Rich Cairn, *Learning by Giving*. Roseville, MN: National Youth Leadership Council, 1993, p. 41.

Janet Eyler and Dwight Giles, *Where's the Learning in Service-Learning*, San Francisco, CA:, Jossey-Bass, 1999.

"Principles of Good Practice for Combining Service and Learning," in *Combining Service and Learning: A Resource Book for Community and Public Service*, Vol 1, (Jane Kendall and Associates, eds.). Raleigh, NC: National Society for Internships and Experiential Education, 1990.

"Standards of Quality for School-Based Service-Learning," Alliance for Service-Learning in Education Reform, 1993.

Module 2: Benefits of Service-Learning

L. Richard Bradley, Ph.D.

Purpose of this session: To give service-learning practitioners and administrators an overview of the impacts of quality service-learning for students, schools, and communities.

Service-learning has been around in one form or another since the early 1980's. It is rooted in the field of experiential education and in the educational philosophy of John Dewey. *(For a more complete discussion of what service-learning is, see Module 1).*

Educators have been drawn to service and service-learning because they believe it produces important positive educational impacts for students, schools, and communities. A summary of the primary benefits of service-learning appears on the following page.

Primary Outcomes of Service-Learning

(See Service-Learning Quick Sheet # 3)

"Service-learning is rooted in the belief that all persons are of unique worth, that all have gifts for sharing with others, that persons have the right to understand and act on their own situations, and that our mutual survival on the planet Earth depends on the more able and the less able serving one another."

Learners:

- Capacity for action: able to make a difference, meet real needs
- Self-worth: developing a sense of identity, moral and ethical values
- Citizenship: connection to, leadership for and in the school and community
- Academic skills: increased relevance of subjects; developing critical thinking skills

Schools:

- Engaged learners: motivated, responsible for own learning
- Collegiality: staff, students, community as partners in teaching and learning
- Educational excellence: enhanced classroom climate, enriched curriculum, performance-based evaluation

Community:

- Valuable service: unmet needs addressed, often uniquely
- Citizenship: students become active stakeholders, now and in the future.

[From Rich Cairn and James Kielsmeier, *Growing hope: A sourcebook on integrating youth service into the school curriculum.* (Roseville, MN: National Youth Leadership Council, 1992, p. 19)]

Despite all of the positive claims made by service-learning advocates the question remains:

ESSENTIAL QUESTION: Is service-learning really a viable teaching/learning strategy in a time of standards and testing? Why or why not?

List responses on newsprint without comment. Possible responses include:

Yes	No
• There is a growing body of research that indicates that service-learning improves academic achievement and school engagement. • Other research indicates that engagement in service-learning decreases disciplinary referrals and can be a prevention strategy. • Research on experiential education indicates that we remember 75-90% of what we do, but only 10-20% of what we read.	• Service-learning is just a "feel good" activity – there is very little evidence to support the outcomes practitioners claim for it. • We have to get students ready for the tests – we don't have time for "frills" like service-learning.

The critics have a point. The field of service-learning has not done a very good job of research. Many of the claims made for service-learning are problematic at best. Some of the most common critiques of service-learning research are summarized in the tables on the next page.

Research Limitations

- Lack of common definition for service-learning and related research – community service and service-learning are often confused
- Variation in programmatic practices and purposes
- Studies conduced as self-studies by advocates of service-learning
- Studies mostly commissioned by funders with narrow, specific questions
- Few experimental designs
- Limited number of longitudinal studies
- Small sample sizes
- Many studies based on participant self-report
- Data collection often dictated by reporting requirements and expectations

Implications

- Limited generalizability or predictive value of most studies
- Weak causal connections
- Predisposing factors unknown
- Results subject to alternate explanations
- Skeptical reaction from scholars and policymakers
- Limited evidence for building support

©, 2005, S. Gelman, A. Furco, B. Holland, R. Bringle, "Beyond Anecdote: Challenges in Bringing Rigor to Service-Learning Research," paper presented at 5th International Service-Learning Research Conference, East Lansing, MI, November 13, 2005.

These problems must be addressed if service-learning is to be viewed as a viable strategy for addressing the challenges being faced in many of our schools. *(See Modules 13 and 14 for a more detailed outline of these challenges).* To put it more bluntly, administrators, teachers, and parent are saying – SHOW ME THE DATA!

The federal *No Child Left Behind* initiative and growing calls for "scientifically-based research" give added impetus for rigorously designed and implemented studies of every educational methodology that claims to positively impact student achievement. Service-learning advocates have recognized this and are conducting research that explores questions such as:

- How service-learning impacts student academic achievement as measured by state accountability systems,
- How service-learning compares with other educational interventions, and
- Which service-learning design characteristics – such as type, duration, and intensity of service, level of curriculum integration, placement quality, student voice, and reflection – are associated with the greatest effects on student academic performance?

(For a more detailed discussion of the differences between evaluation and research, and research methodologies appropriate for service-learning, see Module 9).

An important first step in seeking answers to these questions was a survey of the research literature, resulting in an essay in the *Phi Delta Kappan* (Billig, May, 2000), entitled, *"Research on K-12 School-Based Service-Learning: the Evidence Builds."* Highlights of this report appear on the following pages.

Service-Learning Impacts on Youth, Schools, and Communities: Research on K-12 School-Based Service-Learning, 1990-1999

The Impact of Service-Learning on Youth Personal and Social Development

Service-learning has a positive effect on the personal development of public school youth in the following areas:

- *Middle and high school youth who engaged in quality service-learning programs showed increases in personal and social responsibility, communication, and a sense of educational competence (Weiler, LaGoy, Crance, and Rovner, 1998);*
- *Students engaged in service-learning reported a higher sense of responsibility than students in control groups (Leming, 1998);*
- *Perceive themselves to be more socially competent after engaging in service-learning (Scales and Blyth, 1997; O'Bannon, 1999; Morgan and Streb, 1999);*
- *Students engaged in service-learning were more likely to treat each other kindly, help each other, and care about doing their best (Berkas, 1997);*
- *Students engaged in service-learning were more likely to increase their sense of self-esteem and self-efficacy (Shaffer, 1993);*
- *Middle school male students reported increased self-esteem and having fewer behavioral problems after engaging in service-learning (Switzer, Simmons, Dew, Regalski, and Wang, 1995).*

Students who participate in service-learning are less likely to engage in "risk" behaviors:

- *Students in elementary and middle school service-learning programs showed reduced levels of alienation and behavioral problems (Stephens, 1995; Yates and Youniss, 1996);*
- *Students who engaged in service-learning were less likely to be referred to the principals office for disciplinary measures (Follman, 1997; 1998);*
- *High school students who engaged in service-learning were less likely to engage in behaviors that lead to pregnancy or arrest (Melchior, 1999; Allen, Kuperminc, Philliber, and Herre, 1994; Shaffer, 1993);*
- *Middle school students who engaged in service-learning and experienced a structured health curriculum were less likely to engage in unprotected sexual activity or violent behavior (O'Donnell, Stueve, Doval, Duran, Haber, Atnafou, Johnson, Grant, Murray, Jouhn, Tang, and Piesses, 1999).*

Service-learning has a positive effect on students' interpersonal development and the ability to relate to culturally diverse groups:

- *Middle and elementary school students who participated in service-learning were better able to trust and be trusted by others, be reliable, and accept responsibility (Stephens, 1995);*
- *High school students who participated in high quality service-learning programs were more likely to develop positive bonds with adults, agreed they could learn from*

and work with the elderly and disabled, and felt that they had trusted others besides parents and teachers who whom they could turn for help (Morgan and Streb, 1999);

- *Students engaged in service-learning showed greater empathy and cognitive complexity than students in control groups (Courneya, 1994);*
- *Students engaged in quality service-learning programs reported greater acceptance of cultural diversity (Melchior, 1999; Berkas, 1997);*
- *Students who engaged in service-learning showed increased awareness of cultural differences and attitudes towards helping others (Shaffer, 1993; Stephens, 1995);*
- *Students who engaged in service-learning became more dependable, felt more comfortable communicating with ethnically diverse groups (Loesch-Griffin, Petrides, and Pratt, 1995).*

The Impact of Service-Learning on Civic Responsibility

Service-learning helps to develop students' sense of civic and social responsibility and their citizenship skills.

- *Students who engaged in high quality service-learning programs showed an increased awareness of community needs, believed they could make a difference, and were committed to service in the future (Melchior, 1999;Berkas, 1997);*
- *High school students who participated in high quality service-learning programs developed more sophisticated understandings of sociohistorial contexts, were more likely to think about politics and morality in society, and more likely to consider how to effect social change (Yates and Youniss, 1996; 1998);*
- *Elementary and middle school students who participated in service-learning developed a greater sense of civic responsibility and an ethic of service (Stephens, 1995);*
- *Students who engaged in service-learning increased understanding of how government works (Berkas, 1997).*

Service-learning provides an avenue for students to become active, positive contributors to society.

- *Students who engaged in high quality service-learning and service are more likely to be engaged in community organization and to vote 15 years after their participation than those who did not participate (Youniss, McClellan, and Yates, 1997; Yates and Youniss, 1998);*
- *High School students who participated in high quality service-learning programs increased political attentiveness, political knowledge, and desire to become more politically active (Morgan and Streb, 1999);*
- *Students who engage in service-learning feel that they can "make a difference" (O"Bannon, 1999; Cairn, 1999);*
- *Over 80% of participants in high quality service-learning felt they had made a positive contribution to their community (Melchior, 1999; Billig and Conrad, 1997; Scales and Blyth, 1997).*

The Impact of Service-Learning on Academic Learning

Service-learning helps students acquire academic skills and knowledge.

- *Students in over half of the high quality service-learning schools studied showed moderate to strong gains on student achievement tests in language arts, and/or reading, engagement in school, sense of educational accomplishment, and homework completion (Weiler, LaGoy, Crane, and Rovner, 1998);*
- *Service-learning participation was associated with higher scores on the state test of basic skills (Anderson, Kinsley, Negroni, and Price, 1991) and higher grades (Shumer,, 1994; Shaffer, 1993; Dean and Murdock, 1992; O'Bannon, 1999);*
- *Middle and high school students who participated in service-learning tutoring programs improved their grade point averages in reading/language arts and math and were less likely to drop out of school (Supik, 1996; Rolzinski, 1990);*
- *Students who engaged in service-learning came to class on time more often, completed more classroom tasks, and took the initiative to ask questions more often (Loesch-Griffin, Petrides, and Pratt, 1885);*
- *Elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics (Stephens, 1995).*

Students who participate in service-learning are more engaged in their studies and more motivated to learn.

- *Students who participated in high quality service-learning programs showed in increase in measures of school engagement and achievement in math when compared with students in control groups (Melchior, 1999);*
- *Students at all levels felt that they learned more in service-learning classes than other classes (Weiler, LaGoy, Crane, and Rovner, 1998; Berkas, 1997).*

Service-learning is associated with increased student attendance.

- *Schools that sponsor service-learning programs reported that attendance increased every year after a three year period of time (Follman, 1998; 1999; O'Bannon, 1999);*
- *Students engaged in service-learning had higher attendance rates than control group peers (Shaffer, 1993; Supik, 1996; Shumer, 1994).*

The Impact of Service-Learning on Career Exploration and Aspirations

Service-learning helps students to become more knowledgeable and realistic about careers.

- *Students who participated in service-learning reported gaining in career related skills, communication skills, and positive increases in career exploration knowledge (Berkas, 1997; Billig, Jesse, Calvert, and Kleinman, 1999);*

- *Students who engage in high quality service-learning programs developed more positive work orientation attitudes and skills (Weiler, LaGoy, Crane, and Rovner, 1998);*
- *Teachers believed that participation in service-learning increases career awareness (Melchior, 1999; Billig and Conrad, 1997).*

The Impact of Service-Learning on Schools

Service-learning results in greater mutual respect of teachers and students.

- *Teachers and students in schools with quality service-learning programs reported an increase in mutual respect ((Weiler, LaGoy, Crane, and Rovner, 1998);*
- *Service-learning builds cohesiveness, more positive relations among students, among teachers, and between students and teachers in a school (Weiler, LaGoy, Crane, and Rovner, 1998).*

Service-learning improves the overall school climate.

- *Educators and students in schools with strong service-learning program reported a more positive school climate through a feeling of greater connectedness to the school (Billig and Conrad, 1997; Weiler, LaGoy, Crane and Rovner, 1999) and through decreased teacher turnover and increased teacher collegiality (Weiler, et.al., 1999).*

Engaging in service-learning leads to discussions of teaching and learning and best ways for students to learn.

- *Service-learning promotes dialogue about the best ways that students learn and transfer information in schools that have a "critical mass" (over 20% of teachers) engaged in service-learning (Billig and Conrad, 1997; Melchior, 1999; Kinsley, 1997);*
- *Educators involved in service-learning engaged in ongoing reflection and analysis to determine how to improve educational services to students (Anderson, Kinsley, Negroni, and Price, 1991; Billig and Conrad, 1997).*

The Impact of Service Learning on Communities

Service-learning leads to more positive perceptions of school and youth by community members.

- *Community members who participate in service-learning as partners with the school see youth as valued resources and positive contributors to the community (Billig and Conrad, 1997; 1999; Weiler, LaGoy, Crane, and Rovner, 1999; Melchior, 1999; Kingland, Richards, and Coleman, 1995; Kinsley, 1997).*

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Servers and Non-Servers

Research done in 1991 by the Search Institute suggests that involvement service of any kind (volunteerism, community service, service-learning) has a positive impact on participants. Responses from approximately 33,000 9th-12th graders show differences between those who are actively involved in service and those who aren't. Some of the most significant differences between servers and non-servers are shown in table below, ranked in order from greater to lesser difference.

Category	Servers	Non-Servers
• Is involved in community organizations or activities.	62%	20%
• Values helping people.	68%	31%
• Experiences positive peer influence.	49%	16%
• Is involved in church or synagogue.	74%	38%
• Is concerned about world hunger.	60%	29%
• Communicates with adults other than parents.	56%	33%
• Values sexual restraint.	47%	24%
• Is involved in school extra-curricular activities.	73%	47%
• Has adults other than parents to turn to for advice and support.	61%	38%
• Is motivated to achieve in school.	82%	60%
• Experiences a positive school climate.	41%	20%
• Cares about people's feelings.	95%	79%
• Has parents who are involved in schooling.	36%	17%

Peter Benson, Kids Who Care, *Search Institute Source*, *VII* (3), 1-4.

Service Involvement Makes a Difference

Data collected by the Search Institute in the same study also shows that involvement in service of any kind has a positive impact on young people. For example, youth (grades 6-12) who are involved in service one hour or more per week are about half as likely as those who don't service to be involved in a variety of negative behaviors, according to national research done by the Search Institute. While it is impossible to say that service is solely responsible for cutting at-risk behaviors in half, it is reasonable to infer that the service involvement can be viewed as a prevention strategy.

Behavior	Servers	Non-Servers
• Binge Drinking	18%	30%
• Problem Drug Use	9%	18%
• Problem Cigarette Use	9%	18%
• Frequent Alcohol Use	7%	14%
• Vandalism	7%	13%
• Skipping School	7%	13%

Peter Benson. *The Troubled Journey*. (Minneapolis, MN: Search Institute, 1993)

Results of Some Other Studies

Outcome	Conrad & Hedin	Four District Consortium (Ohio)	Florida L & S	California L & S	South Carolina L & S
1. Concern for others	93%	70-100%	-	-	-
2. Ability to work smoothly and accomplish tasks with others	93%	70-90%	-	68%	92%
3. Self-motivation to learn, participate, achieve	88%	60-90%	-	75%	89%
4. Confidence, competence, self-awareness	88%	80-100%	-	80-85%	90%
5. Responsibility to group or class	86%	70-75%	-	75-83%	-
6. Sense of usefulness in community	85%	60-100%	-	-	91%
7. Problem solving	86%	60-75%	-	58-65%	-
8. Social responsibility	-	70-100%	-	-	92%
9. Civic responsibility	-	60-80%		75-85%	92%
10. Knowledge of community and it issues	-	70-75%	-	87%	88%
11. Career awareness	-	51-70%		58-75%	88%
12. Acceptance of cultural diversity	-	80-100%		37-43%	92%
13. Improved academic performance	-	70-90%	74%	-	76-93%

14. Fewer discipline referrals	-	-	82%	-	-
15. Improved attendance	-	-	68%	32%	-

Note: Responses to outcomes 1-12 are based on self-report data collected from students using the *"Checklist of Personal Gains."* Numbers in the columns refer to the percent of students responding "strongly agree" or agree" that, as a result of their participation in the service-leaning project, they have developed in these areas. Responses to outcomes 1-15 are based on objective data collected at the school level.

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More recent research by Billig and Root (2005) indicates that student outcomes are highest when the following factors are taken into account:

- **Duration**: Projects lasted at least one semester (including planning, preparation, implementation, and reflection – projects where students are engaged in service-related activities for several hours at a time had greater impacts). Significant outcomes were found for civic knowledge, civic dispositions, civic engagement, and enjoyment of subject matters. This is in line with research by Blyth, Saito and Berkas (1997) who found that the more time students spend on service activities, the greater the likelihood of positive impacts. They reported that
  a. Self-esteem increased most among students who performed less than 20 hours of service per semester, while
  b. Students who performed more than 40 hours of service per semester reported fewer "at-risk" behaviors, increases in social responsibility related to civic involvement, and less disengagement from school.

This suggests that Service activities involving one or two visits to a service site may help to inform participants about community needs and resources, but are not likely to change behaviors or attitudes. Accomplishing the latter requires repeated involvement in the service activity for a period of six months or longer.

- **Student voice (***"level of student ownership")* **–** Students are involved in age and developmentally appropriate ways in selecting, designing, implementing and evaluating their service project. Another way to think about the importance of the reasons students give for their involvement in service-learning relates to the degree to which they are committed to and involved in the planning and implementation of their service activities.
  - **a.** Blyth, Saito, and Berkas (1997) found that when service is done **alone** (**individual** placements selected by each student), students are more likely to accept diversity, report higher self-efficacy levels, and become more engaged in academic tasks related to the service activity.
  - **b.** When students are involved in doing everything from planning to the actual service as a **group**, they are more likely to gain a sense of responsibility related to civic involvement, but less likely to lose a sense of responsibility for helping others and for the environment. They were also more likely to express intent to continue their service in the future.
  - **c.** *Regardless of the project type, the more personally involved youth are in planning and implementing their service activities, the greater the chance it will affect them personally, assuming that structured reflection is also included.*
- **Curriculum Connections:** Projects were strongly and clearly linked to state standards. While teachers may understand these connections in their own minds, it is equally important for students to see these connections – this is one of the roles of reflection.
- **Type of service project:**
  - a. Students who engaged in **direct service** (e.g., cross-age tutoring or interacting with senior citizens at a community center) were found to be the most attached to their communities and having the greatest efficacy in year one. Experiences in real world expose young people to different roles, different people, and different opportunities. Direct service projects probably have a greater impact precisely because students are "rubbing elbows" with people who are different from them in some significant way. (Change theory suggests

that these kinds of activities are likely to impact us more than activities where we read about and provide service without having direct contact).

b. Students who engaged in **indirect service** (e.g., most environmental projects, making stuffed animals for hospitalized children, or sorting canned goods for a local pantry) showed the highest levels of academic achievement.

c. Students who engaged in **advocacy or political action** (e.g., circulating petitions or organizing a community forum) scored highest on civic knowledge and civic dispositions.

d. It is also important to remember that – no matter what kind of service we engage in, we do service *"with"* others, not *"for them,"* or *"to them").*

- **Cognitively challenging reflecting:** Students were regularly engaged in reflective activities (thinking about, talking about, writing about, or other activities) that challenged them to reflect on what they did, how it connected to what they were learning in their classrooms, and how their experiences had changed them. Reflection needs to be guided and systematic. *(For more information on strategies for reflection, see Module 8).*
- **Experienced teachers:** Service-learning activities were facilitated by teachers who were experienced in service-learning. Longer experience with service-learning was associated with significantly higher civic knowledge, civic dispositions, and efficacy scores. This underscores the importance of ongoing professional development related to service-learning.

Outcomes were highest when:

- Duration was at least one semester
- Students had a choice in the projects (voice)
- Strong linkages were made with standards
- Students had direct contact with those being served (Direct vs. Indirect service)
- Reflection was cognitively challenging
- Teachers were experienced in facilitating service-learning approaches

What wasn't on the list:

- Clear goals and objectives (all teachers had these anyway)
- Celebration
- Use of evaluation results for program improvement (suggesting that many practitioners are not making use of data they – or others – collect for program improvement)

©, 2005, S. Billig, S. Root, "Impact of Participation in Service-Learning on High School Students' Academic and Civic Engagement," paper presented at the 5th International Service-Learning Research Conference, East Lansing, MI, November 14, 2005.

Reviews of the service-learning research literature have identified a set of best practices or "Essential Elements" of service-learning now known to be associated with significant outcomes (Billig, 2002; 2006). Taken together, these elements did have an association with enjoyment of subject matters, academic engagement, efficacy, and civic knowledge. These relationships are shown in the table on page 18.

- **Academic achievement** – students involved in service-learning activities perform better on standardized achievement tests than students who learn in more traditional ways.
- **Valuing school** (taking more interest in and responsibility for one's learning)
- Attachment to school (a critical factor in school engagement and pride both in the school and in one's own academic performance)
- **Enjoyment of subject areas** (students do not come to school with empty minds – they bring "stuff" from their homes and communities and their interest in and concerns about local, national and global issues. When students are involved in selecting their service projects, they are more likely to take an interest in and responsibility for assignments connected with the project.
- **Acquisition of civic skills** – Students do not learn how to good citizens simply by studying the foundations of democracy in a textbook. They need opportunities to put their knowledge into practice in real-world situations. Practice helps them to understand how to get involved in the issues that affect their communities. Reflection helps them to see why it is important for them to be involved. Through these experiences they also develop the **disposition** to make service to and **engagement** in their communities a life-long habit. *(See Module 15 for more information on the connections between service-learning and civic engagement).*
- As students gain experience working with adults on their service projects and learn more about how their communities work, they are likely to gain a **sense of**

efficacy, that is, a sense that what they do can make a positive difference – not only in the lives of others, but also in their own lives. This is especially critical for urban and other disadvantaged youth who are accustomed to being "taken for granted or ignored."

Essential Elements of Service-Learning	**Significant *Positive* Relationships**
1. Clear educational goals that require the application of concepts, content and skills that require students to apply concepts, content and skills from the academic disciplines in the construction of their own knowledge.	Academic engagement, valuing school, school attachment, civic knowledge, civic dispositions and efficacy
2. Tasks that challenge and stretch students cognitively and developmentally.	Valuing school, civic knowledge, civic dispositions, efficacy, academic engagement, and enjoyment of subject matters.
3. Assessment used as a way to enhance student learning and document and evaluate how well students have met content and skills standards.	Enjoyment of math and science; civic knowledge
4. Service tasks meet genuine needs in the school or community and have significant consequences for themselves and others.	
5. Employs formative and summative evaluation in a systematic evaluation of the service effort and its outcomes.	Civic knowledge, efficacy, enjoyment of math and science
6. Service seeks to maximize student voice in selecting, designing, implementing, and evaluating the service-learning project.	Civic knowledge and efficacy
7. Values diversity through its participants, its practice and its outcomes.	Academic engagement, valuing school, enjoyment of subject matters, civic dispositions, civic engagement
8. Promotes communication and interaction with the community and encourages partnerships and collaboration.	Enjoyment of subject matters, efficacy

9. Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, knowledge about and sensitivity to the people with whom they will be working.	Enjoyment of subject matters.
10. Student reflection takes place before, during and after service, uses multiple methods that encourage critical thinking, and is a central force in the fulfillment of curricular objectives.	Academic engagement, efficacy

Other research points to additional factors that maximize student learning through service-learning.

- **Relationships matter** in school and in community settings – students need to feel connected to each other and to the people with whom they are working.
- **Doing meaningful (real) work matters** – this relates to student choice in selecting the project. Like their teachers and other adults, students are not at all excited about "busy work." They want to be involved in projects – whether classroom assignments or service-related – in which they have an interest and which have a potential to make a difference.
- **Focused programs** tend to produce better results (on problem solving and academic achievement) – programs having learning and service goals that are clear to the students present students with more opportunities to link classroom with their service activities. Reflection helps to make these connections clearer to them.
- **Student motivation (intrinsic vs. extrinsic).**
  - **a.** Research by Waterman (1997) and others suggests that one of the strongest predictors of positive student impacts relates to the level of the student's **intrinsic** motivation. The more a student's motivation to helping others is related to self-selected goals, the more time the student is likely to devote to helping. These students are most likely to seek out and sign up for classes that have a service component. However, because these students are highly

motivated even before they sign up for the class, they are less likely to show significant improvement in their attitudes about helping others as a result of their involvement in service-learning activities.

b. Students who are **extrinsically** motivated (who are told to sign up for the class), may initially view this as yet another sign of the "failure of the system" and their powerlessness. When these students are involved in high-quality, curriculum-based service-learning activities, many of them show significant improvement in the way they viewed the world, their place in it, and the problems of others. Other students may be so disengaged from school by the time of their service-learning experience that they were unable to see how their real-world experiences connected to the classroom. Preliminary research does indicate, however, that even these students show modest reductions in "at-risk" behaviors while they are involved in their service-learning activities.

Taken together these studies indicate that there are several factors service-learning practitioners need to pay attention to in order to maximize student learning opportunities associated with their service experiences. When this happens we are more likely to see the kinds of outcomes that have been traditionally claimed for service-learning. These outcomes are shown on the following pages.

Benefits of Service-Learning for the Student

- **Self-Esteem/Personal Development**
  - √ *Empowerment* (student believes he/she can make a difference)
  - √ *Self-image* (student feels worthwhile, confident, competent)

- **Social and Interpersonal Development**
  - √ *Social comfort* (student is comfortable and feels competent in a variety of social settings)
  - √ *Group work skills/team responsibility* (student works well with others to achieve a task; elicits participation of others; participates fully)
  - √ *Intergenerational connectedness* (student has the ability to interact and work cooperatively with familial and non-familiar adults; seeks advice and learns from adults)
  - √ *Social sensitivity* (student is exposed to and empathizes with a wider range of people, perspectives, and understandings)

- **Values Development**
  - √ *Social responsibility* (student believes members of society are interdependent and have an obligation to take care of those less fortunate)
  - √ *Civic responsibility* (student believes that members of society have an obligation to participate in public affairs and processes)
  - √ *Team responsibility* (student values working with a group to accomplish a task; believes group can often accomplish more than an individual)

- **Academic Development**
  - √ *Improvements in basic academic skills* (reading, writing, and math)
  - √ *Improvements in specified subject matter knowledge* (e.g., social studies, ecology, history, etc.)
  - √ *Critical-thinking skills* ((e.g., decision-making, problem-solving, analytical skills)
  - √ *Engaged learner* (student interested and motivated to learn, invests time in learning)

- **Career Exploration/Development**
  - √ *Career exploration* (student learns about the range of jobs available)
  - √ *Development of job related skills* (student gains experience, knowledge and skills in the world of work)

Benefits of Service-Learning for the School

- **Service-learning addresses key education reform objectives.**

  (1) Among the many themes of educational excellence, the following are most relevant to service-learning:
  a. the focus on learning and the importance of learners being involved in their own learning process;
  b. the importance of expectations of excellence across the board;
  c. consistent and regular feedback regarding progress;
  d. the need for teachers who function as professionals who support and guide each other;
  e. participative planning and decision making; and
  f. people processes where control derives from commitment to commonly held purposes.

  (2) Service-learning advocates and enables holistic learning.
  a. Basic academic skills are reinforced by out-of-class experiences.
  b. Involvement and empathy call forth the full development of the person.
  c. All learning styles are supported.
  d. Motivation for and commitment to learning are enhanced.

  (3) Service-learning contextualizes the environment and provides socially relevant content for the curriculum.

  (For additional information on the connections between service-learning and educational reform and improvement, refer to ***Module 13: Connecting Service-Learning to Academic Content Standards*** and ***Module 14: Service-Learning and Student Outcomes.***).

- **Other benefits to schools include**
  (1) an enhanced school climate

  (2) partnerships between schools and communities, which result in citizenship and community development and enhance the school's image in the eyes of the community.

- With only one-fourth of American households having school-aged children, it is especially critical that schools find ways to establish close ties to the community.

The contributions students make through service enhance the public's appreciation of young people and can increase support for public education.

Benefits of Service-Learning for the Teacher

- **The curriculum is broadened and deepened to create a richer context for learning.**

  (1) Service-learning begins with experience and works backward toward understanding, which is then verified in the classroom.

  (2) Service-learning fits the learning style preferred by about 75% of the people in our culture: **do it first, and then talk about what it meant.**

- **As students gain responsibility for their learning, teachers gain new responsibilities as mentors and guides, in addition to being presenters of information.**

  (1) When service-learning strategies are used in the classroom, the teacher is no longer responsible for the total content of the curriculum. The teacher becomes a partner in the learning process.

  (2) Service-learning expands the classroom to include the community, thus providing learners with a rich milieu from which to interpret the significance of classroom material.

- **Service-learning holds the promise of partnership and quality relationships between teachers and students.**

  (1) As partnerships are realized, some students may experience an increased respect for adults and increased comfort in working with them.

  (2) Learning laboratory: Service-learning provides life settings in which teachers and students can test concepts along with facts.

  (3) Authentic work: Community-based service-learning projects are intrinsically relevant and authentic, giving the work that is performed, worth and meaning beyond the setting in which it is performed.

  (4) Information utilization: Service-learning can help balance information with experience and enable students, as well as teachers, to seek appropriate information and apply it in appropriate contexts.

(5) Access to a more empowering view of young people and of education: Valuing the contribution that youth provide through service-learning enhances student self-esteem and gives young people a stake in the community and the future.

- **Service-learning requires performance-based evaluation.**

(1) Outcomes of service-learning require new ways to identify and report results.

(2) While standardized tests may be used to measure knowledge of subject matter or to gather data for research, performance-based evaluation is more appropriate to the learning that takes place through service.

- **Staff collegiality improves as staff work together in an interactive learning environment.**

(1) the same skills that facilitate good service-learning also facilitate positive working relationships among faculty and administration.

(2) Service-learning, by its very nature, is a collaborative process that brings teachers in contact with their colleagues in the context of meaningful work.

- **Mutually beneficial school/community partnerships are formed.**

(1) Service-learning allows teachers and students to directly address issues and needs in the school and community.

(2) As youth relate through service to the needs of the community, the community begins to look to the schools for insight and problem-solving – in essence, for leadership.

(For additional information on school/community partnerships, refer to ***Module 5: Building Support for Your Service-Learning Program*** and ***Module 6: Building Partnerships that Work***)

- **Changes in Teaching Techniques**

The California Impact Survey asked teachers to report whether any of 12 specific teaching techniques or classroom practices had decreased, increased, or stayed about the same as a result of their experience with service-learning. With one exception (lectures), the technique or practices listed in the survey are associated with innovative

instructional reforms that are widely regarded as powerful and effective ways to improve student learning. Two techniques (use of reflection, use of community resources) are particularly embedded in service-learning strategies. The table below shows the teachers' responses.

Table 5

Service-Learning and Use of Teaching Techniques

As a result of your experience with service-learning, has your use of the following *teaching techniques* decreased, stayed the same, or increased?	**Increased**		**Stayed about the same**	
	Number	%	number	%
Hands-on learning by doing/experiential learning	78	62%	46	37%
Lectures	9	7%	75	60%
Individualized learning process (e.g., self-paced, personalized learning plans)	50	40%	72	58%
Cooperative learning/group work among students	80	64%	45	36%
Planning/working with other teachers (including team teaching)	76	61%	48	38%
Interdisciplinary teaching	71	57%	54	43%
Thematic instruction	59	47%	62	50%
Use of reflection activities (e.g., class discussions, journals)	81	65%	44	35%
Use of community resources (e.g., speakers, materials)	98	78%	27	22%
Project-based learning	93	74%	32	26%
Students help to determine topics that are covered	50	40%	71	57%
Alternative assessment techniques (e.g., portfolios)	62	50%	61	49%

Benefits of Service-Learning for the Community

- **Service-learning contributes to community development and renewal.**

  (1) A reservoir of support is developed for identification of local issues, issue-oriented programming, and issue-oriented service.

  (2) Service-learning helps to develop a greater sense of commitment beyond self, a board base of experience and community connections and helps foster an ethic of commitment to community and a sense of membership in that community.

- **Recipients of service benefit from direct aid, human involvement and personal empowerment.**

- **Agencies receive an infusion of creativity and enthusiasm from participating youth.**

- **Service-learning helps students become more invested in their communities and to become community-minded citizens.**

- **As youth contribute through service to the common good, they are increasingly seen as one of the community's greatest resources and treated accordingly.**

[For a more complete summary of service-learning benefits, see: Susan Root, School-based service: A review of research for teacher educators. In *Learning with the community: Concepts and methods for service learning in teacher education.* J. Erickson and J. Anderson (eds.). (Washington, DC: AAHC, 1997)]

SOME BENEFITS OF SERVICE-LEARNING

For the participating young people:

- Engaging in service to others can build many of the developmental assets, which provide a foundation for healthy development and choices.

- Service-learning
  - Changes others' perceptions of young people from problems to resources
  - Helps young people learn through active, hands-on experiences and develops their leadership potential
  - Connects them with caring and responsible adults and peers

For the sponsoring organization: Service-learning

- Provides a potentially powerful strategy for fulfilling their mission, whether is learning (schools), personal development (youth organizations), or growth in faith (congregations)

- Keeps young people engaged, connected, motivated, and excited about participation in learning and related activities

- Provides a service to the community and those in need

- Can energize the whole organization as young people's passion, commitment, and enthusiasm rub off on other people

For the Recipients of Service: Service-learning

- Meets real needs

- Provides an opportunity for them to build relationships with young people

- Can offer new hope, encouragement, and confidence in the good will of others

For the Larger Community:

- Young people bring new energy, capabilities, and creative ideas for building community and addressing specific needs

- Service-learning cultivates a new generation of caring and experienced activists and volunteers

- Young people seen as valuable resources for the community

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The "cost" of doing service-learning

If service-learning really does benefit schools by improving student academic performance and school climate, the question still remains – what does it "cost" a school district to implement a high quality service-learning programs? Is the cost justified in an era of unfunded mandates and declining tax revenues? Here are some thoughts.

1. In a 1995-96 study of service-learning programs, the costs of programs varied widely – ranging from a low of approximately $14/participant in one district wide program to a high of nearly $1,700 for one small classroom program.
2. In general, **district wide programs had the lowest per-pupil costs** because the overhead costs of service-learning coordinator, transportation and supplies were spread among a relatively large number of schools and students.
3. The Corporation for National and Community Service (CNCS), the sponsoring agency for Learn & Serve America, estimated **program costs in 1995-96 to be approximately $47 in grant funds/participant.**
4. When compared to annual per-pupil costs, service-learning hardly counts as a major budget item. According to the U.S. Department of Education, average per-pupil expenditures in 1995-96 were $6,855. **At $47/student, the per-pupil cost of average service-learning program represents less than one percent of that expenditure.**
5. Of those districts reporting that they had community service or service-learning programs, **84% reported they received no outside funding to support their programs. The regular district budget was the sole source of funding.** Of those who did receive outside support, the most common sources of funding were corporate contributions, other federal and state grants, local service organizations and/business partners and foundation grants. **Only 10% reported receiving Learn & Serve funds.**
6. Some Conclusions for administrators:
    a. *Given the benefits of service-learning for students, schools and communities, it is affordable and can be a relatively low-cost strategy for achieving a wide range of academic and community goals.*

(1) According to the Independent Sector, the average cost for a volunteer hour is now $17.54 (2006). This means that, if a district's service-learning program costs $5,000/year and the program involves 2,500 students who give a total of 3 hours of service each (for a total of 7,500 hours), the value of the service time to the community = **$131,400**. This amounts to a return of **$26.28 for each dollar the district spends on service-learning.**

(2) Furthermore, because service-learning can be integrated into existing classes and curriculum, it does not require significant investments in new staff or equipment. It involves a **change in teaching approach** as opposed to adoption of a new, standalone program.

b. *Service-learning will require some additional resources.*

(1) The integration of service-learning throughout a school or district requires an **investment in professional development**, as well as **time and support** for teachers as they develop new instructional approaches and materials that incorporate service-learning.

(2) Therefore, there must be a district-level **commitment to find the necessary resources to cover the costs of professional development, materials and project supplies, transportation and student recognition.**

c. *Service-learning means dealing with practical, day-to-day concerns.* These include

(1) Insurance and liability issues (see Module 6 for more information on these issues);

(2) Flexible scheduling so students have time to engage in their service; and

(3) Making the case to parents and members of the community about the value of hands-on-learning as an integral part of classroom learning (see Module 6 for ideas).

d. *Schools and districts need to decide whether to hire a part-time or full-time service-learning coordinator.* This individual can

(1) Provide visibility to the district's service-learning efforts;

(2) Help raise awareness and orient teachers to service-learning; and

(3) Provide on the ongoing support and training teachers need as they integrate service-learning into their classrooms.

7. The Bottom Line: *How do communities view these efforts?*

a. ***The work of students was seen as valuable*** *by the community agencies where students performed their service.*

(1) **90% of the agencies** interviewed reported that the service-learning participants had helped them improve their services to clients and the community.

(2) **70%** said that the use of Learn & Serve participants had increased the agency's capacity to take on new projects.

(3) Where students were involved in providing education-related services, **75%** of the agencies involved said that students had helped to raise the skill levels, engagement and self-esteem of the young people being assisted.

(4) Where students were involved in serving elderly citizens or providing health-related services, nearly **65%** of the agencies reported that program participants had helped improve the mood, morale and quality of life of the elderly.

(5) **Nearly all of the agencies** said that they would use students from the service-learning program again.

b. *Service-learning was also seen as strengthening the relationship between school and community and as promoting a more positive attitude toward young people and schools.*

(1) Roughly **50%** of the agencies interviewed said that their participation in service-learning had produced new relationships with schools in their community.

(2) **Two-thirds** indicated that Learn & Serve projects had fostered a more positive attitude towards the schools.

(3) **Over 80%** reported that service-learning had helped to build a more positive attitude toward youth in the community.

(4) In dollar terms, the value of services provided through the programs studied far outweighed the costs of the service-learning program. Based on data from the agencies, **the average student in the study provided more than $580 in direct support to the community.**

Service-Learning and "At-Risk" Youth

- Studies show the greatest impact of service-learning occurring among "at-risk" and minority youth. Some possible reasons for this:
  (1) These youth often experience school as a frustrating place where they fail and no one cares for them; and
  (2) Where important concepts and materials are typically taught
    a. in ways that do not connect with the real world,
    b. using teaching strategies that are foreign to their natural learning styles (MBTI and multiple intelligences).

- The opportunity to experience more connections and more of a sense of being able to make valuable contribution to the school and community – especially extensive opportunities that are well-connected to the curriculum – ought to have great potential to affect how students feel about school and school work.

- Service-learning appears to work because it utilizes a variety of teaching approaches, including "hands-on," and because it promotes
  (1) developmentally responsive autonomy,
  (2) a sense in students of their value and competence,
  (3) a sense that they are contributing to something larger than themselves, and
  (4) a sense of connectedness to others,
    - between the school and the rest of the community and
    - between the subject matter students are studying and the real world in which they live.

- Structured reflection
  (1) helps young people name the experiences they are having,
  (2) enables them to think about their experiences deeply enough to articulate their impact on self and others, and
  (3) helps them make sense of how their studies in the classroom relate to real world concerns.

Distribute HANDOUTS:

- **Service-Learning Quick Sheet # 29 – *"The Role of Service-Learning in Prevention"***
- **Service-Learning Quick Sheet # 30 – *"Service-Learning and the Discouraged Learner"***

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Service-Learning Activities....

- ❑ Acquaint me with career opportunities
- ❑ Broaden my understanding of place and people
- ❑ Develop my personal qualities
- ❑ Help me acquire new skills, interests, and knowledge
- ❑ Help me develop habits of community service and volunteerism
- ❑ Help me better understand what I study in class
- ❑ Give me an opportunity to be creative and put my ideas to work
- ❑ Help me better understand my community and how it works
- ❑ Teach me how to work in a team
- ❑ Build my school spirit
- ❑ Should be worked into all my classes
- ❑ Make learning more interesting
- ❑ Help me connect what I study in school with my life in the community

[Source: Kathy Gibson Carter, Learn and Serve Coordinator, South Carolina, 1997).

The Service-Learning Model:
A Description of Its Phases

Student involvement in and benefits from service-learning activities may also be thought of as moving through a cycle of five phases (Delve, Mintz, and Steward, 1990):

- Exploration
- Clarification
- Realization
- Activation
- Internalization

The movement through these phases is outlined in the table that follows.

The Service-Learning Model: A Description of Its Phases

VARIABLE	PHASE 1: EXPLORATION	PHASE 2: CLARIFICATION	PHASE 3: REALIZATION	PHASE 4: ACTIVATION	PHASE 5: INTERNALIZATION
Definition	• A time when new volunteers are "bright-eyed and bushy-tailed," eager to explore new opportunities • Generally naive about the problems facing others • Just looking for an opportunity to "help" or get involved	• "The salad bar approach," when the student begins to explore various opportunities and make critical decisions about where he/she will exercise community service energies.	• Student generally becomes aware of what service-learning is all about • "Aha!" as student realizes how diverse aspects of his/her community service all fit together	• The "question authority" phase; a time when a student's development from cognitive bystander to full participant in a discussion of the larger and more complex questions of racism, classism, and economic injustice.	• Describes those few students who fully integrate their community service experiences into their lives and, as a result, make lifestyle and career decisions consistent with values gained from such experience.
Intervention	• Individual either identifies an opportunity to participate at a service site but does not interact with the site population, or • Supports the charitable actions of others	• Student participates in a service activity via a group with which he/she is beginning to identify • Service may be direct, indirect, or civic action	• Student may continue to volunteer with a group (one that now focuses on a particular service activity or site) or independently • Service may be direct, indirect, or civic action	• Student involved directly in the community and is intently working on a particular issue • Intervention likely to be with a group working together to deal with a particular issue	• Student involved in community service both directly and indirectly

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VARIABLE	PHASE 1: EXPLORATION	PHASE 2: CLARIFICATION	PHASE 3: REALIZATION	PHASE 4: ACTIVATION	PHASE 5: INTERNALIZATION
Commitment	• Involvement by student is infrequent • Typically limited to one time only (frequency) • Total service commitment is short-term (duration)	• Student engages in a single experience with the group or at a number of sites (frequency) • Long-term commitment made to the group (duration)	• Student volunteers consistently and frequently (frequency) • Offers long-term commitment to the site, the activity, or the issue (duration)	• Participation is consistent (frequency) • Student volunteers consistently, offering a lifelong pledge to the issue or issues with which he/she identifies (duration)	• Commitment is consistent; student strives to live a life integrated with their service (frequency) • Student pledges a lifetime to the pursuit of social justice in society (duration)
Behavior	• Activities in which student engages based on clearly identifiable needs	• Service activity helps confirm identification with the group	• As student begins to focus involvement on a particular site, activity, or issue, awareness and understanding of the site is strengthened	• Student's lifestyle begins to change to reflect his/her commitments • Student advocates relevant issues • Student may begin to challenge the system	• Student promotes his/her values in everyday life and consciously integrates those values into his/her being

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VARIABLE	PHASE 1: EXPLORATION	PHASE 2: CLARIFICATION	PHASE 3: REALIZATION	PHASE 4: ACTIVATION	PHASE 5: INTERNALIZATION
Balance	• *Challenge* relates to breaking into the involvement cycle and the uncertainty of the service activity or issue being addressed • *Support* provided by structure, clearly outlining what student is expected to do and how he/she is to do it	• *Challenge* involves eliminating options and choosing between service opportunities • *Support* includes the security of being with a group of like-minded individuals, and through continued structured activities	• *Challenge* involves confronting the diversity of people and the elements in which students interact • *Support* provided by adults (teachers, site coordinators, etc.)	• *Challenge* posed by society's response and reaction to the issues being raised, by what the student learns in class and by changes in the student's lifestyle • *Support* provided by adults	• *Challenge* relates to trying to live a consistent lifestyle (e.g., money, career choice, etc.) • *Support* comes from the sense of community derived from commitment to public service and the sense of inner peace that goes hand in hand with living by one's principles

[Adapted by L. Richard Bradley, Ph.D., 1999, based on "Promoting Values Development," Cecilia Delve, Suzanne Mintz, and Grieg Stewart (1990), in *Community service as values education*, Cecilia Delve, Suzanne Mintz, and Grieg Stewart (Eds.). San Francisco, CA: Jossey-Bass].

Descriptive Variables in the Service-Learning Model

1. ***Intervention:***
   a. MODE refers to whether the student engages in service-learning activities *individually* or as a member of a group.
   (INDIVIDUAL PLACEMENT MODEL vs. GROUP PROJECT MODEL)

   b. SETTING characterizes the student's relationships to the client population.
   - DIRECT – face-to-face interaction with the service population, either at the service site or in another setting.

   (DIRECT, Maryland Student Service Alliance Model)

   - NONDIRECT – involves students in the actual environment of the population being served, but not in direct contact with the client population. (INDIRECT OR ADVOCACY, Maryland Student Service Alliance Model)

   - INDIRECT – intervention where the participants are physically distant from the service and the population being served.
   (CIVIC ACTION OR ADVOCACY, Maryland Student Service Alliance Model)

2. ***Commitment:***
   a. FREQUENCY refers to how often the student engages in his/her service activity.

   b. DURATION refers not only to the long-term or short-term nature of the commitment, but also points to where that commitment is to be found (e.g., commitment to a student group, a service activity, or to the service activity itself).

3. ***Behavior:***
   a. NEEDS refer to the *intrinsic* and *extrinsic* motivations students have for engaging in service-learning activities.

   b. OUTCOMES refer to the possible effects of participation in service-learning activities:
   - On students; knowledge and skills, attitudes and behaviors
   - On schools
   - On communities

4. ***Balance:***
   For development to occur in a period of equilibrium, *tension-inducing stimuli* must be introduced.

   a. CHALLENGE: how much student cares about the issue, opportunities to reflect with others, repeated experiences
   b. SUPPORT: from trusted adults, peers (sometimes), site coordinators

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Module 3: Getting Started
L. Richard Bradley, Ph.D.

Purpose of this Session: Participants in this session will
- learn a process for identifying possible service-learning themes or topics; and
- understand how these themes or topics can be naturally connected to the curriculum.

Introduction

For teachers new to service-learning one of the hardest parts of the implementing a service-learning program in their class may be **getting started**; that is, finding ways to make **natural** connections between service activities and the curriculum. One way to approach this is to ask teachers to think about the **positive reasons** why they are considering adding a service component to their classes.

Find a partner, preferably one who teaches in a different subject area from yours, and discuss the following questions.

ESSENTIAL QUESTION: What benefits do you as a teacher expect to see, for yourself, as a result of using service-learning strategies with your students? List the three that seem most important and discuss.

ESSENTIAL QUESTION: What benefits do you expect to see for your students as a result of using service-learning strategies with them? List the three that seem most important and discuss.

After partners have shared with each other, bring participants together to create a common list of "Benefits to the Teacher" and "Benefits to the Student." Give participants a few moments to review the list. Summarize each list, using one of the following methods.

⇒ Strategy A (shorter time)

Review each list as a group and look for common themes - make new lists summarizing key reasons.

⇒ Strategy B (longer time)

Give each participant ten (10) dots - five per list - and ask them to "spend" their dots on the reason or reasons they think are most important. Allow about five minutes for the voting. After everyone has spent all his/her dots, add up the scores and make new lists, rank-ordering the results.

⇒ At this time, it might also be helpful to distribute copies of the "Benefits to the Teacher" and "Benefits to the Student," contained in ***Module 2: Benefits of Service-Learning.***

Starting Point Questions

Refer to TRANSPARENCY: STARTING POINT QUESTIONS
Distribute HANDOUT

While there may be some variations in responses, they will generally fall into one of five categories.

Starting Point Questions

- **Curricular Topic** - "There must be a better way to teach about …"

- **Career Exploration/Interest** - "My students really want/ need to find out more about …"

- **Community Issue** - "Our community really needs help with …"

- **Community Partner Need** - "This agency would really like to work with my students on …"

- **Student Interest** - "My students are really interested in …"

- **Connections with State Standards and Tests** – "Students in our district need to improve their knowledge and skills in…."

- **Curricular Topic** - "There must be a better way to teach about …."

  Examples:

  - A teacher of 6th grade social studies teacher wanted to make a unit on the Great Depression "come alive" for here students, most of whom came from upper middle class homes. The result was a service-learning project linking her classes with a local shelter for homeless men. Project activities coincide with in class assignments and readings related to the Great Depression.
  - An 8th grade science teacher wanted to do different that would make learning about the cell more "interesting." She came up with a project involving students and a local hospital. Together they wrote the script for and produced a video, which explains cancer causes and treatments to kids.
  - A group of elementary school teachers wanted to make science, math and writing skills come alive for their students. The project they developed involved students in researching, developing and then writing about a wild bird habitat in a wooded area on the school grounds.

ESSENTIAL QUESTION: Is there something that you **currently** teach that could be improved by the addition of a service-learning activity? List subject areas and ideas on newsprint.

- **Career Exploration/Interest** - "My students really want/need to find out more about …"

  Examples:

  - A middle school Language Arts teacher wanted her students to find out more about the capabilities and needs of senior citizens. She contacted the director of a local senior center and developed a program, which involves students and seniors in a project called "I Remember When…." Students and seniors write scripts based on their responses to a series of questions they develop together and then "produce" the best scripts in a Readers Theater format.
  - Another middle school teacher wanted her students to learn more about the special abilities and needs of multi-handicapped youth. She contacted the director of a local school for special needs children and developed a semester-long project which has her students serving as classroom buddies at a school for these children.
  - A team of teachers from two different school districts wanted their students to learn more about human service related careers. Before the beginning of the class, they developed a list of possible careers, contacted local agencies and set up mentorships, which would allow students could gain "on-the-job" knowledge of careers in each area.

ESSENTIAL QUESTIONS:

(1) What **career-related** issue or topic do your students need to find out more about?

(2) What kinds of service-learning activities might address these issues or topics?

(3) In what ways could they be related to what you already teach?

- **Community Issue** - "Our community really needs help with …"

  Examples:

  - A high school teacher found out that there was a shortage of drivers for the "Meals-on-Wheels" program in her community. Within a few days after mentioning this to her students, she had more that enough students signed up to cover the needs of homebound seniors in the community.
  - Students at a high school saw a news report about a possible shortage of Christmas toys for foster children in their community. They talked with teachers at their school and at a nearby elementary school and quickly organized a drive to collect new and "gently" used toys. High on their list were old bicycles, which they reconditioned in their Industrial Arts class. Two weeks before Christmas, students delivered 35 reconditioned bicycles and three truck loads of toys to the agency responsible for distributing them to foster children.
  - Students at another high school, located in an area which had been devastated by spring floods, organized a drive to collect new jeans for their peers. Students also offered their services in helping residents to clean up homes, which had been inundated with mud.

ESSENTIAL QUESTIONS:

(1) What issues or concerns are at the top of the list in your community?

(2) What kinds of service-learning activities might address these issues or concerns?

(3) In what ways could these be related to what you already teach?

- **Community Partner Need** -"This agency would really like to work with my students on …"

  Examples:

  - After hearing about a similar program involving another school and agency, a shelter for homeless families contacted an elementary school teacher about having students collect reading materials appropriate for homeless children at an inner city school.
  - A local hospital contacted a high school teacher to see if her students would be interested in developing materials appropriate for use with parents of premature infants.
  - A social services agency worked with a special education teacher to put together a program in which special education students researched and then assembled "personal kits" for families at a local shelter.
  - Invite one or two examples from participants.

- **Student Interest** - "My students are really interested in…."

  Examples:

  - Elementary school students wanted to do "something" with the empty space down the hill from their school. Working with their teachers, they developed a school-wide project to turn this area into an environmental laboratory, complete with a pond, wild bird and butterfly habitats, and observation areas.
  - Another group of elementary school students wanted to help restore a log cabin located on school property. Working with teachers, local merchants and boy and girl scouts, they were able to restore the cabin.
  - A group of high school students wanted to work with Habitat for Humanity to build a house. They worked, first with other students and teachers at the high school, then with district administrators to develop their project. It eventually became a district-wide project, involving students K-12 in fund-raising, construction, publicity, and writing about their "School-house," which was successfully completed one year after the project began.

ESSENTIAL QUESTIONS:

(1) What are the issues or topics in which your students are really interested?

(2) What kinds of service-learning activities might address their interests?

(3) In what ways could these be related to what you already teach?

- **State Standards and Tests** – "Students in our district need to improve their knowledge and skills in…"

See Module 13: Connecting Service-Learning to Academic Content Standards

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Module 4: Service-Learning Planning Model

L. Richard Bradley, Ph.D.

Purpose of this Session: Participants in this session will
- Learn a model for use in planning and implementing service-learning activities: and
- Use this model to plan a curriculum-based service-learning activity.

Introduction

This session describes and involves participants in a process that can be used to plan and implement curriculum-based service-learning activities. The model, which is shown in the **handout**, outlines steps that are crucial in the process of designing and implementing curriculum-based service-learning activities.

Refer to TRANSPARENCY: MODEL FOR EFFECTIVE PLANNING
Distribute HANDOUT

Service-Learning Curriculum Connection Model

#1 – SELECT A PARTICULAR FOCUS →	# 2 – BRAINSTORMING →	# 3 – LOOK AT THE PARTNERSHIP POSSIBILITIES ↓
√ Curricular Topic/Issue √ Career Exploration/Interest √ Community Issue √ Community Partner Need √ Student Interest √ State standards	• What are the academic goals? What do students need to know and be able to do? What attitudes and behaviors would we like to change? • What kinds of classroom and community experiences are likely to support these learning goals? How will this project be meaningful to students and community partners?	• Which community partners are most likely to provide these experiences? • Needs, Motivations, Resources of School/Students, and • Needs, Motivations, Resources of Community Partner

↓ #6 – PROJECTS	← #5 – PEPARATION	← #4 – CURRICULUM CONNECTIONS
• Implement service activities • Evaluate from the point of view of: - students - teachers - site supervisors/mentors - parents	• Assess school climate – pro/con service • Identify & secure necessary resources • Establish timelines • Identify service sites & contact partners • Select service activity • Provide training for students, teachers, partners, and parents • Plan evaluation – set measurable goals	• What am I already teaching that relates to this issue? • What specific themes/topics fit naturally with a service-learning partnership? • As a result of this partnership … - What career explorations opportunities can be created ? - What social issues can be explored?

#7 – REFLECTION →	#8 – NEXT STEPS ↑
• How are we doing? • What meaning does the service have for students?	• What can we do to keep students involved? What's next?

Four District Career Education

Consortium, 2001

STEP 1 - SELECT A PARTICULAR FOCUS

This step involves the use of the **"Starting Point Questions**" and exercises contained in ***Module 3: Getting Started***. These questions help teachers to focus on different ways to go about selecting a possible topic. Some other possibilities that might help to get students involved in the process of identifying possible issues/topics for projects:

- **Walk-About**
  Students can walk about campus observing needs. (This is a variation of the 60-Minute Community Search that will be explained later in this Module; see pages 11-12).

- **Exploration**
  Have students explore news sources and collect three articles identifying various community needs. Needs do not have to be local, but they do need to be genuine. Students then share their findings with the class. Three variations of this are outlined in this module:
  - 60-Minute Newspaper Search, p. 13
  - "Making the Curricular Connections," pp. 23-24
  - "Project Walk-through by Social Issue," pp. 47-48

- **The Writer's Notebook,** pp. 15-16

- **"Connecting Your Social Awareness with A Service-Learning Experience,"** p. 17

- **The "Me" Chart**
  Have students cut out pictures from magazines that depict the various communities that they are connected to. Place a picture of the student in the middle with lines to the pictures and have descriptions next to the pictures. Student can share their "communities" with the class.

- **Survey**
  Students can prepare a survey of classmates, teachers, administrators, PTA organization parents, community members, and others to determine possible needs.

- **Agency Survey**
  Students can contact local service agencies to discover what needs exist, to what extent they are being met, and what needs the agencies have. Agency representatives can be scheduled to meet with students.

- **"Backwards Design"** – pp. 19-21

STEP 2 - BRAINSTORMING

Brainstorming can be used to generate ideas that can become the basis for selecting service-learning projects. Collecting creative ideas about a topic is critical. This encourages teachers and students to consider all possibilities and not just the most obvious ones. Ideas are posted on newsprint without comment, other than clarification.

STEP 3 - PARTNERSHIP POSSIBILITILIES

Partnerships are relationships between schools and community members, businesses or agencies. Each member of the partnership has specific needs, motivations, and resources to contribute to the partnership. The most effective partnerships are those which take time to make clear the goals and expectations of all partners. This involves looking at possible partnerships from two directions:

- From the school's point of view:
  - What learning experiences do the teacher and students expect from the partner?
  - What **resources** do they do they **need** from the partner?
  - What are their **reasons** for selecting this particular agency?
- From the agency's point of view:
  - What kinds of learning experiences can the agency offer to students?
  - What **resources** does the agency have that will help the project?
  - What are the **reasons** the agency is willing to collaborate on the project? What does the agency **need** from students?

Distribute HANDOUT: PLANNING FOR SERVICE-LEARNING

PLANNING FOR SERVICE-LEARNING:

ASSESSING SCHOOL AND STUDENT NEEDS AND RESOURCES

One strategy for assessing school needs and resources is to look carefully at the school, using questions such as:

GENERAL SCHOOL DATA

1. Grade levels _____ Enrollment _____ Total Staff _____

2. Existing community-service projects, if any, in your school:

Project Name Contact Person

3. Existing service-learning projects, if any, in your school:

Project Name Contact Person

4. Are the students who will be participating
   ___ "at risk" ___SBH? ___LD? ___MH?
   ___ learning impaired? ___ physically challenged?
   ___ gifted? ___ "regular" students?

5. What special needs, if any, need to be taken into account in planning so that all students will be able to participate **meaningfully** in the proposed service-learning activity?

6. What special training, if any, will students need so that they can participate **meaningfully** in the proposed service-learning activity?

7. What gaps in students' current academic experience could be filled by participation in service-learning activities?
   a. Gaps in student knowledge and skills?

   b. Gaps in student attitudes?

   c. Gaps in student behaviors?

SCHOOL'S MISSION

8. Describe any special academic emphases in your school.

9. In what ways does the school's mission relate to service-learning?

10. In what ways does the administration of the school district support efforts to introduce service-learning in your school?

AREAS OF NEED

11. To enrich the curriculum. How will the academic curriculum be strengthened through
    service-learning?

12. To reduce at-risk behaviors and disciplinary referrals. How will service-learning help
    in this area?

13. To enhance the image of the school in the community. How will service-learning help
    in this area?

14. To help students fulfill a mandatory service requirement. How will service-learning

help in this area?

<u>SPECIFIC RESOURCES SCHOOL CAN PROVIDE</u> (check all that apply)

___ classroom space
___ drug education
___ computer lab
___ release time for service activities
    ___ if YES, when: _____
    ___ if NO, when will students be expected to perform their service activities? _____
___ transportation to and from service site
___ teacher/partner training
___ copier
___ FAX

SPECIFIC RESOURCES SCHOOL WILL NEED FROM ITS COMMUNITY PARTNER:

ASSESSING COMMUNITY NEEDS, MOTIVATIONS AND RESOURCES

There are two basic ways to identify community needs and resources. Each approach has its benefits and drawbacks.

Relying on Information Others Have Collected

Local service agencies and governmental agencies are good sources of information about community needs and resources. Ask participants for examples of agencies located in their communities that might be sources of this kind of information. List on newsprint.

The benefits of utilizing this information are that

- information provided by agencies such as the United Way are updated frequently;
- agencies typically prioritize community needs;
- you can locate potential partners quickly.

The drawbacks of this approach are that

- student involvement in gathering and analyzing information is minimized;
- certain issues which may be important to the life of the community, such as those relating to the environment, may be overlooked; and
- it does not usually point to projects which involve issues that go beyond the boundaries of your community.

There are a variety of ways to collect your own information. Ask participants for their ideas about how this could be done. List on newsprint.

Possibilities could include:

* student interviews
* conducting searches of needs and resources in your community (60-Minute Community Search)
* brainstorming ideas and themes from the local newspaper (60-Minute Newspaper Search)

Important: Assessing Community Needs

John Kretzmann and John McKnight (1993) have observed that educational leaders and nonprofit service directors often use a ***"needs mapping model"*** with communities. As a result, many lower income urban neighborhoods are viewed primarily as "environments of service" where behaviors are affected because residents of the community come to believe that their well-being depends upon being a client (p.2).

This ***deficiency model of community partnership*** does little to empower communities to help themselves, especially after the institutional presence (when the grant funds run out) is gone. Nor does it enable communities to leverage the necessary long-term resources to be managed within the community to solve problems rather themselves instead of being controlled from the outside.

Kretzmann and McKnight propose a different model, which they define as ***assets-based community development.*** They believe that effective community development efforts *"are based on an understanding or map of the community's assets, capacities and abilities"* (p. 5). The process entails discovering and detailing the gifts, abilities, and resources of each individual, household, association, and institution in the community.

Part of the process is determining – with the stakeholders – how to harness these assets to address community needs and problems. In *Building Communities from the Inside Out*, Kretzmann and McKnight outline three interrelated characteristics of this alternative approach to community development.

1. The first principle that defines this process is ***"asset-based."*** That is, this community development model starts with *what is present in the community – the capacities of its residents and workers, the associational and institutional base of the area* – rather than with what is absent, or problematic or needed by the community.
2. Because this community development process is *asset-based*, it is by necessity ***"internally focused."*** That is, this development model concentrates, first of all, upon the agenda building and problem-solving capabilities of local residents, local associations, and local institutions. Again, this intense and self-conscious internal focus is not intended to minimize either the role external forces have played in helping to create the desperate conditions of

lower income neighborhoods, nor the need to attract additional resources to these communities. Rather, this strong internal focus is intended simply to stress the primacy of local definition (*"community voice"*), investment, creativity, hope, and control.

3. If a community development process is to be *asset-based* and *internally focused*, then it must also be ***"community-driven."*** Thus, one of the central challenges for *asset-based* community developers is to constantly build and rebuild the relationships between and among local residents, local associations, and local institutions (p. 9)

Distribute HANDOUT: ***Service-Learning Quick Sheet # 46: "Assets-Based Community Development Model"***

Distribute HANDOUTS: 60-MINUTE COMMUNITY SEARCH
60-MINUTE NEWSPAPER SEARCH

60-MINUTE COMMUNITY SEARCH (Follman, Watkins, & Wilkes, 1994)

This is an excellent way to empower students by engaging them in identifying service needs and opportunities near their school. It has the added benefit of identifying sites that, because of their proximity to the school, eliminate the need for additional funds or arrangements for transportation.

STEP ONE: PREPARATION

To prepare, you need the following:

- Enthusiastic student volunteers
- Maps of school area - one per group
- Pens
- *Service Opportunity Profile Worksheets (see next page)*

STEP TWO: GETTING STARTED (about 30 minutes)

- Obtain an up-to-date street map of your school community (from home, a gas station, AAA, the library, off the World Wide Web)
- Locate your school on the map and draw a circle with a radius of about one mile around it.
- Divide this circle into "pie" pieces to match the number of areas you will search or the number of groups of students to be sent out.
- Divide students into small groups (5-7 per group).
- Give each group one piece of the pie and enough *service Opportunity Profile Worksheets* so that each member of the group has one.

STEP THREE: SEARCH (about 60 minutes)

- Each group has one hour (or class period) to search the community. This can be done on foot, if the area is safe, or by using the *Yellow Pages*. Look for schools, (including your own, retirement homes, senior centers, libraries, hospitals, parks, businesses that might sponsor group projects, and other opportunities of interest to members of the group.
- Each time a possible service opportunity is identified, mark the name and address on a *Service Opportunity Profile Worksheet*, and the location on the map.
- If the group is on a walking tour, go into the facility and tell them what you are doing. Find out the organization's phone number, the name of a contact person, and other useful information. Record this on a *Service Opportunity Profile Worksheet*.

STEP FOUR: DEBRIEFING (about 15 minutes)

- Bring groups back together and have them share their findings with each other.
- Use this information to generate a list of project ideas. Highlight people you met who could be asked to speak to the class about the needs of their agency.

SERVICE OPPORTUNITY PROFILE WORKSHEET

Name of agency/business:

Contact Person:

Address:

Phone Number:

Distance from school:

Services provided by agency/business:

Population served:

Languages spoken:

Geographic area served:

Services that are needed/that could be provided:

Information submitted by:

Date:

source: Constitutional Rights Foundation, 1992

60-MINUTE NEWSPAPER SEARCH

Another way to involve students in identifying local, state, national and/or international issues and needs without leaving the classroom is by searching through newspapers for items of interest to them. This process also lends itself to an interdisciplinary approach to service-learning activities.

STEP ONE: PREPARATION

- Obtain enough copies of your local newspaper or *USA Today* so that each student has his/her own (or can share one with another student). In many cases these can be obtained free of charge, provided that you contact the paper's circulation manager ahead of time.
- Markers and newsprint
- Copies of the *Interdisciplinary Planning Form* (one per group, following page)

STEP TWO: ORGANIZING SMALL GROUPS (about 5 minutes)

- Divide class into groups of 5-7 students per groups
- Give each group newspapers, newsprint, and markers

STEP THREE: NEWSPAPER SEARCH (20 minutes)

- Within their groups, each student reads and then selects **2-3** articles highlighting issues of interest or concern (issues need not be directly related to classroom subjects at this time)
- Within their groups, each student then shares his/her selections, while one student acts as "scribe," recording **all** issues on newsprint without comment.
- Using the group leader role, each group reaches consensus on the group's top **three** choices.
- Each group then posts and shares its list with the entire class.
- The teacher leads the class in seeking consensus on **one** issue of interest/concern to everyone. (**A possible strategy – vote by "dots").**
- This issue is recorded on the *Interdisciplinary Planning Form* under **Theme.**

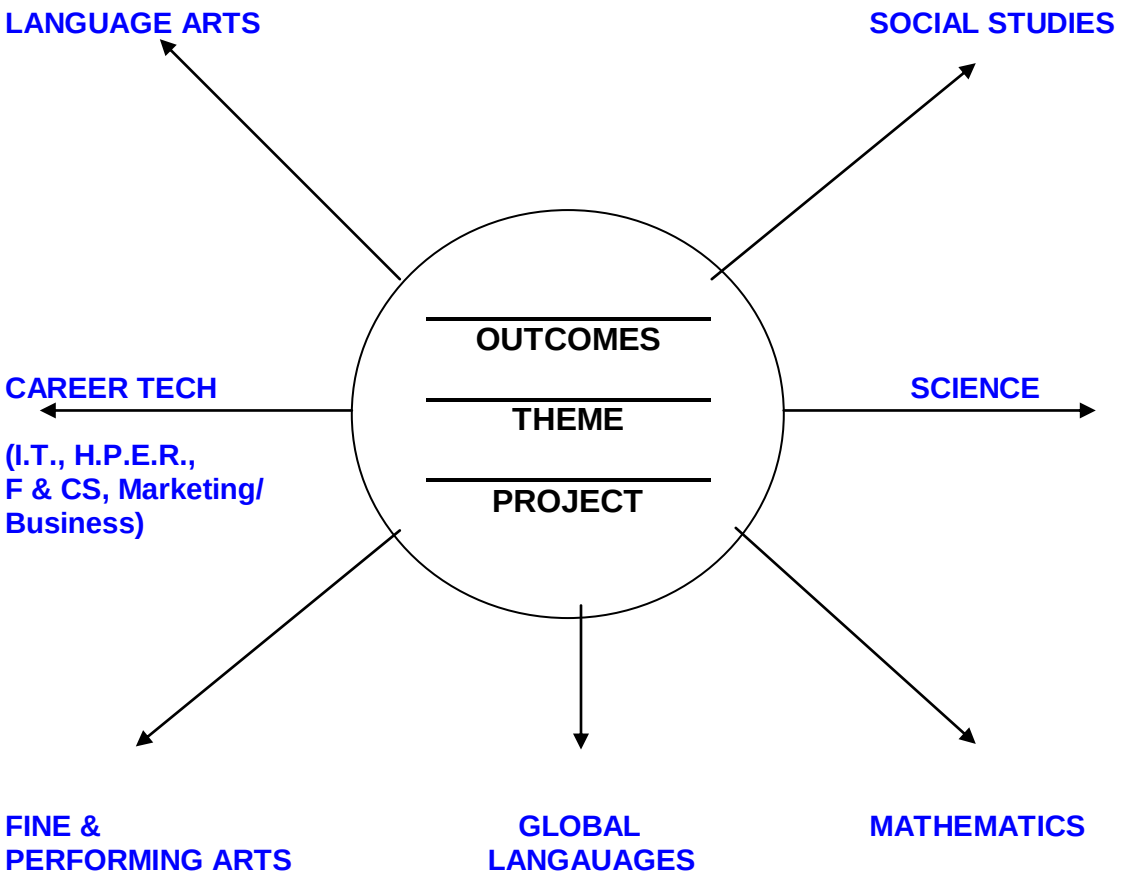
STEP FOUR: MIND MAPPING (20 minutes)

- Write the "theme" in the center of another piece of newsprint.
- Using a "webbing" approach, map possible topics/issues that could be explored in relation to the theme. Use words or short phrases per line.
- The teacher leads the class in seeking consensus on **one topic/issue** they would like to work on in more depth – this topic will be the focus of the service-learning project and is recorded on the *Interdisciplinary Planning Form* under **Project**.

STEP FIVE: DEBRIEFING (about 15 minutes)

- In the large group, students then brainstorm ways to connect this **topic/issue** with each of the curriculum areas shown on the *Interdisciplinary Planning Form.*
- Working with other members of the teaching team, begin to identify the next steps needed to turn the idea into an actual service activity.

Service-Learning Interdisciplinary Planning Form



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Writing for social action is an ideal way to energize students, especially students who see school as pointless and dull. Writing can be used as a way help students notice and reflect on what is happening around them. Writer's notebooks have two important purposes.

(1) They are a valuable source of topic ideas for students' social action (service-learning projects).
(2) These notebooks teach students to observe, reflect, and think critically – to look at the world with enough love that it might become better.

Using writing notebooks in planning service-learning projects:

(1) Students are asked to carry around a "writer's notebook" to record thoughts about what they observe – in school, in the news, at home, on the street – and look for issues they believe people in the community should address.

(2) Students are then encouraged to interpret everyday issues with an eye toward fairness and justice.

(3) Divide the class into small groups (5-7 students/group). Within each group, each student is given time to share the most important topic is his/her writing notebook. One person in each group should write these topics down <u>without comment</u>.

(4) When everyone has shared, the group should work together to identify one topic that they can agree on as being most important to them <u>as a group</u>.

(5) Once each group has chosen it's most important topic, group topics should be posted. Give them class time to find – or create – common ground with their peers, building coalitions to work together. (This might require the use of newsprint, markers, and sticky dots to "vote"). *Students may move from their original group to another group at this time if another group's topic is more compelling to them. Through this process students form groups for their social writing and subsequent service-learning projects.*

(6) Students in these groups may not necessarily know many facts about their chosen issue. This will mean that students will have to research their issues to equip themselves with evidence, develop perspectives on that evidence, identify possible partners and help focus their learning (and service) goals.

(7) Within each group, students should then compose *action plans*, describing what they plan to do to address the topic they have identified and how their activities will fit together.

(8) Students should use the *Service-Learning Interdisciplinary Planning Form* on page 14, as a guide to ensure that all areas of the curriculum are addressed in both the planning and the resulting service-learning project.

(Randy Bomer, "Speaking Out for Social Action," *Educational Leadership, October 2004,* pp. 34-37)

Connecting Your Social Awareness with
A Service-Learning Experience

Directions: Read *all* of the sentences, and then write an honest response to each. It is important that you understand each question builds on the next as you think about your community and your role as in involved citizen.

1. Identify one social, one political, and one cultural issue in your communing that you are aware of: ("community" can mean your school or the community in which you live).

   Social: _____

   Political: _____

   Cultural: _____

2. Name a concern you have as a student that ties into these larger social, political, and cultural community issues.

   Social: _____

   Political: _____

   Cultural: _____

3. What might these concerns tell you about the assumptions and beliefs you have about others?

4. How might a service-learning experience build on your current awareness and help you expand your awareness?

5. Take a step further and reflect on the manner in which your involvement might help you grow into your future profession.

©, 2005, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Brown, JIST Publishing, pp. 22-23.

STEP 4: CURRICULUM CONNECTIONS

Once a possible project has been identified, the next step is to determine how it can be integrated into the curriculum.

One way of thinking about how you might do this is to use the process of **"thinking backwards."** Suppose you had to prepare Thanksgiving dinner for 15 people. In order to accommodate everyone's schedules, dinner needs to be "on the table" at 5pm. Think about the steps that would be involved and then put them in sequence in the most efficient way so that dinner will be on the table at 5pm. Steps might include:

- Planning the menu
- Purchasing the necessary ingredients
- Thawing the turkey
- Cleaning and stuffing the turkey
- Putting the turkey in the oven
- Making the dough for the rolls
- Making the pie crusts
- Preparing relish trays and munchies
- Peeling and boiling potatoes
- Preparing vegetables

Distribute HANDOUT: STEPS IN THE BAKWARD DESIGN PROCESS

STEPS IN THE BACKWARD DESIGN PROCESS

Step 1. Identify the Desired Results

- What should students know, understand, and be able to do?
- What important *knowledge* (facts, concepts, and principles) and *skills* (processes, strategies, and methods) should students gain?
- What should students find *worth being familiar with?*
- What enduring understandings are desired?

⇓

Step 2. Determine Acceptable Evidence

- How will we know if students have achieved the desired results and met the standards?
- What will we accept as evidence of student understanding and proficiency?

⇓

Step 3. Plan Learning Experiences and Instruction

- What enabling *knowledge* (facts, concepts, and principles) and *skills* (processes, strategies, and methods) will students need to perform effectively and achieve the desired results?
- What activities will equip students with needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught, in light of performance goals?
- What materials and lessons are best suited to accomplish these goals?

(adapted from Grant Wiggins and Jay McTighe. Understanding by Design. Washington, DC.: Association for Supervision and Curriculum Development, 1998)

Steps in the Backward Design Process

The questions that follow are designed to walk you through the process of backward planning.

Step 1: Identify the Desired Results

a. What should students know, understand, and be able to do? What is worthy of their understanding? What enduring understandings are desired?
b. Big picture question – What knowledge should the students find *worth being familiar with?*
c. More focused question – What *important knowledge* (facts, concepts, and principles) and *skills* (processes, strategies, and methods) do students need to gain?
d. Most focused question – What *enduring understandings* will anchor the unit or course?
e. FOUR FILTERS to use in selecting ideas and processes to teach for understanding.

   Filter 1. To what extent does the idea, topic, or process represent a "big idea" having enduring value beyond the classroom? Enduring understandings go beyond discrete facts or skills to focus on larger concepts, principles, or processes. For example, we study the enactment of the Magna Charta as a specific historical event *because* of its significance to a larger idea.

   Filter 2. To what extent does the idea, topic, or process reside at the heart of the discipline? By involving students in "doing" the subject and planning the learning experiences, we provide them with insights into how knowledge is generated, tested, and used.

   Filter 3. To what extent does the idea, topic, or process require explanation? What important concepts or processes do students often have difficulty grasping? What do they typically struggle with? About which big ideas are they likely to harbor a misconception?

   Filter 4. To what extent does the idea, topic, or process offer potential for engaging students? By having students encounter big ideas in what that

provoke and connect to students' interest, we increase the likelihood of student engagement and sustained inquiry.

Step 2. Determine Acceptable Evidence

a. How will we know if students have achieved the desired results and met the standards?
b. What will we accept as evidence of student understanding and proficiency?
c. The collected evidence may include observations and dialogues, traditional quizzes and tests, performance tasks and projects, as well as student self-assessments gathered over time.

Step 3. Plan Learning Experiences and Instruction

a. What enabling *knowledge* (facts, concepts, and principles) and *skills* (processes, strategies, and methods) will students need to perform effectively and achieve desired results?
b. What activities will equip students with the needed knowledge and skills?
c. What will need to be taught and coached and how should it be taught in light of performance goals?
d. What materials and resources are best suited to accomplish these goals?
e. Is the overall design coherent and effective?

⇒ Once you have completed one or both of these exercises, you can look at ***Appendix A – Interdisciplinary Curriculum Integration,*** in this module for examples of how other teachers have integrated service-learning activities into their classrooms.

⇒ ***Appendix B*** contains another model, developed by the Maryland Student Service Alliance, for connecting service-learning with social issues.

⇒ You may also wish to look at the material contained in ***Module 12: Character Education and Service-Learning and Module 13: Connecting Service-Learning to Academic Content Standards*** for additional information on how service-learning can be connected to character education, and Ohio's academic content standards.

MAKING THE CURRICULAR CONNECTIONS

There are two steps to this activity.

Step 1: Respond to each of the questions on the next page individually, based on your own subject area and classroom experiences.

Step 2: Work in small groups (about 6 teachers, preferably from as many different subject areas as possible) and share your responses. The goal in this step is to identify ways service-learning activities can be integrated across **all** subject areas.

1. What five things do you want your students to know and be able to do when they end this year?

2. How will you know if your students have achieved the desired results and met the standards? What will you accept as evidence of student understanding and proficiency?

3. Is your class already involved in service activities of some kind? How could these activities be turned into service-learning activities?

4. Given what you know about service-learning **right now**, what kinds of meaningful service activities would seem to flow naturally from what you will **already** be teaching during the coming semester, year?

5. What needs in the school or community would be met through this service activity? Who would be served?

6. What do students need to know or understand (preparation) before they carry out their service activities effectively and achieve the desired results? What do you already do in your classroom that would prepare them for service? What additional preparation/training might be needed? Who could provide this training?

7. What could you do with your students during and after the project (reflection) to ensure that they learn as much as possible from their service? What do you already do which serves as reflection?

8. In what ways could the project be expanded to include other classes and teachers? What are the advantages and disadvantages of this?

9. If other teachers are to be involved,
   - Who do you see as the most likely "candidates?"
   - What other subject areas seem most logical?
   - In what ways could evaluation responsibilities be shared?

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PLANNING TO LEARN

Project:

Key learning objectives and curriculum tie-ins:

How will you intentionally address the learning objectives during preparation (i.e., studying a culture, researching related social justice issues, examining the history, geography, or economy of the area where you will serve)?

How will you intentionally address the learning objectives during action (i.e., specific knowledge that will be used or gathered)?

How will you intentionally address the learning objectives during reflection (i.e., reflection questions and methods that emphasize the learning objectives)?

How will you intentionally address the learning objectives during recognition (i.e., celebrate and highlight the learning that has occurred)?

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Getting Started: Some Strategies

For

Implementing Service-Learning Programs at Your School

1. **What are the** three **most important issues facing your school at the present time?**

2. **In what ways could service-learning help your school address these issues?**

3. **In what specific ways do you see the "climate" of your building supporting (or hindering) your efforts to introduce service-learning activities into your classes?**

4. **As you think about introducing service-learning at your school, what are the two or three** most significant barriers **you think you will have to face (or have already faced)?**

5. **What kind of training/preparation will you need? Where can you get it? Are funds available to assist with training costs? Travel costs? Materials costs?**

6. **Creating an environment supportive of service-learning in your school would require….**

7. **Five things you could do in your school, between now and next the beginning of the next semester, that would support your efforts to introduce service-learning would include….**

8. **What advice would _____ give you in your efforts to create a quality service-learning program at your school? (people such as George Lucas, Steven Spielberg, Mother Theresa, Oprah Winfrey, etc.)**

@, L. Richard Bradley, Ph.D., 2001

Double-Checking Your Project Possibilities

Use this form with some possible projects (with your students if possible) to narrow possibilities and make choices. If you don't know the answers to some questions, you may want to find out more before selecting that project.

Description of Potential Project:

_____

_____

	Yes	No	?
A. How well does the project fit with your young people's:			
1. Interests and passions?			
2. Development stage and ability level?			
3. Life experiences and other differences?			
B. **How well does the project with** the community's:			
4. Needs and priorities?			
5. Existing resources and programs?			
6. Experience and capacity in engaging young people in service?			
C. How well does the project build upon your organization's:			
7. Mission or purpose?			
8. History and identity?			
9. Current projects and programs?			
10. Leaders' commitments and support?			
D. How well does the project address your goals **for:**			
11. Learning?			
12. Growth and development?			
13. Service?			
E. Is the project appropriate for your group's:			
14. Size?			
15. Level of skill and experience?			
16. Time availability and commitment?			

	Yes	No	?
F. Will you be able to adequately address infrastructure issues **such as:**			
17. Funding?			
18. Risk management and safety?			
G. Other:			
19. _____			
20. _____			

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STEP 5 - PREPARATION

Proper student and teacher preparation is necessary for success in a service-learning project. This includes careful planning and rehearsal of skills that will be used, as well as curricular content and ongoing discussion of attitudes and behaviors. Preparation may include such things as research, speakers from the community, presentations from concerned groups, and on-site training at the service site. The more attention you pay to details at the beginning of a project; the less likely it is that something will go wrong. However, it is important to remember that, no matter how much you prepare, you cannot anticipate everything that might happen. Therefore, successful service-learning necessitates flexibility - both in planning and in delivery. A good rule of thumb: if *the project involves working with persons who differ from your students - by virtue of age, race, economic status, or physical or mental ability - special training is likely to increase the chances of a positive experience for everyone involved.*

STEP 6 - PROJECT IMPLEMENTATION

Once teachers and students have made a decision about a program's theme and identified an agency with whom they want to collaborate, one more decision needs to be made - this one relating to the type of project in which students will engage. The Maryland Student Service Alliance has identified three types of projects: direct **service, indirect service,** and **civic advocacy** or **civic action**.

- **Direct service** results when students' service activities bring them into **direct** contact with others. Cross-age tutoring projects and visits to local nursing homes or senior centers are examples of this. Direct service projects can encourage students to
  - develop responsibility for their own actions;
  - be dependable;
  - make a different in another person's life;
  - focus on the needs of others; and
  - learn to get along with people who are different.
- **Indirect service** results when students' service activities do **not** bring them into direct contact with other people. Examples of this include food and

clothing drives, fund-raisers for charity, neighborhood clean-ups and most environmental projects.

- **Advocacy or civic action** results when students' service activities involve them in lobbying, speaking, or performing in public in support of specific causes or issues. For example, students involved in a project relating to poverty and hunger might research the local manifestations of these problems, then develop and present a series of recommendations to local governing bodies for action. Students involved in environmental projects often become advocates of particular positions related to their service activities. These types of service activities encourage students to
  - ♦ persevere, to become more aware that the system doesn't change quickly;
  - ♦ articulate a problem and suggest logical solutions based on careful research;
  - ♦ work with adults;
  - ♦ persuade people to act in new ways in relation to an issue or cause;
  - ♦ understand the duties and privileges of citizenship; and
  - ♦ appreciate the complexities of the political process and their role in it.

Service activities can be done as a **group** or **individually**. When done as a **group** project, students have opportunities to learn to

- ♦ cooperate and work as a team;
- ♦ play different roles in a group;
- ♦ recognize and value the differing contributions of each team member;
- ♦ involve others by recruiting them to help in task completion; and
- ♦ value working with others.

- **Group** projects have the advantage of being easier to organize since the teacher only has to find a few service sites for the class. Group projects also minimize some of the transportation and supervision problems that often arise. The disadvantage of group projects is that they limit the choices students have.
- **Individual** projects or placements make it possible for students to choose service sites and experiences more closely related to their own learning goals.

The disadvantage of individual placements is that they typically require much more work for the teacher in locating possible sites and in monitoring the quality of student service experience.

A good rule of thumb: *It may be easier to plan and implement group projects until you become more comfortable with service-learning and with available resources in your community.*

Ideally, service-learning activities take place within the time-frame of the class or classes to which they are connected. However, with increased course requirements, including preparing students for state mandated proficiency tests, and with more and more co-curricular activities, many teachers find that scheduling service activities presents a significant obstacle to successful implementation of service-learning programs. In some cases the distance between the service site and the school consumes the majority of the class period, leaving insufficient time for the service activity. Even with block scheduling, it is often difficult to find enough time within the regular school day for students to go out and do their service activity. This may not even be possible in those schools that prohibit students from leaving the school during the school day.

Ask participants for their suggestions on ways to deal with this. List on newsprint.

Possible strategies could include:

- designing service activities so they are part of the regular instruction without interfering with other classes (a sure way of antagonizing colleagues)
- designing projects so that students can perform their service before or after school or on weekends (probably works best for **individual** placements)
- having student do their service activities during school breaks or during the summer;
- planning a school-wide one or two-day blitz on a particular issue, such as hunger, culminating with a school-wide service-learning project.

Research on service-learning indicates that service-learning projects that are of long duration, spanning a year or more, have the potential of having the greatest impact on student knowledge and skills, attitudes and behaviors. Additional research indicates that the learning that occurs in these projects results from having students engage in repeated service experiences. *Shorter projects may convey important information, but they do not change attitudes or behaviors.*

Getting students to and from their service sites may be another obstacle to successful implementation. In some cases, district buses may be available, but at a substantial cost per trip. In other cases, district buses are not available. Some creative solutions to the problem of "getting there and back" include:

- Selecting service sites and activities within walking distance of the school (such as a cross-age tutoring project at a nearby school or monitoring water quality in a nearby stream);
- Bringing service recipients to the school. At one school, senior citizens are brought to the school, where students provide a variety of services, including basic medical care from nursing students and assistance with consumer issues from business and consumer science students.
- Using public transportation
- Asking parents to help (and to stay and participate in service activities with their children)
- Seeking donations of money and/or transportation from local merchants and/or the local bus company.

In arranging for transportation it is important to pay careful attention to liability issues which may arise when students do not use school buses or other public transportation to get to and from their service sites. Talk with your school district's attorney about this.

STEP 7 - REFLECTION

One of the most important distinctions between a volunteer project and a service-learning project is reflection. This is a teacher facilitated process that helps students find personal meaning in the service. Reflection should occur:

1. During preparation activities where attitudes about the population that will be served or the issue that will be addressed are explored.
2. During "teachable moments" in the project that occur where connections can be made, and
3. Following the service project to survey changes in student attitudes and behaviors and gains in student knowledge or skills.

⇒ Various strategies for reflection – and rationales for each one – can be found in ***Module 8: Reflection – Learning from Service*.**

⇒ ***See also Service-Learning Quick Sheet # 16 – "Reflection"*** *and* ***Service-Learning Quick Sheet # 17 – "Multiple Intelligences and Reflection"***

STEP 8 – EVALUATION and NEXT STEPS

At the conclusion of every project it is important to ask questions such as:

- What were the most important things I learned from this project?
- What would others need to know to be able to replicate this project?
- What would I do differently if I did this project again?
- What, if anything, has changed in my school, my student, my approach to teaching, in the community, because of this project? Are the needs, motivations, resources, the same or different?

The answers to these questions feed back into **STEP 1** as part of a continuous feedback loop, helping you to make necessary design changes the next time around.

⇒ For more detailed suggestions about how to plan and conduct evaluations of your service-learning projects, see ***Module 9: Program Evaluation***, in this manual.

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Appendix A - Interdisciplinary Curriculum Integration

There are two basic ways to integrate service-learning into an existing curriculum.

A. A **multidisciplinary** approach

This approach focuses on having separate disciplines address the same theme or topic, while still allowing individual teachers to work within the boundaries of their own disciplines. For example, suppose your school adopts a **grade-wide** or **school-wide** environmental theme, such as water quality. With input from students, each teacher would then develop his or her own curriculum-based service-learning activity. For example,

- Students in a **math** class might inventory species of plants and animals that inhabit a particular stretch of a nearby river. With help from local naturalists, they could compare their findings with data from previous years and prepare graphs to illustrate their findings.
- Students in a **science** class could learn how to monitor water quality and then keep a record of their findings over a semester, noting the impact of heavy rains, drought, and other natural phenomenon. They could prepare graphs, and perhaps a photo essay, which illustrate their findings.
- Students in **language arts** could do research on issues relating to water quality, locally, statewide, and nationally, and then present their findings to classmates and/or elected officials.
- Students in **social studies** could develop and survey local citizens about their opinions on water quality and present their findings in table or graph form to policy makers.
- **Physical education** students could help organize a nature walk along a nearby stream or river to highlight the need for clean waterways.

The **advantage** of a *multidisciplinary* approach is that it is probably the easiest place to begin if you (and your school) are relatively new to service-learning curriculum integration or are trying to recruit other teachers to join you.

The **disadvantage** to this approach is that it may result In a wide range of disconnected service activities, none of which will be of long enough duration or intensity to have significant impacts on the students involved.

B. An **Interdisciplinary** Approach

This approach to is based on collaboration among teachers **across** disciplines. While this approach often results in service activities might look very to the ones developed by individual teachers working on their own, an *interdisciplinary* approach requires teachers to work together **as a team** to integrate common content and activities across disciplines. Resulting projects reflect these **shared** service and learning goals.

There are two major **advantages** to this approach. The first is that it usually results in one service activity of longer duration and intensity, maximizing student impacts. A second benefit to this approach is that there is no better way to build support for service-learning in your school than to involved colleagues so that they personally experience the benefits of service-learning in their own classrooms.

The major **disadvantage** to this approach is that it typically takes more time and effort to coordinate these efforts.

Using **Project C** as an example

A middle school social studies class is studying a unit on the causes of the Great Depression. In order to make the information more relevant, the teacher and her students design a project which begins with a survey of current student attitudes toward and knowledge of poverty and homelessness in their community. This is followed by an orientation given the director of a local drop-in shelter. During the next three months, students visit the shelter once-a-week, interacting with residents in a variety of ways. Students are required to keep journals documenting what they see and experience on each visit. At the end of the project, students retake the survey they took at the beginning to see if and how attitudes have changed.

Project C initially began as part of a social studies unit. In succeeding years, as other teachers expressed a desire to connect to this project in some way, interested teachers formed a "planning team" and used the **"Interdisciplinary Planning Form,"** to help them visualize all of the possible connections between the project's initial theme and their own curricular areas.

Invite participants to brainstorm some of the possible connections in light of what they teach. How could **Project C** be connected to

- **Language Arts**? (Some students read stories about and then wrote a research paper on issues related to poverty and homelessness. Other students interviewed adults who lived during the Great Depression to gain first-hand, anecdotal information about life then. Another group of students used the information they had gathered to write "Letters to the Editor" of the local paper about their findings.)
    - **Math**? (Some students gathered data on homelessness and poverty in the community and in the United States and made graphs showing their findings. Another group of students surveyed local social service agencies to find out how many people in Franklin County were living at or below the poverty level. Their information was put into charts and graphs that were used in presentations by other students.)
    - **Health**? (A group of students researched the medical needs of the poor and how these needs were being taken care of. Another group looked at the costs of providing preventative health care for the poor vs. the cost of emergency room treatment and presented their findings to classmates and elected officials.)
    - **Public Speaking**? (Students used information they had gathered to prepare and present persuasive speeches to their classmates and elected officials.)
    - **The Arts**? (Some students made photo essays depicting the plight of the poor and the homeless. Other students collected songs written by or about the poor and homeless and made a tape of these songs that they placed in the school library.)
    - **Industrial Technology**? (The Shelter obtained used computers from a local business. Students developed training programs and worked with residents to enable them to utilize these computers in their job searches.)

<u>Some Other Ideas for Connecting Service-Learning to the Curriculum</u> (taken from various sources)

Language Arts

- Record favorite children's stories or original stories on tape and donate tapes to local day-care centers or school for the blind.

- Analyze the ways in which television commercials try to see products to young people and then write a student's guide to advertising.

- Research important topics and write stories about them to convey information to peers or to the wider community (depending on the nature of the topic selected, this could also involve other disciplines, such as **Science, Physical Education, Social Studies,** and **Health**).

- Read for the blind or others with disabilities.

- Write essays or letters to city officials, businesses, editors, the President; describing a need in their community and what should be done about it (depending on the need which is identified, this could also involve other disciplines, such as **Science, Social Studies, Health**).

- Organize letter-writing campaigns on important issues (depending on the issues involved, this could also involve other disciplines).

- Organize book-collection drives and establish informal libraries in low-income neighborhoods.

- Research, write, and publish a book on people who are making a difference in their community.

- Interview, edit, and then publish the histories of selected people in their community (e.g., WW II veterans). Depending on the questions which are used, this could also involve other disciplines, such as **Social Studies, Health**.

- Tutoring younger students to promote reading.

- Research the history of … and then write about what you find out (depending on the issue, this could also involve other disciplines, such as **Science, Social Studies, Health**).

Math

- Create a mathematics board game for younger children and share it with the school or public library (could also involve other disciplines , such as **History, Geography, Social Studies**).

- Interview local business people about the ways in which they use math in their daily work and publish the results in a booklet for other math classes. Stress practical applications.

- Raise and keep records of funds/expenditures for a local cause (of their choosing), such as replacing park equipment or collecting donations for a local food pantry.

- Tutor young students in math.

- Inventory species of animals or measure and count trees and other plant life for the departments of agriculture, environmental affairs, or parks (could also involve other disciplines, such as **Science, Language Arts**).

- Discuss with senior citizens how the cost of living has changed over the last two generations and calculate and then graph increases for specific items.

- Help senior citizens, poor people, or the disabled with home budgeting, shopping, and filling out forms (could also involve other disciplines, such as **Health**).

- Help charities and nonprofit organizations with book-keeping, conference planning and registration, and mailings.

- Examine and graph contributions to the school's food drive.

- Design wheel chair ramps for the school, a local park, or shopping center (could also involve other disciplines, particularly **Industrial Technology**).

Science

- Prepare a menu of nutritionally balanced meals to serve to the homeless (could also involve other disciplines, such as **Health, Social Studies**).

- Serve as aides, helpers, and animal handlers at local nature centers or zoos.

- Adopt a zoo animal or species by sponsoring fund-raising recycling drives.

- Work with the local humane societies, zoos, or nature centers to care for injured and healthy animals.

- Produce a video tape, book, play, or puppet show for younger animals on the care of pets and other animals (could also involve other disciplines, such as **Language Arts, Art, Industrial Technology**).

- Adopt a nearby lake, river, wetlands, or stream for research and pollution testing (could also involve other disciplines, such as **Math, Language Arts, Social Studies**).

- Conduct research on the environment effects of development and follow up with landscaping and restoration projects to restore native habitat in needed areas (could also involve other disciplines, such as **Social Studies, Industrial Technology, Language Arts**)

- Produce a video and related materials of some health-related topic, such as cancer, for young people and donate it to local hospitals and health centers (could also involve **Health, Industrial Technology, Drama, Language Arts**)

- Tutor younger students on science skills and knowledge.

History/Social Studies

- Conduct research on local property use or other community history for community planning projects (could also involve **Language Arts**).

- Interview elderly citizens about their lives and experiences, then compile a community history. Such a booklet could be broad in scope or focus on specific historical events, such as natural disasters, the Great Depression, etc. (could also involve **Language Arts**).

- Develop walking tours of historical neighborhoods (could also involve **Language Arts, Physical Education**).

- Make presentations on historical events and places to peers and younger students; these could take the form of reenactments, stories, plays, etc. (Could also involve **Art, Language Arts, Music, Drama**).

- Study and then restore or renovate local history or archeological sites such as farms, homes, villages, etc. (Could also involve **Industrial Technology**).

- Become pen pals with students in other countries (could also involve **Language Arts**).

- Survey youth about their needs and opinions and convey this information to policymakers (could also involve other disciplines, such as **Math**).

- Research the various groups who have moved into their town, conduct oral history interviews with some of them, and compile a written history of their community (could also involve other disciplines, such as **Language Arts**).

- Teach their peers about the dangers of substance abuse (could also involve other disciplines, such as **Health, Language Arts, Science**).

- Develop plans for reducing hunger in their community (could also involve other disciplines, such as **Language Arts, Health**).

- Learn about homelessness by volunteering at a local shelter.

Art

- Make pottery with peers who have disabilities.

- Make soup bowls for an "Empty Bowls" dinner.

- Paint over graffiti-covered wall; enlist the help of local artists in this efforts.

- Make table decorations for a shelter or nursing home.

- Provide artwork to beautify local hospitals, shelters, community centers and retirement homes.

- Design posters for non-profit organizations.

- Design posters that draw attention to particular community issues/needs.

Physical Education/Health

- Participate in Special Olympics programs.

- Help organize walk-, run-, bike-a-thons to raise money for community needs.

- After learning about the exercise needs and capabilities of seniors, conduct exercise classes at a local senior center.

- Assess the needs of area poor and then assemble and deliver "Home First Aid" kids to poor families in the community.

- Learn about the need for organ donations and produce materials suitable for younger children (and their parents). Could also involve other disciplines, such as **Language Arts, Art**.

- Organize recreational after-school programs for younger children.

- Design and construct exercise and bike trails and provide security for them (could also involve **Science, Math, Language Arts**).

- Coach younger children in a variety of sports.

- Study the prevalence of preventable diseases in their community and gather information on the needs of children for vaccinations (could also involve **Language Arts, Math, Social Studies**).

Technology/Media

- Research and then produce videotapes on safety related issues (could also involve other disciplines, such as **Language Arts, Drama, Social Studies**).

- Write and produce a weekly program on recycling and other environmental issues (could also involve other disciplines, such as **Language Arts, Science**).

- Teach residents of a homeless shelter or a retirement center how to use computers.

- Tutor younger students on computer use.

- Explore the needs and issues of their communities and document its cultural life (could also involve **Language Arts, Social Studies, History**).

- Help produce newspapers for a local nursing home.

- Develop school software that provides lists of volunteer opportunities based on students' interests, preferred locations, schedules, and transportation needs.

Consumer and Family Science

- Make recipes for specifics meals and give the information and necessary ingredients to young mothers.

- Plan and prepare nutritious meals for a nearby shelter or retirement center.

- Participate in programs such as "Meals-on-Wheels."

- Collect and repair clothing and household goods and send them to areas in need of disaster relief.

- Develop sewing skills by sewing baby clothes, blankets, or quilts and donating them to the needing.

- Provide assistance to local day-care facilities.

- Make book bags or carrying bags for the homeless.

Music and Drama

- Sing with a group of senior citizens.
- Visit nursing homes and hospitals, find out what songs residents like, learn them in music classes and then return to perform the music for residents (could also involve **Social Studies**).
- Teach songs to younger children.
- Provide free music lessons and tutoring to younger students and to poor students who cannot afford them.
- Compose and perform a rap on why it is important to be drug free for younger students.
- Interview seniors to find out about their favorite songs and dances when they were growing up; then learn and perform them.
- Make a collection of the music of a particular period in history or from a particular ethnic group (could also involve **History, Social Studies, Language Arts**).
- Write and then perform a puppet show or skit on the importance of being drug free for younger students (could also involve **Language Arts**).
- Interview senior citizens on some topic of mutual interest, then write up and present responses in the form of an intergenerational readers theater (could also involve **Language Arts, Social Studies**).

Industrial Technology

- Plant gardens or empty plots near the school (could also involve **Math, Science**).
- Design and construct playground equipment for schools (could also involve **Math, Health**).
- Design, Plan, and build a wheelchair-accessible nature trail (could also involve **Science, Math, Language Arts**).
- Help a group like "Habitat for Humanity" build a house or design a new house that meets Habitat's requirements (could also involve **Math, Science**).
- Develop walking, cycling, skiing, jogging, running, and/or natural science trails (could also involve **Science, Math, Health, Physical Education**)/

- Help weatherize the homes of low income elderly.
- Offer home repair services to the elderly through public service announcements.

Connecting Learning to Service

Here are a few of the ways children and teenagers have served their communities – and some things you can learn through this service. In your own planning you should flesh out the objectives to make them more detailed and specific.

	Service	Possible Learning
Younger children	• Keep a park clean	• Citizenship, science,

(Grades K-3)	• Build bird feeders for nursing home • Visit nursing homes	recycling • Conservation, aging, drawing shapes • Relationship skills, aging, health care, arts, language arts
Older children (Grades 4-5)	• Survey peers on needs • Research and publish local history • Plan gardens with low - income families	• Math, social studies, community communication • English (writing), social studies, desktop publishing • Social studies, types of plants, biology
Young youth (Grades 6-8)	• Tutor younger children • Help food bank with inventory • Build wheel chair ramps	• Study skills, the specific subject area • Business skills, math • Industrial arts, math
Older youth (Grades 9-12)	• Clean a polluted lake or river • Register voters • Publish organization newsletter	• Ecology, chemistry, geography • Political science, sociology • Journalism, desktop publishing, social studies

[The Points of Light Foundation, used with permission]

Appendix B: PROJECT WALK-THROUGH 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 what issues in the world and the community concern you and your students. Select one.

2. What is one direct, one indirect, and one advocacy service project you and your students could do to address your concerns?
   Direct -

   Indirect -

   Advocacy -

3. What needs in the school or the community would be met through this service project? Who would be served?

4. What curricular areas could this project be related to (e.g., what goals, objectives, and unit of instruction could it fit)?

Maryland Student Service Alliance – Handout 18

5. What do students need to know or understand (**preparation**) before they carry out the project?

6. What could you do with students during and after the project **(reflection**) to make sure they are learning what you want them to learn?

7. How would you structure the project into your students' schedule? When would the actual service be performed? How many hours per week of class time would be involved? How many hours per week outside of class?

Maryland Student Service Alliance – Handout 19
Service-Learning Project Resources

Rich Cairn and James Kielsmeier (1991). Growing hope: A sourcebook on integrating youth service into the school curriculum. Minneapolis, MN: National Youth Leadership Council.

Critical Issues in K-12 Service-Learning (1996). Gita Gulati-Partee and William Finger. (eds.). Raleigh, NC: National Society for Experiential Education.

Enriching the curriculum through service learning (1995). Carol Kinsley and Kate McPherson (eds.). Alexandria, VA: Association for Supervision and Curriculum

Development.

Joseph Follman, James Watkins and Dianne Wilkes (1994). Learning by serving: 2,000 ideas for service-learning projects. Greensboro, NC: University of North Carolina at Greensboro.

Cathryn Berger Kaye (2004). The complete guide to service-learning: Proven practical ways to engage students in civic responsibility, academic curriculum & social action. Minneapolis, MN: Free Spirit Press.

Lillian S. Stephens (1995). The complete guide to learning through community service. Boston, MS: Allyn and Bacon.

"The Training Toolbox: A Guide to Service-Learning Training," Baltimore, MD: Maryland Student Service Alliance, 1993.

James Watkins and Dianne Wilkes (1993). Sharing success in the southeast: Promising service-learning programs. Greensboro, NC: University of North Carolina at Greensboro.

Grant Wiggins and Jay McTighe (1998). Understanding by Design. Washington, DC: Association for Supervision and Curriculum Design.

Module 5: Developmental Factors in Designing Service-Learning Programs

L. Richard Bradley, Ph.D.

Purpose of this Session: Participants in this session will learn the ways in which various developmental theories can be used to design service-learning activities that are appropriate for the age and abilities of the students involved.

Exercise: Ask participants to share examples of successful programs they heard or read about that were less than spectacular when they tried them in their own classrooms. List these on newsprint without comment.

ESSENTIAL QUESTION: Why do you think you were not successful with this program in your classroom? List these on newsprint without comment.

Look for common themes. These may include

- Lack of adequate financial support
- Lack of administrative support
- Lack of support from colleagues
- Lack of professional development opportunities
- Differences in the nature of the students with whom they worked and those involved in the original program.

Nothing could be more frustrating to a teacher than to hear or read about a "model" project that was highly successful in someone else's classroom and then to try it

in her or his own classroom and have it fail miserably. While there may be a variety of reasons for this, oftentimes the differences in outcomes are related to differences in the ages and abilities of the students in the two classrooms. What works in a middle school classroom doesn't always work in an elementary classroom. What works in a high school classroom doesn't always work in a middle school classroom. Expecting otherwise is a bit like expecting an apple to taste like an orange.

Educators have long recognized that individuals proceed through identifiable progressions of physical, intellectual, emotional, and social development that result from interactions between the individual and his/her environment. When applied to the design of service-learning programs, this suggests that children are likely to have the best opportunities for learning when the material and the resulting service activities

- are appropriate to their **developmental level**,
- while also challenging and inviting them to further intellectual, emotional, physical, and social development.

Awareness of the unique differences among children, including those with special needs, as well as those with special abilities, can greatly facilitate efforts of teachers to create the most effective learning environments.

In this session we will look at three theories that could be used, either individually or in combination, to design effect service-learning programs:

- Erik Erikson's theory of psychosocial development,
- Lawrence Kolhberg's theory of moral development, and
- Robert Selman's theory of social development.

Erik Erikson's Theory of Psychosocial Development – Elementary School Years

Psychosocial theory describes the **content** of the issues with which individuals may be dealing at a given time in their lives. From the perspective of Erik Erikson's theory of psychosocial development, children face two main tasks during the elementary school years. While in grades K-3, the main task is to **develop a sense that there are things they can do for themselves and be supported in the necessary explorations**. Because they are curious to know more about how things work, children at this age seem

to be constantly asking **what, why, how,** and **when** questions. They are also interested in the impact they can have on the world around them. How adults respond to this curiosity can influence later feelings of pride or guilt over activities they initiate on their own.

If children are made to feel uncoordinated or that their questions are a bother or that their curiosity is pointless, they may emerge from this stage of life with an excess of what Erikson refers to as **guilt**. If, on the other hand, they are given the freedom and opportunity to explore their inner and outer worlds, they will probably emerge from this stage with a sense of **initiative**.

During the upper elementary grade levels, the main task facing children is to **see how quickly new abilities and skills in broad areas of life can be developed**. If their efforts to make things, to initiate and complete projects, to establish relationships, and to explore new interests are not supported and encouraged by adults, children may emerge from this stage of life with an excess of what Erikson refers to **inferiority**. If, on the other hand, they are supported and encouraged in their efforts to learn new skills and explore new interests, they are likely to emerge from this stage with a strong sense of **identity**.

Refer to Transparency: THE SERVICE LEARNING CONTINUUM: Elementary School
Distribute HANDOUT

THE SERVICE-LEARNING CONTINUUM:
Elementary School

Elementary school children are uniquely qualified to give love and kindness to individuals in need. One of the most common services in which elementary school children can engage is intergenerational work with senior citizens. When service learning is introduced at an early age, the foundation is laid for students to develop a lifetime ethic of serving others.

For elementary school children service-learning fulfills the need:

- **For belonging and approval by the group**
- **For a sense of personal competence and self-worth**
- **To be accepted for their own uniqueness**
- **For affection and acceptance by peers and adults**
- **For opportunities to develop responsibility and independence**
- **For opportunities to assume different roles**
- **For challenging experiences at the child's level of ability**
- **To participate in creative, nonconforming activities**
- **To be involved in experiences that are intellectually satisfying**

Children benefit from service-learning activities that:

- **Give them opportunities to select the activities**
- **Show immediate, tangible results, even on a small scale**
- **Are broken into smaller tasks and steps**
- **Challenge them without setting them up for failure**
- **Give them opportunities to interact with adults and older youth**
- **Offer options for participating based on their interests, abilities, and attention spans**
- **Allow for both individual and group involvement**
- **Provide structure, direction, and focus for participation**

©, National Dropout Prevention Center (1992) and The Search Institute (2000)

In order to assist elementary school children in successfully resolving tasks associated with each of these stages, Duckenfield and Swanson (1992) suggest that activities for them be designed with the following needs and opportunities in mind:

- To belong and be approved by the group;
- To be accepted for who they are by peers and adults alike;
- To develop a sense of personal competence and self-worth;
- To develop responsibility and independence;
- To try out difference roles; and
- To be involved in creative, non-conforming activities that are intellectually satisfying.

Carefully designed service-learning programs can help meet those and, in the process, lay the foundation for students to develop a lifetime ethic of service to others.

ESSENTIAL QUESTION: What are some examples of service-learning activities for elementary school students that might meet some or all of these needs? (Be sure these activities are also linked to the curriculum). List program ideas on newsprint without comment.

1. Possibilities might include:
   - Learning and performing skits and short plays for senior citizens
   - Intergenerational projects of all types
   - Making "care" packages for the homeless
   - Working with a local pet store to develop materials to educate other children on caring for animals
   - Creating specialized planting areas in local parks
   - Environmental clean-up and recycling projects
   - School beautification projects
   - Wetlands restoration
   - Creating habitats for wild birds
   - Helping to sort surplus foodstuffs at local food pantries.

2. According to The Search Institute (2000), children benefit from service-learning efforts that:
   - Give the opportunities to select the activities;
   - Show immediate, tangible results, even on a small scale;
   - Are broken into smaller tasks and steps;
   - Challenge them without setting them up for failure;
   - Give them opportunities to interact with adults and older youth;
   - Offer options for participating based on their interests, abilities, and attention spans;
   - Allow for both individual and group involvement; and
   - Provide structure, direction, and focus for participation

   ESSENTIAL QUESTION: Which programs might be easiest to get started in your own school? Which ones would require more planning and preparation?

   Ask each participant to identify at least one service-learning program he or she could start within during the next school year.

Distribute Handout: DEVISING DEVELOPMENTALLY APPROPRIATE ACTIVITIES – Ages 9-11 (Maryland Student Service Alliance – see Appendix B)

The Middle School Years

From Erikson's perspective, the main task facing middle schoolers has to do with beginning to **put together a coherent, unified idea of the self out a bewildering array of possible identities – child, student, friend, sexual being, and so on**. Younger adolescents take their first hesitant steps away from the various identities given them by parents, teachers, peers and others toward an identity they choose for themselves.

Identity confusion typically results when tasks associated with the previous stages have not been adequately resolved or when negative messages – such as **"you're no good! You can't do anything right!"** – outweigh positive messages. The result is often a heightened sense of isolation, an overall sense of shame, and a general sense of not knowing who they are or where they fit in.

A positive sense of **identity** is most likely to develop when middle schoolers are surrounded by adults who are good role models, who also affirm them and encourage them to discover and use their own gifts and abilities.

Refer to Transparency: THE SERVICE-LEARNING CONTINUUM: Middle School
Distribute HANDOUT

THE SERVICE-LEARNING CONTINUUM:
Middle School

The developmental changes that occur during adolescence made middle school an especially effective time to implement service into the curriculum. It is a time of great change in which youth are vulnerable to many influences, especially those of their peers. Early adolescence can be a turning point for many youth; a time when they make choices that set them up for a lifetime of success or failure. Service-learning can provide positive experiences that significantly affect the attitudes, decisions, and subsequent behavior of middle school students at this critical time in their lives.

These students learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community. This involvement has the potential to prevent many of the problems characteristic of the low achieving student and the high school dropout. Service-learning also helps adolescents develop the strength of character or resiliency necessary to withstand negative peer pressures. – National Dropout Prevention Center (1992) and the Search Institute (2000)

For early adolescents, service-learning activities uniquely meet the following needs:

- **To participate in and be part of a group**
- **To be accepted by peers and others who are important to them**
- **To see that their efforts make a difference in their school and/or community**
- **To learn and practice critical-thinking and decision-making skills**
- **To explore adult roles and careers**
- **To take risks within a structured (and safe) environment**
- **To interact with people from diverse backgrounds**
- **To develop a sense of competence**

These youth benefit from service-learning activities that:

- **Discover new interests and talents they didn't know they had**
- **Give them opportunities to interact with other adults and youth**
- **Focus on *local, visible* needs**
- **Offer immediate tangible results (direct service)**
- **Involve them in selecting service-learning issues and activities from a list of possible options**

Duckenfield and Swanson (1992) suggest that programs for adolescents be designed with the following needs and opportunities in mind:

- To participate in and be part of a group;
- To be accepted by peers and others who are important to them;
- To see that their efforts make a difference in their school and/or community;
- To learn and practice critical-thinking and decision-making skills;
- To explore adult roles and careers;
- To take risks within a structured (and safe) environment;
- To interact with people from diverse backgrounds; and
- To develop a sense of competence.

ESSENTIAL QUESTION: What are some examples of service-learning activities for middle school student that might address some or all of these needs? (Be sure these programs are also linked to the curriculum). List all program ideas on newsprint without comment.

1. Examples of successful middle school service-learning programs include:
   - Working at a local homeless shelter or senior center
   - Organizing and being involved in an "Empty Bowls" project
   - Intergenerational projects, such as tutoring elementary school students or a "readers' theater"
   - Almost any kind of environmental project
   - Serving at a facility for those with special needs
   - School beautification
   - Mentorship programs
2. According to the Search Institute (2000), these youth will benefit from service-learning activities that:
   - Help them discover new interests and talents they didn't know they had;
   - Give them opportunities to interact with other adults and youth;
   - Focus on *local, visible* needs;
   - Offer immediate, tangible results (direct service); and

- Involve them in selecting service-learning issues and activities from a list of possible options.

ESSENTIAL QUESTION: Which programs might be easiest to start at your own school? Which ones would take more planning and preparation?

Ask each participant to identify at least one service-learning activity he or she could do during the coming year.

Distribute Handout: DEVISING DEVELOPMENTALLY APPROPRIATE ACTIVITIES – Ages 12-14 (Maryland Student Service Alliance – see Appendix B)

The High School Years

High school students must prepare themselves for the transition into the world of adults. Two issues take center stage. The first is finishing work on **Identity** vs. **Identity Confusion**. The second issue invites young people to resolve issues related to **Intimacy** vs. **Isolation** so they can begin to have meaningful, healthy, intimate relationships with those around them. To be able to do this successfully, they need to have a clear sense of their own unique identity so they are able to risk merging their own identity with that of another person. They need to be able to share with and care about others without undo fear of losing themselves in the process.

The path towards resolution of these to tasks appears to be different for males and females. Erikson, Gilligan, and others have observed that, in order to define their masculinity, young boys must learn to understand themselves as being **separate** or **different** from their mother (Gilligan, 1982). Girls, on the other hand, experience their gender identity as being **continuous with** their mother. To put it another way,

- For males, identity is defined through separation, autonomy, and competition, while
- For females, identity is defined through connectedness, cooperation, and relationships.

These differences also impact the way each gender goes about trying to resolve the tasks associated with Erikson's stage of **Intimacy** vs. **Isolation**. Because men typically seek their **identity** by separating themselves from others, **intimacy** may be difficult for many men. Some men may seek avoid intimate relationships altogether. These difficulties may continue well into mid-life for some men.

Because women typically place a higher priority on relationships (**intimacy**), they may sacrifice their own **identity** to achieve **intimacy**. In extreme cases, this may cause some women to be continually drawn into relationships that are unhealthy and unfulfilling. These problems may not be fully resolved until mid-life or later.

Refer to transparency: THE SERVICE-LEARNING CONTINUUM – High School
Distribute HANDOUT

THE SERVICE-LEARNING CONTINUUM:
High School

High school students are on their way to entering the adult world and need the challenge of service-learning activities to prepare them for this transition. Service-learning allows all students, not just the honor roll student, to play a constructive role in the school and community and to begin to learn the responsibilities of adulthood.

The following developmental needs of high school students center on preparation for adulthood, responsible citizenship, and the world of work.

- **To become more self-reliant and achieve psychological independence from their parents**
- **To expand peer relationships**
- **To achieve the capacity for responsible intimate relationships**
- **To learn how to manage time and personal health**
- **To assume responsibility for career planning and its consequences**
- **To develop and practice skills important to life as a consumer and for the effective use of leisure time**
- **To develop and practice citizenship skills necessary for responsible participation in a democratic society**

When done effectively, service-learning programs for young adults:

- **Offer variety and encourage serial or extended commitment to a single task or site**
- **Are geared to small-group and/or individual participation**
- **Provide an intentional mix of local, regional, and global opportunities for action and learning;**
- **Link opportunities to provide direct service and immediate, tangible relief with needs for less tangible, long-term change**
- **Actively involve participants in selecting appropriate issues and activities; and**
- **Provide regular opportunities for program evaluation and reflection with peers and respected adults**

©, National Dropout Prevention Center (1992) and the Search Institute (2000)

In order to assist high school youth in the process of examining and resolving issues related to these stages, Duckenfield and Swanson (1992) suggest that programs for them be designed with following needs and opportunities in mind.

- To become more self-reliant and achieve psychological independence from their parents;
- To expand peer relationships;
- To achieve the capacity for responsible intimate relationships;
- To learn how to manage time and personal health;
- To assume responsibility for career planning and its consequences;
- To develop and practice skills important to life as a consumer and for effective use of leisure time; and
- To develop and practice citizenship skills necessary for responsible participation in a democratic society.

ESSENTIAL QUESTION: What are some examples of service-learning activities for high school students that might address any or all of these needs? (Be sure that activities have a clear connection to the curriculum). List ideas on newsprint without comment.

1. Some possibilities include:
    - Having students assist local civic groups with mailings
    - Cross-age tutoring
    - Literacy awareness programs
    - Intergenerational projects
    - Planning and implementing an “Empty Bowls” project
    - Making baby quilts for pre-mature infants
    - Preparing a community service directory
    - Working with Habitat for Humanity to build a house
    - Working with Habitat to design a new house
    - Working with various local, state or governmental agencies to monitor air and water quality

2. According to the Search Institute (2000), effective service-learning programs for older adolescents:
   - Offer variety and encourage serial or extended commitment to a single task or site;
   - Are geared to small-group and/or individual participation;
   - Provide an intentional mix of local, regional, and global opportunities for action and learning;
   - Like opportunities to provide direct services and immediate, tangible relief with needs for less tangible, long-term change;
   - Actively involve participants in selecting appropriate issues and activities; and
   - Provide regular opportunities for program evaluation and reflection with peers and respected adults.

Essential Question: Which service-learning activities might be easiest to start at your own school? Which ones would require more planning and preparation?

Ask each participant to identify at least service-learning activity he or she could begin during the coming school year.

Distribute Handout: DEVISING DEVELOPMENTALLY APPROPRIATE ACTIVITIES – Ages 15-18 (Maryland Student Service Alliance – see Appendix B)

The Perspective of Cognitive Theory: Piaget, Selman, and Kohlberg

Stages of cognitive development follow a hierarchical, invariant sequence first identified by Piaget (1965), with each successive stage building on previous ones. Earlier ways of reasoning are not lost, but are integrated into the reasoning process of later stages. However, movement from one stage to the next is not like learning how to do something faster (such as speed reading). Instead, it is like learning how to read in another language. In designing service-learning programs appropriate for K-12 youth, two of Piaget's stages must be taken into account.

Concrete Operational Thought first appears at about the age of six in most children. Logical operations are developed, thereby enabling the child to solve problems involving concrete situations or data by a process of serialization. Research suggests that 50-70% of adults never move beyond this stage.

Formal Operational Thought, which may appear at about the age of ten, represents a qualitative change in the approach to problem solving. The individual is no longer limited by concrete details and experiences. Abstractions are now possible, enabling the individual to "reason out" possible explanations and weigh their consequences.

An example of the difference between these two forms of thought and their implications can be seen in the story of two little girls who were playing with scissors. The first girl wanted to give her mother a nice surprise by cutting out a piece of sewing. However, she didn't know how to use the scissors properly and accidentally cut a big hole in her dress. The second girl took her mother's scissors and accidentally cut a little hole in her dress.

When Marilene, aged six, was asked which child should receive the greater punishment, she replied, "The one who made the **big** hole." Asked why, she said, "Because she made a big hole." When Julie, aged eleven, was asked the same questions, she replied that neither child should be punished because "they made holes **accidentally and not on purpose**."

Refer to Transparency: WAYS IN WHICH SERVICE-LEARNING SUPPORTS COGNITIVE DEVELOPMENT
Distribute HANDOUT

Simons (1996) has suggested that service-learning supports cognitive development in some of the following ways:

1. Learning, particularly for young children, needs to be experientially based, and is more effective when the classroom is expanded into the real world and includes with physical and mental activities emanating outside the classroom (authentic learning).
2. Cognitive development relies on not only physical and mental interactions with the environment, but also on social interactions, centered in relevant experiences, with others that help children gain a better understanding of others and learn to recognize shortcomings in their own thinking.
3. Children learn best through self-initiated activity, where they have the freedom to explore, discover, choose their own ends, construct knowledge and direct their own behaviors and learning experiences. In short, children want to be actively involved in their learning.
4. The role of the teacher is that of a facilitator, who develops well-planned and carefully organized learning environments, so that students can explore, experiment, discover, and pursue their own knowledge.
5. Discussion and interchange (**reflection**) enhances learning by abstracting from experience, identifying common elements and building new and more mature understanding.

Ways in Which Service-Learning Supports Cognitive Development

1. Consider both stages in designing service-learning activities.

2. Learning, particularly for young children, needs to be experientially based and is more relevant when the classroom is expanded into the real world.

3. Cognitive development relies, on not only physical and mental interaction with the environment, but also on social interactions, centered in relevant experiences, with others.

4. Children (and many adults) want to be actively involved in their learning.

5. The role of the teacher is that of a facilitator.

6. Discussion and **reflection** enhance learning by abstracting from experience, identifying common elements and building new and more mature understandings.

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Levels of Social Development

Research by Rosen (1980) indicates that the transition from **concrete operational thought** to **formal operational thought** is influenced by our ability to "see things from another's point of view." Questions about why service-learning activities appeal to students of one age but not to students of another may, therefore, be related to what Selman (1980) refers to as "levels of social perspective-taking." Selman has outlined five sequential stages in the development of social awareness of understanding.

Refer to Transparency: SELMAN'S STAGES OF SOCIAL PERSPECTIVE-TAKING AND POSSIBLE SERVICE-LEARNING ACTIVITIES
Distribute HANDOUT

SELMAN'S STAGES OF SOCIAL PERSPECTIVE-TAKING AND POSSIBLE SERVICE-LEARNING ACTIVITIES

Stage of Social Perspective-Taking	Service-Learning Activities
Stage 0 (about ages 4-6) Characterized by child's inability to make a distinction between a personal interpretation of social action (either by self or other) and what he/she considers the true or correct perspective.	
Stage 1 (about ages 6-8) Children at this age see themselves and others as actors with potentially different interpretations of the same social situation, determined largely by the data each has at hand. They assume that only one perspective is true – that of the authority or their own – even though they may recognize the existence of different points of view.	**Grades 1-2** Children enjoy making things for others, but also need experiences that help them learn that being a good neighbor means treating others as friends. Possible service activities include having children make things – such as cards, art work, home first aid kits – and personally deliver them.
Stage 2 (about ages 8-10) Children are now aware that people think or feel differently, because each person has his/her own uniquely ordered set of values and purposes. They can now "get outside" the two-person situation and reflect on behaviors and motivations from a third-person perspective.	**Grades 3-4** Children begin to understand that others have physical needs and that **their** actions can make a difference. They want personal contact with the people they are helping.
Stage 3 (about ages 10-12) Children develop the ability to differentiate and can consider each party's point of view simultaneously and mutually. They can put themselves in another's place and view themselves from that vantage point before deciding how to react (the Golden Rule).	**Grades 5-8** Students see themselves as the center of an increasingly complex world and want opportunities to experience this world through service to others.
Stage 4 (about ages 12-15 and up) Perspective-taking abilities are raised from the level of dyad to the level of a general social system involving a group. They realize that each person considers a shared or generalized point of view in order to facilitate communication with and understanding of others.	**Grades 9-12** Students are now capable of forming relationships with people they encounter through their service activities. They typically refer to these people "as people who have feelings, interests, and ideas just like me," rather than as strangers who just need "something."

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Stages of Moral Development

Research by Kohlberg (1981) and others Lickona (1976), suggests that the development of moral reasoning passes through distinctive cognitive structures or stages which determine

- What a person "sees,"
- How a person organizes information, and
- The judgements a person makes about what someone **should** do under carefully prescribed circumstances. (It is important to emphasize that Kohlberg's theory is **not** about what a person actually does).

Kohlberg's theory suggests four stages of moral development encompassing the K-12 years.

Refer to Transparency: KOHLBERG'S THEORY OF MORAL DEVELOPMENT AND SERVICE-LEARNING
Distribute HANDOUT

KOHLBERG'S THEORY OF MORAL DEVELOPMENT AND SERVICE-LEARNING

Stage	Reason to "do" right thing	Reason to participate in service-learning activities
1	Characteristic of most students in grades 1-2: Students do the right thing because they do not want to get into trouble with those in positions of authority.	Children participate because they do not want to get into trouble with their teachers or parents.
2	Characteristic of most students in grades 3-8: Students do the right thing only when it is their best interests to do so.	Participation hinges on a sense of reciprocity; that is, students need to have a sense they will get "something," such as extra credit or extra privileges in return for their participation.
3	Characteristic of most students in high school: Students do the right thing because they want to be seen as "good" in the eyes of those whose opinions of them matter.	Students participate in order to be seen as "good."
4	Characteristic of a few high school students; probably not generally seen until college: Students do the right things to preserve the social order.	Participation hinges on two considerations: (1) is there a rule requiring me to do this? (2) how does this relate to my responsibilities to society?

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Gilligan (1982) has proposed an alternate model for moral development based on her work with women facing real-life dilemmas involving moral issues. At **Level 1**, (girls, grades 4-8), goodness is defined by a pragmatic focus on the self. There is a feeling of powerlessness that often makes relationships painful. The transition from **Level 1 to Level 2** is characterized by moving from selfishness to responsibility for others. There is an increasing ability to see one's limitations and self realistically which makes relationships with others less painful. At **Level 2**, (High school and college women), society's values are adopted more or less uncritically. Fear of abandonment makes acceptance by others increasingly important, often resulting in "giving into others" in order to be accepted by them. Transition from **Level 2 to Level 3** involves shifting from goodness to truth, with an increasingly tendency to question the logic of self-sacrifice. At **Level 3**, goodness is defined by nonviolence and caring for others.

Environmental Factors Influencing Development

The theories of Piaget, Selman, and Kohlberg provide important information about the design of effective service-learning programs because they focus our attention on the **process** people use to see and make meaning out of their service-learning experiences. Research also suggests that experiential learning – the kind that is embodied in service-learning – may be one of the best ways to invite and encourage movement from one stage to the next.

It would convenient – from the perspective of both program design and research – if the relationship between these theories and service-learning outcomes was fairly simple.

However, the relationship depends on a number of factors:

- The level of cognitive development (Piaget),
- The levels of social perspective-taking (Selman), and
- The balance challenge and support in the student's environment.

Person-Environment Interaction theory (Lewin, 1936; Walsh, 1973) suggest that our behavior **(B)** is a function ***(f)*** of the person **(P)** and his or her interaction with the

environment: **B = *f* {P x E}**. The environment is made of various **internal** and **external** factors, as shown in the Handout.

Distribute HANDOUTS: Environmental Factors Influencing Development **Balancing Challenge and Support in Designing** **Service-Learning Activities**

ENVIRONMENTAL FACTORS INFLUENCING DEVELOPMENT

External Factors (Environmental Opportunities)

- Working with others to achieve mutual goals
- Influencing one's environment; participating in group decision making and problem solving
- Learning about and reflecting on the needs, feelings, and experiences of others, including those who differ in age, ethnicity, or cultural background
- Learning about and considering the importance of basic prosocial values such as fairness, kindness, and responsibility for social relationships
- Experiencing positive relationships with peers, other students, and adults

⇓

Internal Factors

Cognitive Factors	**Affective Factors**
• Level of social perspective-taking (Selman) • Level of moral development concepts of justice and fairness (Kohlberg) • Knowledge and understanding of social norms and values • Preferred learning style (Multiple Intelligences)	• Concern for others as well as self • Personal commitment to values of fairness, kindness, and social responsibility • Sympathy and empathy • Appropriate emotional responses to one's own social and moral norms
Behavioral Competencies	**Personality Factors**
• Communication Skills • Conflict resolution and other social problem solving skills • Helping skills	• Self-control; impulse control • Self-esteem • Personality Type (Myers-Briggs)

⇓

Outcomes

Academic **Personal** **Social** **Civic**
Career

Other Factors Influencing Development

- **The degree to which the individual cares about the issue related to the service activity.**
  - When students are personally involved in selecting the service activity they are far more likely to “but into” the program and care about what happens.
  - When there are clear connections between the classroom and the service activity, students are far more likely to see the importance of what they are doing and, hence, more likely to invest themselves in the program.
- **Opportunities for reflection are included throughout the service activity, enhancing the likelihood of positive impacts from the service.** Without reflection, students are likely to view their service experiences negatively.
- **How often the challenge is repeated.** Service experiences need to be repeated many times and in many different ways to maximize potential positive impacts. The **learning goals** of the service-learning activity must be consistent with the **duration** of the activity. A single visit to a homeless shelter may convey important information about homelessness, but will not change student attitudes or behaviors toward the homeless. Multiple visits over an extended period of time are necessary to change attitudes and behaviors.
- **Whether the level and kind of challenge associated with the service activity (such as working with the homeless) is balanced by an appropriate level of support from teachers and other adults who care about what the student may be experiencing.** If students perceive that there is too much challenge and too little support, they will retreat into themselves. If they perceive that there is too much support and too little challenge, there is no incentive for them to change their attitudes and behaviors.

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BALANCING CHALLENGE AND SUPPORT IN DESIGNING SERVICE-LEARNING ACTIVITIES		
Stage of Moral Development	**Challenge**	**Support**
2	• Experiences which elicit empathy or caring, involving persons likely to show appreciation, such as children, senior citizens, or handicapped persons • Cross-age tutoring from highly structured curriculum, spelling out what is to be done, how it is to be done, and by when • Volunteer work in nursing home or daycare facility with specific, clearly defined tasks and responsibilities • Peer counseling	• Close supervision in the field • Simple, clear tasks • Grade based on quantity of service performed (e.g., the number of hours) • Journal writing, based on responses to questions provided by teacher • Work in teams to develop loyalty and responsibility to others
3	• Work in social and human service, involving moderately complex tasks • Cross-age tutoring, with appropriate freedom to select activities, methods and materials within curriculum guidelines • Self-inventories, processed with teacher • Individual projects, based on areas where growth is desired • Peer counseling about sensitive, issues, such as sexual activity or substance abuse • Role-playing, field trips, structured discussions, interviews, group experiences	• Approval and recognition from teacher and/or site supervisor • Grade based on quantity and quality of service performed (e.g., the number of hours plus feedback from site supervisor) • Team or group work to consolidate this stage • Journal writing, responding to a choice of questions related to multiple explanations, causes, and the conflict between pleasing others and upholding the rules • Timely responses from teachers and/or site supervisors to any written work
4	• In-depth extended opportunities for students to confront stereotypes through service with people from backgrounds which differ from their own • Cross-age tutoring programs, especially those which involve tutors with students from other economic and cultural groups • Encouraging students to become advocates for causes associated with their service activities • Self-inventories, processed with the teacher	• Journal writing, responding to a choice of questions related to causes and issues underlying service activities • Timely response from teachers and/or site supervisors to any written work • Regular meetings with other students involved in the same activity to plan and process

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Exercise

1. **Divide participants into three groups**, if possible putting all the elementary school teachers in one group, all of the middle school teachers in a second group, and all the high teachers in the third group.
2. **Activity:** Your group is to design a classroom-based, service-learning activity that is **developmentally appropriate** for your students. (If the group has done the Planning Model in ***Module 4***, you could use this as your program). If not, your group will need to decide on a theme. For example, assume that you and your students are interested in doing "something" with a local senior citizens center. Seniors who use the facilities of this center are basically healthy. Many have talents which could be shared with students. While there is space at the center for your students to meet with seniors, it would be easier for you if seniors came to your school (which they are willing to do). The project you design must be curriculum-based (*interdisciplinary designs would be great!*) and age-appropriate for your students. You will have a semester to plan, implement and evaluate your service-learning activity.
3. Once you have agreed a theme, select the **Erikson stage(s)** and the **Kohlberg stage** your service-learning project will address and record these on the form provided. (Erikson: pp. 4, 8, 13; Kohlberg: p. 21)
4. In designing your project, use these theories to balance challenge and support. Be sure to have someone in your group act as "scribe," so that you can present your design to your colleagues. (Challenge and Support – p. 28)
5. Share designs and critique.

Distribute HANDOUT: Using Developmental Theory in the Design of Service-Learning Programs

USING DEVELOPMENT THEORY IN THE DESIGN OF SERVICE-LEARNING PROGRAMS

Age of your students: Possible service theme/project:

Curricular Connections:

Erikson Stage(s): Kohlberg Stage:

ACTIVITIES THAT WILL CHALLENGE STUDENTS	ACTIVITIES THAT WILL SUPPORT STUDENTS

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Connecting Learning to Service

Here are a few of the ways young people have served their communities and some things you can learn through service. In your own planning, begin by clarifying both your learning and your service objectives to make them as detailed and specific as possible.

	Service	Possible Learning
Lower level elementary school children (Grades K-3)	• Keep a park clean • Build bird feeders for nursing home • Visit nursing homes	• Citizenship, science, recycling • Conservation, aging, drawing shapes, measuring • Relationship skills, aging, health care, arts, language arts
Upper level elementary school children (Grades 4-5)	• Survey peers on needs • Research and publish local history • Plant vegetable gardens with low income families	• Math, social studies, communication skills • English (writing), social studies, desktop publishing • Social studies, science (types of plants, growth cycle)
Middle school youth (Grades 6-8)	• Tutor younger children • Help food bank with inventory • Build wheel chair ramps	• Study skills and knowledge needed in subject area • Business skills, math • Math, industrial arts
High school youth (Grades 9-12)	• Clean a polluted lake or river • Register voters • Publish organization newsletter	• Ecology, chemistry, geography • Political science, sociology • Journalism, desktop publishing, social studies

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Appendix A: Typical Characteristics of Children

The characteristics listed on the following pages are general for children ages 5-6, 7-8, 9-10, and 11-13. At every age, there is great variance in intellectual, social, emotional, and physical maturity.

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TYPICAL CHARACTERISTICS OF CHILDREN
Ages 5-6

EMOTIONAL	SOCIAL
• Like to feel independent • Find security in routine • Love humor, yet cry with equal ease • Begin to acquire self-confidence • Need recognition • Feel strong links with home • Are sensitive and expressive about feelings • Are self-assertive	• Try to live up to adult expectations • Display self-centeredness • Are anxious to gain adult approval • Show interest in adult activities • Like group activities • Need help in developing manners and habits • Are willing to assume responsibility in own group • Display seriousness in play activities • Develop a need to share thoughts and obects
INTELLECTUAL	**PHYSICAL**
• Have difficulty verbalizing thoughts • Achieve according to ability • Respond with spontaneity • Are curious • Have a varying attention span • Are able to observe sequence • Are interested in here and now • Exaggerate • Learn by doing • Solve simple problems • Are easily distracted because of short attention span • Have difficulty making decisions • Learn through concrete situations • Need active participation • Are interested in the process of doing, rather than in the end product	• Need physical activity • Develop at varying rates • Have incomplete eye-hand coordination • Are active but tire easily • Are quiet for short periods of time only • Develop large muscles before small • May be farsighted • Lose primary teeth

The above characteristics are general. At every age, there is great variance in emotional, social, intellectual, and physical maturity.

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TYPICAL CHARACTERISTICS OF CHILDREN
Ages 7-8

EMOTIONAL	SOCIAL
• Are concerned about right and wrong • Have a growing awareness of self • Become more judgmental • Are self-critical • Strive to do well • Assume some responsibility • Are sensitive to criticism	• Are sensitive to the feelings of others • Play more with members of the same sex • Enjoy working with adults • Become aware of individual differences • Are still dependent upon the security of the home • Develop responsiveness to group activities
INTELLECTUAL	**PHYSICAL**
• Learn best by concrete terms, experiences • Do little abstract thinking • Need encouragement • Develop capacity to evaluate self • Become more verbal	• Increase use of small muscles • Grow slowly, yet steadily • Have better eye-hand coordination • Increase manipulative skill • Increase attention span • Tire easily, yet are energetic • May develop near-sightedness • May develop poor posture

The above characteristics are general. At every age, level there is great variance in emotional, social, intellectual and physical maturity.

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TYPICAL CHARACTERISTICS OF CHILDREN
Ages 9-10

EMOTIONAL	SOCIAL
• Have increased self awareness • Are generally self-accepting • Want to succeed, become frustrated if discouraged • Enjoy slapstick humor • Develop a sense of loyalty • Are decisive, responsible, dependable and have a strong sense of right and wrong • Want frank answers to questions	• Strive for acceptance of friends and are easily swayed • Begin to feel impact of school status through appearance, clothes, etc. • Show greater sex differences in interests • Develop friendly relationship with parents and teachers • Begins to see viewpoints of others, develop empathy • Display individual differences which become more apparent • Argue often about fairness • Spend a greater amount of time in group discussion and in informal talk
INTELLECTUAL	**PHYSICAL**
• Are capable of prolonged interest • Think logically, thought is flexible and reversible • Begin to make decisions and proceed along • Develop time and space concepts • Enjoy reading many different things • Seek specific information	• Continue slow, steady growth • Improve coordination; have good eye-hand coordination • Increase use of small muscles • Have nearly adult-sized eyes; ready for close work without strain • Enjoy physical activity

The above characteristics are general. At every age, level there is great variance in emotional, social, intellectual and physical maturity.

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TYPICAL CHARACTERISTICS OF CHILDREN
Ages 11-13

EMOTIONAL	SOCIAL
• Are preoccupied with self • Begin to have models other than parents • Become more self-conscious • Search for self definition through friendship • Establish values • Wish to no longer be viewed as children • Change moods unpredictably	• Are sensitive to attitudes of peers, with an emphasis on peer group and a sense of belonging • Need to be noticed • Show increased interest in opposite sex • Deliberately exclude others • Select leaders who are often precocious intellectually and physically, and popular with the opposite sex • Begin to challenge parental and school authority • Develop a sense of opposite sex identity • Participate in family activities • Develop a sense of justice and concern for others • Want to develop independence
INTELLECTUAL	PHYSICAL
• Become more analytical • Can deal with abstractions • Are able to see dimensions of problems • Can conceptualize another's thoughts, point-of-view • Are able to apply logic to verbal and hypothetical problems • Are sensitive to their place in time • Are concerned with the end product	• Develop physically at a rate which varies greatly from peers • Grow rapidly preceding the beginning of puberty; girls about two year ahead of boys • Have rapid muscular growth • Develop secondary sex characteristics; reproductive organs maturing • Are awkward and restless due to uneven growth of different body parts

The above characteristics are general. At every age, level there is great variance in emotional, social, intellectual and physical maturity.

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Appendix B: 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 different in their communities is related more to their experience doing service and the guidance they are provided than to their ages. The most 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 the can use physical energy. Center activities on 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 accomplishments. 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.	

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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.	Establish guidelines for group. Give parameters for youth to follow. Involve members in deciding on own group rules.	
Gaining skills in social relations with peers and adults.	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.	
Infatuation is common. Interest in opposite sex is often shown in contrary	Allow for interaction of sexes. Let individuals decide on which partner they would like to be with.	

behavior – pushing, hair pulling, etc.		
Enjoy doing things valued by peer group that lead to personal satisfaction and self-improvement.	Provide activities and experiences valued by group. Let members express their views on social issues. Let them discuss ways that they can help themselves.	
Strong emotional attachment to older youth and adults.	Allow members to participate with older youth and adults. Plan some activities that include these groups.	
Choices are often unrealistic.	Assist members in making realistic choices. Question their plans, show alternatives, and help them weigh aspects before making decisions.	

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15 TO 18 YEAR OLD

CHARACTERISTICS	IMPLICATIONS	SERVICE-LEARNING PROJECTS
Personal philosophy begins to emerge.	Allow time for members to explore and express their own philosophies. Use activities that have them search for experiences that will 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 results.	Put members into real life problem solving situations. Allow them to discover fully ideas, make decisions and evaluate outcomes.	
Strong interest for status in peer group.	Make sure members are encouraged by peers. Assist in making a climate which in conducive to encouragement.	
High interest in social activity.	Arrange for social interaction in activities. Allow them to plan and carry out own 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, helping members to see their positive worth.	

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Appendix C: Service-Learning with Students with Disabilities

Refer to Transparency: SERVICE-LEARNING WITH STUDENTS WITH DISABILITIES (Maryland Student Service Alliance)
Distribute HANDOUT

SERVICE-LEARNING WITH STUDENTS WITH DISABILITIES

DISABILITY	SAMPLE PROJECTS	TIPS
Mental Retardation	• Beautify school • Serve at soup kitchen • Sort food at food bank • Visit nursing home	• Check accessibility • Plan for short blocks of time • Hands-on
Learning Disability	• Peer mediation • Reading buddies • Tutoring peers	• Directions in multiple formats • Less emphasis on written work • Hands-on • Well structured; clear task delineation
Severe Emotional Disability	• Serve at a soup kitchen • Assemble MADD ribbons • Peer tutoring	• Well structured • Small groups • Lots of student decision-making • Individualized projects • Use service as reward
Physical Disability	• Assemble of items • Packaging • Entertaining • Other projects in accessible settings	• Accessibility • Lavatories • Workspace • Adapt equipment • Bring project to kids • Consider parental participation
Attention Deficit with Hyperactivity	• Tutoring - organize notebooks - develop skills - review skills	• Short, well-structured • Pair with other students – peer buddies • Have breaks with alternative activity planned • Change tasks frequently • Review ahead to time
Blind	• Assembly • Create books on tape • Entertain	• Pair with peer buddy • Watch for obstructions • May need to provide materials in Braille • May need to provide Brailler
Deaf	• Peer tutoring • Entertain • Deaf awareness or advocacy	• Pair with buddy • Safety provisions – emergency signal at site • Pair key signs with directions

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Module 6: Building Support for Your Service-Learning Programs

L. Richard Bradley, Ph.D.

Purpose of this Session: To offer some proven strategies for overcoming some of the more commonly faced obstacles and for building support for your service-learning programs.

One of the most important steps that service-learning advocates must take to build support for service-learning is to articulate the reasons why service-learning should be part of all students' education. Dr. Benjamin Barber, the director of the Walt Whitman Center at Rutgers University, put it this way*: "Service is not a voluntary enterprise. It is a necessary and obligatory activity of citizens. And citizenship is not a discretionary behavior in a democracy, because without citizens there is no democracy. Citizens require a set of skills that have to be acquired. Schools have to teach these skills. If you want democracy, then you need to mandate citizen education and those service programs that help make it possible (1994)."*

In an ideal world, school administrators, teachers, students, parents, agency staff, and community members would quickly recognize both the wisdom of Dr. Barber's words and the benefits of service-learning and eagerly embrace it. However, this is not the world in which most teachers or agency personnel live.

Recent statistics indicate that about 30% of America's young people participate in service-learning programs in their schools.

ESSENTIAL QUESTION: What are some of the reasons why service-learning is not more widespread in our schools?

List responses on newsprint without comment – no solutions yet! Responses will probably fall into one or more of the following categories:

- Lack of administrative support
- Lack of support from colleagues
- Lack of support from parents
- Lack of support from students

- Lack of support from the community (including community agencies or schools)
- Transportation, liability, and funding concerns
- Concerns about when students will "do" service
- Lack of a common language, sense of purpose in connecting the learning goals of schools and students with service goals of cooperating agencies
- Don't see how service-learning connects with improving student test scores, decreasing school discipline issues
- Don't know what service-learning or how to "do" it

In the face of these kinds of issues and concerns, why **should** districts, schools, and teachers want to practice service-learning? RMC Research (2003) suggests that ***"service-learning should be practiced in schools because it yields so many simultaneous benefits. It is what many educators consider a 'value-added' approach because it helps multiple participants from schools and communities and has multiple benefits for each."*** Some reasons contained in their report include:

TRANSPARENCY AND HANDOUT

Why Districts, Schools, and Teachers Should Use Service-Learning

- **Service-learning leads to student engagement and incorporates research on effective instruction.**
- **Service-learning can help students improve academically (See especially *Service-Learning Quick Sheet # 51 on links with NCLB funding).***
- **Service-learning helps students improve higher order thinking skills**
- **Service-learning fosters the development of important personal and social skills for young people (*See Modules 5 and 12 for more information*)**
- **Service-learning helps young people develop stronger ties to their schools, community and society *(See Module 15 for more information*)**
- **Service-learning promotes exploration of various career pathways**
- **Service-learning is associated with positive school environments**
- **Service-learning is associated with more community support for schools**

(A more complete summary of RMC's findings can be found in ***Module 2***).

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In addition to these reasons, **service-learning delivers what most Americans say they want from their schools.**

A Roper Poll conducted in November 2000 for the W. K. Kellogg Foundation and the Ewing Marion Kaufman Foundation indicated that the vast majority of Americans (**78%**) expect schools to provide students with the academic skills they need for success in life. But Americans also believe that success requires more the mastering basic subjects (**90%**). They agree that schools have a clear responsibility to link what children study in school to the skills they will need at work and in their communities (**68%**).

This responsibility includes helping students develop a sense of excitement about learning (**70%**), skills they will need for success in the workplace (**68%**), habits of good citizenship (**54%**), leadership qualities (**56%**), and the ability to work with people different from themselves (**55%**). The public also believes that schools should teach in a variety of ways to reach different kinds of students (**89%**).

Service-learning helps schools make this vision a reality. Although parents may not be familiar with the term, **90%** support service-learning when they learn more about it and the positive benefits it can have on students.

- They recognize the immediate and concrete benefits from service-learning projects like designing a neighborhood playground or helping a community test and analyze its water supply (**90%**).
- They are more likely to support service-learning if it can strengthen students' interest in school (**62%**) and improve their grasp of academic subjects such as math and science (**89%**).
- They understand that service-learning also supports students' long-term social and civic development (**89%**).
- They agree that service-learning helps build skills that students need to be successful later in life (**90%**).
- They want service learning in the schools if it supports self-confidence (**65%**) and active citizenship (**89%**).
- They value the role of service-learning in fostering partnerships between schools and communities (**90%**).

ESSENTIONAL QUESTIONS: Given this, how do we build support for service-learning – among administrators, teachers, parents, students, and in the community?

What are the things we need to pay close attention to? What are some of the strategies we could use to be successful with each of these constituents?

Building Administrative Support

1. **ESSENTIAL QUESTION**: What examples illustrating a lack of administrative support what you have experienced in your own settings (or heard about from colleagues)? List these on newsprint without comment.

2. **ESSENTIAL QUESTION**: What reasons do administrators give for not supporting service-learning implementation efforts (reasons they have heard, experienced, or can think of)? List these on newsprint without comment. Some of the most commonly heard reasons:

Agency List	School List
• Not sure how service-learning relates to the central mission of our agency • How does service-learning fit into the mission of our agency? • Not sure what students could do for us • What about the extra time, energy and $$$ it will take to use students? • Tradition – we've never done that before • Not sure that students could do what we need or want from our volunteers • How will other volunteers react to having students around? • The timing isn't right…	• We don't have time for anything else in our curriculum. • We already busy preparing students for proficiency exams and just trying to teach the basics • I don't think our parents (and other taxpayers) would support this kind of thing. • It sounds like a good idea, but we already have too many others things going on such as…. Switch to block scheduling, school reform efforts, etc.? • What does service-learning have to do with the mission of our school district? • Who is going to supervise kids at their service sites? • How will they get back and forth? • What about liability issues (Might increase our insurance costs). • We don't have any extra money in our budget for buses, supplies, or substitutes. Where will the money come from? • I can see how this kind of thing might benefit a few of our students, but I

	don't see any benefit for the majority of our students. • When will students do their service; they can't miss other classes. • How does service-learning fit into the curriculum? • Finding enough placements for our students will be difficult. • Students should not be required to do volunteer work. • Students at this age (or maturity) can't handle this program.

3. **Ask for examples of solutions** - things people have done that helped them turn these barriers into building blocks. Ask participants to be as specific as possible as they tell their stories. List these on newsprint - opposite the corresponding barrier whenever possible.
4. When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers. The ability to take a longer view on each of these challenges is critical.
   a. Begin by listening carefully to the concerns and objections of administrators.
   b. Another strategy, used successfully in a number of districts, is to invite administrators to participate in a service activity (in one school this resulted in turning a project that began in one classroom into a school-wide project involving every classroom).
   c. In conversations with administrators, teachers, parents, board members, and other adults in the community, be prepared to offer a quick overview of service-learning.

One strategy, developed by Cairns and Associates (1995), is to use an information sheet, which presents a quick overview of service-learning, in conversations with administrators and board members. Another is reflected in the handout "Top Twelve Reasons for Implementing Service-Learning Programs at Your School."

Refer to TRANSPARENCY: SERVICE-LEARNING BRIEFING SHEET
Distribute HANDOUTS
- ***Service-Learning Quick Sheet # 4: "Service-Learning Briefing Sheet"***

- ***Service-Learning Quick Sheet # 5: "Top Twelve Reasons for Implementing Service-Learning Programs at Your School"***

Effective service-learning programs do not happen by accident. We've all seen the same programs succeed in one district or school and fail in another. What are the reasons for this? The answer is simple – **effective programs occur in supportive environments**. What needs to be in place for service-learning implementation efforts to be successful? The National Youth Leadership Council (1998) suggests the following ***Essential Elements***:

1. **Effective service-learning is connected and relevant to the district's mission.** *Service-learning is promoted and systematically practiced as central to the district's mission, beliefs, and goals.*
2. **School and district policies are designed to promote quality service-learning practice**. *School and/or district policies support the use of quality service-learning on a system-wide basis.* Recent research (Billig and Root, 2005) indicates that factors having the greatest impact on student outcomes include:
   - The service activity lasted at least one semester
   - Teachers were experienced in facilitating service-learning approaches
   - Students had a choice in the projects (more on this later in this Module)
   - Strong linkages were made between the service activity and academic standards (see ***Module 13*** for more information on how to do this)
   - Students had direct contact with those being served (direct vs. indirect service)
   - Reflection that was cognitively challenging (see ***Module 8*** for ways to do this)

   (See ***Module 1*** for a definition of "quality service-learning").
3. **Organizational structure and resources.**
   - *Service-learning funded through school and/or district budget*
   - *District provides transportation for service-learning activities*
   - *Schedule accommodates service-learning*
   - *Administration actively supports an integrated approach to service-learning*
   - *School risk management plan covers service-learning*
   - *Provision is made for the coordination of school and/or district service-learning*

4. **Professional Development.**

- *Staff training in service-learning philosophy and pedagogy*
- *Ongoing opportunities for staff to refine their service-learning practice.*

TRANSPARENCY and Handout: - *Service-Learning Quick Sheet # 48: Essential Elements of Organization Support for Service-Learning*

Additional information you could use to emphasize the benefits of your service-learning program when talking with administrators might include:

Refer to TRANSPARENCY: BUILDING ADMINISTRATIVE SUPPORT FOR SERVICE-LEARNING

Handout: SAME

See also

- ***Service-Learning Quick Sheet # 6: Building AdministrativeSupport for Your Programs***
- ***Service-Learning Quick Sheet # 7: Building Teacher/Agency Support for Service-Learning***
- ***Service-Learning Quick Sheet # 8: Building Parental Support for Service-Learning***
- ***Service-Learning Quick Sheet # 9: Building Student Support for Service-Learning***
- ***Service-Learning Quick Sheet # 10: Building Community Service-Learning***
- ***Service-Learning Quick Sheet # 11: Finding the Money for Service-Learning***
- ***Service-Learning Quick Sheet # 47:Additional Notes on Administrative Support***

Building Administrative Support for Service-Learning

1. **Emphasize the public relations value of service-learning programs.**
   a. In a typical school district, only about one out of every four adults has a child in school. When these adults see students out in the community doing things that help the community, the schools (and their students) are viewed as assets rather than problems. **Focus on youth as resources!**
   b. Participation in service-learning programs is also good public relations for an agency, especially if the agency is supported by United Way.

2. **Stress the immediate and practical benefits to the school and/or agency.**
   a. One aspect of the program could be to provide service to the school itself, through cross-age tutoring, peer mediation, or school clean-up or beautification programs. Having students involved in these types of programs makes the whole school better.
   b. Empowers students as leaders, in service-learning and in their schools.
   c. There are numerous benefits for agencies, including:
      - Increased public awareness of what the agency is and what it does for the community
      - A way to increase the amount of services it can offer to the community
      - Increasing the number of volunteers (students often bring family members along to help out)
      - Giving youth a voice on important community issues by having them serve on the Board of Directors of the agency
      - Students can volunteer during the day – a new source of help
      - A positive alternative to "hanging out" from 3-6pm

3. **Note the wide range of meaningful options being offered**.
   a. For kids used to a steady diet of failure in school, service-learning provides the opportunity for success, achievement, and recognition. For those who find academic work a breeze, service-learning offers a whole new set of challenges, demanding a new set of skills. It also gives everyone insights into social issues

they are unlikely to get from textbooks and lectures. Both groups of students also learn more about themselves.

b. Hosting service activities also provides learning experiences for agencies and may open the eyes of agencies to different parts of the community.

4. **Describe the program as a source of pride and spirit for both school and agency.**
   a. "Last year, when we had that food drive, it was inspiring to see how the whole school got behind it…. Something like service-learning could provide a new source of school pride.
   b. Any successful program is a source of agency pride. Success with one school might help draw in other schools. Good press about agency involvement shows the agency in a positive light.
   c. Gives both agencies and schools opportunities to receive recognition for successful volunteer programs.

5. **Note the ways in which service-learning helps fulfill the stated mission of the school or agency.**
   a. Schools are increasing faced with the challenge to improve academic outcomes related to proficiency scores and Continuous Improvement Plans (for more information on these connections, see ***Module 13: Connecting Service-Learning with Academic Content Standards)***.
   b. Schools today are also being challenged to "build character," to help students develop attributes such as honesty, concern for others, and selflessness. These traits, like being a good citizen, are not things to know or believe in; they are what we do and who we are. They do not become part of a student through reading and discussion, but though action. Service-learning provides young people opportunities to learn and practice these attributes under conditions that allow for personal reflection and constructive feedback. Agencies can provide the service experiences that help youth to develop and practice the traits associated with good character and citizenship (for more information, see ***Module 7: Building Effective Partnerships and Module 12: Character Education)***.
   c. Agencies are being faced with new challenges and opportunities:

- Increasing the level of services provided in new and innovative ways (through the use of more volunteers)
- Many grants now call for collaboration with a school partner,
- Providing youth components in their programming.

6. **Stress that service nurtures idealism**.

Many would agree that there is too much cynicism, apathy, selfishness, and prejudice in our world. By giving students opportunities to "make a difference" in their communities, service-learning programs offer them a constructive alternative.

However, if we really want to see every student have a high quality service-learning experience, then we need to take steps to "institutionalize" it.

ESSENTIONAL QUESTION: Why institutionalize service-learning? Why would we want to make service-learning part of every student's school experience? What would "institutionalization" look like?

List participant responses without comment. Then suggest the following:

TRANSPARENCIES AND HANDOUTS:

- ***Service-Learning Quick Sheet # 49: Why Institutionalize Service-Learning***
- ***Service-Learning Quick Sheet # 50: What Does Institutionalization Look Like***
- **See also Appendix A – "Taking Steps Toward Institutionalization"**

Building Support Among Teachers

ESSENTIAL QUESTION: Please rank, in order of importance, the factors which you think are most important as you and your colleagues consider whether or not to implement service-learning in your classrooms:

____ Financial support
____ Formal training in service-learning
____ Knowing how to connect service activities to state standards
____ Flexible schedule to accommodate service-learning
____ Transportation available
____ Easy phone access
____ Release time to prepare for project
____ Administrative support
____ Peer support
____Other: _____

ESSENTIONAL QUESTION: If you have tried to implement service-learning in your classroom but were not as successful as you had hoped to be – **what were the reasons why you were unable to implement or had difficulty in implementing your service-learning program?** Please rank, in order of importance:

_____ Liability issues
____ Lack of funds
____ Lack of time in the curriculum
____ Transportation issues
____ Lack of time to develop a program
____ Service-learning not perceived as valuable at my school
____ Lack of administrative support
____ Lack of training in service-learning as a teaching method
____ Unsure of how to make the connections between my project and state standards
____ Not sure about how to integrate service into my subject area
____ Service-learning not relevant to the subject(s) I teach
____ Other: _____

ESSENTIONAL QUESTION: What are some other reasons why teachers (or agencies) may hesitate giving service-learning a try?

List these on newsprint without comment. Possibilities include:

- Too many others things to do already, such as teaching to state-mandated proficiency tests (schools) or trying to meet existing service mandates (agencies)
- Lack of adequate resources
- Fears about how students might behave at their service sites
- Concerns about safety and supervision of students at the service site
- Liability issues
- Can't see how service-learning relates to what they teach (schools) or to the mission of our agency
- Record-keeping requirements
- Lack of personal history with volunteering
- Don't know enough about service-learning; afraid of failing
- Previous experiences with collaborative relationships that did not go well
- Afraid parents won't support them
- Prefer to work alone
- Don't know where to send students and don't really have time to do a lot of calling around
- Afraid students will be away from school too much
- Don't know how students would get to and from their service site
- Lack of time to plan and implement
- Lack of administrative support
- Concerns about assessment of student outcomes – what gets measured and how?

1. **Ask for examples of solutions** – strategies teachers/agencies have used to turn these barriers into building blocks for successful service-learning programs. Ask them to be as specific as possible as they tell their stories. List these on newsprint – opposite the corresponding barrier whenever possible.
2. When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers/agency staff.

Agency List	School List
• Talk with other agency staff about service-learning using information from the "Service-Learning Briefing Sheet" • Explore, together, the next area in which we could collaborate with schools • Explore cross-departmental connections with schools • Show colleagues how service-	• Ask another teacher to collaborate with you on a project that has a high probability of being successful – let them experience the excitement service-learning can generate. • Talk with other teachers about service-learning; using information from the "Service-Learning Briefing Sheet." • Show colleagues how service-learning connects naturally with and reinforces what they are already teaching.

learning connects naturally with and reinforces the vision and mission of our agency • Show how involving students now can improve the quality of volunteer service in the future • Build on what our agency is already doing, using volunteers, to accomplish our mission • Discuss what you want students to experience/learn about your agency • Have students present information on service-learning at an agency staff or Board meeting • Fosters greater collaboration with the community, particularly with schools	• Converse in the faculty lounge with other teachers about what you and your students are doing. • Have your students present information on service-learning at a PTO meeting or faculty meeting. • Choose projects that address issues in your school and community that you and your colleagues (and students) care about. • Have your students gather a list of community resources and agencies that are willing to work with students on service-learning projects. • Focus staff-development decisions on improving student learning; show how service-learning is related. • Offer graduate credits, stipends, and/or substitutes for teachers attending training. • Provide technical assistance to teachers through training, curriculum, conferences, etc. • Develop a cadre of teachers to advocate for high-quality service-learning for all students. • Involve the teachers' union. • Support service-learning in schools by securing planning time in the school day for teachers to infuse service-learning activities into their classrooms. • Involve youth who are involved in service-learning projects in staff development activities. • Show how service-learning connects with other school reform initiatives such as: school-to-work transition, citizenship education, character education, critical thinking, authentic instruction, problem-based learning, and performance-based assessment. • Show how service-learning is connected to your school's unique culture and mission. • Foster greater teacher participation in and connection with the community.

The exercise that follows is another way of helping teachers and agency staff to see how service-learning might benefit them.

Another strategy is to divide the group into pairs and then ask them to reflect together on the questions that follow.

Exercise: Service-Learning and the Ideal Classroom

1. Ask participants to describe the very best learning experience they ever had. Ask them to be as specific as possible, using adjectives, adverbs, and short phrases.

   - What did it look like?
   - What did it feel like?
   - What were you doing? If there other students/people present, what were they doing?
   - What colors would you use to describe this learning experience?

2. Now ask participants to describe the **traditional high school** classroom of today, paying particular attention to the

   - What it looks like
   - What it feels like
   - What students do
   - The colors they would use to describe this classroom and the learning that goes on in it.

3. Note discrepancies between your best learning experience (the **ideal classroom)** and the typical (**real classroom**) on newsprint – without comment.

4. How do you think you could get from the **real** classroom to the **ideal** classroom? What are some of the things you could do? What help would you need from your principal? Your colleagues? Parents?

5. Introduce service-learning as a strategy for getting from the **real** to the **ideal**.

   (For additional information, refer to ***Module 2: Benefits of Service-Learning***).

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Identifying the Benefits of Service-Learning (teachers)

Find a partner, preferably one who teaches in a different subject area from yours, and discuss the following questions.

1. What do you, as a teacher, see as the benefits of using service-learning strategies for you personally? List three that seem most important to both of you.

2. What do you, as a teacher, see as the benefits of using service-learning strategies in your classroom with students? List three that seem most important to both of you.

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Identify the Benefits of Service-Learning (agencies)

Find a partner, preferably one from a different agency or business, and discuss the following questions.

1. What do you, as a representative of an agency or business, see as the benefits of using service-learning strategies for you personally? List the three that seem most important to both of you.

2. What do you, as a representative of an agency or business, see as the benefits of using service-learning strategies with young people? List the three that seem most important to both of you.

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Building Teacher/Agency Support for Service-Learning

1. Ask another teacher or agency to collaborate with you.

2. Talk with colleagues about service-learning.

3. Show connections between service-learning and the curriculum/agency mission. Show how service-learning connects with the unique culture and values of your school or agency.

4. Have students gather list of community needs and resources and make it available to schools and agencies.

5. Involve youth in staff development activities for school and agency staff.

6. Choose projects related to issues of concern in the school and community.

7. Be clear about desired/expected outcomes before you start.

8. Focus all staff development decisions on improving student learning.

9. Provide technical assistance for local teams (educators, students, and community members) through training, curriculum, conferences, etc. Show how service-learning connects with other school reform initiatives in your school or school district.

10. Offer graduate credits, stipends, and/or substitutes for teachers attending service-learning training events.

11. Provide evaluation training (what to evaluate, how to evaluate, tools etc. – see ***Module 9***)

12. Develop a cadre of teachers to advocate for high-quality service-learning for all students.

13. Involve the teachers' union in planning and implementation efforts.

14. Support service-learning in schools by securing planning time in the school day for teachers to infuse service-learning activities into their classroom.

15. Plan for sustainability for the very beginning. Have a plan for building support.

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Remember – most agency staff and educators are reluctant to change UNLESS they know it is safe for them to try something new (and possibly fail). Here are some questions you need to be prepared to address when you ask teachers and agency staff to try service-learning.

1. **IS IT SAFE FOR ME TO CHANGE?** *"I'll do this if you protect me from undesirable external disturbances."*

2. **IS THIS RELEVANT TO MY LIFE?** *"I'll do this if you can show me how this will help me address a problem I am currently facing with my students/in my school or agency.*
3. **DOES THIS APPROACH FIT WITH HOW I THINK I SHOULD TEACH?**
4. **WILL YOU SUPPORT ME IN TAKING THE RISK OF TRYING THIS?** *"I'll do this if I know you will provide me with your full support for what you are asking me to do."*
5. **WILL I BE TOTALLY SATISFIED AND SUCCESSFUL IN THIS?** *"Can you ensure – right now – before I take one step toward the change that if will be worth my effort?"*

Building Support Among Parents

ESSENTIAL QUESTION: Do you think parents support service-learning? Why or why not? List on newsprint without comment. Possibilities include:

- a lack of personal history with volunteering
- a lack of understanding of the benefits of service
- a sense of powerlessness in relation to decisions made at the school and in the community
- a fear that their son or daughter may fail in his/her service efforts
- concerns about the physical and/or emotional safety of their child
- a lack of understanding of what service has to do with reading, writing, and arithmetic.
- A belief that unpaid service takes advantage of their child.

ESSENTIONAL QUESTION: What do you think you could do (or what have you done) to build parental support for service-learning? Ask them to be as specific as possible in telling their stories. List them on newsprint opposite the corresponding barrier whenever possible.

When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers:

TRANSPARENCY and HANDOUT: ***Service-Learning Quick Sheet #8: Building Parental Support for Service-Learning***

Key points:

- Answer parents' questions about what service-learning is and why you have decided to make it part of your classroom. Make sure they understand the

difference between traditional volunteering, community service and service-learning (for more on this, see ***Module 1: What Service-Learning Is).***

- Explain the benefits and educational rationale for service-learning (use information contained in ***Module 2: Benefits of Service-Learning***, in the "Service-Learning Briefing Sheet," (***Service-Learning Quick Sheet # 48***) and in **Appendix A** of this ***Module***).
- Be clear about the benefits and educational rationale for infusing service-learning into the curriculum. (See ***Service-Learning Quick Sheet # 52)***
- Make a commitment to keep parents fully informed of what their sons/daughters will be doing and experiencing during their service-learning activities and how they can be reached in an emergency.
- Show how service-learning helps with college applications and scholarships and with job applications.
- Address parental concerns about success and safety by adequately preparing students for service and making sure that both school and service site have adequate insurance.
- Encourage parents to call you whenever they have questions or concerns.
- Offer parents opportunities to get involved in service-learning at your school:
  - Ask them to serve on your Advisory Board (**Appendix B** of this ***Module –*** see also ***Service-Learning Quick Sheet # 12: Service-Learning Advisory Board***).
  - Ask parents to help in the planning process by

    - Helping to identify the social, environmental, economic, and community issues about which they are concerned in their work and personal life;

    - Helping students identify resources within the community currently working to address these issues;

    - Helping students with contacts in key organizations; and

    - Identifying skills, interests, and hobbies that could be useful to students in their service-learning projects.
  - Encourage them to participate alongside their son/daughter on a service project. This is a good way for parents to see what their sons/daughters are doing and learning.

- Ask them to approach the school's PTA about support for service-learning through mini-grants, rewards, recognition, and media coverage
- Ask them to see if their workplace or local businesses would be willing to financially support a service-learning project or the recognition-celebration of student service accomplishments

©, Learning In Deed, W. K. Kellogg Foundation, 2000.

Building Support Among Students

ESSENTIAL QUESTION: Why do you think students do not support service-learning? List these on newsprint without comment. Possibilities include:

- They don't have time because they are working too hard in their studies, have part-time jobs, or participate in other school activities.
- They don't know how to go about getting involved in volunteer activities and programs.
- They were never asked to take part in service to others.
- They would rather spend their time on leisure activities – like watching television or playing games.
- They do not feel that their efforts would make any difference, so why bother.
- They do not care about their school or community.
- They are selfish.
- There is no history of service to others in their family.
- They are afraid or uncomfortable.

1. **Ask for examples of solutions** – the things people have done that helped them turn these barriers into building blocks for successful service-learning programs. Ask participants to be as specific as possible as they tell their stories. List on newsprint – opposite the corresponding barrier whenever possible.
2. When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers.

TRANSPARENCY AND HANDOUT – *"Service-Learning Quick Sheet # 9 – Building Student Support for Service-Learning"*

- Help students identify their gifts and interests, such as being good at music or in sports or writing or art, and then show them how they could use these gifts and interests in helping someone else.

- Recognize the importance of **"student voice."**

- Research indicates that service-learning impacts are maximized when students, and are given greater degrees of responsibility for planning, decision-making, problem-solving and assessing their learning.
- Resiliency research indicates that "meaningful participation" is characterized by "problem-solving, decision-making, planning, goal-setting and helping others."
- Effective service-learning programs incorporate two other protective factors as well – caring relationships and high expectations.

- Recruit some highly visible school "stars" for you initial service-learning efforts; if they are involved – and they like the experience – other students will hear about it and probably become involved.
- Develop peer support for service-learning, through a school "service club" through which students receive reinforcement for their service efforts.
- Do everything you can to ensure that students will be successful in their efforts; adequate training is essential.
- Agencies need to
  - provide clear job descriptions of what students could do
  - be positive about student involvement
  - reward and celebrate student accomplishments
  - help students find other service outlets
  - provide "Letters of Support" for successful programs
- Make sure that projects include a variety of reflective activities that invite students to think, write, talk about, or show in other ways the meaning of what they have experienced. (Without reflection, students may view their service activities as little more than "busy work," which also invites parental criticism.) With reflection, students and parents will more readily see the benefits of the program and be willing to "sell" it to others) – see ***Module 8: Reflection*** for additional information).

3. Additional information you might want to use in talking about the benefits of service-learning with students:
   - **Responsible contributors**. Service-learning programs give students opportunities to make contributions, to take on real responsibilities, to make a difference, and to experience being needed.

- **Citizenship**. In most schools the concept of "good citizen" has been trivialized to mean coming to class on time and not getting into trouble. Training for real citizenship requires a great deal more, such as knowing what is going on in the community, caring about it, and then doing something about it. Service-learning can help students experience what good citizenship is.
- **Social Isolation**. So much of life today is lived in isolation; young from old; rich from poor; one racial group from another. To really understand and value one another we need repeated opportunities to interact with people who are different. Service-learning can provide these opportunities.
- **Requisites of Adult Success**. Good grades in high school do not necessarily guarantee success in adulthood. Things that do predict success are personal and interpersonal characteristics such as self-esteem and autonomy, independent thinking, skill in problem solving, and the ability to get along and work well with others. These qualities and skills can be learned through participating in well-designed service-learning activities.
- **Self-esteem**. A strong self-concept results from positive accomplishments in social interactions with a variety of people, in a variety of settings. Service-learning offers young people the chance to discover, develop, and display talents and skills that are seldom called for in school and to receive recognition for what they do.
- **Career exploration/identity formation**. Service-learning gives students the opportunity to explore a variety of possible careers, to try on different roles, to experience new levels of responsibility, and a chance to develop dormant aspects of their personality.
- **Complex thinking skills**. Data drawn from SAT tests and from studies of the National Assessment of Education Progress demonstrate that the much-publicized drop in student achievement is not so much in basic skills as in complex thinking, problem solving, and the ability to apply knowledge. A well-run service-learning program that combines significant service experiences with structured reflection demands higher level thinking and learning by engaging youth in solving problems where all the information is not given, the questions not delineated, the chapters not summarized, and the answers not printed in the back of the book.

- **Learning styles**. Research tells us that each of us has different preferred learning styles. Yet most teaching caters to only one or two of these styles. By extending the classroom into the community, service-learning offers students opportunities to learn in a variety of ways. (See *Module 5* for more information on this).
- **Helping students identify their gifts and fascinations**. The exercise on the next page can be used to help students identify what they are good at and how they could use their gifts in a service-learning project.

My Personal Strengths Statement

Directions: In this space provided, finish the following statement:

The personal strengths that I bring to the service-learning experience include: _____

Which means**:** _____

Because: _____

Which will result in: _____

My Skills

Directions: Determine the top five skills with which you feel the most capable and competent. List these skills in the left column, and then in the right column, list an example.

Skill	Where and How You Put This Skill into Action
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

©, "Service-Learning: From Classroom to Community to Career," Marie Watkins, and Linda Braun, JIST Publishing, 2005, pp. 34-35.

Building Community Support

ESSENTIAL QUESTION: What are some of the reasons why members of your community may not be supporting service-learning? List these on newsprint without comment.

Possibilities include:

- The important players in the community have not been invited "to the table."
- The important players in the community have been invited but are unclear about what you want them to do.
- Members of the community do not understand what service-learning has to do with the basic educational mission of the school or with the mission of the agency.
- Members of the community see students and the school as problems rather than as resources or assets.
- Members of the community are concerned about extra costs that might be incurred by the program.
- Members of the community and/or agency staff are not sure that there is anything meaningful students can do outside the school.

1. **Ask for examples of solutions** – things people have done that have helped them turn barriers into building blocks. Ask participants to be as specific as possible as they tell their stories. List these on newsprint – opposite the corresponding barrier whenever possible.
2. When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers and/or agency staff.

Agency List	School List
• Ask "key players" in the community to service on your agency's Board of Directors; invite them to participate in student service activities • Meet with "key players" in the community; stress the benefits of student service to the agency (increased numbers of volunteers, more service hours = more service to clients, etc.) • Invite another agency to partner with you in working with a school. • Contact local media to cover student service activities at your agency; whenever possible have students and	• Ask "key players" in the community to serve on your Advisory Board and invite them to participate in your students' service activities. • Meet with "key players" in the community. Stress the benefits of service-learning to the community. Information on the "Service-Learning Briefing Sheet" may be helpful. • Find an agency director willing to take a chance with your program and your students; work closely with that individual to develop a program which will be successful; that person will then "sell" your program to his/her

staff work together to write stories about and/or videotape activities • Start with service activities that have a high probability of being successful	colleagues. • Involve students in assessing community needs and contacting potential service providers. Let them share the needs and resources they have uncovered and what they think could be done to address those needs. Be specific about the role service providers could play in the process. • Contact local media to over your activities; whenever possible, have students write stories about and/or videotape activities. • Start with service activities that have a high probability of being successful.

3. Additional information you might want to use in talking about the benefits of service-learning with representatives from your community:

Transparencies: BUILDING COMMUNITY SUPPORT FOR SERVICE-LEARNING
Distribute HANDOUT – *Service-Learning Quick Sheet # 10 – "Building Community Support for Service-Learning"* and *Service-Learning Quick Sheet # 52*

- **Invite "key players"** to serve on your Service-Learning Advisory Board (see Handout – Appendix B: "Service-Learning Advisory Board" or ***Service-Learning Quick Sheet # 12 – "Service-Learning Advisory Board"***)
- **Find one agency or school willing to work with you,** build a successful program and then let the director of that agency or teacher from that school "sell" service-learning to his/her colleagues.
- **Cite an obligation to the community**. Students receive a great deal from the community. Service-learning offers them an opportunity to give something back.
- **Note that young people in other communities are already making significant contributions**.
    - providing services to the elderly, the disabled, and those in nursing homes and extended care facilities
    - collecting food , clothing, and other necessities for the poor and homeless
    - running school and/or community wide recycling programs
    - tutoring younger children
    - monitoring air and water quality on a regular basis
    - delivering "Meals on Wheels"
    - turning vacant lots into playgrounds

- **Cite a particular need**. Based on data collected by our students, we see the following needs in our community. Our students are prepared to address these needs by.
- **Tabulate how much person-power you have**. If you have 500 students in your schools involved in service activities and each student averages **one hour** per week in a year-long service-learning program, that adds up to more than 18,000 hours of service to the community during the school year. If figured at the current value of volunteer time ($18.04/hour), this amounts of over $324,720 of service contributed to the community.
- **Promote the school or agency as a resource to the community, a center of expertise**.
- **Emphasize that volunteers do not replace paid workers**. In most service-learning programs, young people perform tasks that, no matter how much they may be needed and desired in the school or community, are often not very high on the list of things society is willing or able to pay for. For example, a lonely widow, without family or friends, looks forwards to a daily visit from a student bringing a hot meal. It is not likely that we would pay someone to do this. Even if we did, it would not be the same as having a student bring the meal and spend a few minutes talking with the widow.

Some other effective strategies are listed on the following page.

Top Ten Ways to Communicate About Service-Learning

1. Train and equip students tell the story.

2. Provide accurate visual description of programs.

3. Describe service-learning in a 30-second sound bite.

4. Time your messages to coincide with larger education events.

5. Make it relevant to the issues people care about in your community.

6. Tie your program to a national initiative.

7. Do your homework – gather evidence or “proof” that service-learning works.

8. Know your critics’ arguments and be prepared to counter them.

9. Build alliances with organizations, both school-based and community-based, that have similar interests.

10. Be patient and persistent – changing perceptions takes time.

©, *2003, Perceptions: Understanding and Responding to What People Think About Service-Learning, Learning in Deed.*

Identifying an Effective Service-Learning Champion

In addition to the strategies outlined above, the Points of Light Foundation (1994) suggests the need for an effective “service-learning champion,” someone who will lead the way for the school and community. A service-learning champion:

1. Believes in the capabilities of children and teenagers;
2. Sees the vision and potential of service in the organization;
3. Can articulate the vision and how it could enhance the organization’s mission;
4. Has credibility, positive relationships, and an ability to motivate others within the organization;
5. Understands the dynamics, concerns, and needs of the organization; and
6. Is flexible and open to new possibilities.

CHARACTERISTICS OF AN EFFECTIVE SERVICE-LEARNING CHAMPION

A service-learning champion:

1. Believes in the capabilities of children and teenagers;

2. Sees the vision and potential of service-learning in the organization;

3. Can articulate the vision and how it could enhance the organization's mission;

4. Has credibility, positive relationships, and an ability to motivate others within the organization;

5. Understands the dynamics, concerns, and needs of the organization; and

6. Is flexible and open to new possibilities.

©, 1994, Points of Light Foundation, Washington, DC (used with permission)

Finding the Money

ESSENTIAL QUESTION: In what ways has a concern about funding been a significant barrier to the successful implementation of service-learning at your school? List these on newsprint without comment.

1. Ask participants for the **reasons** why money is often cited as a barrier for introducing service-learning. List on newsprint without comment. Possibilities include:
   - Tight budgets in the district/agency. It takes time, energy and dollars to train and supervise students who are not initially productive.
   - Not a high priority for our school district/agency.
   - No funds for continuing education or teacher training/staff development.
   - No funds for transportation
   - No funds for substitutes
   - Lack of administrative support
   - Lack of parental support
   - Lack of community support
2. Ask for examples of solutions – the things people have done that helped them turn these barriers into building blocks. Ask participants to be as specific as possible as they tell their stories. List these on newsprint – opposite the corresponding barrier whenever possible.
3. When everyone has shared their ideas, you may wish to offers these strategies, used successful by other teachers.
   a. "Sell" your program to anyone and everyone who will listen. Use your "Service-Learning Briefing Sheet" – (***Service-Learning Briefing Sheet # 4***) and "Top Twelve Reasons for Implementing Service-Learning Programs at Your School" (***Service-Learning Briefing Sheet # 5, and Service-Learning Quick Sheet # 52***) to help you make your case.
   b. Approach parents, alumni, and friends of the school for donations.
   c. Grass-roots fund-raising through bake-sales, gift-wrapping, etc.
   d. Approach local service organizations and clubs, such as the United Way, Lions, Kiwanis, Rotary, etc.
   e. Form partnerships with community organizations and businesses.
   f. Seek funding from charitable foundations (a long shot, but still worth considering)
   g. Make service-learning a state budget line item.

h. Leverage money through federal programs such as: US Department of Education, The Corporation for National Service, School-to-Work Transition, Safe and Drug-Free Schools, etc. For more information about Learn & Serve America , check their website: www.learnandserve.org or www.nationalservice.org. For information about grants available in Ohio, check: www.ohiok-16service.org.

Distribute HANDOUTS – Finding the Money for Service-Learning

Finding the Money for Service-Learning

1. "Sell" your program to anyone and everyone who will listen.
2. Approach parents, alumni, and friends of the school for donations.
3. Grass-roots fund-raising through bake-sales, car washes, etc.
4. Approach local service organizations and clubs, such as the United Way, Lions International, Kiwanis, Rotary, etc.
5. Form partnerships with community organizations and businesses.
6. Seek funding from charitable foundations (a long shot, but still worth considering).
7. Make service-learning a state budget line item.
8. Leverage money for service-learning through federal programs such as: US Department of Education, The Corporation for National Service, School-to-Work Transition, Safe and Drug Free Schools, etc.

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Finding Time for Service

ESSENTIAL QUESTION: In what ways has time been a barrier to the successful implementation of service-learning at your school? List on newsprint without comment. Possibilities include:

- Because of normal curricular demands, many teachers see the scheduling of service-learning activities as an intrusion in the regular teaching time.

- Travel time between the school and the service site may consume the majority of the class period, leaving little time for service itself.
- In some cases, school policy prohibits students from leaving school during regular school hours.

1. Ask for examples of solutions – the things people have done that helped turn these barriers into building blocks. Ask participants to be as specific as possible as they tell their stories. List these on newsprint – opposite the corresponding barrier whenever possible.
2. When everyone has shared their ideas, you may wish to offer these strategies, used successfully by other teachers.
   a. Design service activities so that they are part of the regular instruction without interfering with other classes (a sure way of antagonizing other teachers).
   b. Design projects so that students can perform their service before or after school or on weekends (probably means going with **individual** rather than **group** placements – this means more time for the teacher in finding potential sites, unless finding a service site is clearly defined as the student's responsibility).
   c. Have students do most of their service during school breaks; e.g., a spring Break trip to another area of the state of country to help with clean-up projects, home renovation, etc.).
   d. Plan school-wide "blitzes" on particular issues, which culminate in school-wide service-learning projects.

Getting from Here to There (and Back Again)

ESSENTIAL QUESTION: In what ways has transportation been a major barrier to the successful implementation of service-learning at your school? List these on newsprint without comment. Possibilities include:

- District transportation is available, but only at a prohibitive cost per trip.
- District transportation is not available.
- The distance between the school and the service-site is too great to allow for both travel time and service.

1. Ask for examples of solutions – the things people have done that helped them turn these barriers into building blocks. Ask participants to be as specific as possible when they tell their stories. List these on newsprint – opposite the corresponding barrier whenever possible.

Transparency: GETTING FROM HERE TO THERE (AND BACK AGAIN) **Distribute HANDOUT**

a. Select service sites and activities within walking distance of the school (such as tutoring at a nearby elementary school or monitoring water quality in a nearby stream or a school beautification project)
b. Bring service recipients to the school (at one school, senior citizens are brought to the school, where students provide a variety of services).
c. Use public transportation.
d. Ask parents to help (and then stay and participate in service activities with their children).
e. Seek donations of money and/or transportation from local merchants and/or the local bus company.
f. If the service site has a van or bus, see if they will provide transportation.

Note: In arranging transportation it is important to pay careful attention to liability issues, which may arise when students do not use school transportation to get to and from their service sites. Talk with your district's attorney for advice in this area.

Getting from Here to There (And Back Again)

1. Look for service sites and activities within walking distance of your school.

2. Bring service recipients to the school.

3. Use public transportation.

4. Ask parents to drive.

5. Seek donations of money and/or transportation from local merchants and/or the local bus company.

6. See if the service site has a van or bus.

Note: If you are not using school transportation, be sure to check with your district's attorney regarding liability issues.

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Liability Issues in Service-Learning

Questions about liability will arise. One strategy for addressing these questions, used by many teachers, is to hold an initial meeting with parents prior to the beginning of any service activity. The purpose of this meeting is to

- Assure parents that the goal of the program is a successful service experience for their son or daughter
- Give parents the right to "excuse" their son or daughter from travel to and from the service site in the event of inclement weather (parents, however, have to "call in")

- Give parents a list of all of the possible activities in which their son or daughter might be involved, along with any anticipated risks so that they can indicate any activity they do not want their child involved in (e.g., picking up litter along a busy highway)
- Gain parental consent for student involvement in the service-learning program.

Liability issues that need to be discussed with your school district's counsel include:

1. Applicability of sovereign immunity and volunteer protection laws to your service-learning program.
2. Waivers, participation forms, and other items designed to limit liability.
3. Liability insurance and accident insurance for students and other individuals involved in your program.
4. Developing a risk-management plan (see Handout)
5. Insurance coverage for the school and any independent entity participating in your program.
6. Policies and procedures regarding: use of school facilities, ground, vehicles, and equipment; course credit or stipends for participation; selection and termination of students in your program; involvement of nonschool personnel; and reporting and investigation of incidents that may lead to liability.
7. If collaborating with another entity; responsibilities of each party in your program; letters of agreement or contracts; and hold harmless, indemnification, and insurance agreements.

A good reference:

Seidman, A, and C. Tremper. *Legal issues for service-learning programs.* (Washington, DC: Nonprofit Risk Management Center, 1994).

©, Wade, R, Preparation. In *Community service-learning: A guide to including service in the public school curriculum.* R. Wade (ed.). (Albany, NY: SUNY Press, 1997, p.43).

Designing a Risk-Management Plan

Developing a risk-management plan is an important way to protect your school or agency and the young people who participate in a service-learning program. Before developing a specific plan, you will need to have in place a risk-management policy that spells out

- The purpose of risk management within the school or organization. For example, "The goal of risk management is to protect the organization against accidental loss that significantly affects its budget or ability to fulfill its responsibility."
- The risk-management functions involved (screening, safety, insurance, etc.)
- How the policy will be administered and implemented. (Who will manage it? What procedures and record keeping are needed?)

The policy statement provides a framework for developing detailed plans. Then a "risk-management coordinator or committee" in your school or agency can follow a five-step process for developing your plan (condensed from *Planning It Safe: How to Control Liability and Risk in Volunteer Programs):*

1. **Identify the Risk** – Begin with an assessment of the risks in the organization. What is the likelihood of injuries or claims? What are the risks to young people and people they come in contact with through their service? What insurance is in place (in the agency, school)? Do existing policies cover volunteers? Questionnaires and checklists can all be useful in this assessment.

2. **Measure the Risk** – Next assign dollar figures to all risks. These can include replacement costs for property as well as estimates of potential legal costs for liability tasks.

3. **Select and Implement Methods** – Once you have identified and measured the risks, you can begin developing methods to control or finance the risks. This may include: eliminating high-risk projects or activities; reducing the risks (through training, policies, or equipment), transferring risk control to other parties (by, for example, contracting with others to do particular tasks and assume the risk for potential losses), choosing to retain the risk (such as insurance deductibles), and

insuring the risk (including general liability insurance, professional insurance, auto insurance, etc.).

4. **Manage Claims for Loses** – When claims occur, report, settle, and keep records of them.

5. **Monitor the Program and Make Necessary Changes** – How well do the procedures you developed reach your goal? Regularly asking that question allows you to continually fine-tune and update your risk-management plan.

Information adapted and condensed from the Minnesota Office on Volunteer Services.

Appendix A - Taking Steps Toward Institutionalization

	Exploring	Transitioning	Transforming
Leadership and Vision	• A few people at the classroom level are doing effective service-learning projects, developing goals, experimenting and communication with others who share their enthusiasm. • Students informally advocate for s-l.	• More people throughout district and community involved. Regular channels of communication established; key people – including school board, community partners, and students – are involved in creating goals for s-l. • A leadership team responsible for s-l makes connections to district's curriculum, assessment, and school improvement initiatives. • A s-l coordinator is designated. • Strong administrative support exists for the leadership team. • Students are identified and trained to participate in the leadership team and to advocate for s-l.	• District leaders explicitly endorse s-l as a powerful strategy to implement the district's vision statement and revise written policies accordingly. • District administrators clearly demonstrate a commitment to se-l and ensure that it is integrated into organizational structures. • Based on the district's vision, a school-community leadership team is empowered to create an annual action that sets goals, allocates money and human resources, and evaluates programs. • Leadership team is responsible for connecting s-l with other school reform initiatives. • District has a process to ensure students are effective members of the leadership team, have opportunities to network with peers regionally and nationally, and are involved in school committees and community organizations.
Curriculum, Instruction, and Assessment	• District establishes curriculum committees to align s-l projects with standards. • Some community partners are engaged in student work.	• District curriculum and assessment committees/staff help teachers align s-l projects with standards and include authentic performance assessments of student learning. • Some community partners are engaged in student work and value contributions made by s-l.	• S-l is a performance assessment used to meet districtwide, grade-level benchmarks • All projects are aligned with state and local standards, and assess student learning • Teachers are facilitators and coaches, adept at motivating students and connecting project, standards and assessments.

			• Students work in teams and are actively engaged in identifying and research community issues and needs, and implementing their ideas.
Professional Development	• Interested individual teachers and/or administrators take courses and/or workshops in s-l. • Teachers devote individual planning time to develop s-l classroom projects.	• Teachers and students trained in s-l recruit others and act as role models. • Motivated teachers formally meet to discuss s-l topics, examine student work, design curriculum and assessment and give feedback on instructional practices.	• Teachers in every building are identified as peer mentors who recruit and coach colleagues new to s-l. • District has a structure to support ongoing dialogue about teaching and learning that integrates s-l as part of the discussion. The dialogue is based upon data from students, teachers, and community members. • Administrators make time available during the day for teaching teams to meet.
Administrative Support and Policy	• There is passive administrative support, but teachers are responsible for accessing those resources. • Administrators support individual teachers/teams in experimenting with changes to schedule and structure to accommodate applied learning. • A self-selected leadership group has secure initial grant for s-l. • Support for s-l is based on anecdotal evidence. Some data is collected to evaluate programs.	• District provides structure that facilitates student and teacher access to resources. • District leadership team seeks a variety of funding sources for s-l. • District provides resources to teachers to document and share s-l best practices. • A formal district plan for action research and program evaluation is in place.	• Teachers and students have easy access to training and resources for s-l projects. • District creates job descriptions and teacher evaluation tools that encourage teachers to use s-l as an instructional strategy. • Data related to s-l are integrated into the district's overall evaluation plan and is used to support continuous improvement.
Community Involvement	• Volunteers, community organizations and families informally learn about s-l through individual projects. • Community organizations and other experts occasionally work	• Community organizations, higher education institutions and other experts work with a majority of students to share expertise. • Volunteers are trained to provide effective support to teachers and	• All students have opportunities to work with community experts. Experts seek student involvement in addressing community problems and needs. • Through s-l experiences, volunteers are integrated as coaches and learners into

	with some students to share knowledge and skills.	are matched according to their interests.	the school-community partnership.

©, 2002, "Learning that lasts," Education Commission of the States, Denver, CO.

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Module 7: Building Effective Partnerships
L. Richard Bradley, Ph.D.

Purpose of this session*: To explore the rationale and strategies for collaborating with community agencies and organizations in service-learning implementation efforts.*

Transparency: THE WHAT AND WHY OF COLLABORATION
Distribute HANDOUTS – THE WHAT AND WHAT OF COLLABORATION
-- SORTING OUT AGENCY/SCHOOL PARTNERSHIP
OPTIONS

What is collaboration? "Collaboration is an effort that unites and empowers individuals and organizations to accomplish collectively what they could not accomplish independently."

Definition of "partnership" – ENLIGHTENED SELF-INTEREST

Why collaborate?

School-community partnerships have long been recognized as having important benefits to both partners. Particularly important is the impact these partnerships can have on the learning process. Some key points:

1. *Learning is essentially a social activity. Most of us learn best by doing things with others and then talking through what we did.*
   a. *Socrates said it well when he said* "we learn how to be virtuous by practicing virtue."
   b. *Barbara Lewis, a service-learning advocate, put it this way:* You do not learn how to ride a bicycle by looking at pictures of bicycles in a book or by reading about theories of balance and

gravity. You learn by getting on a bike and falling off a few times."

2. Learning relies more on knowledge **construction** that on knowledge **transfer**. *Most learning happens when classroom learning is put to the test of practical application in the real world.*
   a. *Results of the* ***LEARNING TRIANGLE (TRANSPARENCY)***

      Research suggests that we retain only about 5% of what we hear in a lecture. *However, when the lecture is connected with "hands-on" practice, the retention rate goes up to 75%. When we then have to teach others what we have learned, the retention rate soars to over 90%. That is one reason why well-designed service-learning programs are so effective.*
   b. Learning how to behave in unfamiliar situations, how to get along with people who are from different cultural, social, ethnic, or economic backgrounds happens best through "hands-on" experience with these people, not by reading about what one ought to do in textbooks.
   c. *Research in moral development suggests that* one of the best ways to change attitudes and behaviors towards others is by first-hand experience with them. *Service-learning is one strategy for providing these kinds of experiences.*
3. *The very act of learning draws people together around a common task, whatever that task may be.*
4. *Conventional schooling, however, has emphasized the individual, and the individual's accumulation of abstract knowledge.*
   a. *Accumulation of abstract knowledge*

Young people, unless they are to be excluded from an active role in society, need a basic range of competencies: mathematics, literacy, and the ability to community effectively.

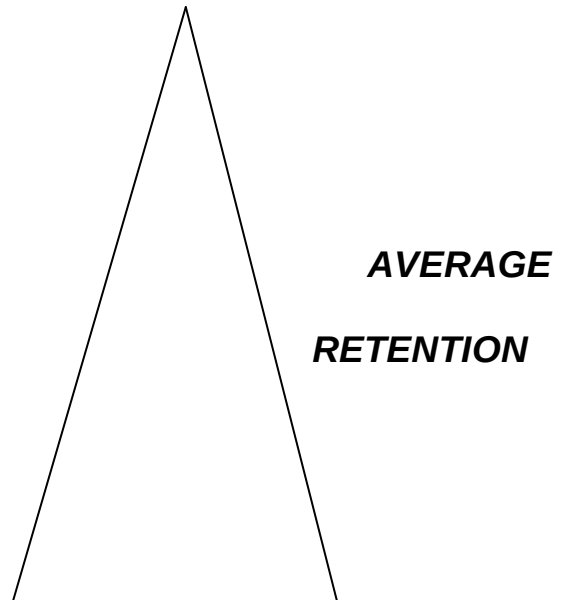
***[Old order competencies – largely classroom based**, emphasized knowledge and skills that could be taught]*

b. *Today's students also need a range of higher-order skills, such as: the ability to gather and synthesize information, to solve problems, to deal with ambiguity and uncertainty, and to be creative and personally enterprising. (Refer to* **Module 10: Connecting Service-Learning to School Reform***, for additional information).*

[New order competencies – largely life- and experience-based**, cannot be taught in the classroom – though many people think they can**]

5. *What this suggests is that schools need community partners to accomplish the educational mission entrusted to them.*

LEARNING PYRAMID



RATE

Lecture
5%

10%
Reading

20%
Audio-Visual

Demonstration
30%

Discussion Group
50%

Practice by Doing
75%

Teach Others/
Immediate Use of Learning
100%

National Training Laboratories – Bethel, Maine

Partnership Self-Interest Identification

In building programs, both partners have resources and strengths to bring to the table. Establishing a successful model requires partners to finds ways to integrate their assets, so that, when added together, both partners can accomplish goals that could not be achieved apart from each other.

Exercise

1. *Begin by separating participants into interest groups – secondary school educators, agency staff, representatives from foundations and representatives from higher education.*
2. *Give each group a piece of newsprint and markers.*
3. *Ask members of each group to respond to the following questions (10 minutes):*
   - *What does your group bring to the table? What are your resources and strengths?*
   - *What does your group need/want to take away from the table? What help do you need to accomplish your mission more effectively?*
4. *Record responses on newsprint. When time is called, have a representative from each group share their responses with members of the other groups.*
5. *Responses might include some or all of the following:*

Secondary Educators

Bring	***Take***
• *Enthusiasm of youth* • *At-risk youth* • *Experience of service to others*	• *Kids that don't drop out of school* • *Increased proficiency scores*

• *Youth perspective* • *Flexibility/availability of youth during daytime hours*	• *Improved attendance* • *Help kids see posts-secondary education possibilities*

Higher Education

Bring	***Take***
• *Students, faculty, staff* • *Facilities, space* • *Knowledge, skills, tools* • *Research, evaluation, assessment* • *Money* • *Act as fiscal agent (free)* • *Validate curriculum/credibility* • *Energy* • *Existing structure/history* • *Change agents for the future* • *Expertise in program design/evaluation* • *Grant-writing skills*	• *Improved student learning* • *Enhanced student development* • *Community visibility – public relations* • *Completes mission of the college or university* • *Connections with alumni/community* • *Teaches students how to give now for later* • *Improves community/citizenship* • *Applied theory opportunities* • *Help with recruitment and retention*

Community-Based Organizations

Bring	***Take***
• *Non-profit experience* • *Opportunities for service* • *Understanding of community needs/assets* • *Places for students to be involved* • *Resourceful – know how to "do a lot with a little"*	• *Broader community perspective* • *Understanding of each others' goals* • *New relationships* • *Help us fulfill our mission more effectively*

Community Foundations

Bring	***Take***
• *Money, money management skills* • *Donor contacts* • *Act as a catalyst* • *Future orientation* • *Knowledge of non-profits* • *Close to our core mission* • *Sounding board for ideas* • *Research* • *Community knowledge* • *Scholarship* • *Experience in grant-making* • *Conveners of groups*	• *Visibility* • *Support for our mission* • *Increase our capacity/resources* • *Educate youth and community in philanthropy* • *Improve quality of life in our community* • *Build disparate group interactions* • *Hope for continued relevance*

<u>Identifying roles which school and community partners can play</u>:

1. *Begin by asking participants for their suggestions as to the roles school and community partners could play (or have played) in their service-learning implementation efforts. List these on newsprint without comment.*
2. *Some other possibilities (if not already listed) for school and community partners include:*

Roles Schools Can Play	***Roles Community Partners Can Play***
• *Provide students willing and able to provide service* • *Connecting service experiences with the curriculum* • *Access to students* - *allowing students to get out of school to serve* - *bringing people to the school* • *Setting expectations about what students will do and how they will behave at the service site* • *Provide supervision of students while at their service site* • *Transportation* • *Funding for expenses related to service activity*	• *Work together to eliminate competition for students* • *Refer students and teachers to other agencies when appropriate* • *Serve as the liaison, keeping agency staff informed about when students will be at the site and what they will be doing* • *Provide service sites and opportunities for students* • *Provide training for students if needed* • *Expand teacher's knowledge of needs and resources in the community* • *Help give credibility to the program; help in "selling" it to the community* • *Help with planning and publicity* • *Influence other partners to "get on board"* • *Open doors to other organizations that might have been closed to the school in*

	the past • *Provide awards and recognition* • *Help with "Volunteer Fairs" in local schools* • *Transportation* • *Funding for expenses related to service activity*

Building a Model

While developing your partnership model, keep in mind these suggestions from experienced partnerships.

1. ***Find out what is needed.***

   You can maximize the assets and resources you bring to the partnership by first finding out what obstacles and challenges are affecting each partner. Listen to each other and find out what each partner needs.

2. ***Build on existing models.***

   You don't have to start at ground zero. Review models that are working and see if and how you could adapt them to your needs.

3. ***Emphasize your assets.***

   Once you have identified what you and your organization are "bringing to the table," point these assets out to your potential partner(s). Help them see the "fit," that is, how these assets could help them be more effective in what they do.

4. ***Discuss expectations.***

   In the excitement of develop programs to benefit children and youth, it may be tempting to focus on "fixing" or becoming the solution to the problems. Be aware that major change cannot be expected overnight. Be careful, as you build your model, not to promise too much, too soon. Be limited and systematic in your approach.

5. ***Make the right connections.***

   Experienced partners stress that establishing and maintaining a good relationship from the outset is vital to the success of the program. "Anytime you are using someone else's space, you have to have good relationships."

6. ***Consider both sides.***

There may be areas – education, structure, discipline, and facility use – that will require partners to be sensitive to other perspectives. Consider and acknowledge the experience each partners brings with them and utilize their expertise to achieve the overall mission.

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The What and Why of Collaboration

What is collaboration? "Collaboration is an effort that unites and empowers individuals and organizations to accomplish collectively what they could not accomplish independently."

Why collaborate?

1. *Learning is essentially a social activity.*

2. *Learning relies more on knowledge* ***construction*** *than knowledge* ***transfer****.*

3. *Old order vs. new order competencies*

4. *Expands resources*

5. *Develops allies*

6. *Group ownership of goals*

7. *Mobilize the community*

8. *New options for problem solving*

©, L. Richard Bradley, Ph.D., 1998

Sorting Out Agency/School Partnership Options

An agency/school partnership can be simple or complex, depending on your own comfort level, readiness, needs, and resources. This chart shows a progression of involvement, based on Sharon's Kegan's work in United We Stand: Collaboration for Child Care and Early Education Services. *Differences between the types are based on levels of risk, amount of time needs, and commitment. While one level clearly progress from another, each is valuable in itself. As the partnership becomes more complex, the potential impact on the community, the students, and the agency increases. Use this chart to think through your possibilities.*

Type	***Description***	***Core Elements***	***Example***
Cooperation	*The agency and school (or teacher) share information that is useful to the other.*	• *Information openly shared.* • *Involves low commitment, risk, and interaction.* • *Roles are distinct and separate.* • *Service may be centered in the school or the agency with support from the other.*	*An agency adds the teacher to a mailing list and calls about new service opportunities. Teacher calls to tell about needs for project to see if any are available that fit. Projects may take place at school with input and ideas from the agency.*
Coordination	*The partners work together in planning a specific effort or program.*	• *Agency and school meet to plan specific activities.* • *Regular contact is needed between agency and school.* • *Projects may be part of existing efforts or new initiatives.* • *More planning and communication are essential.*	*The agency's coordinator of volunteers, the school's service-learning coordinator, and youth meet to share needs and design appropriate service activities for classes.*
Collaboration	*The agency and school (and others) form a new structure to share an ongoing commitment to leadership in, and ownership of a formal service-learning partnership.*	• *A steering committee or coordinating board has leadership responsibility.* • *Requires comprehensive planning and communication.* • *Formal agreements are reached on roles, responsibilities, and commitments.* • *Partners seek funding together.*	*Multiple agencies and schools form a community-wide collaborative to involve youth in service-learning. Agencies and schools commit resources (staff, financial) to supporting the partnership. The partnership often will submit proposal for*

			support from government or foundations.

©, "Practical Guide for Developing Agency/School Partnerships for Service-Learning," Points of Light Foundation, 1993.

Finding the Best Community Partner for your Program

Finding the best community partner for your program begins with knowing what you need and what you have to offer. It makes no sense to partner with an agency or organization that does not share your learning and service goals. If you know what you are looking for and the kinds of learning experiences you want your students to have ***before*** *you start looking for a partner, you will probably find the best partner more quickly.* School & Main*, an organization dedicated to helping schools and businesses build effective partnerships, offers these* "Tips on Recruiting Partners."

Transparency: TIPS ON RECRUITING PARTNERS
Distribute HANDOUT: same; see also Service-Learning Quick Sheet # 13: Tips on Recruiting Partners

(1) ***Create a list of desirable characteristics in potential partners.***
Seek a diverse pool of community individuals and organizations so that your vision and work will be spread across many institutions and organizations.

- *Helps you guide you in your community-wide search*
- *Helps in the allocation of human and material resources (e.g., rather than allocating resources for a media campaign to publicize your program, consider including a media professional or organization in your partnership).*

(2) ***Look for a common purpose with your partners.***

- *Be sure you and your partners share a vision and have similar goals (e.g., employers need a well-prepared workforce; a successful youth strategy that delivers young people with career and life skills makes a good match).*
- *Understand the needs and goals of the individuals and organizations with which you are meeting.*
- *Be ready to answer key questions (e.g., the questions on the following pages)*

(3) ***Help partners understand the "work" involved.***

- *Be clear from the beginning about the nature of the partner's commitment.*
- *Clarity from the beginning will ensure that you find the right individuals and institutions as partners.*

(4) Remember that top management is essential in the start-up phase of partnerships.

- *Start by seeking out the decision-makers in business, education, community institutions and government.*
- *If access to top management is difficult, look elsewhere and have a peer of top management try again later.*

(5) ***Bring a complete package of materials and clear set of ideas with you.***

- *Be well prepared with all the background information and materials your potential partner may need.*
- *Be prepared to listen to new ideas and change directions. The business or community leader may have been waiting for just this opportunity to share an important new idea.*

(6) ***Sell community relations.*** *Remind potential partners that involvement will increase name recognition and increase community perception of their organization as "good citizens."*

(7) ***Do not ask for money right away – but do not overlook "in-kind" contributions.***

- *Initial request is for people and their commitment*
- *As funds become necessary, seek help from your partners by asking them to raise or reallocate resources already used in this work.*

TIPS ON RECRUITING PARTNERS

1. *Create a list of desirable characteristics in potential partners.*

2. *Look for a common purpose with your partners. Be sure you and your partners share a vision and have similar goals.*

3. *Help partners understand the "work" involved.*

4. *Remember that top management is essential in the start-up phase of partnerships.*

5. *Bring a complete package of ideas and a clear set of ideas with you.*

6. *Sell community relations.*

7. *Do not ask for money.*

"School & Main: A Training Tip," Boston, MA.

Here are some questions you can use to begin conversations between schools and potential partners.

⇒ It is important to involve students as much as possible in this process (e.g., by writing to, calling, or visiting potential partners to find out more about what they services they offer, their goals, and so on).

Distribute HANDOUTS – "Discussion-Starter Questions for Building Partnerships"

Discussion-Starter Questions for Building Partnerships

For Educators to Ask Themselves

1. *What learning goals do you have for your students? How do you see service-learning helping in this area?*
2. *What service goals do you have for your students? What kinds of service activities might help in this area?*
3. *What needs in the community do you want to address through your service-learning program? How were these needs determined?*
4. *What agencies and/or organizations may already be working in the same or similar areas? (You might have students do research on this, either by phone or by going out and interviewing representatives of each agency or organization. Depending on your community, this might include the United Way, other local volunteer center, the Rotary Club, the Optimist Club, Lions International, the American Red Cross, and so on). In collecting information, students could use a form similar to the* "Service Opportunity Profile Worksheet," *(Appendix A).*

5. *Are you aware of businesses, agencies or organizations that are particularly open to working with students? If your initial answer is "NO," do you know of any that might be willing to try it "just once" under carefully controlled conditions? Do you know anyone connected with one of these agencies well enough to make personal contact?*
6. *Are the service goals of the business, agency or organization in line with the expectations you and your students have for their service-learning activities?*
7. *Can your students provide the services needed by the agency? If so, will any special training will be needed? Will you or the business, agency or organization (or both of you) be responsible for providing this training?*
8. *Will you or the business, agency or organization (or both of you) be responsible for student placements?*
9. *Will you or the business, agency or organization (or both of you) be responsible for supervising students at the service site?*
10. *Will you or the business, agency or organization (or both of you) be responsible for evaluating students?*

11. *Will you or the business, agency or organization (or both of you) be responsible for preparing and submitting any reports that are required?*
12. *Who are the students who will be participating in your service-learning project? What are their ages and grade levels? What restrictions, if any, do the agencies or organizations you are thinking about collaborating with have that might impact the service activities you have planning?*
13. *What types of students will be participating, e.g., gifted, normal, or "at-risk," physically or mentally challenged? Are the agencies or organizations you are considering willing to honor your commitment to participation by a diverse group of students?*
14. *What does the school have to offer to the partnership? (Classroom space, copies, computers, staff, the energy and enthusiasm of student volunteers)?*
15. *Who will carry liability insurance – the school, the business or agency or organization – or both?*

Discussion-Starter Questions for Building Partnerships

For Business, Agency or Organization Representatives to Ask Themselves

1. *What learning goals do you have for your student volunteers? How do you see service-learning helping in this area?*
2. *What service goals do you have for your student volunteers? What kinds of service activities might help you in this area?*
3. *What needs in the community is your business, agency or organization already addressing? How could your efforts be enhanced by student volunteers?*
4. *What schools are you (or other) businesses, agencies or organizations in your community already working with?*
5. *Are you aware of schools (or teachers) that are particularly open to working with community partners? If your initial answer is "NO," do you know of any that might be willing to try it "just once" under carefully controlled conditions? Do you know a teacher in one of these schools well enough to make personal contact?*
6. *Are the service goals of the school in line with the service needs of your business, agency or organization?*
7. *Can students provide the volunteer services needed by your business, agency or organization? If so, will any special training*

will be needed? Will you or the school (or both of you) be responsible for providing this training?

8. *Will you or the school (or both of you) be responsible for student placements?*
9. *Will you or the school (or both of you) be responsible for supervising students at your site?*
10. *Will you or the school (or both of you) be responsible for evaluating the students?*
11. *Will you or the school (or both of you) be responsible for preparing and submitting any required reports?*
12. *Who are the students who will be participating in this service-learning project? What are there ages and grade levels? Are they gifted, normal, or "at-risk," physically or mentally challenged?*
13. *Are your students capable of doing what our business, agency or organization wants them to do?*
14. *What restrictions, if any, does the school have that might impact the service opportunities we have available?*
15. *How does the school or teacher see the commitment to participation by a diverse group of students in relation to the*

service opportunities available at your business, agency or organization?

16. *What does our business, agency or organization have to offer to the partnership? (Meeting space, copy machines, computers, staff, our expertise, service opportunities, a commitment to mentoring young people)?*
17. *Who will carry liability insurance – the school or our business, agency or organization – or both?*

Discussion-Starter Questions for Building Partnerships

For Schools to Ask Agencies

1. *What is the purpose or mission of your business/agency/organization?*
2. *How do you see schools fitting into this mission?*

3. *What have been the experiences or your business/agency/organization working with schools?*
4. *What have been your experiences in working with children and teenagers in your agency?*
5. *Why are you interested in this partnership? What does your business/agency/organization need from this partnership? An enhanced image in the community? Assistance in addressing a particular community issue?*
6. *What do you think is the most important reason for involving youth in service-learning through your organization?*
7. *What are the major challenges you face in providing services to our community that our students might be able to help you with?*
8. *What would be the most convenient times for our students to come to your business/agency/organization to perform their service activities?*
9. *Do you have a formal application process for groups or students who want to volunteer at your business/agency/organization?*
10. *Do you check references?*
11. *Are there any safety issues we need to be aware of?*
12. *Is there any special attire required of volunteers?*

13. *How many students could you accommodate at one time?*
14. *How would you handle a situation arising from student misbehavior or insubordination while he/she is at your site?*
15. *If you could make one dream come true for those served through your agency, what would it be?*
16. *What is the one thing you most hope service-learning will accomplish in our community and society?*
17. *How does the agency or organization plan to use the students in meeting its service goals? Are there any age and/or ability limitations for volunteers at your site?*
18. *Are the agencies or organizations you are considering willing to provide for any special training your students may need, maximizing their chances of success?*
19. *Would your business/agency/organization be willing to help with the costs of transportation, refreshments or other expenses connected with this service-learning project?*

Discussion-Starter Questions for Building Partnerships

For Partners to Ask Schools

1. *Why do you want to partner with our business/agency/organization?*
2. *What experiences have you had in community service or volunteering? What impact have those experiences had on you?*
3. *Why are you interested in this partnership? What evidence is there of the school's commitment to this partnership?*
4. *What do you think is the most important reason for involving youth in service-learning?*
5. *What does the school need from the partnership? An enhanced image of the school and its students? Help in reducing "at risk" behaviors and other disciplinary problems? Opportunities for students to explore potential careers?*
6. *How could service-learning help you address major challenges you face in educating students?*
7. *How many students will be involved in this project? Will they be coming as individuals or as a group? How often will they be*

coming? Is this a "one-time" visit" or are you thinking "long-term?" How much time will they be spending at our business/agency/organization on each visit?

8. *Will students be supervised when they are at our site? By whom?*
9. *Will you be responsible for helping the students reflect on their experiences at our site or will we have to do that ourselves?*
10. *Will parents know what students are doing, where they are, and how to contact them in the event of an emergency? Will parents be required to sign some kind of "permission form?"*
11. *Will the school know where students are?*
12. *What curriculum connections do you envision for the project resulting from this partnership?*
13. *Are there any age and ability limitations of which we need to be aware in planning this project?*
14. *Does the school have money available for transportation, refreshments, and other expenses connected with the program?*
15. *If you could make one dream come true through service-learning, what would it be?*
16. *What is the one thing you hope your students would learn about our community and society?*

⇒ *Remember that a business, agency or organization is **not** a school. It operates under a different set of guidelines. However, it you are clear about what you need, look for businesses, agencies or organizations working to address the same issues your students what to address in their service-learning projects. Listen carefully to the needs and expectations of the business, agency or organization. This will greatly increase your changes of having a successful partnership.*

⇒ *Knowing what your students need will help you find the best partner.*

⇒ *The more clearly you can state what your school or business, agency or organization brings to the partnerships and what you need in return, the better your chance of finding the best partner for you.*

Building a Basis for Collaboration

Transparency: BUILDING A BASIS FOR COLLABORATION
Distribute HANDOUTS: "Building a Basis for Collaboration"
"Checklist for an Effective Partnership"
***See also* Service-Learning Quick Sheet # 14: Building a Basis for Collaboration**

The Children's Aid Society (1997) has identified several important steps that increase the likelihood of building successful partnerships. These include:

(1) ***Plan together from the start*** *– If all parties who will be involved in the collaboration are also involved in the early stages of grant-writing and program planning, there will be an increased level of commitment to and understanding of the program's goals and mission.*

(2) ***Clarify your mission*** *– Often, the very first activity that partners in successful collaborative efforts do together is to create a vision statement that guides them in everything they do from that point forward.*

(3) ***Take Time to Get to Know One Another*** *– Sometimes the importance of this step is ignored because of time it may take to learn more about one another and build relationships. In the long run, this will save time and prevent misunderstandings later on.*

(4) ***Set ground rules*** *– Develop ground rules for who will lead meetings, how decisions will be made, how problems will be addressed, how grievances should be handled and other scenarios you can expect to encounter along the way.*

(5) ***Start small and build gradually*** *– It is not necessary to do everything the first year. Begin with manageable programs and expand gradually as the capacity of the partners to work together collaboratively also grows.*

(6) ***Bring parents in early*** *– Bringing parents into the collaboration early can help to mobilize support and build community acceptance of your program.*

(7) ***Clarify Roles and Responsibilities*** *– Effective partnerships rely on clear communication and a shared understanding of*

who will be responsible for what. It is best to develop written agreements and protocols that outline the basic elements of the partnership.

(8) ***Share decision-making*** *– Throughout the implementation of the program, from design and planning to program-related activities, everyone who will be depended upon to make the program successful needs to be consulted and given ample opportunity to express their views about possible changes and/or modifications in the program. Keep lines of communication open from start to finish. (For additional ideas on this, see* **Module 4: Service-Learning Planning Model***).*

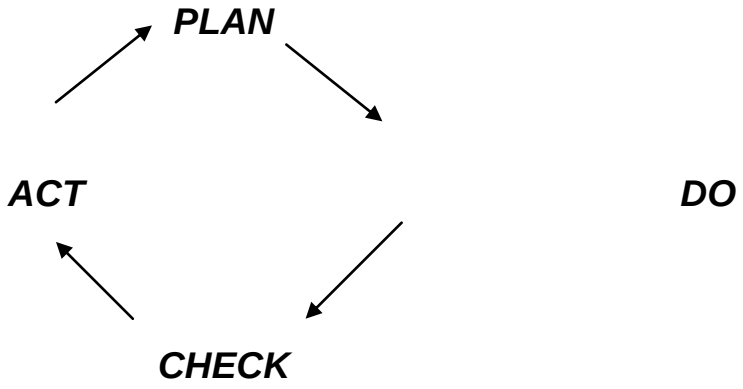
(9) ***Prepare team members to work together*** *– Before service activities get underway, training opportunities should be arranged for teachers, school staff, agency staff, parents and others to enable them to develop the skills they will need to make their collaboration successful.*

(10) ***Keep Tending the Relationships*** *– Team building is not a one-time event. It needs continued examination and daily effort.*

(11) ***Be Strategic*** *– In meetings with school partners, listen carefully to what's on their minds, and think about ways you can respond to their needs. With new standards and increased accountability, schools are under increasing pressure.*

(12) ***Stay flexible*** *– Above all else, be willing to change or modify your program if circumstances warrant. Things do not usually go exactly as expected. Nor do people always do exactly what they said they would do. Encourage continuous*

reflection. Keep asking, “Is everything going okay?” *Follow the model:*



Building a Basis for Collaboration

1. *Plan together from the start.*
2. *Clarify your mission.*
3. *Take time to get to know one another.*
4. *Set ground rules.*
5. *Start small and build gradually.*
6. *Bring parents in early.*
7. *Clarify roles and responsibilities.*
8. *Share decision-making.*
9. *Prepare team members to work together.*
10. *Keep tending the relationships.*
11. *Be strategic.*
12. *Stay flexible.*

©, 1997, "Building A Community School," *New York: The Children's Aid Society, Revised Edition*

Developing the Proposal

From the beginning to the end, partners should view the grant application process with the mindset that this is a partnership-building opportunity in and of itself. Sharing responsibility for the development of the grant proposal is an extension of community-based organizations and schools learning how to be equal partners. Here are some tips:

1. ***Focus on the youth.***

   Before you start writing, be sure that you have the perspective of those who will be most affected – get input from youth.

2. ***Form a committee.***

   Start your partnership off on the right foot – put together a planning committee, made up of teachers, the superintendent, the principal, school board members, youth and CBOs. A committee will give partners an opportunity to brainstorm and hear perspectives from multiple sides. Be prepared to have everyone review the narrative.

3. ***Invite key partners.***

   Experience shows that having the right people, such as the superintendent and executive director, at the table is critical. This is also a good place to involve youth.

4. ***Do background work.***

   Ask others who have written successful grants for similar programs what they did. Attend bidders conferences and workshops that address questions and concerns and ask for additional information when you need to.

5. ***Know the standards.***

   If your state has determined a set of standards, be clear on what they are and incorporate them into your proposal. Show readers

how the program you are proposing will address student needs related to mastery of these standards.

6. ***Be substantive.***

   Avoid "fluff." Answer the questions as clearly and carefully as possible.

7. ***Include evaluations.***

   A clear and concise evaluation plan can be critical to your proposal. These basic questions need to be addressed:

   - *How will you know if you are successful?*
   - *What are the measurable, objective criteria for determining success?*
   - *When, how, and by whom will data be collected?*
   - *How will data be used for program improvement?*

   Respond to the RFP.

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Challenges and Strategies for Success for Building "Youth Voice"

While many adults see the need for meaningful youth engagement in organizational policymaking and decision-making, youth voice and decision-making are still in the experimental phase. Hesitation and fear of failure from both parties can make the implementation process tentative, poorly structured or indefinitely delayed.

Issues such as recruitment, logistics, buy-in, and other concerns certainly surface and are important to resolve. Listed below are five challenges and suggested strategies for success ("Integrating Youth Voice in Service-Learning," ***Learning In Deed Issue Paper****, ECS, Denver, CO, 2001).*

Challenge	***Strategies***
1. Not everyone shares the same definition of "youth voice."	• *Hold a program or organization-wide meeting with young people, adults, parents and others to discuss, develop consensus around and define "youth voice."* • *Explore with meeting participants examples of youth voice that exist already within the community and nationwide.* • *Prominently feature the definition and role of youth voice in trainings, materials, and the mission statement. Decide how it will be addressed among partners and with the community.* • *Take it from the first step of talking about it and defining it to implementing it within the organization. Provide frequent opportunities for reflection among young people and adults.*

2. Adults and young people have preconceived notions about one another's understanding of and capacity for a truly successful youth voice component.	• *Map out the needs and assets of all youth and adult participants so that the scope and limitations of everyone involved is clearly outlined and understood.* • *Establish ground rules that promote trust in the abilities and skills of one another, e.g., treating each person with respect, being open-minded, listening without interruption and sharing ideas and resources.* • *View one another as assets, not as problems or obstacles.* • *Provide and accept meaningful roles for one another.*

3. Not everyone in the organization buys into the concept or practice of youth voice or wants it incorporated into the organization's structure.	• *Start small. Gain support from a few key players to lay the foundation, and then utilize their endorsement for wider buy-in.* • *Build support for all angles. Garnering support from the staff, local community members, school officials, parents and young people will lend a stronger argument for the case of youth voice.* • *Provide ongoing training and support for everyone involved in the process.* • *Carefully schedule adequate and realistic staff time for staffing or overseeing the youth voice component.*
4. Youth voice often becomes merely the "tokenizing" of young people.	• *Be extremely thoughtful about how and why the organization wants young people involved.* • *Truly commit to listening to young people. Receive their recommendations and insights and give them equal consideration to those of adults.* • *View young people as equal partners in significant and substantial ways right from the beginning. Asking for their contribution about decisions have been made or simply as a gesture will be unsuccessful and may damage the potential for a working relationship between adults and young people in the future.* • *Trust that young people are not going to make "bad decisions." Give them parameters for decision-making and will act as checks and balances with each other.* • *Enable them to fail and to learn from their mistakes. Young people become valid resources to themselves and the community when this process naturally occurs, and is followed with reflection and additional opportunities for success.*

	Providing the answers as a means to circumvent failure (and the time and resources that may be spent) thwarts the input and abilities of the young people involved and is detrimental over the long term.
5. The teacher, educator or other adult has difficulty relinquishing decision-making responsibilities to young people.	• *Encourage the adult to start from a point of personal comfort when giving young people the "power" to impact important decisions or initiatives.* • *Have adults define an area of their work or role where they feel comfortable letting go. As they adjust to the shift in control and gain confidence in young people's skills, they can relinquish more of their reach.* • *Provide ongoing support, peer mentoring or professional development for adults who will be working with youth people in a youth decision-making capacity.*

Youth Voice and Planning:
Some DO's and DON'Ts for Working with Youth

DO….	***DON'T….***
DO *involve them from the very beginning, before it's too late for them to be a part of meaningful change.*	***DON'T*** *forget to show them the steps they need to know to do the job or task.*
DO *give youth responsibility.*	***DON'T*** *ask youth to attend your meeting and not use the ideas they give you.*
DO *take youth input seriously.*	***DON'T*** *invite the youth for image reasons.*
DO *act as a role model because youth will reflect what you teach them.*	***DON'T*** *mislead youth into thinking you can do something you can't.*

DO *include as many youth as possible.*

DO *be honest and stick to any promises you make.*

DO *think of problems youth might have that adults wouldn't have (transportation, after-school activities, school conflicts, etc.)*

DON'T *forget youth ideas during implementation.*

DON'T *set meetings at times when youth can't attend (during school, late at night, etc.)*

DON'T *involve youth so late in the process that all of the decisions are already made.*

DON'T *use youth as a "stamp of approval" (showing them a completed project and asking them to tell you they like it).*

(Developed by Youth Outreach for the Points of Light Foundation)

BARRIERS TO YOUTH INVOLVEMENT

- *Transportation. Even if adults are willing to drive, young people may feel like a burden.*
- *School. As most young people are unavailable during the day time, they can't be involved in activities during this period.*
- *Incorporating youth in the process can take several years.*
- *Young people eventually become adults. You must constantly deal with training c new crop of members.*
- *Turf battles or cliques develop. During meetings, make sure that everyone gets an opportunity to participate and that people are paired with a variety of others for specific projects.*

- *Young people tend to take adults very seriously. Most youths don't expect playfulness from adults.*

- *Young people will look to adults for assignments, deadlines, and structure. Young people naturally expect adults to set the rules, to give them tasks to perform. They aren't use to having a say in developing the rules.*

- *Young members can mean changing an organization's culture. It can mean giving up drinking alcohol and smoking at meetings and events. The time and place of meetings may have to change.*

- *Caught in the parent trap. Most adults have conflicting desires to shelter young people and also to initiate them into the ways of the world.*

- *Adults tend to jump in too quickly. Several young people talking at once or arguing over an issue might make adults uncomfortable, but, if they can desist for a few moments longer, they might find that young people can resolve problems and gain more confidence.*

- *Both youth and adults tend to underestimate each other. Letting go of stereotypes will allow both youth and adults to be delightfully surprised, and both will enjoy the freedom to act as individuals without the burden of having to disprove stereotypes.*

- *Youth and adults tend to regard each other as being from a different species instead of only a different generation.*

- *Leadership gets confused with authority. Working with young people doesn't mean abdicating authority. It means learning to lead rather than to order.*

(Adapted from "Younger Voices, Stronger Choices," 1997, National Youth Leadership Council)

Checklist for an Effective Partnership

Through its extensive research on collaboration, the Amherst H. Wilder Foundation has identified twenty factors that contribute to the success of a partnership. Use this checklist to evaluate your partnership. The more of these factors that are in place in your community, the more likely you are to be successful in your partnership. If some are missing, look for ways to build them. In responding to the follow questions, please use the following scale:

5 = Definitely in place
1 = Not at all
0 = Don't know/does not apply at this time

Environment						
1. Is there a history of cooperation and collaboration in the community?	*5*	*4*	*3*	*2*	*1*	*0*
2. Is the partnership seen as a leader in the community?	*5*	*4*	*3*	*2*	*1*	*0*
3. Is the political and social climate favorable to collaboration?	*5*	*4*	*3*	*2*	*1*	*0*
Partnership Characteristics						
4. Is there mutual respect, understanding, and trust among partners?	*5*	*4*	*3*	*2*	*1*	*0*
5. Does the partnership include an appropriate cross section of members, including youth?	*5*	*4*	*3*	*2*	*1*	*0*
6. Do people and organizations see the collaboration as being in their self-interest?	*5*	*4*	*3*	*2*	*1*	*0*
7. Do participating organizations have the ability to compromise?	*5*	*4*	*3*	*2*	*1*	*0*
Process/Structure						
8. Do all partners share a stake in both process and outcome?	*5*	*4*	*3*	*2*	*1*	*0*
9. Are multiple players and levels of decision-making in place?	*5*	*4*	*3*	*2*	*1*	*0*
10. Are the process and structure flexible?	*5*	*4*	*3*	*2*	*1*	*0*
11. Are clear roles and policy guidelines in place?	*5*	*4*	*3*	*2*	*1*	*0*

12. Are the process and structure adaptable to changing needs and situations?	*5*	*4*	*3*	*2*	*1*	*0*
Communication						
13. Is there open and frequent communication among partners?	*5*	*4*	*3*	*2*	*1*	*0*
14. Do partners have established informal and formal communication links?	*5*	*4*	*3*	*2*	*1*	*0*
Purpose						
15. Does the partnership have concrete, attainable goals and objectives?	*5*	*4*	*3*	*2*	*1*	*0*
16. Does the partnership have a shared vision for being?	*5*	*4*	*3*	*2*	*1*	*0*
17. Is the purpose of the partnership unique in the community?	*5*	*4*	*3*	*2*	*1*	*0*
Resources						
18. Are sufficient funds available to sustain the partnership?	*5*	*4*	*3*	*2*	*1*	*0*
19. Does the partnership have a skilled convener?	*5*	*4*	*3*	*2*	*1*	*0*
20. Does the partnership have the internal resources to train and develop leadership – including youth leadership?	*5*	*4*	*3*	*2*	*1*	*0*

Mean Score:

- ***Environment:*** _____
- ***Partnership Characteristics:*** _____
- ***Process/Structure:*** _____
- ***Communication:*** _____
- ***Purpose:*** _____
- ***Resources:*** _____

Overall Score _____

Our strengths are in the area of:

The area needing the most attention is:

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Giving Your Community Partners an Active Role in Your Program

1. *Begin by asking participants to share things they have done to build partnerships with agencies and organizations in their community. What have they tried that worked? What have they tried that didn't work? List these side-by-side, on newsprint without comment.*
2. *When everyone has had an opportunity to share strategies, invite comments, suggestions, and feedback that* ***builds on and/or addresses strategies, which didn't work****. List these on newsprint as "****Something I could try next time****…."*
3. *When everyone has shared, you may wish to suggest trying one or more of the following strategies – used successfully by other teachers – to increase the level of collaboration between you and your community partner(s).*

Transparency: TIPS FOR KEEPING YOUR PARTNERSHIP HEALTHY
Distribute HANDOUT

See also **Service-Learning Quick Sheet # 15: Tips for Keeping Your Partnership Healthy**

1. ***Keep goals clear and reachable.***
   - *Don't run when you haven't learned how to tie your sneakers. Overreaching in early stages will lead to frustration; loss of*

momentum and the possibility of losing partners who originally thought the partnership was a good idea.

- *All participants require planning and preparation time before they are ready to work with young people.*

2. ***Set realistic, measurable, time-defined outcomes for your partnership, with clear benchmarks along the way.*** *A clear vision, outlined in document form, will help everyone in the partnership assess your ability to reach the stated goals.*
3. ***Establish policy-making procedures/structures that frame the way the partnership will do business.*** *Do this before the partnership really gets rolling.*
4. ***Establish effective lines of communication and reporting between leadership, steering committees and work groups.***
   - *Everyone involved should be kept informed about your progress as a partnerhship.*
   - *Be visible and meet regularly with representatives of various community agencies and organizations to educate them on the ways in which well designed service-learning can help them achieve agency goals.*
   - *Whenever possible, encourage students to present your program needs to agencies and organizations. In one school district, students prepared a video and oral presentation on needs connected with their program, made an appointment to present this information to a local service organization, and walked away from the meeting with a check for $5,000 to support their project.*
5. ***Keep top-level people involved.***

- *Ask a representative of the business, agency or organization to serve on your Advisory Board.*
- *Give them an active role in meeting and working with students to plan and implement programs. The excitement of service-learning is best "caught" rather than "taught."* ***(See Handout on "Service-Learning Advisory Board – Module 6: Building Support for your Program,"*** *or* **Service-Learning Quick, Sheet # 12*)***
- *Invite him/her to participate in your students' service activities – either actively or as an observer.*
- *Work closely with your community partner to develop programs that have a high probability of being successful. Then let your partner "sell" the concept of service-learning to his/her colleagues.*

6. Involve people at all levels.

- *Use steering committees, work groups and other collaborative activities to involve those in the community "with the most at stake."*
- *This group includes parents, community residents, churches, civic and youth organizations and others who share your vision of success for youth.*
- *Create opportunities for people from different organizations, backgrounds and work cultures to meet and spend time working together talking about their work and their lives.*
- *This diversity of membership breaks down barriers and brings strength and vitality to your group.*

7. ***Orient, train and support all partners/workgroup chairs.***
   - *Effective committees and working groups are essential to the accomplishment of the work in any multi-institutional partnership.*
   - *Chair persons need skills, support and training to function effectively.*
8. ***Assign a lead person in each partnership organization to facilitate the work of others in their organization.*** *By appointing a facilitator in each participating business, agency, organization or school, you will ensure quality control and local accountability within each member of the partnership.*
9. ***Rotate people in leadership positions.*** *Youth development efforts can be very intensive, often leading to a sense of burn-out in people in leadership roles. Spreading leadership among competent people will help you retain partners who wish to stay involved.*
10. ***Provide mentoring to new partners by assigning appropriate experienced partners.*** *This cuts down on the time new partners spend on the learning curve."*
11. ***Give people meaningful work.*** *There is no quicker way to loose partners or individuals than to assign work they view as meaningless. Check with people often to be sure they are satisfied with their role in the partnership.*
12. ***Recognize individual and organization contributions*** *through awards, certificates, public notice, fun nights or any of a number of other forms of recognition that will help people feel that*

their time and energy are valuable. Take every opportunity to celebrate the commitment of dedicated people working to support the development of or young people

Distribute HANDOUT: **The Benefits and Challenges of Collaboration**

Tips for Keeping Your Partnership Healthy

1. *Keep goals clear and reachable.*

2. *Set realistic, measurable, time-defined outcomes for your partnership, with clear benchmarks along the way.*

3. *Establish policy-making procedures/structures that frame the way the partner will do business early.*

4. *Establish effective lines of communication and reporting between leadership, steering committees and work groups.*

5. *Keep top-level people involved.*

6. *Involve people at all levels.*

7. *Orient, train and support all partnership/workgroup chairs.*

8. *Assign a lead person in each organization to facilitate the work of others in the organization.*

9. *Rotate people in leadership positions*

10. *Provide mentoring to new partners by assigning appropriate experienced partners.*

11. *Give people meaningful work.*

12. *Recognize the contributions of individuals and organizations.*

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The Benefits and Challenges of Collaboration

Benefits	***Challenges***
• ***Shared responsibility for goals****. There is a shared responsibility for achieving goals; does away with some of the traditional territoriality and turf issues. Gets everyone to take a hard look at what they have to offer.* • ***Group ownership****. Creates a more non-hierarchical leadership model; creates more ownership for project goals. More people have an opportunity to play key leadership roles.* • ***Expands resources****. Dramatically stretches human and financial resources.* • ***Creates synergy*** *by developing common goals and a common vision* • ***Discovers common ground*** *by encouraging everyone to look at similarities vs. differences they have between themselves as organizations and individuals.* • ***Develops allies****. It ends tends to build allegiances to the organizations/individuals involved in the partnership.* • ***Values group decision-making****. Group consensus is valued, leading to higher quality decisions.* • ***Incorporates continuous improvement****. Group process allows for ongoing feedback and evaluation to be built into the development of the partnership.* • ***Creates unity*** *by developing strong cohesive bonds between members of the partnership, enhancing effectiveness****.*** • ***Expands knowledge of resources*** *as it strengthens the informal networking among organizations and individuals.* • ***Mobilizes citizens*** *by bringing them*	• ***Time consuming****, since many people and organizations re involved and building group consensus often takes time.* • ***One person can undermine the results****, because partnerships are highly relationship driven. Someone who does not buy into the concept can undermine the whole process.* • ***Inclusivity can slow down the process****. Since partnerships tend to be concerned about inclusivity, members can oftentimes be overly concerned about who is not at the table and should be.* • ***Missing key stakeholders can limit impact****. It can be challenging to bring everyone you think is a stakeholder into the partnerships, undermining effectiveness.* • ***Turf issues****. People/organizations can be very territorial. Partnerships mean you have to compromise or relinquish some of your turf. If this does not happen, the partnership will have limited effectiveness, dissolve or never even get started. Each organization has its own mission, goals and objectives and often these can become traps for collaboration.* • ***No examples to follow****. Since partnerships are relatively new phenomena, you may be charting new waters.* • ***Power is not equally shared****. All partners are not necessarily equally invested or have the same commitment to the vision.* • ***Self-interest****. In order to be effective, it is important to identify people's self-interest in the partnership up front. If we can identify this self-interest, it*

together around issues or needs. • ***Challenges thinking in new ways*** *by moving individuals beyond their comfortable centers and encouraging them to come up with more create ideas.* • ***Induces creativity*** *by challenging traditional paradigms and ways of thinking.* • ***Creates new options for problem solving.*** • ***Promotes the common good****. It feels right. It works to bring about positive change.* • ***Creates opportunities to learn from taking risks****. It creates models of what can work and helps people learn from trial and error.* • ***Win-Win****. Everyone wins because more gets done than could be done by any one organization.*	*allows us to be more effective.* • ***False assumptions about resources****. There can be concern that partnerships are going to take resources away from an organization versus produce resources to strengthen the organization.* • ***Learn quickly****. Be a quick study in a partnership. What can you count on?*

[Compiled by the Michigan Campus Compact Community Service Coordinators}

How an Agency Partner Can Help Youth Grow Up Healthy

Distribute Handout: How an Agency Can Help Youth Grow Up Healthy

How an Agency Partner Can Help Youth Grow Up Healthy

Through research on 47,000 young people, the Search Institute has identified assets in the following six categories that youth need to grow up healthy. When these assets are present youth are less likely to get involved in problem behaviors, and they are more likely to be successful and caring.

Asset Category	***Description***	***How Service-Learning Can Build Assets***
Support	*Young people are loved, supported, affirmed, and cared for in their families, schools, and communities.*	• *Provide caring relationships with adults* • *Be nurturing and affirming of young people.* • *Make the agency a friendly, caring place for children and youth.*
Boundaries	*Boundaries are placed on young people so they know expectations, consequences, and limits.*	• *Have clear, realistic expectations of youth.* • *Do not tolerate inappropriate behaviors. Insist that youth take responsibility for their actions.*
Structured Activities	*Young people have opportunities to participate in positive, structured activities (such as sports, music, or religious involvement).*	• *Design projects that involve interaction with peers and adults.* • *Have young people use their talents (music, athletics, computers) to serve others.*
Educational Commitment	*Young people are committed to education and have high educational aspirations.*	• *Build intentional connections between service and learning.* • *Give young people opportunities to apply their education to issues they care about.*
Positive Values	*Young people care about other people, and their values help to shape their behavior.*	• *Give young people opportunities to address other people's needs.* • *Help young people see the connections between their service and their values.*
Competencies	*Young people develop skills and competencies they need for living, including decision-making, self-esteem, and relationship skills.*	• *Give young people opportunities to practice these skills while they serve.* • *Build self-confidence as young*

		people see they can make a difference in the world.

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Appendix A: *SERVICE OPPORTUNITY PROFILE*

WORKSHEET

Name of business/agency/organization:

Contact person:
Address:

Phone:
Best time to call:

Distance from the school:

Services provided by this business/agency/organization:

Population served:

Languages spoken:

Geographic area served by this business/agency/organization:

Services that are needed or could be provided:

Open to having students involved: ___ *Yes* ___ *No* ___ *Not sure*

Age or other limitations for students:

Information provided by:

Date of contact:

[Source: Constitution Rights Foundation, 1992]

References

"All About Partnerships, School & Main: A Training Tip," Boston, MA: School & Main, 1994.

"*Learning Pyramid," in* the training toolbox: A guide to service-learning. *Baltimore, MD: Maryland Student Service Alliance, 1993, Handout 3.*

Practical Guide for Developing Agency/School partnerships for Service-Learning. *Washington, DC: The Points of Light Foundation, 1993.*

Module 8: Reflection - Learning from Serving
L. Richard Bradley, Ph.D.

Introduction (Use the material on page 1 only if you used ***Module 1*** with your group).

While doing service may have value **in and of itself**, the most significant learning happens when participants are asked to "stand back" from what they did and ask themselves what it meant. To illustrate, let's look **Project A** and **C** once more.

Project A. While working with others to build a house for a low-income family, students probably do learn some new skills, such as carpentry or dry walling. However, without reflective activities of some kind, there is no way of knowing whether students ever think about **why** an organization like Habitat for Humanity is necessary in our country. Nor do we know **what** implications their experiences had on their understanding of the challenges faced by people of limited economic means, or even their personal beliefs and attitudes about this group.

Project C. Students reflected on their experiences, making regular entries in their journals each time they went to river to collect water samples and interview the people who lived along the river. Journaling about they did, what they experienced, and what it meant helped students to examine their beliefs about and attitudes toward the poor and to begin thinking about ways they could behave differently on the next visit. To expand on students' reflections, teachers collected the journals weekly and responded with feedback to the students' experiences and insights. At the end of the project, students reviewed their journal entries to assess the ways in which their attitudes and behaviors changed, as well as to determine areas for further exploration.

Purpose of the session: To focus on what reflection is, different methods of reflection, and how reflection can be used to maximize student learning.

According to John Dewey, *"reflective activity is an intentional endeavor to discover specific connections between something which we do and the consequences which result"* (Dewey, 1917). Or, as Paulo Freire (1970) put it: *"True reflection leads to action…. [and] action will constitute an authentic praxis only when its consequences become the object of critical reflection…. Otherwise, action is pure activism."*

ESSENTIAL QUESTION: Ask participants to give examples of times when they have been involved in "reflection." What did they do to "reflect?" What did they learned that they might otherwise have missed? List on newsprint, making note of the different ways people "do" reflection.

When we drive to the store, take a walk, or wash the dishes; we mull over the events of our day, evaluate what we did (and did not do), and think about what to do next. When we meet a friend for lunch, chat with a colleague in the hall, talk on the phone with someone we haven't see for a while, the conversations often stay with us as we think again and again about the thoughts and feelings associated with these experiences. These simple forms of reflection offer us the opportunity to learn from our successes and failures and to find the deeper meanings of what happens to us and around us.

Reflection is a means for reliving or recapturing our experiences in order to make sense of them, to learn from them, and develop new understandings and appreciations (Wade, 1997). In its simplest form, reflection consists of asking three basic questions:

(1) **WHAT** did I do? (focuses on the service experience – reflective observation)

- *Start with the senses*. What did you see, hear, smell, and so on?
- *Remember what happened.* Recall the planned and unplanned things that happened, both serious and humorous
- *Identify the feelings.* How did you feel about what happened?

(2) **SO WHAT?** (interpreting the experience – abstract conceptualization)

- *Reality*. What conditions are really like at your service site – the breadth of the situation and how many people are affected.
- *Reason.* Helps young people connect what they observe and larger social issues: roots, causes and circumstances behind the issue.

- *Response.* What is being done to deal with the problem and its causes?

(3) **NOW WHAT?** (exploring possibilities for change – active experimentation)

- Applying lessons learned/insights gained to new situations
- Setting future goals, creating an action plan

These questions can be summarized using the formula: **WHAT, SO WHAT**, and **NOW WHAT**.

One way to illustrate the connection between the classroom, service-learning activities, and real-life is shown in the following diagram.

Refer to TRANSPARENCY - REFLECTION: LEARNING FROM SERVING
Distribute HANDOUT

Reflection: Learning from Serving

ACADEMIC CONTENT AREA → MY SERVICE-LEARNING EXPERIENCE → STRUCTURED REFLECTIVE ACTIVITIES →

- What I did …
- What I learned about the issue or topic …
- What I learned about myself …
- How I see my service experiences connecting with my other courses….
- How I see my service experiences connecting with my life/future career choice…
- Who else (teachers, parents, students) could be asked to participate next time…

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REFLECTION

Reflection Progression:

What we know →	What we want to know →	What we have learned →	What we do with what we have learned → ↓
			← ← ← ←

- Individually for 30 seconds
- With one other person – discuss responses to second column
- With 3-4 other people – discuss responses to second column

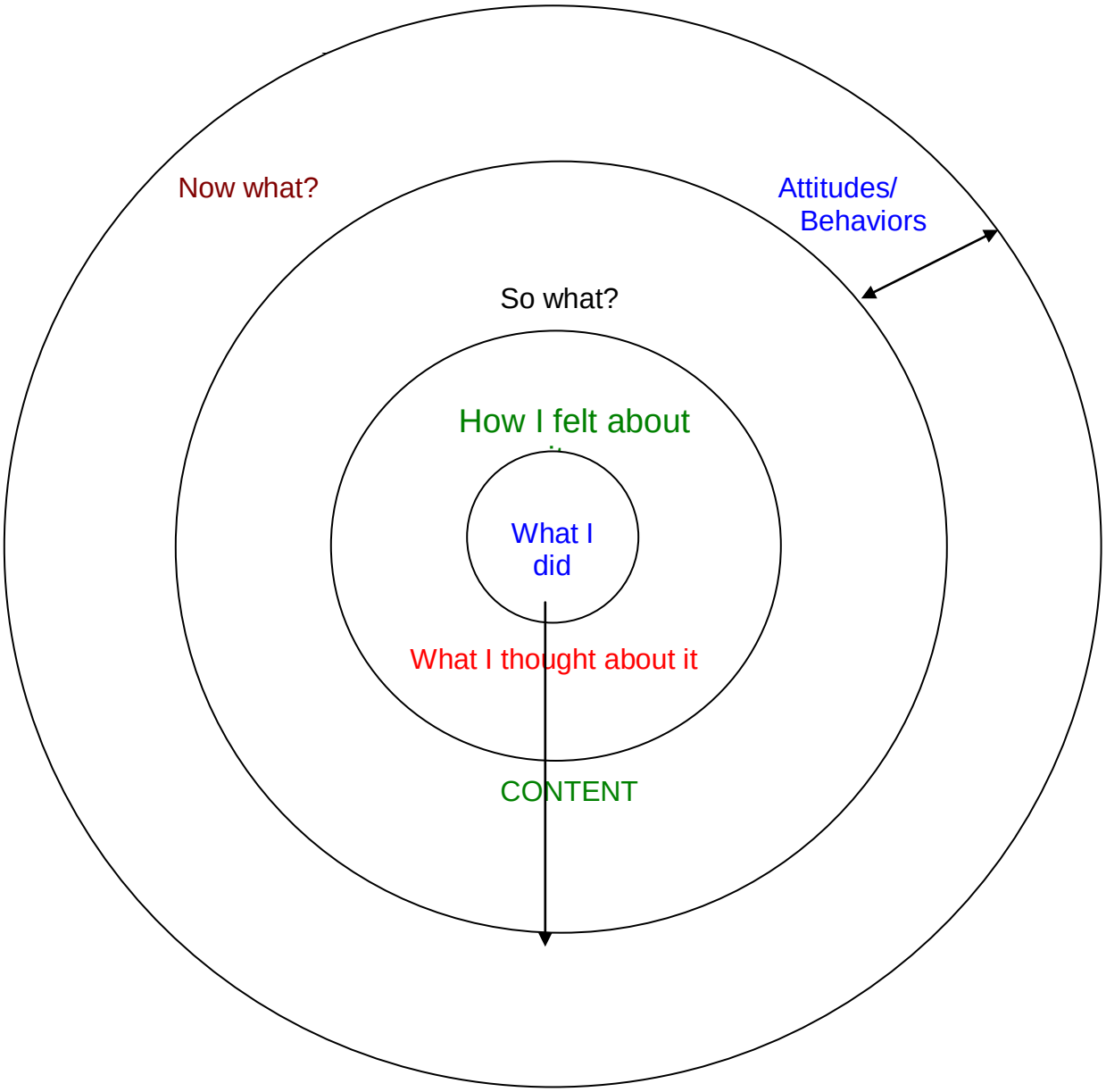
FIVE "W's" AND ONE "H" OF REFLECTION

WHAT	Structured objectives you want to cover
WHEN	Before, during, and after
WHERE	Anywhere
WHO	Students, teachers, agencies, recipients
WHY	Connect service and the classroom
HOW	Individually, small groups, using learning styles to vary reflective activities

Guiding Principles of Reflection

- Most effective when done throughout the project
- Actively involve recipients and students
- Utilize a wide array of reflective strategies
- Post-service reflection ASAP after service project ends
- Insights gained through reflection reinforce classroom learning

REFLECTION CIRCLE



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TRANSPARENCY: KOLB'S LEARNING CYCLE

David Kolb (1984) has developed a four-step, cyclical learning model that illustrates why reflection is so important in each phase of the learning process.

KOLB'S LEARNING CYCLE

CONCRETE EXPERIENCE

Reflection in this phase consists of objectively describing the specific behaviors, events, or facts related to the experience. **WHAT DID I DO?**

ACTIVE **REFLECTIVE**

EXPERIMENTATION

OBSERVATION

In the final phase, the individual is asked to think about how the the learning resulting from this experience relates to other situations he or she might encounter in the future. **NOW WHAT?**

Here the focus is on the individual's personal reflections about the experience. This includes personal thoughts and feelings, as well as perceptions about the thoughts and feelings of others. **WHAT DID I THINK/FEEL IN RELATION TO THE EXPERIENCE?**

ABSTRACT CONCEPTUALIZATION

In this phase the individual is asked to relate the experiences observed and experienced to what he or she is learning in school. **SO WHAT?**

[This version Kolb's learning cycle is from *A practitioners guide to service-learning*, by Janet Eyler, Dwight Giles, Jr., and Angela Schmiede, Nashville, TN: Vanderbilt University, 1996, pp. 97-100.]

Kolb's model reminds us that many of our daily actions occur without us really thinking about them. Without reflection on our experiences, we do not learn from them. Without reflection, we are more apt to repeat the same mistakes over and over. Without focused reflection, we leave to chance what students will take away from their community service experiences. Kolb's model also suggests that, since each of us prefers a particular phase of the learning cycle, it is important to offer reflective challenges in all phases in order to maximize learning opportunities for everyone.

Research on the relationship between service-learning impacts and reflection further underscores the importance of regular reflection. Blyth, Saito, and Berkas (1997) report that, without reflection, students feel **less** responsibility toward the environment, toward civic involvement, and toward serving others. Eyler and Giles (1997) compared to groups of college students involved in service activities. One group engaged in **high reflection**, involving weekly intensive seminars, written assignments and projects, and oral presentations in which they were expected to analyze the meaning of their service experience, based on concepts they were learning in the classroom. A second group of students engaged in **moderate reflection**, meeting only occasionally to share feelings and discuss issues related to their service activity. Both groups kept journals, but the second group received only occasional feedback from their instructor. At the end of the semester only students in the **high reflection** group were able to connect what they learned in the classroom with what they had experienced at their service site.

These two studies suggest lead to the following conclusions regarding the importance of regular, structured reflection.

* Without regular, structured reflection, participation in service activities is likely to have a negative impact on students, particularly if the service is mandated.
- The more time students spend in regular, structured reflection about what what they did, saw, felt, experienced, the greater the likelihood that the service activity will have a positive impact on them.

What is the Role of Reflection in Service-Learning?

ESSENTIAL QUESTION: Serious reflection is seldom the preferred pastime of active young people. Therefore, it is important to answer the question *"Why is reflection important?"*

⇒ Ask participants for their responses to this question. List on newsprint without comment.

TRANSPARENCY: WHY REFLECTION IS IMPORTANT

Distribute HANDOUT:

See also *Service-Learning Quick Sheet # 16: Reflection*

Why is reflection so important? One person has defined the relationship between service and reflection this way: ***"Service action does not automatically become service attitude. The depth of reflection determines the quality of the attitude and the quality of the action."***

Key points to bring out (taken from Reflection: The Key to Service Learning (1995). New York, NY: National Helpers Network).

1. **Learning to Learn from Experience**. Reflection involves many different skills - observation, asking questions, putting facts, ideas, and experiences together to add new meaning to the things we do. It takes practice to get the most out of reflection.
2. **Taking Charge**. Being able to learn from our experiences gives us the power to influence the meaning and impact of things we do or that happen to us. Learning from our experiences puts us in charge of our futures.
3. **Improved Basic Skills**. Improving reading, writing, speaking, and listening skills are deliberate goals of many service-learning programs. Involving students in appropriate reflective activities can help students develop these skills.

4. **More Effective Learning of Subject Matter**. A goal of many service-learning activities is to give students an opportunity to apply classroom knowledge and skills in real-world settings. Having to "stand back" and reflect on what worked and what did not often helps students to better understand the reasons for what they are asked to learn.
5. **Increased Problem Solving Ability**. Among the skills employers would like to see in future employees are the ability to collect information, analyze data, generate alternative and anticipate consequences of various courses of action. Students involved in regular reflection following their service activities typically show great improvement in their ability to do critical thinking.
6. **Clear Assessment of Personal Impact**. Ongoing reflection helps students to see the kinds of personal changes - e.g., in their attitudes and behaviors towards others or in their own self-image - which may be occurring as a result of their involvement in service-learning. Without reflection, students may be left to wonder why they have to "do" service.
7. **Improved Performance**. Reflecting on what you are doing and how often leads to improvements in performance the next time.
8. **Improved Programs**. For the teacher, reflection provides important feedback on how things went and what could be done to improve the program the next time.
9. **Perspective Transformation.** Involves confronting not just new or discrepant information, but also situations that bring the very definition of the issue or problem being studies into question. Service-learning makes the dissonance hard to ignore.
   - 34% of the college students who participated in service-learning indicated that one of the most important things they learned was "to see social problems in a new way." (Eyler and Giles, 1999)
   - Students in programs where they had varied tasks, important responsibilities, interesting work, and challenge were more likely to report that service-learning led them to new perspectives on social issues.
   - Service-learning frequently puts students in situations where they work with people whose values and behaviors are very different from their own. As long as they view these people as different and their role as providing charity, this

situation may not produce internal conflict. But when they get to know these people well and begin to see them as “like me,” the differences create dissonance, and they are challenged to develop a worldview that can accommodate these discordant elements.

- **Critical reflection** – systematic examination of one’s fundamental assumptions – is central to the process of the process of *perspective transformation*. Without this struggle to explore the roots of the disorientation they experience, students are unlikely to restructure the way they view the world or be motivated to try to bring about structural change.

Why Reflection is Important

1. Learning to Learn from Experience.

2. Taking Charge.

3. Improved Basic Skills.

4. More Effective Learning of Subject Matter.

5. Increased Problem Solving Ability.

6. Clear Assessment of Personal Impact.

7. Improved Performance.

8. Improved Program.

9. Perspective Transformation.

@, L. Richard Bradley, 2001

Making the Most of Reflection

Two elements are required to give meaning to reflective activities (National Helpers Network, 1995).

* **First**, they should be related to the real experiences of the students, not abstract musing on hypothetical experiences.
* **Second**, as much care should be given to the quality and significance of reflective activities as is given to the service activities themselves.

According to Cairn and Kielsmeier (1991), there are five essential elements of quality reflection in a service-learning program. These are:

TRANSPARENCY: QUALITY REFLECTION IN SERVICE-LEARNING PROGRAMS
Distribute HANDOUT

A. Essential Elements of Quality Reflection in Service-Learning Programs

1. **Result from clear objectives and goals for student learning from their service experiences**. These goals will undoubtedly vary based on
   a. students' ages and developmental levels (cognitive, moral, social)
   b. the type of service
      - direct, indirect, civic action;
      - education, human service, environmental, public safety, other
   c. academic context
   d. amount of time devoted to reflection
2. **Enable young people to make a real contribution to the people they are serving.**
3. **Encourage students to participate actively in their own learning rather than cast them as passive listeners or recipients of information**; a role for which most early adolescents have particularly low tolerance.
4. **Help students develop a sense of community,** arising from shared goals and work on a common task
5. **Are both structured and flexible**. Service-learning program leaders need to be flexible enough to capitalize on unforeseen opportunities for reflection. At the

same time, most reflection activities should be planned according to the service and learning goals of the participants involved. This planning should be included in the overall project planning.

6. **Are integrated in students' course work and relate classroom learning to out-of-class experiences and visa-versa** in ways which enable students to test the value of what they are learning and to sense more of what they need to learn.
7. **Are engaging and ongoing**. Opportunities for reflection should be integrated **throughout** the service experience, not just at the end. Students should be asked to reflect on the process of selecting a theme or topic; on the process of planning the project; and on what happened when they actually did the project.
8. **Use of variety of methods** to tap into the diversity of students' experiences and to respond to different learning styles and abilities.

Essential Elements of Quality Reflection in Service-Learning Programs

- They should be related to the real experiences of the students, not to abstract musings on hypothetical experiences.

- As much care should be given to the quality and significance of reflective activities as is given to the service activities themselves.

The best reflective activities:

1. Result from clear objectives and goals for student learning from service experience.

2. Enable young people make a real contribution to individuals they are serving.

3. Encourage students to participate actively in their own learning rather than cast them as passive listeners or recipients of information.

4. Help students develop a sense of community, which comes from shared goals and work on a common task.

5. Are both structured and flexible; having a clear sense of direction, yet responsive to new situations.

6. Relate classroom learning to out-of-class experience and visa-versa in ways which enable students to test the value of what they are learning and to sense more of what they need to learn.

7. Are engaging and ongoing - before, during, and after the service experience.

8. Use a variety of methods to respond to different learning styles and abilities.

Rich Cairn and James Kielsmeier (1991), National Youth Leadership Council.

B. Creating a Classroom Climate That Supports Reflection

ESSENTIAL QUESTION: What would a classroom which supports reflection look like? List suggestions on newsprint without comment.

TRANSPARENCY: REFLECTION AND THE CLASSROOM CLIMATE
Distribute HANDOUT

Wade (1997) suggests that a prerequisite for effective reflection is *"establishing a classroom environment in which students feel psychologically and physically safe to express their views."* This would include:

1. **Respect for students' ideas**. Express appreciation for students' contributions and honor the differences in perspectives. If students recognize that the teacher/program leader cares about them as individuals and does not expect similar or specific responses, they will be much more likely to be honest about their thoughts and feelings.
2. **Establish ground rules**. They help to create a safe environment in which participants can communicate openly, without fear of being criticized by others. Some sample ground rules:
   - Be honest
   - Listen, even if you disagree
   - Avoid prejudicial statements
   - Criticize the idea, not the person
   - Pass if you are not comfortable
   - Use "I" statements
   - Don't interrupt
   - Be brief
   - Everything is confidential
   - Agree to disagree
3. **Student-to-student talk**. Most discussions include more leader than student talk. If teachers share their ideas sparingly, students will be more likely to believe that their contributions form the substance of the discussion.

4. **Room arrangements that facilitate student-to-student interaction**. If students sit in rows facing the teacher, they are less likely to direct their comments to each other. Group discussions focused on student-to-student talk are best facilitated by arranging chairs in a circle.
5. **Mutual respect and caring among students**. It is not enough for the teacher to model respect if classmates are disrespectful to each other. Students may need to be taught skills in affirming others' comments, in disagreeing with someone's idea without putting the person down, and in accepting different perspectives on an issue of common concern.
6. **Planned reflection activities and openness to unexpected opportunities**. It is important to prepare reflective activities guided but not inhibited by the goals and objectives of the service project. At the same time, students' service experiences may present spontaneous opportunities for powerful and meaningful reflection.
7. **Reflection sessions throughout the service-learning project**. Reflection should occur **before** students begin their service experience, **at regular intervals throughout** the service activity, and **at the conclusion** of the service project. As with any skill, proficiency in reflecting will increase if students "do it" on a more regular basis. For example

a. <u>Before</u> planting flowers in a vacant inner-city lot, students can

- discuss the benefits of a garden to the environment
- create a display that explains how plants grow
- draw a picture illustrating photosynthesis
- discuss what the project might accomplish for the community

b. <u>During</u> the planting project, students can

- research the kinds of flowers that are best suited for that environment
- discuss ways to ensure that the garden will be kept up by the community after the project ends
- write a story or produce a photo or video documentary of each step of the process

c. <u>After</u> the planting project, students can

- document the numbers of flowers planted and the time it took
- compose a rap about the importance of gardens to an inner-city environment
- work with nearby neighbors to develop a plan to maintain the garden
- make recommendations for "next time"

7. **Adequate time for reflection**. Reflecting before, during, and after a service activity takes time. The full benefits of their service activities are likely not to be realized if reflection time is rushed. Students need sufficient time to think about the meaning of what they did and also to help one another explore deeper issues which may be related to their service experience.
8. **A balance of different reflection methods**. Research on learning styles and multiple intelligences have made educators aware of the different ways people learn. Personality and ethnic identify may also influence whether a student prefers to reflect alone or in a group, through writing or discussion, in art or by building something.
9. **Challenging, relevant, and fun reflective activities**. Learners should look forward to opportunities for reflection in service-learning activities. Students can be involved in designing both the focus and strategies for reflective sessions. Students might also be encouraged to reflect on the feedback they receive from teachers and/or service site supervisors.
10. **Teacher/leader skills in facilitating student reflection**. As program leaders conduct student reflection sessions, they should reflect on their own experiences. Important skills include:
    - Use "vibes watchers" to observe the reflective *process* and take note of group dynamics that are potentially problematic (for example, one person dominating the discussion)
    - Promote "active listening"
    - Encourage participation by all
    - Use "stacking" – In order to promote full participation, the teacher/facilitator should guide the allocation of speaking time by "stacking," by identifying and placing in some order those individuals who wish to speak.
11. **A teacher/leader who provides timely, personal feedback**. If students are asked to keep a journal documenting their activities, teachers should collect them regularly,

read them, and return them in a timely fashion with feedback and suggestions for additional reflection or learning. Videotape formal presentations when possible for feedback at a later time. At the same time, feedback needs to reflect the teacher's care for the experiences of the student. Some, for example, will find their service experiences very easy, while others may be stretched almost to their limits. Above all, ensure the confidentiality of student journals and all feedback given to students.

Reflection and the Classroom Climate

1. Respect for students' ideas.
2. Establish ground rules.
3. Student-to-student talk.
4. Room arrangements.
5. Mutual respect and caring among students.
6. Planned reflection activities; openness to unexpected learning opportunities.
7. Reflection sessions throughout the project.
8. Adequate time for reflection.
9. A balance of different methods.
10. Challenging, relevant, and fun.
11. A leader skilled in facilitating reflection.
12. Timely and personalized feedback from the leader.

@, Rahima Wade (1997), Reflection, in Community Service-Learning, (Wade, ed.); Albany, NY: SUNY Press.

PRE-SERVICE REFLECTION QUESTIONS

Directions: Respond to the following questions, with your honest assumptions about what you think you might experience at your service site.

1. What are some of your assumptions about the service-learning activity?

2. The language of the participants?

3. The neighborhood where the service-learning experience takes place?

4. The racial/ethnic background of the service recipients?

5. The types of customs and behaviors of the participants involved in the service-learning activity?

6. The way that the service-learning participants will interact with you?

7. The way that you will interact with them?

8. What do you hope your service will provide to the participants?

9. How might your service help make one small difference?

@, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp. 39-40.

C. Using Different Questions for Reflection

Wade (1997) and Reed (1995) have suggested six possible areas of focus for student reflection: events, self, others, societal issues, citizenship and service. The sequence of these questions mirrors the cycle of Kolb's learning model.

TRANSPARENCY: "DIFFERENT QUESTIONS FOR REFLECTION"
Distribute HANDOUT OF QUESTIONS

Different Questions for Reflection

1. Events

2. Self

3. Others

4. Societal Issues

5. Citizenship

6. Service

Sample Questions

1. **Events (Concrete Experience)**. The easiest place to begin the reflection process may well be to ask students to describe what they did and what happened at their service site. Questions students could be asked to reflect on could include:
   - What do you do on a typical day at your service site?
   - Describe the atmosphere of your service site. What did you hear, smell, feel, or taste?
   - What is new and different at your service site? What is old and familiar?
   - How did people respond to you? What did their "body language" tell you?
   - What problems did you experience?
   - What successes did you experience?
   - Describe the best thing that happened at your service site this week - something someone said or did, something you said or did, an insight, or a goal that was accomplished.
   - Describe a person at your service site whom you find interesting or challenging. Explain why.
   - How has your worked changed since you first began there (different activities, more or less responsibility, etc.)?

2. **Self (Reflective Observation)**. Most service-learning programs include students' increased awareness of themselves, their skills, values, and beliefs, as important goals. In thinking about themselves and their service efforts, students often improve their self-esteem and self-confidence. Because of differences in personality, culture, or religious background, some students may be less comfortable than others in doing self-reflection. Questions which might be used include:
   - How did you feel participating in your service activity this week?
   - What skills did you use in helping others?
   - How did you make a difference this week?
   - What aspects of the service activity did you find most interesting?

- What aspects of the service activity did you find most challenging?
- What do you like most about your service site? What do you like least?
- What additional skills or knowledge would increase your ability to make a difference in your school or community?
- What did someone say to you that surprised you? Why?
- What compliments have you been given and what did they mean to you? How did you react? What about criticisms and your reaction to them?
- What has happened that made you feel you would (or would not) like to do this as a career?
- What did you do this week at your service site that made you proud?
- Name three things that stuck in your mind about your service experience.

3. **Others (Abstract Conceptualization)**. Service-learning programs that involve direct service with others often include goals of developing respect, empathy, and solidarity. Prior to their service activities, students may make use of stereotypes to explain the behaviors of the people who come from different backgrounds - the poor, the elderly, those from different ethnic or religious groups, and those with special needs. Reflecting on what they are doing and the people with whom they are working can bring about changes in their own attitudes about these people. Questions on which students could be asked to reflect include:
    - Who are the people with whom you are working?
    - What are their values, beliefs, hopes, and dreams?
    - What do they have in common as a group?
    - How are they different as individuals?
    - How do they perceive their needs and problems?
    - How do they work together for change in their lives?
    - What forces limit their effectiveness?
    - How are you similar/different to the others (others in your service group? Others seeking services? etc.)
    - In what ways did being different help/hinder the group?

- If you were one of the people receiving services, what would you think of yourself?

4. **Societal Issues (Abstract Conceptualization)**. Indirect service projects focus on issues related to the environment or various local, state, national and global issues. Students are often involved in trying to change public attitudes on these issues. Reflection enables students to learn more about the conflicting priorities that often underlie these issues and helps them to see whether their efforts are making a difference. Questions on which students could be asked to reflect include:
    - What issue is your project addressing?
    - If your project is successful, what difference will it make for people?
    - How is this knowledge informing your service activities?
    - How do things you are learning and experiencing in this project relate to what you already know or anticipate you will need to know in the future?
    - What human needs or problems are created by this issue?
    - What historical events have been connected with this issue?
    - What are the current political, economic, and social contexts influencing this issue?
    - How did your service experience challenge your assumptions and stereotypes?
    - In your opinion what are the best ways to try to create changes around this issue?

5. **Citizenship (Abstract Conceptualization)**. Aristotle once said we learn virtue by practicing virtuous. The same is true of citizenship. We have learn how to become contributing members of our society by practicing the skills of citizenship and then reflecting on what we did and what it means to the community. Questions students could be asked to reflect on include:
    - How would you define a “good citizen?”
    - What type of citizen do you want to be when you grow up?
    - What are the ways citizens help their communities?

- How does a democracy depend on civic participation?
- What would happen in our democracy if everyone helped?
- What would happen in our democracy if no one helped?
- Is community service an essential part of being a good citizen? Why or why not?
- What is the difference between generosity, charity, justice, and social change?

6. **Service (Active Experimentation)**. Program leaders and educators can help students learn more about the problems and resources in their communities through reflection, using questions such as:
    - What do you gain from helping others?
    - Why do you do service? For self-interest or altruism?
    - How do others benefit from your efforts?
    - Is making a difference easy or difficult? What or who helps you make a difference?
    - What or who makes it hard for you to make a difference?
    - Do you think everyone should help their communities? Explain.
    - What values or beliefs are most consistent with service to others?
    - How are your beliefs and values being clarified, questioned, or reinforced by what you are doing at your service site?
    - How were you different when you left your service site compared to when you entered?
    - How does this service experience compare to others you have had? What are your plans for next time?
    - If you were in charge of the place where you volunteer, what would you do to improve it? Would you have volunteers do anything differently from what you are doing? Would you treat them differently?
    - What connections do you see between your service experience and what you are learning in school/college?

- In what ways has your service experience contributed to your growth in any or all of the following areas:

  - sense of civic responsibility

  - political awareness

  - career exploration, professional development

  - spiritual fulfillment

  - social understanding

  - academic achievement

Three Levels of Reflections

The Mirror: (A clean reflection of the self)

- Who am I?
- What are my values?
- What have I learned about myself through this experience?
- Do I have more/less understanding or empathy than I did before the serving?
- In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self-confidence/self-esteem been impacted or altered through this experience?
- In what ways have your motivations for volunteering changed?
- How has this experience challenged stereotypes or prejudiced have have/had?
- Any realizations, insights, or especially strong lessons or half-glimpsed?
- Will these experiences change the way you act or think in the future?
- Have you given enough, opened up enough, cared enough?
- How have your challenged yourself, your ideals, your philosophies, your concept of life or the way you live?

The Microscope: (Makes the small experience large)

- What happened? Describe your experience.
- What would you change about this situation if you were in charge?
- What have you learned about this agency, these people, or the community?
- Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness?
- Do you feel your actions had any impact?
- What more needs to be done?
- Does this experience compliment or contrast with what you're learning in class? How?
- Has learning through experience taught you more, less, or the same as the class? In what ways?

The Binoculars: (Makes what appears distant, appear closer)

- From your service experience, are you able to identify any underlying or overarching issues which influence the problem?
- What could be done to change the situation?
- How will this alter your future behavior/attitudes/and career?
- How is the issue/agency you're serving impacted by what is going on in the larger political/social sphere?
- What the future hold? What can be done?

©, 2006, Patricia Haggerty and Joey Hoffman, "Reflection: New Strategies for Capturing Learning," NSLC, Philapelphia, PA.

Steering Students in the Right Direction with Good Questions:

What?

- What do you really like about this project and why?
- What is the biggest challenge in this project?
- What changes are you willing to make to improve things?
- What is the most surprising thing that has happened so far on this project?
- What do you want others to know about this project?

So What?

- What skills are you developing in this project?
- How is your mind being exercised in this project? In what way could it be?
- What are you learning about yourself in this project?
- What are you learning about the community associated with this project?
- How is your service making a difference? In what ways? To whom?

Now What?

- What needs to be done to improve this project and how will that happen?
- How do we use what we've learned from this project elsewhere?
- How does our work here related to our service elsewhere?
- What do we now know about the community that we didn't know at the beginning of this project?

©, 2006, Patricia Haggerty and Joey Hoffman, "Reflection: New Strategies for Capturing Learning," NSLC, Philadelphia, PA.

Additional Reflection Questions

Oral Questioning

Use the following questions and follow-up probes regularly to check for understanding.

- How is _____similar to/different from _____?
- What are the characteristics/parts of _____?
- In what other ways might we show/illustrate _____?
- What is the big idea, key concept, moral in _____?
- How does _____ relate to _____?
- What ideas/details can you add to _____?
- Give an example of _____?
- What is wrong with _____?
- What might you infer from _____?
- What conclusions might be drawn from _____?
- What questions are we trying to answer? What problem are we trying to solve?
- What are you assuming about _____?
- What criteria would you use to judge/evaluate _____?
- What evidence supports _____?

- How might we prove/confirm _____?
- How might this be viewed from the perspective of _____?
- What alternatives should be considered _____?
- What approach/strategy could you use to _____?

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Follow-Up Probes

- Why?
- How do you know?
- Do you agree?
- Explain.
- Give your reasons.
- But what about.
- What do you mean by _____?
- Could you give me an example?
- Tell me more.
- Can you find that in the text?
- What data support your position?

(from Grant Wiggins and Jay McTighe. Understanding by Design. Washington, DC: Association for Supervision and Curriculum Development, 1998, p. 167).

Reflecting on What Works and What Doesn't

Directions: Take a moment to reflect on the following questions. Then write an honest response to each.

3. List three things that work well with your service-learning experience.
   a.

   b.

   c.

4. List three things that didn't work well with your service-learning experience.
   a.

   b.

   c.

5. What would you do differently?

Reflecting on the Service-Learning Experience

Directions: Consider the following questions. Then write a well-thought-out response to each.

1. What am I feeling right now? Why am I feeling this way?

2. How do I interact with those around me?

3. How do those around me act when I am present?

4. What would I like to learn from this experience?

5. What are my top three priorities for this experience?

6. What are my goals?

©, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp. 152-153.

Reflection Worksheet

Date: _____

Name: _____ Teacher: _____

Service-Site: _____

Date of visit: _____ Time: From _____ to _____

Student Reflection: *student reflects on his/her experience, taking into account a question or prompt from the teacher).*

1. Emotions checklist: *Right now I am feeling….*
   ___ *Excited*___ *Nervous* ___ *Frustrated* ____ *Satisfied*

   Reason for your response.

2. What did I learn about myself today?

3. What did I learn about others today?

4. What did I learn about my course subject matter today?

5. How did my classroom learning connect with my service?

6. What might be done to improve today's experience?

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CONNECTING SERVICE AND LIFE

Here are some questions that can spark ideas reflection and creating your portfolio.

Connecting with Experience

- Look back on today. What struck you most strongly? What happened?
- What images stand out in your mind? What sights and sounds and smells? What experiences and conversations? What was it about those things that made you remember?
- What was happening in your heart? What did you feel? Upset? Surprised? Confused? Content? What touched you most deeply?
- What did you find most frustrating? Most hopeful? Why?

Connecting with People

- Look back on today. Who did you meet and work with during the day? Who did you relate to most easily? Who did you find it hardest to talk with? Why?
- What did you learn about the people you met? How are their experiences most like yours? How are they most different? How would you feel if you had to change places for a week? For a year? For a lifetime?
- What did you learn about yourself today? What do you like about what you learned? What do you dislike and most what to change?

Connecting with Issues

- What was happening in your head? How did the experience change or challenge your convictions and beliefs?
- What needs did your service involvement try to meet? Why did or didn't it succeed?
- How were justice and injustice present in the situations you faced today? Did you learn anything new about what causes suffering? About what you can do to make things better?
- How are you part of the problem? Part of the solution?

Connecting with Your Learning

- What information or skills did you learn today?
- How did you apply knowledge and information you had learned before this project?

Connecting with the Future

- What did you learn today that will help you in your service work in the future? What needs to change in the world to make things better? What needs to change in you?
- What hopes and expectations do you have for those you served? For yourself?
- Did the service experience affect what you think you deserve from life? How would you like to live? What type of job or career would you choose?

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Using Different Strategies for Reflection

Providing a variety of different reflection activities is important for two reasons. First, at a surface level, using different reflection activities can help prevent students becoming bored with the process of reflection. Second, at a deeper level, using different reflection activities accommodates different learning styles and personality characteristics, thereby enhancing the likelihood that all students will be able to learn from their service experiences.

Some of the different options for reflection are shown on the next page (Cairn, 1993).

TRANSPARENCY: OPTIONS FOR REFLECTION
Distribute HANDOUT

The rationale for these options becomes more apparent when we look at the process of reflection using various learning theories. To illustrate this, the diagram on the next page take items from the "Options of Reflection" and rearranges them according to Kolb's Learning Cycle.

TRANSPARENCY: KOLB'S LEARNING CYCLE AND REFLECTION
Distribute HANDOUT

Kolb's Learning Cycle and Reflection

CONCRETE EXPERIENCE

- Journals/logs
- Essay, research paper
- Portfolios
- Case studies
- Press releases, articles
- Drafting legislation
- Letters to students, clients, politicians
- Guide for future volunteers, participants
- Simulations
- Interviews

REFLECTIVE OBSERVATIONS

- Journals/logs
- Essay, expert paper
- Portfolios
- Case studies
- Grant proposals
- Press releases, articles
- Drafting legislation
- Letters to students, clients, politicians
- Self-evaluation or evaluation of program

ABSTRACT CONCEPTUALIZATION

- Research papers
- Portfolios
- Testimony before policy making bodies
- Grant proposals
- Press releases, articles
- Analysis and problem solving
- Information gathering needed to serve or understand project

ACTIVE EXPERIMENTATION

- Interviews
- Art, photo, or video essay
- Role playing, simulation games
- Music, dance, or theater presentation
- Testimony before policy making bodies
- Planning public events
- Program development
- Recruiting other volunteers
- Teaching class
- Individual conferences
- Class/group discussion
- Small group discussion
- Oral reports
- Public speaking on issue
- Conference/workshop presentations

@, L. Richard Bradley, Ph. D., 1999

Multiple Intelligences

Howard Gardner's theory of multiple intelligences (1983, 1997) gives us another perspective from which to consider the relationship between reflection and learning activities. According to Gardner, intelligence has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting than with how a student does when taken out of his/her natural learning environment and asked to do tasks he/she will probably never choose to do again (e.g., taking a standardized test such as the SAT or ACT). Based on this observation, Gardner suggests that people learn in different ways, based on their preferred learning styles.

The exercise that follows illustrates this well.

Ask participants to take out a blank sheet of paper. Then have them complete the following activities.

1. Write 4 lines from a poem (Linguistic Intelligence)
2. Complete the following numerical sequences (Logical-Mathematical Intelligence)
    a. 2, 3, 5, 8, ___
    b. 8, 6, 4, ___
3. Draw a picture of an animal (Spatial and/or Naturalist Intelligence)
4. Close your eyes and touch your nose with your finger (Bodily-Kinesthetic Intelligence)
5. Name 3 species of trees (Naturalist Intelligence)
6. Sing, whistle, hum or beat out the rhythm of a favorite song (Musical Intelligence).

Ask:

1. Which activities seemed to come most naturally (easily) to you?
2. Which activities were the most difficult for you?

As this exercise illustrates, each of us has a preferred set of skills that we use easily and often to resolve genuine problems or difficulties and, when appropriate, to create an effective result. Each of also has a set of skills that do not come as easily to us, that we use as infrequently as possible and only then, when absolutely necessary.

Another way to think about these differences in preferred learning styles is to imagine yourself stranded on an island in the middle of nowhere, like Tom Hanks was in the movie *"Wilson*."

Ask yourself the following questions.

1. What skills would you need to know in order to survive?
2. How would you go about learning these skills? What would be your most preferred way of learning these skills? What would be your least preferred way of learning these skills?

Find a partner and share what you wrote down. Notice any differences that arise. Then make a list on the board or on newsprint so that the differences in preferred learning styles are apparent to all participants.

Taken one step further, differences in learning styles also suggest that the impact reflection activities may have on students depends, at least in some way, on whether the activity corresponds to the student's preferred intelligence. Put another way, paying attention to student learning styles may increase the likelihood that reflection activities will result in significant learning among **all** participants. Possible relationships between multiple intelligence and reflection activities are summarized in the table on the next page.

Transparency: "MULTIPLE INTELLIGENCES AND REFLECTION"
Distribute HANDOUT

See also *Service-Learning Quick Sheet # 17-A: Multiple Intelligences and Reflection*

Multiple Intelligences and Service-Learning/Reflection

Type of Intelligence	Possible Curriculum-Based Service-Learning Activities	Possible Reflective Activities
Verbal-Linguistic: **Reading, writing, speaking and listening**, using language as a tool.	• Interview senior citizens to gather firsthand information about an issue • Write letters to gather information • Write brochures about service theme	• Journal • Essay, expert paper • Guide for future volunteers • Press releases • Public speaking
Logical-Mathematical: **Reasoning using math or logic**, the way a scientist, logician or mathematician does; determining cause-effect or other conceptual relationships between actions, objects, and ideas, including people's motive and emotions.	• Gather and graph data related to service project • Cross-age tutoring in math	• Compile and present statistics and other data relating to service theme • Gather information needed to understand project impacts • Surveys, field-based research
Visual-Spatial: **Conceiving and mentally manipulating visual images**, the way a pilot or chess player does.	• Monitor air/water quality and graph results • Prepare/read directions related to service project	• Photo, slide, video essays, scrapbooks, drawings, collages, paintings based on service theme
Bodily-Kinesthetic: **Using your body with comfort and skill**, to express ideas and feelings, in the way people do through athletics, or the performing arts, particularly dancing and acting.	• Perform a skit based on service theme • Lean and use sign language to involve hearing impaired persons in service project • Build a nature trail in a local park	• Building something that reflects what was learned • Develop and implement an exercise program for senior citizens • Dance or theater presentation based on service theme
Musical-Rhythmic: **Singing, humming, whistling, and music of all kinds**, capacity to perceive, discriminate, transform and express musical forms.	• Develop rap songs that reflect service theme • Tape music for the visually impaired • Playing or singing for others	• Assemble songs based on service theme • Write a rap or other song based on service theme
Interpersonal: **Understanding and empathizing with others**, managing group interactions, understanding why people say and do what they do.	• Work in groups • Cross-age tutoring in any content area	• Letters to and from senior citizens, veterans, etc. • Write a role-play or simulation activity based on service theme • Train other students for service • Presentations at

		conferences
<u>Intrapersonal</u>: **Understanding yourself**, knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate towards.	• Design a web page for service project • Individualized service project	• Keep a personal reflection journal • Complete project activity/check lists • Learning logs
<u>Naturalist</u>: **Survival skills in the natural world**, able to discriminate among living and non-living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rocks, configurations); outdoor skills like tracking, hunting, and fishing; understanding natural principals like climate patterns.	• Plant a garden of local plants to provide produce to a local shelter • Cross-age tutoring in science • Monitoring wildlife habitats	• Expert papers, essays, videos • Public speaking on environment service themes

When thinking about possible reflective activities based on multiple intelligences, two approaches are necessary in order to maximize possible student learning.

1. Reflective strategies that encourage and support further development of the student's most preferred learning styles; and
2. Reflective strategies that challenge and support further development of the student's less preferred learning styles.

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When you do verbal reflection – whether formal or informal – it is important to give students time to think (reflect) on the issue from their own perspective first. This allows them to go into and use their best intelligence first. The following exercise illustrates this.

Complete the following prompts, writing down whatever comes into your mind first.

(COLOR) _____

(SOUNDS) _____ _____

(FEELINGS) _____ _____

_____

(SMELLS) _____ _____

(TASTE) _____

Which prompts were easiest? Which prompts were hardest? Which intelligence(s) are used for each response?

You – and your students - will respond according to learning preferences.

ESSENTIAL QUESTION: What would reflective activities based on the eight intelligences look like?

EXERCISE: Using the handout on multiple intelligences and reflection (pp. 38-39), look at the worksheet "40 Ways to Reflect" and match each to one or more of the eight intelligences.

HANDOUT: 40 WAYS TO REFLECT

40 WAYS TO REFLECT

Instructions: Match each of the following reflection strategies to one or more of the eight multiple intelligences, using pp. 38-39 as a guide.

Reflection Strategy	Multiple Intelligence(s)
1. Complete guided worksheets on the project.	
2. Complete a bulletin board display.	
3. Create a fund-raising campaign to provide financial support that builds on the service.	
4. Create a journal.	
5. Create a scrapbook.	
6. Create a video or slideshow.	
7. Create a Web site on the topic.	
8. Create an individual or group portfolio.	
9. Create briefing papers for policy makers.	
10. Create collages representing the experience or the issue.	
11. Create drawings, paintings, or sculptures.	
12. Develop and present a drama, puppet show, dance, or music concert on the topic.	
13. Do a conference or workshop presentation.	
14. Do public speaking about the project.	
15. Role-play.	
16. Draw editorial cartoons or comic strips.	
17. Give oral reports to the class or group.	
18. Have a “talk show” about the service project or the social issues involved.	
19. Hold a class discussion.	
20. Host discussions with community members or experts.	

21. Lead a school assembly.	
22. Lead a worship service (for congregation-based groups).	
23. Participate in a group simulation experience.	
24. Plan a training session for other youth.	
25. Plan the next activity the group or class will do together on the same topic.	
26. Prepare booklets on related topics to be used to teach others.	
27. Read and discuss children's book on the service topic or social issue.	
28. Read articles or chapters of the social, religious, ethical, historical, or political issues at stake in the project.	
29. Research social issues related to the project.	
30. Study sacred writings, literature, or historical material related to the project.	
31. Teach material to younger children.	
32. Testify before a decision-making or policy-setting group.	
33. Write a group letter to families suggesting how they can get involved together.	
34. Write a letter to a parent or friend about the experience.	
35. Write a letter to the editor of a newspaper.	
36. Write about a specific topic.	
37. Write an essay or report about the needs.	
38. Write and illustrate storybooks to read to younger children.	
39. Write articles for a local or organizations newsletter or paper.	
40. Write poetry about the experience.	

(Adapted from the Search Institute, Minneapolis, MN, 2000).

Exercise: Applying Multiple Intelligences to Service-Learning

Directions: Write down how each kind of intelligence is helpful in service-learning, and them write an idea of how you improve in this area. You do not need to answer all the questions.

1. How can you use linguistic intelligence in service-learning?

2. How can you improve your use of linguistic intelligence in service-learning?

3. How can you use logical/mathematical intelligence in service-learning?

4. How can you improve your use of linguistic intelligence in service-learning?

5. How can you use spatial intelligence in service-learning?

6. How can you improve your use of spatial intelligence in service-learning?

7. How can you use musical intelligence in service-learning?

8. How can you improve your use of musical intelligence in service-learning?

9. How can you use bodily/kinesthetic intelligence in service-learning?

10. How can you improve your use of bodily/kinesthetic intelligence in service-learning?

11. How can you use interpersonal intelligence in service-learning?

12. How can you improve your use of interpersonal intelligence in service-learning?

13. How can you use intrapersonal intelligence in service-learning?

14. How can you improve your use of intrapersonal intelligence in service-learning?

15. How can you use natural intelligence in service-learning?

16. How can you improve your use of natural intelligence in service-learning?

©, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp. 51-53.

A Journal Can Be Anything

Too many educators believe the only way to journal is with the written word. Yes, we want our students to write – to increase their power through literacy. But why can't they use multiple intelligences to prompt the written word?

Consider some of the following journal prompts to draw on multiple intelligences:

- Have students bring in five important photographs. Have them tell another student about them. Then write. *(Visual, Spatial, Interpersonal)*
- Bring in something that you've inherited and tell its story. I have an old depression era, milky-green saucer and teacup of my grandmother's. If I was sitting and having tea with my Nanny today, what might she say to me? What might the cup and saucer say? *(Interpersonal, Intrapersonal)*
- Save all the receipts you get for one week. What do you remember about that movie, that grocery store visit or that purchase? Who was with you? What did you talk about? What do your purchases say about you? *(Logical/Mathmatical)*
- Take a walk outside. What do you see? Watch nature and let it speak to you. Then write. *(Naturalist, Bodily/Kinesthetic)*
- Do you have a quilt in your family? Who remembers the story of each item of clothing woven into the fabric of your family's history? *(Interpersonal, Logical/Mathematical)*
- If you make a quilt out of the clothes you own today, what would it look like? What would it say about you to your grandchildren? *(Interpersonal, Logical/Mathematical)*
- Do you doodle when you take notes? Often people doodle the same thing over and over again? What do your doodles mean? *(Visual/Spatial)*
- Start your journal with a drawing instead of a word. Draw your day yesterday. What images shock or surprise you? Now write about them. *(Visual/Spatial)*
- What is your favorite song? Your parents' favorite song? Your best friend's favorite song? Why? Do the lyrics have something in common? What? *(Musical)*

Students don't all learn the same way. Using an approach based on multiple intelligences can help students not easily engaged in language.

© 2005, Jeff Sapp, *Teaching Tolerance*

Using Portfolios or Scrapbooks

A service-learning portfolio is a collection of items that help track the growth and development of a service-learning project and the people involved. Portfolios can be developed by individuals, teams, or both and may include photos, drawings, notes and letters, worksheets and other important artifacts of the service experience.

A portfolio can focus on things young people learned, contributions from all participants and supporters, the people served, and/or the agencies worked with.

A portfolio helps:

- Clarify what was done and how;
- Link instruction and action;
- Connect values with real-life issues and experiences;
- Trace changes in how thinking about and responding to the issues and people met along the way;
- Celebrate obstacles encountered and overcome;
- Recognize growth, individually and/or as a team;
- Growth in writing and communication skills;
- Identify what is meaningful and valued; and
- Share what was learned with the wider community.

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Using **Project C** as an example, invite participants to suggest reflective activities appropriate to/each intelligence. Some of the possibilities include:

Linguistic	• Written descriptions (journals) of what the student did at the river site • Required monthly reports for ODNR using proper format • Narrative for a video or show depicting topics such as: a typical day at the river, portraits of those who live along the river, etc. • Essay, expert or research paper, final paper on topics such as: river and water quality, the causes of poverty and homelessness, a day in the life of a homeless person, how the current legal system works for and against the poor (could use information provided by students who prefer **Logical-Mathematical Intelligence**). • Guide for future participants in the **River Speaks** project • Newspaper, magazine, or other published articles • Public speaking/testimony before policy-making bodies
Logical-Mathematical	• Required monthly reports on water quality to ODNR • Present statistics on the numbers of people living below the poverty line, the number who are homeless, etc. • Present information - either on their own or in collaboration with students who prefer **Linguistic Intelligence** - showing causal relationships between government policy, the economy, and the number of people who are homeless (Civic Action) • Gather the kinds of information needed to better understand the needs to the poor and homeless • Allocate and monitor program budget • Surveys of the attitudes of adults in the community towards water quality, homelessness and the poor.
Bodily-Kinestic	• Build something that reflects what has been learned • Develop an exercise program suitable for homeless people • Take on and act out, for peers, a role which might be typical of a poor person • Dance or theater presentation on poverty and homelessness
Spatial	• Produce a photo, slide, or video essay that represents the service theme • Make a scrapbook depicting service activities and reflections on what was learned

	• Use drawings or paintings, or make a collage
Musical	• Assemble songs that focus on the theme of poverty/homelessness • Write a rap or other song and perform it for peers
Interpersonal	• Write and exchange letters with residents at the shelter • Written feedback on peers, teachers, shelter staff • Write a role-play or simulation (which could be performed by students who prefer **Bodily-Kinesthetic Intelligence)** depicting what was learned • Help train other students, program leaders
Intrapersonal	• Journal entries • Self-assessment essays, checklists • Student kept learning logs
Naturalist	• Expert papers, collages, photo or video essays illustrating the differences in economic status; e.g., being poor, being in the middle, having more than enough • Public speaking on the implications of these differences

The teacher involved with **Project C** has been using a variety of reflective activities from the very beginning of the project. Journaling - which appeals to students who prefer **Linguistic** and **Intrapersonal Intelligence** - is regularly used. Students also take a pre/post-service survey of their knowledge of and attitudes towards environment issues. This may appeal more to students who prefer **Logical-Mathematical Intelligence**. At the end of the project, all students complete the *"Checklist of Personal Gains,"* a self-assessment survey (**Intrapersonal Intelligence**). As the project has become integrated across other disciplines, reflective activities have included slides and photo essays (**Spatial Intelligence**), performing student written role-plays and simulations for other students (**Linguistic Intelligence**, **Bodily-Kinesthetic Intelligence**, **Interpersonal Intelligence**) and the collection and presentation of data on water quality issues and the prevalence of homelessness and poverty in Franklin County (**Logical-Mathematical Intelligence**, **Linguistic Intelligence**, and **Naturalist Intelligence**). In addition to these planned reflective activities, teachers also held spontaneous in-class reflection sessions with students on a regular basis.

Reflection based on Brain-Based Research

Meaning
Turning mere fact into personal meaning is the central element of learning. The brain is poor at learning isolated facts. We gain meaning through patterns, emotions and relevance. The brain needs the familiar word along with the challenge of novel stimuli. Because we often forge meaning through socialization, the whole role of student to student discussion needs is important.

Patterns
The brain's capacity and desire to make or elicit patterns of meaning is one of the keys to brain-based learning. The brain needs metaphors and models that are related to the personal world. It is critical that we organize and associate new information with previously developed mental hooks. The brain resists meaningless patterns.

Emotions
Emotions trigger the release of chemicals that signal the brain: "This is important – keep this." Because emotions mediate our meaning, our emotions are our framework for the day. Good learning does not avoid emotions, it embraces them. When emotions are engaged, the memories are more likely to be recalled and accuracy goes up.

Relevance
Relevance is increased by the number of links and associations that can be made to prior knowledge and mental modes. Relevance increases with the number of neural territories involved and the degree to which the information is woven neurologically. Give students the time to link prior learning with discussion, mapping, and journaling.

Context
All learning needs to be contextually embedded. All learning is associated with corresponding sights, sounds, smells, locations, touch and emotions.

Reflection
We need several minutes of reflection after new learning. Students need to adequately process their experiences in order to find meaning and take ownership of the learning. The learner must leave the day knowing that he/she knows.

Movement
There are significant links between movement and learning. It includes hands on activities, but much more, such as walks, stretching, dance, drama, energizers, and role plays.

We learn the most from rich, multi-modal influences such as field as field trips, simulations, excursions, discussions, real life projects and personalized activities for learners. Instead of trying to teach every learner in their dominant learning style we must remember to offer students variety and choice. The human brain is a multiprocessor. It learns in many ways, usually at the same time.

(©, 1998, Eric Jenson, Teaching with the Brain in Mind, ASCD, Alexandria, VA).

RHETORICAL QUESTIONING

Reflective Questions to answer, based on "Brain-based research"

When you teach, does your instruction:

- Turn mere facts into personal meaning? (meaning)
- Provide comparisons/metaphors and models that relate to the student's personal world? (patterns)
- Organize new information with previously developed "mental hooks?" (patterns)
- Engage students' emotions, providing a framework for memories to be recalled? (emotions)
- Allow students the time to link prior learning with new information, through discussion, mapping, and journaling? (relevance)
- Include associations with sights, sounds, smells, locations, touch and emotions? (context)
- Allow students the time to process their experiences to find meaning and to take ownership of the learning? (reflection)
- Ensure that the learning knows that he/she knows? (reflection)
- Incorporate movement with learning? (movement)
- Offer variety and choices? (multi-modal)
- Include fieldtrips, simulations, excursions, discussions, real life projects, and personalized activities? (multi-modal)

Personality Type and Reflection

Another way to think about learning and reflection is suggested by Jung's theory of personality types. Jung postulates the existence of four basic mental processes - **sensing**, **intuition**, **thinking**, and **feeling** - used by everyone, but not equally preferred and developed (McCaulley, 1977). Individuality is, therefore, related to our **relative** preferences for each of the four processes.

In normal type development, we tend to use most often the processes we prefer most. Through repeated effort we develop expertise in the kinds of activities associated with our preferred processes. Efforts to "specialize" in preferred functions leads to characteristic habits, attitudes and behaviors associated with that type. Jung's theory allows for continued growth and development of type, suggesting that, as we move into mid-life and beyond, we are increasingly challenged to appreciate and make appropriate use of the opposites of our previously preferred learning styles (Staude, 1981).

Jung's theory has been operationalized by Myers (1980) in the Myers-Briggs Type Indicator (hereafter referred to as the MBTI) and by Meisgeier and Murphy (1987) on the Murphy-Meisgeier Type Indicator for children (hereafter referred to as the MMTIC). The MBTI, which assumes a high school reading level, identifies four basic personality dimensions:

extraversion - introversion

sensing - intuition

thinking - feeling

judging - perceiving

The MMTIC, which has a reading level appropriate for grades 3-6, adds an additional scoring category; classifying children who do not demonstrate a clear preference for one side of the **E-I**, **S-N**, **T-F**, or **J-P** scales as "undetermined." This is based on the assumption that psychological type is a developmental phenomenon and that some children may not be fully developed in terms of their type.

The four preferences refer to a our preferences, but not necessarily to our skills or attitudes. The relative frequency of each preference is shown in the following tables.

Transparency: TYPE FREQUENCY TABLES

Type Frequency Tables

Table A: Incidence of Preferences, Overall

E	46%	I	54%
S	68%	N	32%
T	53%	F	47%
J	58%	P	42%

Table B: Incidence of Preferences, by Gender

	Female	Male
E-I	47-53%	45-55%
S-N	71-29%	64-36%
T-F	39-61%	69-31%
J-P	61-39%	55-45%

Table C: Incidence of Preferences, by Ethnic Group

	White	Afro-American	Hispanic
E-I	46-54%	50-50%	54-46%
S-N	66-34%	81-29%	70-30%
T-F	51-49%	70-30%	46-54%
J-P	58-42%	59-41%	65-35%

Allen L. Hammer and Wayne D. Mitchell (1995). "The Distribution of MBTI Types in the US by Gender and Ethnic Group," *Journal of Psychological Type*, **7**: 2-15.

The **extraversion-introversion** preference is an indication of our preferred way of interacting with the world. **Extraverted** individuals - designated by the letter **E** - prefer to spend most of their time and energy interacting with the **external** world of people, events, and things. **Introverted** individuals - designated by the letter **I** - prefer to spend most of their time and energy being alone with their thoughts. **Extraverts** typically need to experience something **before** they can understand it; while **introverts** usually need to understand something **before** they will risk doing it.

The **sensing-intuition** preference has to do with basic differences in how we become aware of what is going on in our world. **Sensing** individuals - designated by the letter **S** - are primarily interested in facts and details and in what is going on here and now. They focus their time and energy collecting information with their five senses. **Intuitive** individuals - designated by the letter **N** - use this information to speculate on meanings and future possibilities.

The **thinking-feeling** preference has to do with how we make decisions and commitments. **Thinking** individuals - designated by the letter **T** - prefer to make decisions and commitments logically and impersonally, based on a careful analysis of the potential consequences of various courses of action. “Fairness” is defined as “impersonal adherence to rules and principles; treating everyone the same.” **Feeling** individuals - designated by the letter **F** - prefer to make decisions and commitments based on a prioritized set of personal values, including how they feel about the issue in question. Because consideration for the needs of others is important, “fairness” is typically defined as “standing up for the rights of the individual, regardless of what the rules say.”

The **judging- perceiving** preference has to do with the kind of world in which we prefer to live. **Judging** individuals - designated by the letter **J** - prefer to live in a decisive, orderly, planned way, and are oriented more towards controlling life than experiencing it. In contrast, **perceiving** individuals - designated by the letter **P** - take a more flexible, adaptable, tolerant approach to life. They would rather experience life than control it.

The existence of four different preferences, resulting in sixteen different personality types (no one type better than another), is amply supported by a growing body of empirical evidence. There is also a growing body of research which supports the

hypothesis that these preferences are linked to visible and measurable differences in our preferred learning styles (McCaulley, 1974; Lawrence, 1982; Zeisset, 1985). These findings, and their implications for learning and reflection, are summarized in the tables which follow on the next five pages.

Transparencies on "EDUCATIONAL STRATEGIES FOR DIFFERENCE LEARNING STYLES"
Distribute HANDOUTS

See also *Service-Learning Quick Sheet # 17-B: Myers-Briggs Personality Type and Reflection*

Myers-Briggs Personality Type and Service-Learning/Reflection

Preference	Possible Curriculum-Based Service-Learning Activities	Possible Reflective Activities
Extraversion: **Action oriented** – doing comes before understanding; prefers to work with others.	• Variety in service project is more important than depth • **Direct, group** hands-on service projects such as cross-age tutoring, intergenerational projects, working with people from other economic, cultural backgrounds	• Oral reports (view as draft of final report) • Role-plays, skits • Make a model of what was learned • Journaling (for growth)
Introversion: **Thoughtful** – understanding comes before doing; prefers to work alone or in small groups.	• Fewer service projects in more depth • **Indirect, individual or small group** service projects such as recycling, air/water quality monitoring, or behind-the-scenes planning	• Journaling, writing prompts based on service theme • Creating instructions for future students • Compile a scrapbook or final report based on service theme • Oral report based on final report (for growth)
Sensing: **Focus on details** – dislike working on new problems unless they can use existing skills; need to know what is expected of them.	• **Direct or indirect** hands-on service projects such as cross-age tutoring, environmental service	• Role-play, skits • Make a model of what was learned • Writing prompts or other written work based on service theme • Journaling, using WHAT, SO WHAT, NOW WHAT (for growth focus on **NOW WHAT**)
Intuition: **Bored with details** – prefer to add new skills/do it their way; need to understand the issues involved.	• **Direct, indirect, or advocacy** service projects that allow them to identify a need and brainstorm strategies for addressing it and then implement them in their own way	• Create a poster or banner showing what they learned • Express service theme through fine arts • Writing prompts, using open-ended "what if" questions on service theme • Journaling, using WHAT, SO WHAT, NOW WHAT (for growth focus on **WHAT**)

<u>Thinking</u>: Make decisions and commitments **logically and impersonally**, based on careful analysis of consequences; fairness is defined as treating everyone the same.	• **Direct, indirect, or advocacy** service projects that speak to the head and involve intellectual challenge around issues of justice and fairness	• Expert paper outlining issues behind service theme, possible solutions and consequences of each one • Advocacy papers, articles, presentations • Journaling, using WHAT, SO WHAT, NOW WHAT (for growth focus on **SO WHAT** and the **human dimension** of the issue)
<u>Feeling</u>: Focus is on **interpersonal relationships**; caring for others; fairness is defined as standing up for the individual, regardless of the rules.	• **Direct, indirect, or advocacy** service projects that speak to the heart such as cross-age tutoring, visits to nursing homes, work with people who are different by virtue of race, age, economic status, cultural background	• Role plays, skits • Advocacy papers, articles, presentations focusing on the human dimension of the issue • Journaling, using WHAT, SO WHAT, NOW WHAT (for growth focus on **SO WHAT** and **logical analysis** of the issue)
<u>Judging</u>: **Decisive, planned, orderly**; oriented towards control rather than understanding.	• **Group or individual** service projects that allow them to be "in control" of what happens and how and when it happens; projects that remind them of values they ought to hold and things they ought to be doing	• Highly structured reflective activities, with clear and unambiguous instructions and due dates • Spontaneous class discussions (for growth)
<u>Perceiving</u>: **Spontaneous, flexible, adaptable**; oriented towards understanding rather than control.	• **Group or individual** service projects offering a variety of options; reminding them of things they are already doing and values they already hold	• Flexible, open-ended reflective activities, allowing students more latitude in choosing both what they do and how they do it • Written questions (for growth)

When thinking about possible reflective activities based on personality type, two approaches are necessary in order to maximize student learning:

1. Reflective activities that encourage and support further development of the student's most preferred learning styles; and
2. Reflective activities that challenge and support further development of the student's less preferred learning styles.

@, L Richard Bradley, Ph.D., 2003

PLANNING YOUR REFLECTION PROCESS

Service-Learning Project Name:

Goals: **(Build your reflection process and questions based on your goals.)**

For service:

For learning:

For growth and development:

Reflection Process	**What reflection methods will you use (discussion, writing, projects, etc.)?**	**What key questions will guide the reflection at each stage?**
What? Looking back on the experience (reflective observation)		
So what? Interpreting the experience (abstract conceptualization)		
Now what? Exploring the possibilities for change (active experimentation)		
Now what? Getting ready for the next time (assessment)		

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Module 9: Program Evaluation
L. Richard Bradley, Ph.D.

Purpose of this Session: Given the increasing emphasis on accountability and educational outcomes, teachers are being asked - and in many cases, required - to provide data which supports their use of innovative educational strategies such as service-learning. Participants in this session will learn
* Why, what, when, and how to evaluate; and
* How to use findings to build school and community support and enhance future programs.

Getting Started

Put the following questions on newsprint or on a dry-erase board and invite participant responses. Write down responses without comment.

1. When I hear the word "evaluation," the **first** thought that crosses my mind is ….

2. The **best** experience I ever had with evaluation was ….

3. The **worst** experience I ever had with evaluation was ….

4. The **most pressing** question/concern I have about evaluation right now is ….

Clarifying Terms:

- **Research** - theoretic frame, scientific design, control for causality, robust analysis, validity/reliability, generalizes

- **Program Evaluation** – funder-driven, biased sample, focus on specific program and anticipated outcomes, lack of controls for causality

- **Evaluation Research** – coherent program design and outcomes, procedures allow for causal inferences, clear implications beyond idiosyncratic program that was evaluated

TRANSPARENCY - "Clarifying Terms"

Clarifying Terms

- **Research** - theoretic framework, scientific design, control for causality, robust analysis, validity/reliability, generalizes
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©, 2005, S. Gelman, A. Furco, B. Holland, and R. Bringle, "Beyond Anecdote: Challenges in Bringing Rigor to Service-Learning Research," paper presented at the 5th International Service-Learning Research Conference, East Lansing, MI, November 13, 2005.

Introduction

Two assumptions guide this session.

1. Teachers are already "swimming in data;" they just need help in clarifying what is important and what is not; and
2. The goal of good evaluation, at least in the field of service-learning, is not to "prove" something; but rather to better understand why a particular program did or did not work.

Directions for Opening Exercise Using Case Study Approach

1. Divide participants into teams of 5-8 persons/team and have them sit around tables or in circles.
2. Distribute and go over handout *Steps in the Evaluation Process.*
3. Distribute the handout *"Evaluating Your Project: Getting Started."(see also Service-Learning Quick Sheet # 18: Evaluating Your Project – Getting Started)*
4. Distribute copies of **Case Study on Evaluation**.
5. Assign teams to focus on one of the four middle schools described in the case study.
6. Give each team newsprint and markers. Ask one person in each group to serve as "scribe."
7. Read over the **Directions** for the **Case Study**.

   "You and the members of your team have just been hired to work with the teachers of one of the four schools described in the **Case Study** to develop an evaluation plan. Using the handouts, *"Evaluating Your Project: Getting Started,"* and *"Steps in the Evaluation Process"* to guide your thinking and planning, work as a team to develop a preliminary evaluation plan for service-learning implementation efforts at your school."
8. Allow 20-30 minutes for teams to work together to develop preliminary evaluation plans.
9. Allow 20-30 minutes for teams to present their preliminary evaluation plans.

Note: If workshop participants have already designed a service-learning project using the process outlined in *Module 4*, or if they already have a project in mind or underway, use

their project as the basis for this exercise.

Refer to TRANSPARENCY: STEPS IN THE EVALUATION PROCESS

Distribute HANDOUT

Choosing an appropriate evaluation strategy can be made easier by careful attention to questions relating to:

1) **Decide on the focus of your evaluation**.
   a. What do you want or need to evaluate? (e.g., number and ethnic background of participants, number of beneficiaries, type of program)
   b. What questions would you like to be able to answer? (e.g., the level of administrative, colleague, and community support for program)

2) **Decide on the purpose of your evaluation**.
   a. To satisfy the requirements of funders?
   b. To help make decisions about whether to continue a program?
   c. To guide related educational reform efforts?

3) **Decide on the audience with whom the results of your evaluation are to be shared**.
   a. Is the audience basically "in house" or will the results be shared with the general public?
   b. Why do they need this information?

4) **Decide on the resources (dollars, time, people) needed to conduct your evaluation**.
   a. What resources do you have?
   b. What resources do you need?

5) **Decide on an appropriate timetable for your evaluation.**

STEPS IN THE EVALUATION PROCESS

STEP ONE: Decide on the focus of your evaluation.

STEP TWO: Decide on the purpose of your evaluation.

STEP THREE: Decide on the audience with whom the results of your evaluation are to be shared.

STEP FOUR: Decide on the resources (dollars, time, people) needed to conduct your evaluation.

STEP FIVE: Decide on an appropriate evaluation timetable.

The decisions you make at each step will help you select the most appropriate evaluation strategy for **your** program. Strategies include:

qualitative vs. **quantitative**
formative vs. **summative**
descriptive vs. **experimental**
external vs. **internal**

@, L. Richard Bradley, Ph.D., 1999

Types of Assessment

- **Reflection**: Activities producing information oriented toward the self-assessment of persons who are engaged in the experience
- **Process Evaluation**: Activities producing information about how a class, course, or program was implemented.
- **Outcome Evaluation**: Activities producing information about what outcomes occurred as a result of a class, course, or program.
- **Correlational**: Activities producing information about what relationships exist between aspects of a class, course, or program.
- **Experimental Research**: Activities producing information about why a specific outcome occurred.

©, 2000, Bringle and Hatcher, Michigan Journal of Service-Learning

If you want to do "research" rather than evaluation, there are some things you need to pay attention to:

Principles of High Quality Research

- Poses significant questions and uses methods that permit direct investigation of those questions; uses multiple indicators and methods
- Is linked with and guided by a strong theoretical base; clear line of reasoning
- Multiple comparable units with large samples; controls for differences among groups
- Is replicable and generalizable
- Is scrutinized and critiqued by qualified professionals
- Quality matters most – less research on outcomes and more on the processes that lead to high quality programs

©, 2005, S. Gelman, A. Furco, B. Holland, R. Bringle, "Beyond Anecdote: Challenges to Brings Rigor to Service-Learning Research," paper presented at the 5th International Service-Learning Research Conference, East Lansing, MI, November, 2005.

Planning Your Evaluation Program Using The "Backwards Design" Process

1. What would you like your service-learning and/or character education program to look like one year from now? What would you like your program to be known for?

   List ideas without comment.

2. How would you know whether you were successful in achieving your goals? What would constitute **concrete**, **visible**, **measurable**, evidence that you had achieved your goals?

   List – focus on being **concrete** – for example, % increase in test scores, attendance, increases in numbers involved, etc.

3. Develop a plan for getting you from **here** to **there**. In other words,

   - What kinds of information will you need?
   - How will you collect this information?
   - How will you analyze this information?
   - When will you collect this information?

(See pp.39-40 for a "checklist" to help you answer questions 2 & 3).

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Establishing S.M.A.R.T Objectives

Short-term objectives translate broad, long-term goals into prescriptions for action. They are specific, measurable, attainable, relevant, and time-bound – **S.M.A.R.T.**

- **Specific**
  - Not vague or general - wanting "students will be more respectful of their peers" is a worthy goal, but how do you measure it?
  - Objective: incidents of bullying will decrease by 50%.

- **Measurable**
  - Wanting female students to have a greater sense of confidence in science and math is a worthy goal, but how do you measure it?
  - Confident students are more likely to enroll in advanced courses and will probably earn better grades in those courses.
  - Objective: 20% greater female participation and achievement in advanced math and science courses.

- **Attainable**
  - Good objectives are not so far from current performance levels that they cannot be achieved, but they must represent a challenge – a manageable stretch from present levels and serve to inspire rather than discourage effort.
  - Objective: Student performance on standardized tests in reading will increase by 5% rather than by 50%.

- **Relevant**
  - Good objectives are relevant to the core mission of your school.
  - It would be possible to formulate objectives that meet all the other criteria about but are not really relevant to your school's broader mission.
  - For example, a school team might establish as an objective that 86% of students bring their lunch to school. This is specific and measurable, but who cares? What connection does it have with the core mission of the school?

- **Time-bound**
  - Good objectives have specific deadlines.
  - They are not to be achieved "some time in the future," but rather "by May of next year" or some such date.
  - A time limit allows people to focus their energies by setting a cut-off date.
  - Deadlines also put issues of accountability in perspective – certain objectives are to be met this year, others next year, and so on.

Charlotte Danielson (2002). *Enhancing Student Achievement: A Framework for School Improvement.* Alexandria, VA: ASCD, pp.126-127.

Module 9: Case Study on Evaluation

School District A, located in a suburb of a large mid-western city, and School District B, located within the city itself, each received *Learn & Serve America* grants during the recent school year. Both districts were new to service-learning, although many teachers were known to be involving their students in various kinds of community service activities such as canned food drives and collections of toys during the holiday session.

Most students in District A come from upper middle-class homes. 95% of the students in District A graduate from high school. A high percentage go on to college. Students from District A score at or above "passing" on 25 of the 27 state mandated proficiency tests. Administrators and educators in District A view service-learning as a way to involve students in experiences they might not otherwise have. Particularly important to them is the role of service-learning in reducing stereotypes and prejudice in relation to the world outside their school and community.

Most students in District B come from lower middle-class homes. 44% will drop out of school before graduation. Of those who graduate, only about 50% go on to some form of post-secondary education. Students from District B score at or above "passing" on only 7 of the 27 state mandated proficiency tests. The new Superintendent of District B has made raising these scores, particularly in the areas of reading, citizenship and math, a high priority. Administrators and educators in District B are also concerned about high rates of absenteeism, school violence, and other forms of anti-social behavior. Service-learning is being embraced as a possible strategy for dealing with these issues.

To prepare for the implementation of service-learning, teams of teachers from two middle schools from each district attended the same service-learning training conference. The team from District A included middle school Language Arts, Social Studies, Math, and Science teachers. The team from district B included middle school Language Arts, Social Studies, Science and Family & Consumer Science teachers.

Following the conference, teachers from each district met with colleagues at their respective middle schools to begin planning ways to infuse service-learning into their middle school curriculums. Conversations focused on ways to how to design projects, finding appropriate service sites, the importance of reflection, and ways to "prove" the value of their efforts (evaluation).

District A

District A has only two middle schools. Teachers at both decided to implement service-learning programs.

- The principal at Longfellow Middle School was enthusiastic about the opportunities for new learning that might be opened up to students through their service activities. His commitment to successful implementation was demonstrated by giving team members an extra planning period twice a week. His only request was that, at the end of the year, teachers be able to provide him with information about the numbers of students involved, what they did, how many people benefited from their service, and some data on "student impacts." Teachers at Longfellow spent most of the first semester planning. During the second semester, two service-learning activities were implemented. During the first nine weeks, one group of students studied about poverty and the Great Depression and made regular visits to a homeless shelter. A second group of students learned the math and science skills needed to undertake a stream-monitoring project. During the second nine weeks, the teams switched projects. Reflection was done regularly.

- The new principal at Elderberry Middle School was somewhat more cautious in her endorsement of service-learning. While she was thought it was a good idea, she was concerned about it might take away from preparation for proficiency tests. Due an unexpected increase in student enrollment, it was not possible to give teachers time during the regular school day to plan and coordinate service activities. She was less interested in how many students participated in service-learning project, than in demonstrating academic outcomes. Teachers spent all of the first semester planning and then implemented a four-week cross-age math and reading tutoring project with students at a nearby elementary school in the late spring. Reflection was not done regularly.

District B

Two inner-city middle schools in District B were selected by district administrators to participate in implementation efforts. Criteria included principal and teacher willingness to support the program, as well as school challenges such as low proficiency test scores and high rates of absenteeism and disciplinary referrals. Teachers understood that continuation of service-learning programs beyond the first year would be heavily dependent on hard data supporting improved academic performance and decreases in behavioral problems. Teachers also knew that many people in the community did not understand or approve of their efforts to get young people out into the community doing service.

- The principal at Harrison Park Middle School thought service-learning might be a good idea, but was concerned about the time it might take away from efforts to raise the reading and math skill levels of students at Harrison Park. She and the teachers who would be involved already had a "full plate" and were concerned about adding anything more at this time. She was also not sure that she would be able to allow students from the school to leave school to do their service activities. However, they agreed to give service-learning a try at the request of the Superintendent. Teachers spent all of the first semester planning and were able to come up with a four-week in-school beautification project, which they did, in early April, following proficiency testing. When the project was finished, students had to write a short essay on what they did and what it meant to them.

- The principal at Truman Middle School faced many of the same problems as the principal at Harrison Park, but was more open to the potential service-learning might hold for the school and its students. He had heard about service-learning efforts at some other schools with similar student populations and thought it might help with both academics and student attitudes. Although it was difficult, and caused other teachers to complain, he found a way to give his implementation team time for planning time once-a-week. He also helped with efforts to find service sites for students. Teachers spent most of the first semester planning. An eight-week service-learning program, involving multiple sites – including sorting food at a local food bank, helping out at a shelter for homeless families, and working with senior citizens on a gardening project – resulted. Students visited their service site once a week, reflecting after each visit.

10. Move to a summary of material contained in ***Module 9***, highlighting the following information as needed (and as time permits).

- ❖ WHY EVALUATE?
- ❖ WHAT TO EVALUATE: TOWARD A NEW MODEL
- ❖ WHERE TO BEGIN: SOME SUGGESTIONS
- ❖ INITIAL CONDITIONS FOR SUCCESS
- ❖ LISTENING TO THE ENVIRONMENT
- ❖ EVALUATION 101
- ❖ EVALUATION 201
- ❖ EVALUATION 301
- ❖ COMPARISON OF EVALUATION STRATEGIES
- ❖ ASSESSING STUDENT DEVELOPMENT

Why Evaluate?

Refer to TRANSPARENCY: WHY EVALUATE

When asked about evaluation programs in their schools, teachers and school administrators often answer, "If it ain't broke, don't fix it." Asked for specifics, they say things like, "Well, it seems to be working," or "the students like it," or "Maybe next year."

The problem is that "next year" hardly ever comes. But not evaluating what you do can lead to bigger problems down the road. As Osborne and Gaebler (1993) state:

What gets measured gets done.

- If you don't measure results, you won't know success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you are probably rewarding failure.
- If you can't recognize failure, you can't learn from it.
- If you've never failed, you can't measure success. As world champion surfer Layne Beachley puts it: *"You've always got to be aware of why you don't win, otherwise you will keep losing. Every mistake is a learning experience and, hopefully, you won't make the same mistake again."* Our job, as educators, is to create an environment that supports **learning through failure.**
- If you demonstrate success, the people will come.

WHY EVALUATE?

- **What gets measured gets done.**
- **If you don't measure results, you won't know success from failure.**
- **If you can't see success, you can't reward it.**
- **If you can't reward success, you are probably rewarding failure.**
- **If you can't recognize failure, you can't learn from it.**
- **If you've never failed, you can't measure success.**
- **If you can demonstrate success, "the people will come."**

Whenever parents ask why their son or daughter has to participate in curriculum-based service-learning activity, it helps to be able to say something like: "Based on our evaluation of programs like this one on other students in this school, your son or daughter is likely to benefit in one or more of the following ways…." A carefully designed evaluation plan can give you the information for such a statement.

At least **seven concerns** drive service-learning evaluation (**see** (***Service-Learning Quick Sheet # 39)*** **:**

- Administrators need to know if the educational benefits of service-learning outweigh the costs of implementing it and whether the program is effective. (School district and state standards need to be assessed in terms of student learning).

- Teachers need to evaluate whether students are learning appropriate information/skills from their service activities and whether service-learning activities actually benefits certain groups of students.

- Students need to perform community assessments to determine program emphasis.

- Students need to evaluate their own learning from their service activities.

- Parents need to know what service-learning has to do with the 3 R's and what it will do for students and the community; and whether it is worth the trouble.

- Community members need to determine the impact of service on local improvement.

- Funders and others who financially support service-learning need to determine whether or not to continue their support based on established criteria of success.

TRANSPARENCY: ASSUMPTIONS ABOUT ASSESSMENT

Assumptions About Assessment

The purpose of assessment is feedback.	➢ Students need feedback about how they are doing based on comprehensible standards.
Students need to know what is being assessed up front.	➢ Learning expectations are explicit at the beginning; they can be expanded as a project develops; but they should never be a mystery to the student.
Students can be involved in the whole assessment process from the start.	➢ Helped by a teacher, students can choose standards and define criteria for good work as a project or unit begins.
Students and teachers both have input into choices about standards and about how achievement will be demonstrated.	➢ To honor different learning styles and multiple intelligences, teachers can offer choices about how students will show evidence of learning (writing, art, music, oral presentation, interview) whenever possible (see *Module 8* for more ideas).
Valid assessment is based on multiple points of evidence over time; students play a part in this.	➢ Peer and self assessment by students, oral interviews, observation by teachers and others, journal reflection, and tests are all valid ways to assess student learning; the more methods used over time, the fuller the picture of student progress.
Students need feedback about content and skills – but not all the time or all at once.	➢ If teachers limit what they choose to assess at one time, students can absorb the feedback more readily and the purpose of the assessment remains clear to both teacher and student.

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Effective evaluation strategies

- Provide ongoing, systematic information that **strengthens project during the life cycle**, and, whenever possible, outcome data to address the extent of change.
- Include **multiple approaches** to address important questions.
- Are **designed to address real issues** that are based on local circumstances and issues.
- Value **multiple perspectives and involve representation of people** who care about the project.
- **Adapt and adjust** to the needs of the project.
- Are concerned, not only with specific outcomes, but also with the **skills, knowledge, and perspectives acquired by the individuals** involved in the project.

What to Evaluate: Toward A New Model

Refer to TRANSPARENCIES: THE BELL CURVE and

MODELS OF SCIENTIFIC INQUIRY

THE TRADITIONAL BELL CURVE

The **traditional method** of scientific inquiry involves four steps:

(1) The observation of some phenomenon,

(2) The formation of a reasonable hypothesis to explain the observations,

(3) The design of experiments to disconfirm the hypothesis, and

(4) Finally to revisions in the original hypothesis –

This model has the following characteristics:

- Linearity (i.e., A - B - C - D, etc.)
- Causality and predictability (based on linearity)
- Assumes that the system in which the researcher is interested can be isolated from other systems (which is to say, you can hold all the variable except the one you want to study constant)
- Proportionality (i.e., the solutions to linear equations can be added together to produce other solutions)
- Objectivity
- Reductionistic (i.e., some information may be overlooked in order to get the "best" fit between theory and fact.

The problem has been what to do with data that falls outside the boundaries of accepted explanations. For example, within the field of psychology, Kolhberg's (1981) theory of moral development and Levinson's (1978) "Stages in the Adult Life Cycle" were developed using all male samples. Until fairly recently, differences between male and female development were typically dismissed as being unimportant or irrelevant. Data that did not fit the proposed theories were routinely overlooked or dismissed.

Although the shortcomings of the traditional scientific method have long been recognized, only recently did a new paradigm begin to emerge - first in the field of weather forecasting. Attempts to write equations, which would allow for more accurate weather predictions, resulted in the startling discovery that even small variations in the initial conditions made for big differences later on. At the same time researchers also found that, no matter how long the computer generated simulations were allowed to run, the resulting differences always fell within the boundaries of the same, butter-fly shaped figure.

These findings led to a new model of scientific inquiry, a **non-traditional model** characterized by:

- Sensitive dependence on initial conditions (i.e., systems are interactive and cannot be isolated from one another)
- Constrained randomness
- Nonlinearity
- Unpredictability (within the boundaries of constrained randomness)
- Nonadditive (i.e., if two events are added together, the resulting effects may be greater than expected - the proverbial “straw that broke the camel’s back”)
- Inclusive and expanding (look for ways to include all the data)

The goal in this Module is to help you find ways to make your evaluation as inclusive as possible; to help you “listen” to all of the information you have access to, so that you can recognize and reward success and learning from failures.

Models of Scientific Inquiry

Traditional Model	Non-Traditional Model
• Linearity (i.e., A → B → C, etc.)	• Non-linearity
• Causality and predictability	• Unpredictability (bounded by "constrained randomness")
• System under study is a **closed** system	• System under study is an **open** System ("sensitive ependence on initial conditions)
• Proportionality	• **Non-addictive**
• **Objectivity**	
• **Reductionistic**	• **Inclusive and expanding**

@, L. Richard Bradley, Ph.D., 1998

When to Evaluate: Suggestions for Project-Level Evaluation Activities

Refer to *S-L Quick Sheet # 43*

Phase	Suggested Evaluation Activities
Pre-Project	• Assess needs and assets of target population/community • Specify goals and objectives of planned services/activities • Describe how planned services/activities will lead to goals • Identify community resources that will be needed and how they can be obtained • Determine match between project plans and community priorities • Obtain input from stakeholders • Develop an overall evaluation strategy
Start-Up	• Determine underlying program assumptions • Develop system for obtaining and presenting information to stakeholders • Assess feasibility of procedures, given actual staff and funds • Assess data that can be gathered from routine project activities • Develop data-collection system if doing so will answer desired questions • Collect base-line data on key outcome and implementation areas
Implementation and Project Modification	• Assess organizational processes and environmental factors that are inhibiting or promoting project success • Describe project and assess reasons for changes from original implementation plan • Analyze feedback from staff and participants on successes/failures and use this information to modify project • Provide information on short-term outcomes to affect long-term outcomes • Use short-term outcome data to improve project • Describe how you expect short-term outcomes to affect long-term outcomes • Continue to collect data on short- and long-term outcomes • Assess assumptions about how and why program works; modify as needed
Maintenance and Stability	• Share findings with community and other participants • Inform alternative funding sources about accomplishments • Use evaluation to improve project and to monitor outcomes • Continue to share information with multiple stakeholders • Assess long-term impact and implementation lessons; describe how and why program works
Replication and Policy	• Assess project fit with other communities • Determine critical elements of the project necessary for success • Highlight specific contextual elements that inhibited or facilitated project success • As appropriate, develop strategies for sharing information with policymakers to make relevant policy changes

(Adapted from the W. K. Kellogg Foundation Evaluation Handbook, 1999)

Where to Begin: Some Suggestions

1. START SMALL. Focus on one or two key program outcomes the first time around. Ask yourself: *"For this program to be viewed as successful in the eyes of school administrators, students, parents, and community partners, what information will they need to see?"* Then ask yourself whether you will be doing this evaluation on your own or whether you will be able to enlist the help of an outside evaluator.
2. INVOLVE TEACHERS IN PLANNING THE EVALUATION. Evaluation should flow naturally - both from the curriculum and from the service experience. Our strategy in the Four District Consortium has been to ask teachers what they would like to know about their students and the program when it has been completed. Questions include:
   - In thinking about evaluating the success (or failure) of your program, tell me the questions you think I should be asking and then answer them for me.
   - What information would you like to have available in order to a decision about continuing this program next school year?
   - How can we help you obtain this information in a way that does not interfere with the things you already have to do?
3. LISTEN TO THE ENVIRONMENT. Using **qualitative** evaluation methods enables you to pay close attention to the differing reasons why a particular program did (or did not) have the desired student impacts.

Refer to TRANSPARENCY: INITIAL CONDITIONS FOR SUCCESS
Distribute HANDOUT

See also *Service-Learning Quick Sheet # 19: Initial Conditions for Success*

a. School related conditions:
   - level of administrative support for service-learning implementation efforts
   - changes in school policy regarding students being able to leave school to perform service
   - block scheduling
   - colleague support

- ♦ obstacles in the classroom
  - ■ What were the specific obstacles you faced in trying to implement service-learning in your classroom or building?
  - ■ What did you do (or now think you could have done) to minimize the impact of these obstacles on your efforts?
  - ■ What additional assistance might have helped you to be successful?

b. Community related conditions

- Changes on the political scene
- Difficulty finding a community partner
- The quality of the relationship between the school and the community partner

c. The quality of the service-learning experience

- Duration was at least one semester
- Teachers were experienced in facilitating service-learning approaches
- Students had a choice in the projects (voice)
- Strong linkages were made with state standards – focused programs produced better results
- Students had direct contact with those being served (direct vs. indirect service)
- Reflection was cognitively challenging – needs to be guided and systematic

4. COLLECT ONLY THE INFORMATION YOU INTEND TO USE.

5. A GOOD EVALUATION PLAN IS EVERY BIT AS IMPORTANT AS A GOOD PROGRAM DESIGN.

@, . Richard Bradley, Ph.D., 1998

CONDITIONS FOR SUCCESSFUL

SERVICE-LEARNING PROGRAM IMPLEMENTATION

1. Teachers were experienced in facilitating service-learning approaches.

2. Students had a choice in the project (voice)

3. High quality partnerships between schools and the community.

4. Program design and goals are appropriate in relation to:

   a. Duration of the service experience – at least one semester

   b. Age and developmental needs of those involved

   c. Levels of cognitive, social, and moral development of those involved

   d. Preferred learning styles of those involved

5. Cognitively challenging reflection happens throughout the program

6. Service-learning activities are integrated into the curriculum. Strong linkages are made with the curriculum and state standards.

7. Students had direct contact with those being served (direct vs. indirect service)

8. High level of commitment from school administrators and teachers (especially colleagues).

9. High level of commitment from parents.

10. High level of commitment from the community.

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LIST OF KEY CONTEXT VARIABLES FOR EFFECTIVE SERVICE-LEARNING IMPLEMENTATION

Context	*Key characteristics related to outcome*	*Characteristics that appear less strongly related to student outcomes*
Site	• Characteristics of the site (e.g., student responsibilities, level of activity) • Close relationship between school and site • Types of student activities (e.g., reading, writing, problem solving, etc.) • Type of service (e.g., preschool, senior center)	• Location of site
Program	• Frequency and duration of site visits • Adequate time for planning & implementation • Structured time for reflection • Involvement of teacher in both site and reflection • Clearly defined learning goals	• How implemented (e.g., gradewide, course) • Years program is operational
School	• Administrative support for program • School climate (and level of children-centered approach to education) • Year when study is conducted • Changes in staff, structure, and so on	• Socioeconomic status • Location (e.g., urban, suburban, rural) • Size of school • Ethnic makeup of students • Number of years engaged in service-learning
Student	• Parental involvement in volunteer activities • Gender • Age • Expectations for service-learning • Prior expectations with service	• Academic ability
Teacher	• Teacher buy-in to program • Level of training about service-learning • Attitudes about service-learning	• Experience of teacher in classroom • Age • Gender
Reflection	• Structured time provided • Facilitated by adult who is knowledgeable about the site • Diversity of experiences • Links with curriculum	• Where it occurs (at site or school)
Planning	• Training related to service-activities • Links with curriculum	• Who provides the training

©, "The Missing Link," Deborah Hecht, in Deconstructing Service-Learning, (Billig and Eyler, Eds.), 2003, p. 47.

Evaluation 101, 201, and 301

Refer to TRANSPARENCY: SERVICE-LEARNING EVALUATION 101
Distribute HANDOUT

See also *Service-Learning Quick Sheet # 20: S-L Evaluation 101*

- The basic goal of Evaluation 101 is to collect the kinds of information that is needed if you are a Learn & Serve America grantee.

Refer to TRANSPARENCY: SERVICE-LEARNING EVALUATION 201
Distribute HANDOUT

See also *Service-Learning Quick Sheet # 21: S-L Evaluation 201*

- The basic goal of Evaluation 201 is to deepen your own understanding of what happened.

Refer to TRANSPARENCY: SERVICE-LEARNING EVALUATION 301
Distribute HANDOUT

See also *Service-Learning Quick Sheet # 22: S-L Evaluation 301*

- The basic goal of Evaluation 301 is to deepen your understanding of the impact the program had on students, schools, and communities and why.

Service-Learning Evaluation 101

Goal: To obtain basic information for your stakeholders about what happened in your program.

- Who are your stakeholders?
  - Corporation for National Service, state Learn & Serve Commission, or other funding agencies
  - local school board and its members
  - parents and other members of your community
  - local and state legislators

- What types of information do they want?
  - a brief description of your service-learning activities
  - the number of students who participated in your service project
  - the number of service hours
  - the number of beneficiaries served
  - the ethnicity of participants
  - the economic and/or educational backgrounds of your students
  - project categories: human service, education, conservation/ environmental, public safety, other
  - type of service: direct, indirect, civic action, individual, group

- Why do they want this information?
  - to make decisions about continuing your funding and/or program
  - to make decisions about program impacts

- Ways to collect this information
  - surveys, questionnaires
  - interviews, focus groups
  - self-reflective tools such as journals
  - teacher observation of students

- When to collect this information: throughout your project

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Service-Learning Evaluation 201

Goal: To deepen your own understanding of what happened in your program.

- What do you need or want to know?
  - What is the level of teacher "ownership" of the program? Is this something they wanted to do or that they were told to do?
  - Are participating teachers adequately prepared to implement the program?
  - How are your teachers infusing service-learning activities into the curriculum? What curricular connections are referred to (and used) by implementing teachers?
  - To what extent were program goals and objectives achieved?
  - What barriers did teachers face in their efforts to implement service-learning programs in their classes? What did they do to overcome these barriers? Which barriers still remain?
  - What additional assistance might have helped teachers to be more successful in their implementation efforts?

- Why do you need this information?
  - to give you more accurate information about why a particular program did or did not have the expected impacts on participants
  - to help you make decisions about modifications or changes in your program
  - to help you decide whether to continue a given program

- Ways to collect this information
  - surveys and questionnaires
  - interviews and focus groups
  - process observation
  - implementation logs
  - checklists of program goals and objectives

- When to collect this information: throughout your project

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Service-Learning Evaluation 301

Goal: To deepen your understanding of the impacts your program has on students who participate in it.

- What to you need or want to know?
  - Was your project designed to meet real community needs? In what ways were students involved in identifying, planning, and evaluating their service activities?
  - In what ways did service activities meet student learning and service goals?
  - What are the impacts of your program on student knowledge and skills; student attitudes and behaviors; and student attitudes toward school and education
  - How often – and for how long – were students engaged in their service activities?
  - Were students adequately prepared for their service activities?
  - What kinds of reflective activities were used? How much time was spent in reflection? When were these done?
  - when compared with other methods of teaching, how effective is service-learning in decreasing expected anti-social behaviors among all students and, especially, among "at-risk" students?

- Why do you need this information? So you can answer questions from administrators, colleagues, parents, and others in the community about the effectiveness and value of the program

- Ways to collect this information
  - surveys and questionnaires
  - interviews and focus groups
  - self-reflective tools such as journals
  - pre/post service assessments on key indicators such as attitudes, GPA, behaviors, etc.
  - observations/evaluations by service site supervisor or mentor

- When to collect this information: throughout your project

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Summary: Comparison of Evaluation Strategies

Refer to TRANSPARENCY: COMPARISONS OF EVALUATION STRATEGIES
Distribute HANDOUT

Comparison of Evaluation Strategies in Relation to Service-Learning

Questions You Want Answered	Type of Evaluation	Ways to Do This
• Are you doing what you said you were going to do in your proposal or program description? • Is your program operating efficiently and in a timely manner?	**Formative** or **Process** [primarily qualitative]	• Process observation • Interviews with program staff and administrators • Surveys for staff and administrators • Review minutes of meetings
• How well are your program goals and objectives being met? • What impact is your service-learning program having on student skills and knowledge, attitudes and behaviors?	**Summative** or **Outcome** [qualitative or quantitative, depending on evaluation design]	• Checklist of goals and objectives • Surveys, questionnaires • Observation • Self reflective tools such as journals • Pre/post assessments on key indicators, such as GPA, behaviors, attitudes, knowledge • Statistical analysis
• How many students participated in your service-learning project? • How many hours of service did they give? • How much did it cost?	**Descriptive** [primarily qualitative]	• Case studies • Observation • Teacher project report forms • Statistical analysis
• Do programs that integrate service into the curriculum have a greater impact on students than those that are not curriculum based? • What impact does service-learning have on “at-risk” youth?	**Experimental** [qualitative or quantitative, depending on evaluation design]	• Surveys, questionnaires • Observation • Self-reflective tools such as journals • Pre/post assessments on key indicators, such as GPA, behaviors, attitudes, knowledge • Interviews, focus groups • Statistical analysis

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Assessing Program Impacts

The *Research Agenda for Combining Service and Learning in the 1990's* (Giles, Porter, Honnet, and Migliore, 1991, pp. 9-11) proposes **five categories** of research questions relating to service-learning and its impacts (**see *Service-Learning Quick Sheet # 40-A: Five Categories of Research Questions***).

1. ***The Participant***. *What are the general effects of the service-learning experience on the individual student?*

    - What is the effect of service-learning on students as learners?
    - What knowledge do students gain as a result of service-learning?
    - Does participation in service-learning affect the participant's perception of self and others, prosocial attitudes and behaviors, and view of the world?
    - What is the effect of service-learning on participants as citizens?
    - Do learner characteristics, such as age, socio-economic status, developmental stage, and family background and support lead to different social developmental outcomes?
    - Do different models of service-learning lead to different types of world views, value constructions, or skill development in participants?

2. ***The Educational Institution***. *What is the effect of service-learning on the improvement of the educational system and on specific types of educational institutions?*

    - What are the outcomes of service-learning that contribute to the mission of the institution?
    - How can service-learning lead to the effective integration of teaching, research, and service?
    - How can service-learning be used as a vehicle for reform in areas of teaching effectiveness, curriculum design, teacher training, school mission and structure, and practical use of theories of learning and development?
    - How can traditional subjects be taught effectively by incorporating a service-learning component?

3. ***The Community***. *What is the effect of service-learning on community improvement?*

- To what extent does service-learning promote multi-cultural understanding within institutions, communities, and society?

- Does service-learning result in the development of long-term habits of participation in the community?

- What are the benefits and costs for communities as a result of service-learning?

- How does service-learning contribute to the collaborative development of democratic society?

4. ***Theoretical Bases***. *How can service-learning research contribute to the development of theories that can further undergird and illuminate service-learning?*

   - How can service-learning research contribute to the development of more comprehensive theories of human development?

   - How can service-learning research contribute to the development of more comprehensive theories of community development?

   - How can service-learning research contribute to the development of more comprehensive theories of knowing and learning?

   - How can human development, community development, and learning theories be used to increase our understanding of effective service-learning?

5. ***Program Models***. *What are the components and outcomes of various models of service-learning?*

   - Is there a difference in impact on students between programs that use systematic reflection and those that do no?

   - What program characteristics have enhanced or deterred the institutionalization of service-learning?

   - What program characteristics, such as duration, intensity, content, and mandatory or voluntary participation, promote various outcomes?

   - How can service-learning be effectively incorporated into the curriculum at a variety of grade levels and across various disciplines?

Other questions you might wish to consider asking about your project, include:

(**see** ***Service-Learning Quick Sheet # 40-B: Other Questions to Consider***).

1. Questions related to the *quality of academic service-learning programs:*

    - What opportunities do students have to do important work and take on important responsibilities in community service placements?

    - In what ways is the academic subject matter and what students do in the community connected?

    - How often are students given opportunities to participate in written analysis or discussion of their service activities?

    - In what ways do reflective activities challenge students to go beyond description and sharing of feelings to analysis and planning?

    - In what ways do service activities involve students with people from diverse backgrounds and cultures?

    - In what ways is the community involved with students in the development of projects?

2. *Creating High Quality Placements*

    - In what ways does the service site offer students opportunities to do meaningful work?

    - In what ways does the service site offer students important responsibilities?

    - In what ways does the service site offer students varied and challenging tasks?

    - In what ways do students receive support and feedback from agency staff?

    - What is the duration (number of visits and time/visit) of service activities?

3. *Adapting service-learning to student differences*

    - In what ways do course activities take into consideration the different levels of service experience among participating students?

    - In what ways are reflective activities geared to the different levels of cognitive development present in the classroom?

    - In what ways are class activities varied to build on strengths of students with different learning styles?

Other Considerations

If you decide that your evaluation will require the use of **quantitative** measures, the tables on the following pages contain a short a list of tools and resources available for your use. Some of these are available online at www.ohiok-16service.org (click on the link for "Research Tools") and others can be obtained directly from Dr. Richard Bradley at creativityrb@yahoo.com.

Other resources can be found on RMC Denver's research website at www.rmcdenver.com. Resources available there include

- *The Compendium of Research and Assessment Tools (CART)* – an online, searchable guide to instruments being used by researchers around the country to assess service-learning outcomes for students, schools, and communities.
- *The Service-Learning Quality Review Tool* – an online survey that will help service-learning practitioners assess the "quality" of their programs
- *Service-Learning Quality and Sustainability Index* – an online survey developed in partnership with SEANet to help assess the quality of service-learning implementation efforts across the country.

Refer to TRANSPARENCY: ASSESSING SERVICE-LEARNING IMPACTS
Distribute HANDOUT

ASSESSING SERVICE-LEARNING OUTCOMES

Student Outcomes

- Changes in knowledge and skills
- Changes in attitudes and behaviors

To be measured by	Source
• *Student Service-Learning Survey* [pre/post]	• Based on the "National Learning Through Service" survey, Search Institute
• *Life Review Survey* [pre only]	• Based on the "Dropout Prediction Scale," (The Ohio State University) and the "National Learning Through Service" survey, Search Institute
• *Checklist of Personal Gains* [post only]	• Conrad and Hedin, 1987; modified by Bradley, 1998
• Teacher observation of student behaviors [ongoing through project]	• Developed, in conjunction with teachers, as needed
• Surveys of knowledge and attitudes related to specific content areas (e.g., homelessness/poverty} [pre/post]	• Gibbs & Widaman, 1982
• *Socio-Moral Reflection Measure* [moral development, annually]	• Conrad & Hedin, 1991
• Baseline comparisons of GPA, behaviors, disciplinary referrals, and other student indicators of interest to teachers [pre/post]	• Conrad & Hedin, 1991
• Student evaluations of service site and service experiences (written/oral) [post only]	
Supervisor/mentor evaluations of	

student [pre/post]	

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ASSESSING SERVICE-LEARNING OUTCOMES

Teacher and Educational Outcomes

- Enriched classrooms
- New student-teacher relationships
- Support for educational reform initiatives
- Staff collegiality
- Mutually beneficial school-community partnerships

To be measured by	Source
• *Teacher Service-Learning Survey* [pre/post] • *Pre-Project Teacher Report Form* • *Interim Implementation Report Form* • *Post-Project Teacher Report Form* • Site visits and observations, teacher interviews, focus groups, videos, implementation logs, case studies	• Based on the "National Learning Through Service" survey

Community Outcomes

- Community development and renewal
- Infusion of creativity and enthusiasm
- Investment of youth in their school and community
- Youth viewed as a resource rather than as a problem

To be measured by	Source
• *Community Health Checklist* Parent/Adult version [annually] • *Community Health Checklist* Youth version [annually]	• Healthy Communities, Healthy Youth, Lutheran Brotherhood/Search Institute • Healthy Communities, Healthy Youth, Lutheran Brotherhood/Search Institute

• *Qualities You Would Like Your Son or Daughter to Have* [pre/post] • Interviews, focus groups, with parents and other members of the community • *Checklist for an Effective Partnership* – for all members of your partnership	• Based on Child Development Project, 1983 • Points of Light Foundation, 1993

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Practice in Planning Evaluation Strategies (Optional)

PURPOSE: To involve participants in a group exercise to help them **discover what they already know.** Invite one teacher to "volunteer" the evaluation needs of his/her program. Use the questions relating to 101, 201, and 301 to shape conversation. Record needs on newsprint.

1. Once the need has been clearly stated, invite this teacher and others, in a round-table style, to brainstorm ways in which the necessary information could be obtained, paying careful attention to:
   a. the information that is readily available (i.e., test scores, disciplinary referrals, etc.)

   What information is needed and why?

   b. the needs that needs to be collected by other means (surveys, checklists, etc.) What information is needed and why?
   c. critical variables such as (sensitivity to initial conditions):
      - demographics of school population and school community
      - level of administrative support (i.e., $$$, release time for planning, conferences, etc.)
      - level of support from colleagues (willingness to collaborate, release students from their classes, etc.)
      - level of community support (i.e., ease of finding community partners, positive coverage in local media, etc.)
      - quality of partnerships with community agencies (i.e., ability to work with them, define common learning and service goals, flexibility, etc.)

d. Narrow down to the information the teacher really needs.
e. Working together as an evaluation team, do a first draft of an evaluation plan for that teacher.
f. If time permits, repeat this process with another teacher.

For additional information on planning and conducting your own program evaluation, see

- ***Service-Learning Quick Sheet # 41: Recommendations for Bringing Balance to Your Evaluation***
- ***Service-Learning Quick Sheet # 42: Components of Project-Level Evaluation***
- ***Service-Learning Quick Sheet # 43: Suggestions for Project-Level Evaluation Activities***
- ***Service-Learning Quick Sheet # 44: Measuring Program Impacts Through a Program Logic Model***
- ***Service-Learning Quick Sheet # 45: Planning and Implementing Project-Level Evaluation***

Another excellent resource for evaluation is:

The W.K. Kellogg Foundation Evaluation Handbook, W.K. Kellogg Foundation, Battle Creek, MI., 1999 (available as a downloadable pdf file from the Foundation's website – www.wkkf.org or from

Collateral Management Company
1255 Hill Brady Road
Battle Creek, MI 49015
616 964 0700

Ask for item number 1203.

Aligning Service-Learning with Standards

Given the current preoccupation with standards and standardized testing, service-learning advocates are finding it increasingly necessary to justify service-learning in terms of its relationship to student academic outcomes. This means more than the usual anecdotal comments often made by teachers that "students are learning more" or that

"students seem to enjoy learning more." It means paying close and deliberate attention to whether students involved in high-quality service-learning learn more and better than students not engaged in service-learning. It means being intentional about aligning service-learning efforts with state and/or national standards. Some strategies for doing this are outlined on the following pages.

Aligning Student Work with Standards

1. Design the assessment
    - Develop a prompt (i.e., question or description of a problem to be solved) in the content area to be assessed
    - Identify the standards and benchmarks to be assessed
2. Develop a scoring guide (see Maine rubrics for examples)
    - Specify standards and benchmarks to be assessed
    - Develop criteria and scale from highest to lowest
3. Score work
4. Identify student strengths and weaknesses
5. Identify strategies for students in need of improvement

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Assessing Student Service-Learning

There are three categories of assessment tasks being used by teachers to assess student products and performances.

(1) Some teachers used ***on-demand assessment tasks*** such as a test or assignment completed by individuals after their service-learning experience to evaluate student learning.

(2) Some teachers used ***anchor tasks*** (those assignments that arise in the course of service-learning – e.g., letters to the editor, field notes, interviews) to demonstrate individual command of a particular set of knowledge and skills.

(3) The products or performances that reflect the overall learning in a service-learning experience are often referred to as ***summative assessment tasks***. These include products such as a report for a public agency, a public presentation, or a portfolio that capture the learning for individuals or groups of students and are a direct result of the service-learning experience.

A comparison of the three types of tasks is shown in the table on the following page.

Comparing Three Types of Assessment Tasks

Characteristics Of Tasks	Anchor Tasks	Summative Assessment Task	On-demand Assessment Task
Student role	Individual	Individual or group	Individual
Time allowed	Fixed period – one day to one week	Long period – up to one semester	Time limitation – one class period
Connection to standards	Content and skills	Knowledge and skills across disciplines	Content and skills in one discipline
Connections to instruction	Task linked to specific learning activity	Task linked to learning throughout the unit or project	Task tests students' ability to transfer knowledge and skills learned in project
Options	Products or performances may look different but are assessed according to the same standards	Products or performances may look different but are assessed according to the same standards	Products or performances may look different but are assessed according to the same standards
Audience	Public or classroom	Public	Classroom only
Evaluators	Self, peers, teacher, community member	Panel of teachers, parents, and community members	Teacher
Scoring procedure	Rubric, checklist, conference	Rubric with dimensions to assess different aspects of student performance	Rubric, teacher discretion
Examples	• Letter to a public official • Graphs, charts, drawings • Poster or artifact • Interview • Field notes • Oral presentation	• Portfolio • Exhibition, with oral, written, and visual elements • Report for a public agency • Dramatic performance • Brochure	• Writing task with prompt • Simulation • Planning exercise • Test – open response or multiple choice

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Four-Level Analytic Rubric for Oral Presentation

5 Ideas and Content • Ideas and main ideas are clear and focused • Strong, supporting details contribute to audience understanding • Highly successful attempt to adapt content and details to audience and purpose	**5 Organization** • Highly effective introduction brings audience into topic • Clear organizational structure enhances audience understanding of purpose and message • A well-designed conclusion matches content and purpose of speech	**5 Language** • Precise, descriptive language makes a strong impact • Figurative or creative language evokes clear images and an appropriate emotional response from audience • Grammar and usage almost entirely correct	**5 Delivery** • Effective eye contact supports audience involvement • Effective variations in rate, volume, tone, and voice inflection are appropriate to audience and purpose • Fluent delivery
4 Ideas and Content • Purpose and main ideas are clear • Supporting details are relevant but may not be consistently strong • Successful attempt to adapt content and details to audience and purpose	**4 Organization** • Effective organization brings audience to topic • Clear organizational structure is relatively easy to follow • Planned conclusion may lack subtlety but still matches content and purpose of speech	**4 Language** • Words that work but do not create a strong impact • Attempts at colorful language occasionally evoke an appropriate response from audience, but may seem awkward or overdone • Grammar and usage are usually correct	**4 Delivery** • Eye contact present be may not be made consistently with all members of audience • Effective rate, volume, tone and voice inflection are appropriate to audience and purpose • Generally fluent delivery
3 Ideas and Content • Identifiable main idea and purpose may be unfocused • Supporting details are often limited, overly general, or slightly off-topic • An attempt to adapt content and details to audience and purpose	**3 Organization** • Introduction either underdeveloped or awkward • Organizational structure occasionally unclear • Conclusion underdeveloped, obvious, or fails to match content and purpose of speech	**3 Language** • Words rarely hold audience interest; occasional mundane expressions or clichés • Attempts at colorful language are awkward or forced • Distracting lapses in grammar or usage	**3 Delivery** • Minimal eye contact with audience, some reading or content • Some rate or volume inadequacies; little variation in tone and voice inflection • Somewhat halting delivery with frequent space fillers such as “um,” “like,” “you know,” “whatever”
2 Ideas and Content • Main idea or purpose unclear • Too little supporting detail or too much irrelevant, or redundant material • Minimal or unsuccessful attempts to take audience or purpose into account	**2 Organization** • Introduction extremely underdeveloped or missing • Limited organizational structure is confusing • Conclusion is extremely underdeveloped or mission	**2 Language** • Words are flat or vague; colorful language is exaggerated and forced • Frequent errors in grammar and usage interfere with meaning	**2 Delivery** • Little or not eye contact; speaker reads content • Rate is too fast or slow; volume is too loud or soft; monotone or highly erratic voice inflection • Halting delivery with frequent distracting fillers such as “um.” “like,” “you know,” “whatever”

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Fieldwork Rubric for Performance–Based Assessment

Evaluation Elements	4	3	2	1	0
Time on task (3)	90-100%	80-89%	70-79%	60-69%	Less than 60%
Positive impact (2)	Makes strong, positive impact	Makes strong impact	Makes modest impact	Has no impact	Makes negative impact
Self-discipline (2)	Always demonstrates self-discipline	Consistently displays self-discipline	Generally displays self-discipline	Seldom displays self-discipline	Never displays self-discipline
Directions (1)	Always listens to and understands directions	Consistently listens to and understands directions	Generally listens to and understands directions	Seldom listens to and understands directions	Never listens to and understands directions
Language (1)	Always uses appropriate language	Consistently uses appropriate language	Occasionally uses appropriate language by accident	Sometime uses inappropriate language	Deliberately uses inappropriate language
Tools & Equipment	Always takes responsibility for use and care of tools and equipment	Consistently takes responsibility for use and care of tools and equipment	Generally takes responsibility for use and care of tools and equipment	Seldom takes responsibility for use and care of tools and equipment	Never takes responsibility for use and care of tools and equipment

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Four Rubrics for Assessing Project-Based Learning

Table 4-6: Research Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Identification of Problem	No attempt to identify a problem	Poses a question for inquiry	Formulates a question with a plan for inquiry that identifies skills, knowledge, people, tools or other resources associated with solution	Formulates a questions with a plan for inquiry that details the skills, knowledge, people, tools and other resources from one disciplinary perspective needed to answer that question	Formulates a compelling question with a plan for inquiry that details the skills, knowledge, people, tools and other resources from two or three disciplinary perspectives needed to answer that question
Variety of Sources	No attempt to collect data	Collects qualitative or quantitative information from primary or secondary sources	Uses technology to identify and collect qualitative or quantitative information from primary and secondary sources	Uses technology to identify and collect qualitative and quantitative information from a variety of primary and secondary sources, e.g., print, archival, observation, survey, and/or interview	Uses technology to identify and collect qualitative and quantitative information across a variety of disciplines from a variety of primary and secondary sources, e.g., print, archival, observation, survey, and/or interview
Data Collection	No attempts to record data	Records and/or references observations, concepts, or details from primary or secondary sources	Records, interprets, and/or references relevant observations, concepts and details from primary and secondary sources	Applies standards to properly record, interpret, and reference relevant observations, concepts and details from primary and secondary sources	Consistently applies standards to properly record, interpret, and reference relevant observations, concepts and details from primary and secondary sources across a variety of disciplines
Validity of Data	No attempt to evaluate data	Information is recognized as fact, opinion, or generalization	Information is current and recognized as fact, opinion, or generalization	Information is current and accurate and differentiated by fact, bias, opinion or generalization	Information across a variety of disciplines is current and accurate and differentiated by fact, bias, opinion or generalization
Representing Data	No attempt to represent data	Data is represented in written or graphic form	Data is represented in written or graphic form using appropriate technical terms	Data is summarized in written and graphic form using technical terms appropriate to the field of study	Data across a variety of disciplines in synthesized in written and graphic form using technical terms appropriate to the fields of study

Table 4-7: Communication Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Purpose	No product	Unclear purpose or main idea	Communicates an identifiable purpose and/or main idea for an audience	Achieves a clear and distinct purpose for a targeted audience and communicates main ideas and effectively uses techniques to introduce and represent ideas and insights	Achieves a clear and distinct purpose for a targeted audience and communicates main ideas using a variety of techniques to introduce and represent ideas and insights
Organization	No product	Organization is unclear; introduction, body and/or conclusion are underdeveloped, missing or confusing	Organization is occasionally unclear; introduction, body or conclusion may be underdeveloped	Organization is clear and easy to follow; introduction, body and conclusion are defined and aligned with purpose	A clear organizational structure enhances audience understanding; introduction, body and conclusion are well defined, effective, and aligned with purpose
Language Mechanics and Usage	No produce	Limited variety of sentence structures and lengths; significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation	Limited variety of sentence structures and lengths or significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation	Variety of sentence structures and lengths and no significant errors in spelling, word usage, grammar, capitalization, punctuation and/or pronunciation	Engaging a variety of sentence structures and lengths; word usage, spelling, word usage, grammar, capitalization, punctuation and pronunciation almost or entirely correct
Detail	No product	Supporting details and/or visuals are missing, irrelevant, inaccurate, or inappropriate	Supporting details and/or visuals are relevant but limited, overly general, or inconsistently provided	Relevant use of supporting details; e.g., analogies, comparisons, examples, descriptions AND/OR visuals; e.g., symbols, diagrams, graphs, tables, maps, models	Uses a variety of clear, pleasing, and relevant supporting details or visuals that contribute to the audience's understanding
Voice	No product	Some use of description language and wording that may appear mundane, forced, or awkward	Use of descriptive language or working to communicate personal style	Effective use of descriptive language and transitional devices to express a personal style with a discernable voice and to enhance and connect ideas	Consistent and effective use of descriptive language and transitional devices that move, engage, or tech the audience

Table 4-8: Reasoning Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Verify and evaluate information	Makes no attempt to evaluate resources or data	Attempts to evaluate some resources but draws no conclusions	Evaluates some resources and data OR evaluates data but draws incomplete or inaccurate conclusions	Evaluates resources and data accurately, considering credibility of sources, verification of findings, and reasonableness	Evaluates and verifies resources and data by generating original data to compare with others' findings OR by locating additional primary sources
Draw conclusions and make appropriate applications	Makes no attempt to draw conclusions or make appropriate application	Attempts to draw conclusions from research or data analysis but they are inaccurate or irrelevant to the project	Draws some conclusions that are accurate or relevant to the project and/or uses some of the information appropriately in planning and carrying out activities	Draws accurate conclusions that are relevant to the project from research or data analysis AND uses the information appropriately in planning and carrying out activities	Draws accurate conclusions from research or data analysis and applies them in insightful or sophisticated way in planning and carrying out activities
Justify and support decisions, strategies, findings, and solutions	No explanation or justification of decisions, strategies, findings, and/or solutions	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is not relevant to the project	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is not connected to information gathered while completing the project OR is incomplete	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is complete and is supported by evidence gathered while completing the project	Explanation used to justify and explain decisions, strategies, findings, and/or solutions is supported by evidence gather while completing the project AND includes relevant information from the student's experience beyond the requirements of the project

Table 4-9: Personal, Social and Civic Responsibility Rubric

Criteria	0 No Demonstration	1 Attempted Demonstration	2 Partial Demonstration	3 Proficient Demonstration	4 Sophisticated Demonstration
Personal	Unaware of responsible personal behavior	Recognizes responsible personal behavior but is unable to explain its importance in a physical activity setting	Able to explain responsible personal behavior but is unable to demonstrate it consistently in a physical activity setting	Able to explain and demonstrate responsible personal behavior in a physical activity setting, including safe and appropriate etiquette and conduct	Able to explain the importance and impact of responsible personal behavior in society
Social	Unable to recognize a competent leader and/or group mentor	Recognizes a competent leader and/or group mentor, but is unable to identify the skills necessary to function as one	Able to identify the leadership and membership skills necessary to function as a member of a team in a school, family, or community setting and the causes of conflict within these settings	Able to describe and demonstrate the leadership and membership skills necessary to function as a member of a team in a school, family, or community setting, and to use strategies to prevent or solve conflict within these settings	Consistently acts as a leader and as a productive group member in a variety of school, family, and/or community settings and incorporates conflict prevention or resolution skills into daily experiences
Civic	Unable to identify a public policy issue in our democracy	Able to identify a public policy issue in our democracy	Able to identify and describe a public policy issue in our democracy	Able to identify and evaluate a public policy issue in our democracy and to explain the importance of active, informed citizen participation in addressing that issue	Actively participates in solving a civic problem and articulates the impact of his/her actions on public policy and constitutional democracy

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Work & Family Studies Performance Measures

Community/School Partnerships: Service-Learning

Student Learning Rubric for Project Evaluation

Student Name _____

Group Name/Members Names _____

Title of Service Project _____

PART 1	**4 Strong Impact**	**3 Good Impact**	**2 Some Impact**	**1 Minimal Impact**	**Score**
Meet actual community needs	Determined by current research conducted or discovered by student(s) with teacher assistance where appropriate	Determined by past research discovered by student(s) with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what teacher wants to do **OR** considers only student(s) needs	
Coordinated in collaboration with community	Active, direct collaboration with community by student(s) and teacher	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not at all knowledgeable	
Integrated with Family & Consumer Sciences curriculum content	Service-learning as instrumental strategy with content and service components integrated	Service-learning as a teaching technique with content and service components concurrent	Service-learning part of curriculum but connections not clearly defined, with emphasis on service	Service-learning supplemental to curriculum, in essence just as a service project or good deed	
Improve quality of life for person(s) served	Facilitate change or insight; Help alleviate suffering; Solve a problem; Meet a need or Address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in the community	Changes mainly decorative, of limited benefit, or are not new and unique	
				Score, Part 1	

Part II	**4 Strong Impact**	**3 Good Impact**	**2 Some Impact**	**1 Minimal Impact**	**Score**
Facilitate active student reflection	Student thinks, shares, and produces reflective products individually and as a group member	Student thinks, shares, and produces individual **OR** group-generated reflective products, but not both	Students reflects orally but produces no reflective products	Student ran out of time for true reflection; Just provided a summary of events	
Use new academic skill/ knowledge in real world settings to extend beyond the classroom	Student has direct application of new skill or knowledge (academic and technical) in service to community	Student has some active application of new skill or knowledge (academic and technical)	Student less involved than other group members **OR** Student provides little service to community	Skill and knowledge used mostly in the organization; No active community service experience	
Help develop sense of caring for and about others	Reflections show affected growth regarding self in community and the importance of service	Reflections show generic growth regarding the importance of service	Reflections restricted to pros and cons of particular service project regarding the community	Reflections limited to self- centered pros and cons of the service project	
Student ownership of project	Student involved in all aspects of project planning and decision making	Student involved in most (more than 50%) of project planning and decision making	Student involved in some (less than 50%) of project planning and decision making	Student does not plan or make decisions about the project	
				Score, Part II	
				Part I Score:	
				Part II Score:	
				Total Score:	

Maximum = 32 points

Comments:

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Educational Goals/Standards Connections

CONTENT OR SCHOOL CLIMATE AREA	**GOAL/STANDARD** (List specific state standards and benchmarks)	**DESCRIPTION OF SERVICE ACTIVITY** How did it address content or school climate?	**ASSESSMENT METHODS** Who, what, how, when?	**PORTFOLIO** Yes/No? Saved and included?
Reading				
Language Arts				
Math				
Science				
Social Studies				
Fine & Performing Arts				

CONTENT/SCHOOL CLIMATE AREA	**GOAL/STANDARD**	**DESCRIPTION OF SERVICE ACTIVITY**	**ASSESSMENT METHODS**	**PORTFOLIO** Yes/No?
Career Technology				
Other Academic Area				
Social-Emotional Learning				
Character Education				
Discipline				
Attendance				
Other School Climate Issues				

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Using the Program Logic Model for Planning and Evaluation

Many service-learning rfps are now requiring the use of the “program logic model” in designing both implementation and evaluation. Information on this process and how it relates to the “Backwards Design” process described earlier in this *Module* can be found on the following pages.

USING THE PROGRAM LOGIC MODEL FOR PROGRAM EVALUATION

Logic Model Components:

INPUTS→	ACTIVITIES→	OUTPUTS→	INTERMEDIATE→ OUTCOMES	END OUTCOMES

Definitions:

INPUTS:	Resources needed/used to operate your service-learning program. If you don't have the necessary resources, how will you obtain them? With whom could you partner?
ACTIVITIES:	Describes how you actually use your resources to carry out planned program activities.
OUTPUTS:	The products and/or services created or delivered (e.g., teachers training in service-learning methodologies, graduate course developed and offered)
INTERMEDIATE OUTCOMES:	Positive changes that occur in the lives of participants and/or beneficiaries, but fall short of the final result you hope to achieve for them (e.g., your students learn what facilities and services are available to the homeless in your community, but there are no significant changes in their attitudes about issues related to poverty and homelessness).
END OUTCOMES:	Positive changes in attitudes and behaviors that occur in the lives of participants and/or beneficiaries that constitute significant benefits for them (e.g., changes in student attitudes toward the homeless and issues related to poverty and homelessness, or improved academic performance, increased civic behavior).

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WHEN CHOOSING DATA COLLECTION METHODS AND INSTRUMENTS:

1. **Identify who will administer the instrument**.
   - Do they need any special training to do this?
   - If so, who will provide the training? When?

2. **Determine who will complete the instrument**.
   - Will they be willing to complete the instrument?
   - Will they be able to understand what the instrument is asking, given their reading level, language skills, age, etc.?

3. **Determine when you want the instrument to be administered**.
   - Does your timeline conflict with other program activities or administrative responsibilities?
   - Will the people who need to complete the instrument be available when the data are to be collected?

4. **Determine if the data to be collected are accessible to you**.
   - Do you need approval from individuals or the organization to get the date you need/want?
   - Is confidentiality an issue? (It may be if federal dollars are involved. Exempted categories include studies of normal educational activities in commonly accepted educational settings, research involving educational tests or passive observation of public behavior that is anonymous or benign, research utilizing existing data from public sources, and existing data from nonpublic sources, if anonymously recorded).

5. **Verify that the data you want to collect actually exist**.
   - Does the data to be collected actually exist in a format or grouping that you need and can use?
   - Does data exist from previous years?

6. **Determine if the data will be available when you need it**.

7. **Determine the process you will use to collect the data**.
   - Surveys, questionnaires
   - Interviews, focus groups
   - Self-reflective tools such as journals
   - Observations/evaluations by teachers and/or site supervisors
   - Implementation logs, checklists of program goals and objectives
   - Pre/post service assessments of key indicators such as GPA, knowledge and/or skills in specific content areas, attitudes, behaviors, etc.

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PERFORMANCE EVALUATION WORKSHEET

A Performance Evaluation Worksheet should contain the following information:

1. **Results and Indicators**	**END OUTCOMES** – Describe the result you hope to achieve through your service-learning program. What would success look like? (STEP ONE in using the "Backwards Design Process" to design your program evaluation)
2. **Inputs and Activities**	**ACTIVITIES** – Describe how you will achieve this result. What do you plan to do? What resources will you need to accomplish your goals?
3. **Data Source and Instrument(s) used**	**END OUTCOMES** – What data and instruments will you use to measure the impact/results of your service-learning program? How, when, and by whom will this data be collected?
4. **Targets**	**INTERMEDIATE AND END OUTCOMES** - What are the short-term and long-term goals/benefits you are hoping to achieve for students and/or beneficiaries? (NOTE: both should be stated as measurable, objective goals) (STEP TWO in using the "Backwards Design Process" to design your program evaluation)
4. **Performance Measure** (Step 1 + Step 4 = your **performance measure**)	What are the MEASURABLE, OBJECTIVE CRITERIA of success? (STEP TWO in using the "Backwards Design Process" to design your program evaluation)
5. **Data from previous years**	Do you have any baseline data from previous years for comparison purposes? If so, what is available and how do you plan to use it in evaluating the success of your project? (STEP THREE in using the "Backwards Design Process to design your program evaluation)

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Post-Project Teacher Report Form

1. Your name and e-mail address:

2. Your school and location:

3. Title of your service-learning project:

4. **Brief description** of your project – describe the **short** and **long-term** results you hoped to achieve with your students.

5. Project History (check one):
   ____ New Project
   ____ Continuation of an existing project
   ____ Expansion of an existing project

6. What activities did you do with your students to achieve these results?

7. Names of other participating agencies, schools, organizations, businesses:

8. Curriculum connections (check all that apply):
   ____ Language Arts
   ____ Math
   ____ Family & Consumer Science
   ____ Interdisciplinary
   ____ Social Studies
   ____ Science
   ____ Fine Arts
   ____ Career Awareness
   ____ Other: _____

9. Project Cycle (check one):
   ____ 1-3 weeks
   ____ one semester
   ____ Other: _____
   ____ 4-9 weeks
   ____ entire school year

10. Project Scope (check one):
    ____ one classroom
    ____ school-wide
    ____ multiple classrooms
    ____ district wide

11. Grade level(s) of participants: K 1 2 3 4 5 6 7 8 9 10 11 12 Higher Ed

12. **TOTAL CLASS HOURS** spent training/preparing your students for your project: ___

13. Actual number of student participants: _____

Number of males: _____
Number of females _____

14. Number of non-student participants: _____

15. Primary beneficiaries of service activities: _____

16. Estimated number of beneficiaries: _____

17. Estimate of the **average service hours/student/week** provided by students in your project: _____

18. Categories of service (record by total hours or percentages for all that apply):
    ____ **Education** (tutoring, literacy)
    ____ **Human Service** (working with seniors, at a food bank, shelter, health care facility)
    ____ **Environment** (recycling, school beautification, air/water quality monitoring)
    ____ **Community Improvement** (park/playground improvement, creating access for the handicapped)
    ____ **Public Safety/Disaster Response** (first aid assistance, disaster clean-up)
    ____ **Homeland Security** (describe) _____
    ____ **Other** (describe) _____

19. **Average in-class hours/week spent in reflection: _____**

20. Types of reflection strategies/activities used:

21. Looking back at the goals you had for your project (see question 3), what evidence do you have that your project was successful? (Evidence should be measurable and objective – please provide samples of any instruments developed and/or used).

22. How, when, and by whom was this evidence collected?

23. Overall, how would you rate your service-learning experience?

5	4	3	2	1
Great!	Good	Okay	So-so	Never Again!

Reasons for your rating (please be as specific as possible)

24. The **best thing** about my service-learning experience was….

25. An area I needed more help with was....

26. If I did this again next year, I would….

28. **Three really neat and important things** I learned during this project were….

Thank you for your time!

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Module 12 – Character Education/Service-Learning Planning Model
by L. Richard Bradley, Ph.D.

Purpose of this Session: Participants in this session will
- Learn the rationale for including character education in the K-12 curriculum
- Learn a model for planning and implementing character education activities
- Learn about the importance of including opportunities for students to practice the traits/virtues they are learning and
- Use this model to plan a curriculum-based character education activity that includes opportunities for student "practice"

Introduction

This session describes and involves participants in a process that can be used to plan and implement curriculum-based character education activities that also involve opportunities for students to practice the traits/virtues they are learning. The model, which is outlined in the accompanying **Character Education Planning Model Handout**, outlines the crucial steps in the process of designing and implementing high quality, curriculum-based character education activities.

Rationale for Character Education

- *"To educate a person in mind and not in morals is to educate a menace to society."* Theodore Roosevelt.

- *"It is not enough to teach students to be smart. We must also teach them to be good."* Aristotle

- *"We want our children to be smart, but we know that is not enough; we also want them to be good."* Bruce Boston, Their Best Selves, CCSSO

- *"Goodness with knowledge is weak and feeble, yet knowledge without goodness is dangerous. Both united form the noblest character."* Samuel Phillips

ESSENTIAL QUESTION: Why is character education important? What is "character education?"

Exercise:

Imagine it is the first day of class after the summer vacation.

You are standing at your classroom window watching students walk into your building.

The first student walks into your classroom. *What would you like that student to be like?* (List on newsprint without comment).

Some possibilities:

- curious
- respectful
- eager-to-learn
- engaged
- motivated
- tolerant
- responsible
- quiet
- friendly
- thoughtful
- caring
- flexible
- helpful
- generous
- honest
- cooperative

Now the next group of students walks into your classroom. *How would you like the first student to treat his/her peers?* (List without comment on newsprint – this list will probably be similar to the first list)

Now think about the reality in most schools and classrooms today.

- How do students treat each other?
- What are we seeing in schools and classrooms today?
- What are our students really like?
- Where is the focus in many schools and classrooms today (test scores)? (List on newsprint without comment).

This activity illustrates the importance of character in the classroom. It also reminds us that what we are being asked to do today as educators goes far beyond just teaching content and standards. We are being asked to create a safe and secure environment in which learning not only possible but also likely to occur.

There are at least three compelling reasons for schools to provide character education.

(1) **We need good character to be fully human**. We need strengths of mind, heart, and will – qualities like good judgment, honesty, empathy, caring, persistence, and self-persistence – to be capable of work and love, two of the hallmarks of human maturity.

(2) **Schools are better places** – certainly more conducive to teaching and learning – when they are civil and caring communities that promulgate, teach, celebrate, and enforce the values on which good character is based. Character education involves teaching our young people what they do not necessarily now about good manners and proper behavior, how to think critically about right and wrong, and why it is important to care about themselves and those around them.

(3) **It is an essential task of building a moral society**. It is painfully clear that our contemporary society suffers severe social and moral problems:

- The breakdown of the family;
  - Rampant greed at a time when one of every four children lives in poverty (each fall, teachers greet more and more children who are missing the basic nutrition, health services, and emotional support they need to grow and learn);
  - Dishonesty at all levels of society (witness the scandals at Enron); (54 % of middle school students and 76% of high school students reported cheating on at least one test in a given year).
  - A rising tide of sleaze in the media (and particularly on the Internet - 45% of teens say they have friends who regularly download pornography from the Internet);
  - The deterioration of civility in everyday life;
  - The breakdown of sexual morality (While the number of teens who say they have never had sexual intercourse are now in the majority – for the first time in 25 years – teens and young adults account for almost half of all STD cases.
  - Widespread drug and alcohol abuse,
  - Physical and sexual abuse of children,

- An epidemic of violence (A recent CDC study reported that nearly **20% of all high school students** carry a weapon and **5% carry a firearm at least once a month**. **One in fifteen** students is threatened or injured with a weapon each school year. Almost 160,000 students skip from school each day **because they are afraid to go**. Studies by the Josepheson Institute of Ethics (2000, 1998) indicate that
  - More than **one in three** students report that they do not feel safe at school.
  - 75% of boys and 60% of girls reported hitting someone out of anger during the past year
  - In a study of extreme school violence involving 41 perpetrators, the National Threat Assessment Center found that more than **75%** of those who had resorted to extreme violence had a grievance. **Two-thirds** of all attackers felt persecuted, harassed, or bullied.
- The growing alienation of our young people from society (less than 25% of people between 18-25 voted in the last election)
- Suicide is the third leading cause of death for 15-24 year-olds, surpassed only by car accidents and homicides.
- About 25% of 12th graders are current smokers.
- One in three teens say they indulge in binge drinking at least once a month.

Furthermore, the positive modeling of adults in families and neighborhoods, the dialogue and coaching on porch steps or in the classroom, has also been lost for many of our young people. According a recent study by the Search Institute (2001), *"only about one in each 20 American adults would get an A for being actively involved in young people's lives. The majority would receive lower – even failing – grades because they are simply not involved. Most adults know what their relationships with kids should be like, but most avoid getting involved*." Some of the gaps between what adults know they ought to do and what they actually do are shown in the table on the following page.

Refer to TRANSPARENCY: GRADING GROWN-UPS
Distribute HANDOUT

Grading Grown-Ups:
The Gap Between What We Ought to Do and What We Do

ACTIONS	BELIEVE IMPORTANT	DO IT	GAP
Encourage success in school – Encourage kids to take school seriously and do well in school.	90	69	21
Expect parents to set boundaries – Expect parents to enforce clean and consistent rules and boundaries.	84	42	42
Teach shared values – Teach kids the same core values as other adults do, such as equality, honesty and responsibility.	80	45	35
Teach respect for cultural differences – Teach kids to respect the values and beliefs of different races and cultures, even when those values and beliefs conflict with theirs.	77	36	41
Guide decision making – Help kids think through the possible good and bad consequences of their decisions.	76	41	35
Have meaningful conversations – Have conversations with kids that help adults and young people to "really get to know one another."	75	34	41
Give financial guidance – Offer young people guidance on responsibly saving, sharing, and spending money.	75	36	39
Discuss personal values – Openly discuss their values with their kids.	73	37	36
Expect respect for adults – Expect kids to respect adults and elders as authority figures.	68	67	1
Report positive behavior – Tell parent(s) if they see a child or teenager doing something right.	65	22	43
Ensure well-being of neighborhood kids – Feel responsible to help ensure the well-being of the young people in their neighborhood.	63	35	28
Report misbehavior – Tell parent(s) if they see the child or teenager doing something wrong	62	33	29
Discuss religious beliefs – Openly discuss their own religious or spiritual beliefs with kids.	60	35	25
Pass down traditions – Actively teach young people to preserve, protect, and pass down the traditions and values of their ethnic and/or religious culture.	60	35	25
Know names - Know the names of many kids in the neighborhood.	50	34	16
Provide service opportunities – Give kids lots of opportunities to make their communities better places	48	13	35
Seek opinions – Seek kids' opinions when making decisions that affect them.	48	25	23
Model giving and service – Volunteer time or donate money to show young people the importance of helping others.	47	16	31

©, Lutheran Brotherhood and Search Institute, 2001. (The complete report is available through Lutheran Brotherhood's or Search Institute's Web site).

In the face of these challenges there is a growing desire on the part of many educators and adults to do "something" to reverse the growing destructiveness of youth. There is also a desire to do "something" to foster the development of respect and civic responsibility in all segments of our society. There is also a growing national consensus that our schools will need to be involved in whatever is done.

The connection between service and character is a natural one. As Dewey observed over fifty years ago, *"Democracy has to be born anew every generation and education is its midwife."* More recently Barbour has noted that *"Democracy requires citizens. Citizens require a set of skills. If you want democracy, then you need to mandate citizen education and those service programs that make it possible"* (1998). Providing real-world opportunities for young people to practice the skills associated with respect and responsibility is **not an educational frill**; it is **critical if we are to have a democracy.** As Barbara Lewis once said, *"You do not learn how to ride a bicycle by looking at pictures of bicycles in a book and studying laws of physics. You learn how to ride a bicycle by getting on a bike and riding. Similarly, you learn how to be a good citizen by practicing the skills of citizenship, not merely by talking about them."*

Good character comes from living in moral communities, communities of character in which virtue is **modeled, taught, and affirmed.**

According to a study released by the Chief Council of State School Officers, *"Character education, particularly when it has a meaningful relationship to service-learning, is about something even deeper than personal and civic virtues, as important as those may be to all of us. If we are honest, the deepest reason we educate our children is not just to equip them with the knowledge and skills they need to achieve economic and personal satisfactions. We do it to get them in touch with their own humanity…. We want them to stand for something, and to be able to act on the basis on the kind of person they understand themselves to be. We want them to understand that the ills of the world belong to the whole community, that the problems that may be someone else's fault are not always someone else's job. We want them to understand that we all belong to one another."* (Their Best Selves, CCSSO, p. 15)

The report goes on to suggest that *"to succeed, schools must focus on character and service; they must teach the personal values of academic integrity, perseverance,*

cooperation, self-discipline, and self-respect, and such civic values as patriotism, respect for others, and responsible citizenship." The report concludes with this statement, ***"We cannot expect to get the kind of children we want if we approach this imperative willy-nilly."***

Definitions

- **Service-learning** is defined as an educational strategy by which young people learn more about themselves and their world through active participation in thoughtfully organized and meaningful service experiences that meet real community needs, are integrated into the curriculum, provide structured time for students to reflect on the meaning of what they did, and foster the development of civic responsibility and a sense of caring. (*See Module 1 for more information on the components of quality, curriculum-based service-learning programs*).
- **Character education** has been defined as *"the planned and unplanned efforts of society to nurture the moral development of its members. It is the long-term process of helping young people develop good character, i.e., knowing, caring about, and acting on core ethical values such as trustworthiness, respect, responsibility, fairness, caring, and citizenship."*

In their recent report to the nation's high schools, Tom Lickona and Matthew Davidson suggest that we need to think of "character" as having two essential parts:

- *Performance character,* and
- *Moral character*

Handout/Transparency on "Performance Character and Moral Character"

Performance Character and Moral Character

Performance character is a mastery orientation, consisting of those qualities – such as effort, diligence, perseverance, a strong work ethic, a positive attitude, ingenuity and self-discipline – needed to realize one's potential for excellence in academics, co-curricular activities, the workplace, or any other area of life. It is not the same as performance (which is an outcome).

Moral character is a relational orientation, consisting of those qualities – such as integrity, justice, caring and respect – needed for successful interpersonal relationships and ethical behavior. Moral character enables us to treat others and ourselves with respect and care – and ensures that we use ethical means to achieve our performance goals.

Six things to remember:

(1) It is possible to have performance character without moral character, and vice versa.

(2) A person of character embodies both performance character and moral character.

(3) Whereas moral virtues are intrinsically good, performance virtues can sometimes be used for bad ends.

(4) Both performance character and moral character have three psychological components: awareness (knowing), attitude (caring about), and action (doing).

(5) In a person of character, performance character and moral character support each other in an integrated, interdependent way.

(6) Performance character and moral character can be operationally defined in terms of eight strengths of character (developmental outcomes):
   a. Lifelong learner and critical thinker
   b. Diligent and capable performer
   c. Socially and emotionally skilled person
   d. Ethical thinker
   e. Respectful and responsible moral agent, committed to consistent moral action
   f. Self-disciplined person who pursues a healthy lifestyle
   g. Contributing community member and democratic citizen
   h. Spiritual person engaged in crafting a life of noble purpose

©, Thomas Lickona and Matthew Davidson, "Smart and Good: Integrating Excellence and Ethics for Success in School, Work, and Beyond," Washington, DC: CEP, 2005, pp. 18-23.

Performance character is a mastery orientation. It consists of those qualities – such as effort, diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and self-discipline – needed to realize one's potential for excellence in academics, co-curricular activities, the workplace, or any other area of life. It is not the same as performance. Performance is an outcome, whereas performance character consists of those character traits that enable us to pursue our personal best – whether we win first place or not.

Moral character is a relational orientation. It consists of those qualities – such as integrity, justice, caring, and respect – needed for successful interpersonal relationships and ethical behavior. Moral character enables us to treat others and ourselves with respect and care – and ensures that we use ethical means to achieve our performance goals.

Key points to remember about performance character and moral character:

(1) **It is possible to have performance character without moral character, and vice versa**. Examples – high achievers who accomplish what they do through diligence, self-discipline, and other aspects of performance character but who lack honesty, kindness or civility. Likewise it is possible to have strong moral character, but not get much done.

(2) A person of character embodies both performance and moral character.

a. Performance character carries an obligation to do our best
   - Out of respect for ourselves (so we do not waste our talents)
   - Out of respect for others (since the quality of our work affects others)

b. Moral character carries an obligation to be our best ethical selves (because our ethical conduct affects the lives of those around us.

(3) **Whereas moral virtues are intrinsically good, performance virtues can sometimes be used for bad ends**.

a. The folks who crashed the planes into the World Trade Center and the Pentagon had virtues such as ingenuity, diligence, loyalty and courage.

b. The leaders of Enron used performance virtues to cheat employees and stockholders out of millions of dollars.

c. By contrast, moral virtues such as justice, honesty, and caring are *intrinsically* good.

(4) **Both performance character and moral character have three psychological components: awareness, attitude, and action**.

a. To have performance character is
   - to **know** what excellence requires (awareness),
   - to **care about** excellence (attitude), and
   - to **strive for** excellence (action).

b. To have moral character is
   - to **know** what ethical behavior requires (awareness),
   - to **care about** ethical behavior (attitude), and
   - to **strive to act** in ethical ways.

(5) **In a person of character, performance character and moral character support each other in an integrated, interdependent way**. John Wooden, the legendary basketball coach at UCLA puts it this way: *"The goal in life is the same as in basketball. Make the effort to do the best you are capable of doing – in marriage, at your job, in the community, for your country. Make the effort to contribute in whatever way you can. You may do it materially or with time, ideas, or work. Making the effort to contribute is what counts. The effort is what counts in everything."*

(6) **Performance character and moral character can be operationally defined in terms of eight strengths of character** (developmental outcomes). These are described on the next page.

8 Strengths of Character (development Outcomes)

1. Lifelong Learner and Critical Thinker
- Strives to acquire the knowledge that characterizes an educated person
- Approaches learning as a lifelong process
- Demonstrates the skills of critical analysis
- Take seriously the perspectives of others
- Seeks expert opinions and credible evidence
- Makes connections and integrates knowledge
- Generates alternative solutions
- Demonstrates willingness to admit error and modify thinking

2. Diligent and Capable Performer
- Strives for excellence, gives best effort
- Demonstration initiative and self-discipline
- Knows standards of quality and creates high-quality projects, takes pride in work
- Sets personal goals and assesses progress
- Preserves in the face of difficulty

3. Socially and Emotionally Skilled Person
- Possesses a healthy self-confidence and a positive attitude
- Demonstrates basic courtesy in social situations
- Develops positive interpersonal relationship that include sensitivity to the feelings of others and the capacity for "care-frontation"
- Communicates effectively
- Works well with others
- Resolves conflicts fairly
- Has emotional intelligence, including self-knowledge and the ability to manage emotions

4. Ethical Thinker
- Possesses moral discernment – including good judgment, moral reasoning, and ethical wisdom
- Has a well-formed conscience – including a sense of obligation to do the right thing
- Has a strong moral identity that is defined by one's moral commitments
- Possesses the moral competence needed to translate moral discernment, conscience, and identity into effective moral behavior

5. Respectful and Responsible Moral Agent, Committed to Consistent Moral Action
- Respects the rights and dignity of all persons
- Understands that respect includes the right of conscience to disagree respectfully with other's beliefs or behaviors
- Possesses a strong sense of personal efficacy and responsibility to do what is right
- Takes responsibility for mistakes
- Accepts responsibility for setting a good example and being a positive influence
- Develops and exercises capacity for moral leadership

6. Self-Disciplined Person Who Pursues a Healthy Lifestyle
- Demonstrates self-control across a wide range of situations
- Pursues physical, emotional, and mental health
- Makes responsible personal choices that contribute to continuous self-development, a healthy lifestyle, and a positive future

7. Contributing Community Member and Democratic Citizen
- Contributes to family, classroom, school, and community
- Demonstrates civic character and the skills needed for participation in democratic process
- Appreciates the nation's democratic heritage
- Demonstrates an awareness of interdependence and a sense of responsibility toward humanity and the environment that sustains all life

8. Spiritual Person engaged in Crafting a Life of Noble Purpose
- Seeks a life of noble purpose
- Formulates life goals and ways to pursue them
- Considers existential questions (e.g., what is the meaning of life? What is the purpose of my life?)
- Cultivates an appreciation of transcendent values such as truth, beauty, and goodness
- Pursue authentic happiness
- Possesses a rich inner life
- Pursues deep, meaningful connections – to others, nature, a higher power, and so on

©, 2005, Thomas Lickona and Matthew Davidson, "A Report to the Nation: Smart and Good High Schools," Washington, DC: Character Education Partnership, p. 23

The greatest danger facing the character development movement is that severe social and moral problems will be met with superficial and weak educational efforts. When these efforts inevitably fail to ameliorate the problems, people will become discouraged and say, "We tried character education, and it failed."

For hints as to the relationship between character education and service-learning see the "Model for Connecting Character to Service-Learning…" on pages 14-15 of this module and the diagram on p. 16.

Refer to HANDOUT: Connecting Character Education with Service-Learning

Connecting Character Education with Service-Learning

Why is connecting character education with service-learning important?

- In studying the characteristics of character education programs, the 4th & 5th Rs' Institute has found that, in *effective programs,* the school sets clear expectations for students to engage in moral action both inside and outside the school.

- You do not learn how to ride a bicycle by looking at pictures of bicycles in a book and studying the laws of physics. You learn how to ride a bicycle by getting on a bike and riding. Similarly, you learn how to be a good citizen by practicing the skills of citizenship, not merely by talking about them (Barbara Lewis).

- Democracy requires citizens. Citizens require a set of skills. If you want democracy, then you need to mandate citizen education and those service programs that make it possible (Benjamin Barber).

Character Education Defined	Service-Learning Defined
• **Character education** is defined as the long-term process of helping young people develop good character, i.e., knowing, caring about, and acting on core ethical values such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. • The value of character education lies in the clear ethical message a community sends its young people.	• Learning through the experience of providing service to one's school and/or community. • Real-world, out-of-class service experiences reinforce and enhance skills and knowledge being learned in the classroom. • Primarily constructivist in its approach – learners draw meaning from their experiences through reflection.
Premises of Character Education 1. In a free and democratic society, every society has personal and civic responsibility as well as inalienable rights. 2. Only a virtuous people are capable of sustaining a free and democratic form of government. 3. Good character is not formed automatically; it is developed over time through a sustained process of teaching, modeling, learning, and experience. 4. Developing good character in children is primarily the responsibility of families. It is also the shared responsibility of communities, schools, religious institutions, and youth service groups. 5. Creating civil and caring communities is indispensable to developing good character in students and to good academic teaching and learning.	**Premises of Service-Learning** 1. Engages young people in responsible and challenging actions for the common good. 2. Provides structured opportunities to reflect critically on the service experience. 3. Articulates clear service and learning goals for everyone involved. 4. Allows those with needs to define those needs. 5. Clarifies responsibilities of each person and organization involved. 6. Matches service providers and service needs through a process that recognizes changing circumstances. 7. Expects genuine, active, and sustained organizational commitment. 8. Includes training, supervision, monitoring, support, recognition and evaluation to meeting service and learning goals.

	9. Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all. 10. Is committed to program participation by and with diverse populations.
Character Education Outcomes	Service-Learning Outcomes
• Greater awareness of the ethical dimension of life • Improved ability to resolve ethical dilemmas • More positive and caring school climate • Reductions in negative student behaviors such as violence, pregnancy, substance abuse, disrespect for teachers, adults and peers • More time for teaching – improved academic performance • Courage to act on one's decisions • Prepares young people to be responsible citizens and productive members of society • Increased ability to work cooperatively	• Improved academic performance • Increased capacity to take action and make a difference • Greater sense of self-worth • Increased appreciation of and ability to get along with those who come from different backgrounds • Improved problem-solving and critical thinking skills • Reductions in negative student behaviors such as violence, pregnancy, substance abuse, disrespect for teachers, adults, and peers

Character Education	**Areas of Overlap**	**Service-Learning**
Yes	• Centers on the role of the community and the importance of developing effective student-community relationship	Yes
Yes	• Encourages reflection on actions and personal responsibility	Yes
Yes	• Cares about students, communities, and society	Yes
Yes	• Promotes community involvement	Yes
Yes	• Uses interactive teaching strategies, involving students in exciting classroom activities	Yes
Yes	• Promotes critical thinking	Yes
Yes	• Believes the school/community/family must work together	Yes
Yes	• Integrates understanding, commitment to action, and action	Yes
Yes	• Believes that values, character development, and citizenship education are outcomes	Yes

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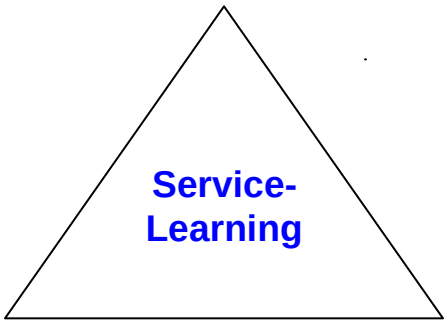
Model for Connecting Service-Learning and Character Education

Meaningful Service

(1) From the point of view of the school and/or community
(2) From the point of view of the students



Curriculum-Based

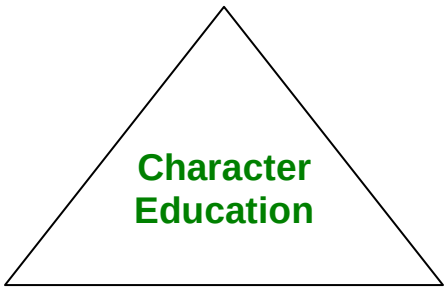
(1) Linked to standards
(2) Connected naturally to what you already teach

Reflection

(1) What?
(2) So What?
(3) Now What?

Knowing

(1) knowing what excellence looks like (performance character)
(2) knowing what ethical behavior requires (moral character)



Doing

(1) striving for excellence in action (pc)
(2) striving to behave in ethical ways (mc)

Caring

(1) caring about excellence (pc)
(2) caring about ethical behavior (mc)

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Refer to TRANSPARENCY: MODEL FOR EFFECTIVE PLANNING
Distribute HANDOUT

Character Education Curriculum Connection Model

1 – SELECT A PARTICULAR CHARACTER THEME →

- Word-of-the-Week, Word-of-the Month (locally generated or from a program such as CC!)
- School or community need/issue that involves character related issues
- Current events
- Curricular topic/issue

2 – BRAINSTORMING →

- What are your academic goals? What do students need to know and be able to do?
- What kinds of classroom and community experiences are likely to reinforce the character traits you want to emphasize?

3 - LOOK AT PARTNERSHIP POSSIBILITIES ↓

- Needs, Motivations, Resources of school/students

And

- Needs, Motivations, Resources of possible community partners

↓ # 6 – PROJECTS

- Implement your character education program and related activities
- Evaluate your program from the point of view of:
  - students
  - teachers
  - parents
  - community representatives

← # 5 – PREPARATION

- Identify and secure necessary support
- Establish timelines
- Identify possible service sites
- Contact community partners
- Provide training as required
- Plan for evaluation (CEQS, baseline data collection, etc.)

← # 4 – CURRICULAR CONNECTIONS

- What character topics/themes fit naturally with what you are already teaching?
- What existing character education program might fit **naturally** into your classroom?
- What service activities would **naturally** reinforce both class material and character themes?

7 – REFLECTION →

- What meaning does the character education program have for your students (thinking, feeling, behaving)?

8 – NEXT STEPS ↑

- What plans do you have for keeping students involved in character-related activities?

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STEP 1 – SELECTING A CURRICULAR FOCUS

- One strategy: Many character education programs begin with a "sense" that there is some character issue – such as cheating or bullying or acts of discrimination – that needs to be addressed in the school. A strategy followed by many teachers and/or administrators when this is the case is to form a school-parent advisory board to further explore the issue and its underlying character themes. Once these themes have been identified, the board may compare its list with national programs such as CC! or opt to use its own locally generated list of character traits.
- Another strategy, followed by some communities, has been to conduct community wide surveys to see which character traits or core values that are viewed as being important to the whole community. In one community where this was done, students, teachers, parents, senior citizens, religious and business leaders and representatives from the local government identified 9 traits upon which there was general agreement. These traits became the core of a "Word-of-the-Month" program in the local schools.

Note: If this approach is followed, close attention must be paid to the following lessons (Huffman, 1994):

Lesson 1. Clarify What is Meant by Values – probably best to focus on values that carry an obligation, such as honesty, responsibility, etc.

Lesson 2. Develop the Core Values with a Process That Produces Ownership – a district that adopts someone else's core values without first identifying which values are important locally is both fool hardy and insensitive.

Lesson 3. It is Easier to Name Values in the Abstract Than to Define them in the Concrete.

1. The value has to be defined in a way that meets the needs of the subgroup. If that doesn't occur, student needs will not be met and the subgroup will feel no ownership of the value.
2. Defining a value in terms of observable behavior is sometimes difficult.
3. To avoid acrimony in defining terms, each member of the group needs to manifest the values he or she is attempting to define.

Lesson 4. Avoiding Controversy in Selecting and Defining Values May Ultimately be a Disservice to Students and Society.

Lesson 5. Consider Creating a Short List of Single-Word Core Values.

Lesson 6. Core Values Should Substantively Affect the School District's Operations.

- A third approach would be to involve students directly in helping to identify character themes that are of interest to them. This can be done in a number of ways. One is to involve students in regular discussions of current events – with an emphasis on identifying the character issues involved and not simply recounting the facts of the story. For example, an article about raising the current minimum wage to a "living wage" that enables a full-time worker to keep a family of four at – or slightly above – the federal poverty line could be used as the basis of a discussion of character traits such as fairness, respect and responsibility.
- Another possibility would be to have students keep a journal on issues they observe in their classroom, school, community or on the news. This strategy – called "Writing for Social Action" – is described on the next page.

WRITING FOR SOCIAL ACTION

Writing for social action is an ideal way to energize students, especially students who see school as pointless and dull. Writing can be used as a way help students notice and reflect on what is happening around them. Writer's notebooks have two important purposes.

(3) They are a valuable source of topic ideas for students' social action (service-learning projects).
(4) These notebooks teach students to observe, reflect, and think critically – to look at the world with enough love that it might become better.

Using writing notebooks in planning projects that focus on character-related themes:

(9) Students are asked to carry around a "writer's notebook" to record thoughts about what they observe – in school, in the news, at home, on the street – and look for issues they believe people in the community should address.

(10) Students are then encouraged to interpret everyday issues with an eye toward fairness and justice.

(11) Divide the class into small groups (5-7 students/group). Within each group, each student is given time to share the most important topic is his/her writing notebook. One person in each group should write these topics down <u>without comment</u>.

(12) When everyone has shared, the group should work together to identify one topic that they can agree on as being most important to them <u>as a group</u>.

(13) Once each group has chosen its most important topic, group topics should be posted. Give them class time to find – or create – common ground with their peers, building coalitions to work together. (This might require the use of newsprint, markers, and sticky dots to "vote"). *Students may move from their original group to another group at this time if another group's topic is more compelling to them. Through this process students form groups for their social writing and subsequent projects.*

(14) Students in these groups may not necessarily know many facts about their chosen issue. This will mean that students will have to research their issues to equip themselves with evidence, develop perspectives on that evidence, identify possible partners and help focus their learning (and service) goals.

(15) Within each group, students should then compose *action plans*, describing what they plan to do to address the topic they have identified and how their activities will fit together.

(16) Students should use the *Character Education Interdisciplinary Planning Form* on page 26, as a guide to ensure that all areas of the curriculum are addressed in both the planning and the resulting project.

(Randy Bomer, "Speaking Out for Social Action," *Educational Leadership, October 2004,* pp. 34-37)

Another strategy is to involve students in regular discussions of the character traits exemplified by characters in the fiction and non-fiction materials they are reading in the classroom. The goal is to move beyond merely asking to students to state their views about the actions of the characters (the "talk show" approach) or identify the values embodied by each character without coming to any conclusions about the "rightness" or "wrongness" of what people did. Instead students would be asked to work towards identifying the deeper virtues that motivated each person to act as he/she did and then identify related character traits that could be studied in class.

STEP 2 – BRAINSTORMING

Brainstorming can be used to generate ideas that can become the basis for selecting character education projects. Collecting creative ideas about a topic is critical. This encourages teachers and students to consider all possibilities and not just the most obvious ones. Ideas are posted on newsprint without comment, other than clarification.

STEP 3 – PARTNERSHIP POSSIBILITIES

Partnerships are relationships between schools and community members, businesses or agencies. Each member of the partnership has specific, motivations, and resources to contribute to the partnership. The most effective partnerships are those which take time to make the goals and expectations of all partners. This involves looking at possible partnerships from two directions:

- From the school's point of view
  - What character-related learning experiences do the teacher and students expect from the partner?
  - What **resources** do they **need** from the partner?
  - What are their **reasons** for selecting this particular agency?
- From the agency's point of view
  - What kinds of learning experiences can the agency offer to students?
  - What **resources** does the agency have that will help the project?
  - What are the **reasons** the agency is willing to collaborate on the project?

  What does the agency **need** from students?

ASSESSING COMMUNITY NEEDS, MOTIVATIONS AND RESOURCES

There are two basic ways to identify community needs and resources. Each approach has its benefits and drawbacks.

Relying on Information Others Have Collected

Local service agencies and governmental agencies are good sources of information about community needs and resources. Ask participants for examples of agencies located in their communities that might be sources for this kind of information. List these on newsprint without comment. The benefits of utilizing this information are that:

- Information provided by local agencies is updated frequently
- Agencies typically prioritize their needs
- You can locate potential partners quickly.

The drawbacks of utilizing this information are that

- Student involvement in gathering and analyzing information is minimized (thus minimizing the potential for student buy-in)
- It does not typically point to projects that involve issues that go beyond the boundaries of your community.

There are a variety ways to collect your own information. One way to do, called a **60-Minute Newspaper Search**, utilizes the local newspaper to identify local, state, national and/or international character-related issues without leaving the classroom. This strategy is outlined on the following page.

60-MINUTE NEWSPAPER SEACH

Another way to involve students in identifying local, state, national and/or international issues and needs without leaving the classroom is by searching through local newspaper for items of interest to them. This process also lends itself to an interdisciplinary approach to character education and service-learning activities.

STEP ONE: PREPARATION

- Obtain enough copies of your local newspaper or *USA Today* so that each student has at least one section of his/her own. In many cases these can be obtained free of charge, provided that you contact the paper's circulation manager ahead of time.
- Markers and newsprint
- Copies of the *Interdisciplinary Planning Form* (one per group, following page)

STEP TWO: ORGANIZING SMALL GROUPS (about 5 minutes)

- Divide class into groups of 5-7 students per group
- Give each group newspapers, newsprint, and markers

STEP THREE: NEWSPAPER SEARCH (about 30 minutes)

- Within their groups, each student reads and then selects 2-3 articles highlighting issues of interest or concern (issues need not be directly related to classroom subjects or character themes at this time)
- Within groups, each student then shares his/her selections, with one student acting as "scribe," recording all issues without comment
- Each group then works toward **consensus** on the group's top three choices
- Each group then posts and shares its list with the entire class

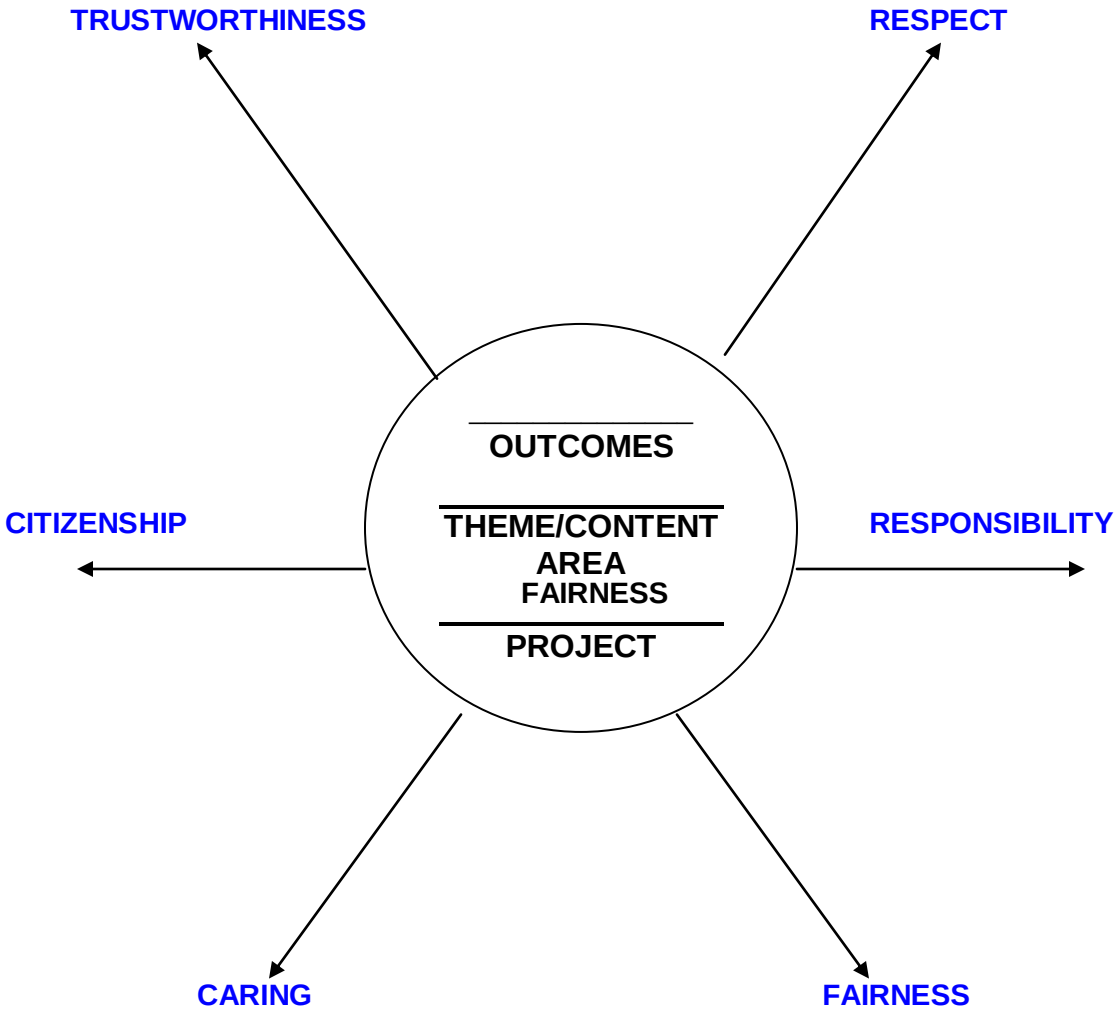
STEP FOUR: (10 minutes)

- Students return to their small groups; each small group looks at the lists that have been posted and comes up with its own top 2 choices (groups may combine similar topics to create a new topic)
- Record and post choices for the entire class to see
- Teacher then distributes **10** sticky dots to each student. Students then get up and "vote" for their top choices.
- This will almost always result in one topic being "number one."
- The top ranked issue is then recorded on the *Character Education Planning Form* under **Theme**.

STEP FIVE: Debriefing (about 15 minutes)

- In the large group, students then brainstorm ways to connect this theme with each of the character traits shown on the *Character Education Planning Form*.
- From the list of possibilities, select a possible project, noting the ways it could be connected to the classroom.
- Working with other members of your teaching team and with students, begin to identify the next steps needed to turn the idea into a curriculum-based character education program.
- While you are doing this step, you may also want to consider possible service activities that would reinforce the program you design.

Character Education - Planning Form



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STEP 4 – CURRICULAR CONNECTIONS

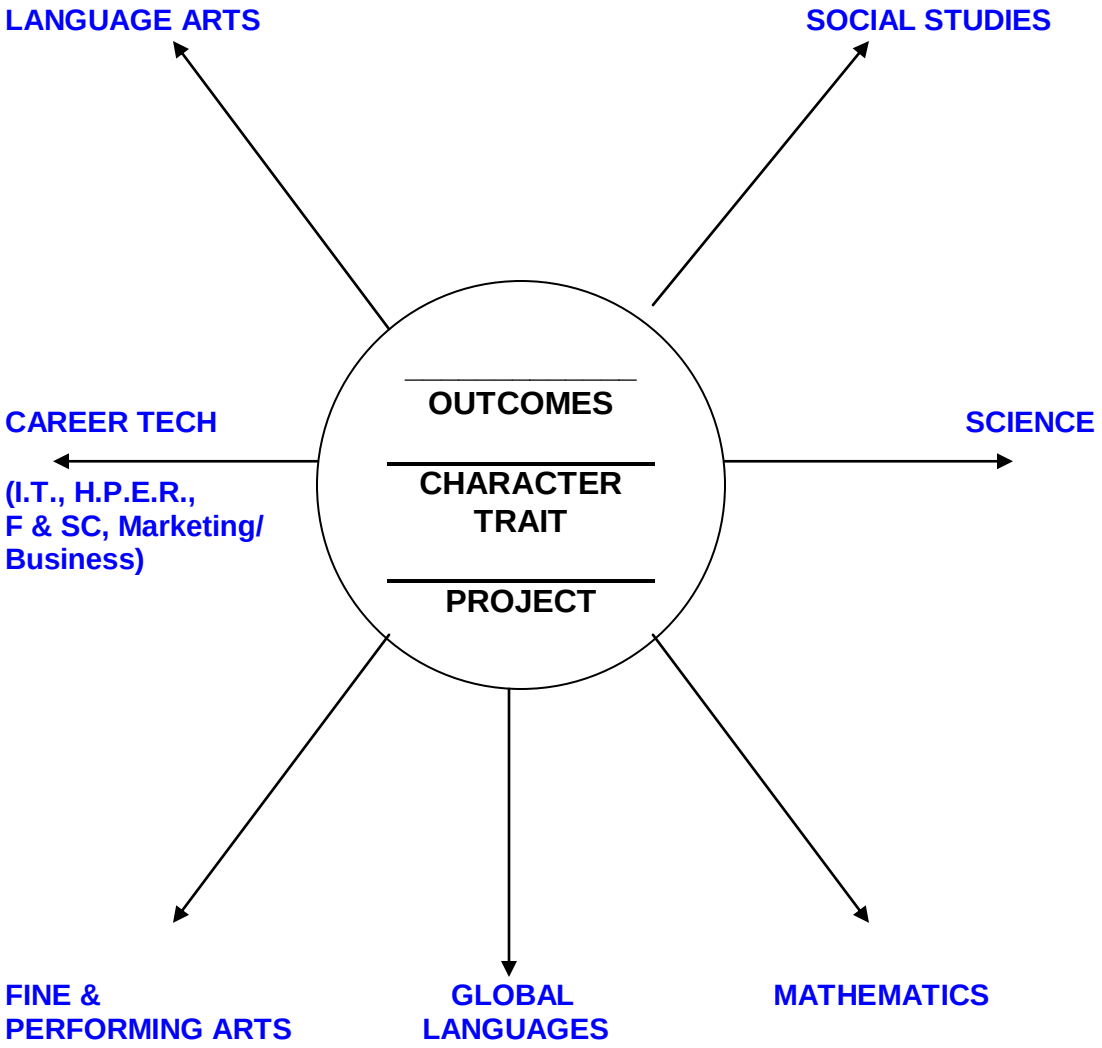
Once a decision has been made regarding the character traits that will be emphasized in your program, the next step is to decide on the ways these traits can be connected to the existing curriculum. Doing this is important so that your program is not dismissed as "something else to put on the plate." As one character educator put it, "**Character education is the plate**." There are a variety of strategies you can use to go about helping you make this decision. These include

(1) Selecting one or two character traits that will be the focus of your project and then "mapping" them on a curriculum web as shown on the next page.

(2) Conversations with your colleagues, using a discussion guide similar to the one that follows.

Distribute HANDOUT: MAKING THE CURRICULAR CONNECTIONS

Character Education – Interdisciplinary
Planning Form



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GETTING STARTED: SOME STRATEGIES FOR IMPLEMENTING CHARACTER EDUCATION PROGRAMS AT YOUR SCHOOL

1. What are the **three** most important issues facing your school at the present time?

2. In what ways do you think a character education program might help your school address these issues?

3. In what specific ways to you see the "climate" of your building supporting (or hindering) your efforts to introduce character education activities into your classroom?

4. As your think about introducing character education at your school, what are the two or three **most significant barriers** you think you will have to face (or have already faced?

5. What kind of training/preparation will you need? Where can you get it? Are funds available to assist with training costs? Travel costs? Materials costs?

6. Creating an environment supportive of character education in your school would require….

7. **Five** things you could do in your school – between now and the beginning of the next school year – that would support your efforts to introduce character education would include….

8. What advice would _____ give you in your efforts to create a quality character education program at your school? (people such as George Lucas, Steven Spielberg, Mother Theresa, Oprah Winfrey, etc.)

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MAKING THE CURRICULAR CONNECTIONS

There are two steps to this activity.

STEP ONE:
Respond to each of the following questions individually, based on your own subject area and classroom experiences.

STEP TWO:
When you have done this, form small groups (about 6 teachers per group, including as many different subject areas as possible) and share your responses. The goal of this exercise is to identify ways in which character education can be integrated across **all** subject areas.

1. What five things to you want you students to know and be able to do at the end of this school year?

2. How will you know if your students have achieved the desired results and met the standards? What will you accept as evidence of student understanding and proficiency?

3. Is your class already involved in character education activities of some kind? How could these activities be more closely connected to your curriculum?

4. Given what you know about character education **right now**, what kinds of character education activities would seem to flow **naturally** from what you will already be teaching during the coming semester, year?

5. What needs in the school or community could be met through your character education program?

6. What do students need to know or understand (preparation) before they carry out related service activities? What do you already do in your classroom that would prepare them for service? What additional training will they need? Who can provide this training?

7. What could you do with your students during and after the project (reflection) to ensure that they learn as much as possible from their involvement in character education and related service activities? What do you already do that serves as reflection?

8. In what ways could your program be expanded to include other classes and teachers? What are the advantages and disadvantages of this?

9. If other teachers are involved,
    - Who do you see as the most likely “candidates?”
    - What other subject areas seem most logical?
    - In what ways could evaluation responsibilities be shared?

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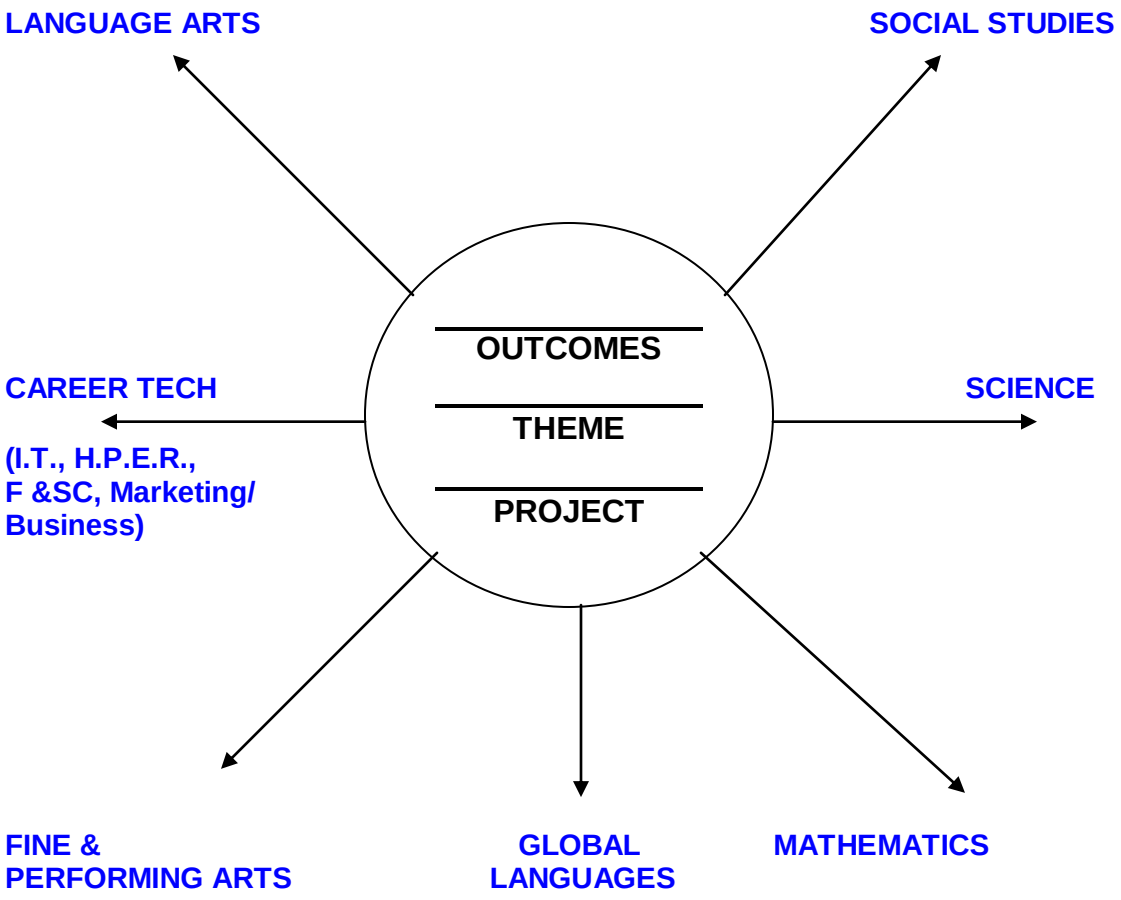
If service-learning is going to be part of your character education program, you might want to make use of the *Service-Learning Interdisciplinary Planning Form* to brainstorm ways to connect character traits/themes to your curriculum. The following steps would be involved in this process.

Refer to TRANSPARENCY: SERVICE-LEARNING PLANNING FORM
Handout: SAME

1. Select the character trait you want to focus on and write it on the space above the word "THEME."
2. Using the brainstorming process, involve your students and/or colleagues in listing all of the possible ways you might connect your character trait across the curriculum. Remember – during the brainstorming phase of project planning EVERYTHING IS POSSIBLE.
3. Once you have completed this, review the ideas you have generated and begin to focus on the ones that seem MOST DO-ABLE in your setting.
4. Use the **sticky dot** method to rank order the top ideas. Then plan a service-project that incorporates **both** the character trait and the curricular connections you have identified.

Service-Learning
Interdisciplinary Planning Form



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Another possibility would be to gather and review samples of existing character education programs to see which program might "fit" the needs identified by you and your colleagues for your school. An excellent resource for this is the *Character Education Resource Guide*, available from the **Character Education Partnership** (www.character.org).

The *Guide* contains information on 36 programs currently offered by various organizations. Some are more clearly related to character education than others. One word of caution: **the program and product descriptions are provided by each organization**. No programs are specifically endorsed by CEP.

Refer to TRANSPARENCY: CHARACTER EDUCATION RESOURCE GUIDE
Handout: SAME

The *Guide* has a summary page that lists the programs and then breaks them down according to

- **Audience** (grade level, parents, community, business, other)
- **Program Components** (School-based, Assessment, Civic Education, Community Involvement, Moral Development, Service-Learning, Staff Development, Teacher Education)
- **Products** (Articles, Curricula, Newsletter, Videos, Teacher Guides, etc.)
- **Program Focus** (Caring Community, Conflict Resolution, Citizenship, Ethics, Leadership, Life/Social Skills, Moral Reasoning, Prevention Education, Service-Learning)
- **Staff Development** (Annual Conferences, Workshops/Seminars, On-site Consultation, Other)

The value of this listing lies in the fact that it helps you to "weed through" the various programs to find the ones that most directly relate to your needs. If, for example, you are a middle school Family & Consumer Sciences teacher and you want a program that focuses on life skills and prevention with a video component and staff development materials, you can read across the table to find the programs that might come closest to meeting your needs. The disadvantage of the list is that only those organizations

submitting information are listed – that means that there may be other programs "out there" that you will miss using only this table.

Suppose that your search of the *Guide* reveals several programs that might work in your school. How do you know which one is best for you? The *Guide* contains a "Program Review Checklist" that provides criteria that can be used to review school-wide programs, specific curricula, or support materials. These are reviewed on a scale of 0 – 4 (0 = not evident, 4 = exemplary). Categories for review include:

- **Content and Methodology** (Promotes core ethical values, fosters various forms of student growth, seeks to decrease detrimental student attitudes and behaviors, provides for modeling and practicing of social skills, provides opportunities to put core values into action)
- **Instructional Issues** (user-friendly, sequential, developmentally appropriate, integrates with the academic curriculum, variety of instructional strategies used, multicultural visuals, provides for student recognition)
- **Teacher and Parent Support** (Teacher guide included, provides for staff development, involves parents/guardians, bilingual versions of materials, utilizes community resources)
- **Assessment** (Provides various means for student assessment, has positive evaluation results)

CHARACTER EDUCATION RESOURCE GUIDE

- An excellent resource for reviewing existing character education programs
- Available from the Character Education Partnership (www.character.org)
- Provides program and product descriptions for 36 character education programs
- Programs are broken down by
  - **Audience** (grade level, parents, community, business, other)
  - **Program Components** (School-based, Assessment, Civic Education, Community Involvement, Moral Development, Service-Learning, Staff Development, Teacher Education)
  - **Products** (Articles, Curricula, Newsletters, Videos, Teacher Guides, etc.)
  - **Program Focus** (Caring Community, Conflict Resolution, Citizenship, Ethics, Leadership, Life/Social Skills, Moral Reasoning, Prevention Education, Service-Learning)
  - **Staff Development** (Annual Conferences, Workshops/Seminars, On-site Consultation, other)
- Program Review Checklist – provides criteria to review programs, specific curricula, and support materials on a scale from 0 – 4 (0 = not evident; 4 = exemplary)
  - **Content and Methodology** (promotes ethical values, fosters various forms of student growth, seeks to decrease detrimental student attitudes and behaviors, provides modeling and practicing of social skills, provides opportunities to put core values into action)
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  - **Teacher and Parent Support** (Teacher guide included, provides for staff development, involves parents/guardians, bilingual versions of materials, utilizes community resources)
  - **Assessment** (Provides various means for student assessment, has positive evaluation results)

STEP 5 – PREPARATION

If service opportunities are connected to your character education program, you will want to maximize the potential for successful learning by planning for and including any training that may be necessary. The more attention you pay to details at the beginning of your program, the less likely it is that something will go wrong. A good rule of thumb: *if the service involves your students working with persons who differ from them – by virtue of age, race, economic status, or physical or mental ability – special training is likely to increase the chances of a positive experience for everyone one involved.*

STEP 6 – PROJECT IMPLEMENTATION

Service projects can be done as a **group** or **individually**. When done as a **group** project students have opportunities to learn to

- Cooperate and work as a team;
- Play different roles in a group;
- Recognize and value the differing contributions of each team member;
- Involve others by recruiting them to help in task completion; and
- Value working with others.

Group projects as the advantage of being easier to plan since you only have to find one service site for the class. Group projects also minimize some of the transportation and supervision problems that often arise. The disadvantage is that some of your students may not really want to do what you have planned.

Individual projects or placements make it possible for students to choose service sites and experiences more closely related to learning goals they have identified for themselves. The disadvantage of individual placements is that they typically require much more work for you in locating possible sites and in monitoring the quality of the student service experience.

A good rule of thumb: *It may be easier to plan and implement group projects until you become comfortable with ways to connect service to your character education program.*

Three types of service experiences are possible: **direct service, indirect service,** and **civic advocacy.**

- **Direct service** results when students' service activities bring them into **direct contact** with others. Cross-age tutoring projects and visits to local nursing homes or senior centers are examples of this. Direct service projects encourage students to
  - develop responsibility for their own actions;
  - be dependable;
  - make a difference in another person's life;
  - focus on the needs of others; and
  - learn to get along with people who are different.
- **Indirect service** results when students' service activities do not bring them into direct contact with other people. Examples of this include food and clothing drives, fund-raisers for charity, neighborhood clean-ups and most environmental projects.
- **Civic advocacy** results when students' service activities involve them in lobbying, speaking, or performing in public in support of specific issues or causes. For example, students involved in a project relating to poverty and hunger might research the local manifestation of these problems, then develop and present a series of recommendations to local governing bodies for action. These types of service activities encourage students to
  - become more aware that the system doesn't change quickly;
  - articulate a problem and suggest logical solutions based on careful research;
  - work with adults;
  - persuade people to act in new ways in relation to an issue or cause;
  - understand the duties and privileges of citizenship; and
  - appreciate the complexities of the political process and their role in it.

A good rule of thumb about student service: *Shorter, one-time service experiences may convey important information to students about the issue or cause involved, but they do not change attitudes or behaviors. If your goal is to change the latter, students must be*

involved in repeated service opportunities that allow them to practice the traits you want them to develop.

STEP 7 – REFLECTION

Reflection is the **bridge between action and caring**. According to John Dewey, *"reflective activity is an intentional endeavor to discover specific connections between something we do and the consequences which result."* Paulo Freire (1970) put it this way, *"True reflection leads to action… [and] action will constitute an authentic praxis only when its consequences become the object of critical reflection…. Otherwise action is pure activism."* When students are challenged to reflect on what they do in their character education programs, they are being challenged to think about the reasons for their actions. Why are they doing what they do? What does this activity have to do with the development of an ethic of caring or responsibility or respect? Why is it important for people to treat each other with respect? Critical reflection on questions such as these helps students to make the connections between **performance character** and **moral character**. Reflection helps students become responsible members of society.

Research indicates that, when students do not engage in reflection on their experiences, these experiences have a **negative** impact on them. Reflection should be an ongoing component of – **before, during,** and **after** – all character education and service activities.

At its most basic level reflection can be reduced to three questions

- **What** did I do?
- **So What** (what did it mean to me)?
- **Now What** (what will I do differently the next time)?

Reflection can be done informally or formally, using questions that stimulate oral or written responses. Other strategies for reflection include video or photo essays, letters to the editor, research papers, presentations to local officials/parents, drama, and "how-to" guides for future participants in your project.

More information on strategies and questions for reflection can be found in ***Module 8 - Learning from Service***, in this manual.

STEP 8 – EVALUATION

At the conclusion of every project it is important to ask yourself questions such as:

- What were the most important things I learned doing this project?
- What would others need to know to be able to replicate this project in their classrooms/schools?
- What would I do differently if I were to do this project again?
- What, if anything, has changed in my classroom, my students, my community, my approach to teaching, as a result of doing this project?

One extremely useful tool for helping you to assess progress in your character education program is the ***Character Education Quality Standards*** survey, available from the Character Education partnership.

Transparency: CHARACTER EDUCATION QUALITY STANDARDS
Distribute Handout

This survey, which is based on the *"Eleven Principles of Effective Character Education,"* developed by the 4th & 5th Rs' Institute, can be completed at the beginning and end of the school year, enabling you to chart progress during the year. It can also be given to your various constituency groups so that you can get their perspective into how your program is doing. This information may help you to identify areas – such as public relations or teacher training or parent support – that need additional attention in the next year.

Pre/post collection of baseline information on key student behaviors – such as discipline referrals, unexcused absences, dropout rates, and academic performance – may also enable you to learn more about whether your program is having the desired impacts.

For more detailed suggestions about how to plan evaluations and collect relevant data, see ***Module 9: Program Evaluation***, in this manual.

Character Education Quality Standards

Effective character education is based on the following principles.

Principle # 1	Character education promotes core ethical values as the basis of good character.
Principle # 2	Character is comprehensively defined to include thinking, feeling, and behavior.
Principle # 3	Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
Principle # 4	The school is a caring community.
Principle # 5	To develop character, the school provides students opportunities for moral action.
Principle # 6	Effective character education includes a meaningful and challenging academic curriculum that respects all students and helps them succeed.
Principle # 7	Character education should strive to develop students' intrinsic motivation for developing good character.
Principle # 8	The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
Principle # 9	Staff and students demonstrate moral leadership.
Principle # 10	The school recruits parents and community members as full partners in the character-building effort.
Principle # 11	Evaluation of character education assesses the character of the school, the school's staff functioning as character educators, and the extent to which students manifest good character.

Character Education Partnership, 2000

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Module 13: Connecting Service-Learning to Academic Content Standards
L. Richard Bradley, Ph.D.

Purpose of this session: To show how service-learning naturally connects with and reinforces academic content standards in the K-12 classroom.

Introduction:

Two very different approaches to education are currently "at war" in our schools – one commonly referred to as "Back-to-Basics;" the other as "interactive or constructivist learning." Illustrate with Time magazine article.

- **Back-to-Basics** – proponents of this approach believe that the best way to teach is to present students with the desired information and ask them to memorize it, whether this be facts, definitions, algorithms, vocabulary lists, rules of communication, procedures (such as how to conduct an experiment or make a graph), and so on. Through various drills, exercises, and tests, students are expected to recall and repeat what they have memorized. This kind of mental work, while perhaps meticulous, is not especially complex, because the student is simply asked to reproduce material in the same way in which it was learned.
- **Interactive Instruction - Critics of this method argue that instructional methods of the 20th century will not serve our children well in the 21st century**. Furthermore, they hold that students should be
  - Expected to interpret and synthesize information
  - Able to show relationships between various kinds of information
  - Able to explain why some answers are better than others
  - Able to solve unfamiliar problems that might have more than one plausible solution

  Critics believe that the best way to teach basic skills is to embed practice of these skills in the completion of more complex intellectual work.

Comparison of the two approaches:

Didactic Instruction	Interactive Instruction
Advocates of **didactic** instruction tend to support the goals of **interactive** instruction in the long run, but claim that before students are asked to apply, interpret, analyze and integrate knowledge, they should first learn the basics as represented by questions on standardized tests.	Advocates of **interactive** instruction generally agree that basic skills are important to learn, but they content that didactic instruction is ineffective in teaching these skills. Moreover, they worry that an exclusive focus on didactic instruction of basic skills undermines efforts to promote more complex thinking and understanding. The believe that the basics can be learned well from interactive instruction and that interactive instruction also teaches to yield more complex understanding.

ESSENTIAL QUESTION: In an age of standards-drive education, what are the alternatives to the "Back-to-Basics" approach?

• Incorporate "basics" into energetic, engaging teaching methods	• Use multiple intelligences • Project-based assessments

In response to calls for more rigorous academic standards educators are being asked to supply measurable evidence of student learning (*Constitutional Rights Foundation Network*, Fall 2000, 8:2, p. 1). To this end, states are adopting various forms of statewide academic content standards and, in many cases, high-stakes testing programs to go with them. *"Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development*" (Ohio Department of Education, 2001, *English Language Arts Standards,* p. 25, *Mathematics Standards,* p. 26).

Another theme being echoed throughout the educational community – and certainly reinforced by the "No Child Left Behind Act" (2002) – is that no individual or group of students should be excluded from the opportunity to learn. To put it more positively: **All children can learn.** Every student, regardless of race, gender, ethnicity, socioeconomic status, and/or level of ability is capable of learning and should, therefore, have access to a developmentally appropriate, challenging curriculum.

Like many other states Ohio has recently adopted new academic content standards for each of the core curricula, grades K-12. While the content of these standards varies somewhat from state to state, the intent is to create a set of guidelines that define what students should know and be able to do as they progress through the grade levels.

One principle guiding the development of these standards in Ohio is an awareness that students develop at different rates and in different ways (ODE, 2001, *English Language Arts Standards,* p. 25, *Mathematics Standards, p. 26*). Given this, students need to be given different kinds of learning opportunities that help them each and every student to reach the standards set for each content area.

Another principle guiding the development of these standards is that the amount of time it takes for students to achieve mastery of these standards varies from student to student. Consequently, developmentally appropriate adaptations of content standards will be required for students with special needs and students with limited English proficiency. Gifted and talented students may also require other services or activities in order to fully develop their intellectual, creative, artistic, and leadership capabilities or to excel in a specific content area (ODE, 2001, *English Language Arts Standards,* p. 25, *Mathematics Standards,* p. 26). However, the point of departure **for every student** is a standards-based curriculum.

To date, the Ohio Department of Education has developed and approved standards in English Language Arts, Mathematics, Social Studies and Science.

Rationale for This Module:

In the rush to develop standards and prepare students for related high-stakes tests, many classroom teachers are feeling pressure to spend less time on innovative, student-

centered instructional methods – such as service-learning – that may take time away from covering material that will be on state tests. This pressure is understandable, given that there may not yet be direct evidence to show that these methods of instruction have a positive impact on student performance in the classroom and more specifically, on high-stakes tests.

At the same time, educators have longed recognized that student learning is enhanced when the content and skills being taught in the classroom are connected with experiences that give students opportunities to apply and use this new information in real-world settings (see ***Module 1**, "**Learning Pyramid**")*. Research indicates that, while we remember only about 10% of what we hear about (lecture combined with readings), we are likely to remember 75-90% of what we learn when it is combined with opportunities to practice or to teach others (i.e., tutoring others). The power of a "hands-on" approach to learning is summed up in the wisdom of an ancient Chinese proverb:

(1) I hear and I forget.
(2) I see and I remember.
(3) I do and I understand.

(See ***Module 2 – "Benefits of Service-Learning"*** – for a summary of this research).

<u>A Challenge and an Opportunity:</u>

Adoption of Ohio's Academic Standards poses both a **challenge** and an **opportunity** for educators. The **challenge** is to think about what happens in the classroom in a different way and to integrate new educational methodologies into the classrooms so that every student has the opportunity to master the content and skills associated with the new state standards.

ESSENTIAL QUESTION: How do we create learning environments that challenge our students to "use their minds well?"

• Hands-on • Relate information to real-life situations • Learning should be FUN!	• Allow students to choose how they will learn material • Knowledge and skills need to be relevant (immediately applicable)

Students must learn basic skills, that is, essential knowledge, procedures, and conventions in writing, speaking, and computing to participate successfully in contemporary society. But contemporary demands of work, responsible citizenship, and successful management of personal affairs also extend well beyond giving correct answers and following proper procedures for the work traditionally assigned in school. What are these additional intellectual demands? Consider the following examples:

1) An engineer designing a bridge
2) A citizen trying to make an informed decision about whether an elected official has done a good enough to be reelected over challengers
3) A single mother of pre-school children who calculates the costs and benefits of working, paying for childcare, and deciding how to choose among childcare providers.

Three distinctive characteristics of authentic learning – the kind that challenges students to use their minds well – c**onstruction of knowledge, t**hrough the use of **disciplined inquiry, t**o produce discourse, products, or performances that have **value beyond school**.

- **Construction of knowledge** – to reach an adequate solution to new problems, the competent adult has to "construct" knowledge, because these problems cannot be solved by routine use of information or skills previously learned. Such construction involves organizing, interpreting, evaluating, or synthesizing prior knowledge to solve new problems.
- **Disciplined inquiry** - based on
  1) **Prior knowledge base**. Significant intellectual accomplishments build on prior knowledge that has been accumulated in a field. Students must acquire the knowledge base of facts, vocabularies, concepts, theories, algorithms, and other conventions necessary for their inquiry. (This is what schools do best).
  2) **In-depth understanding.** Knowledge becomes most powerful when students can use information to gain deeper understanding of specific problems.
  3) **Elaborated communication**. Adults working across a variety of fields rely upon complex forms of communication both to conduct their work and to present their ideas. They tools they use – verbal, symbolic, and visual –

provide qualifications, nuances, elaborations, details, and analogies woven into extended narratives, explanations, justifications, and dialogue.

Educators involved in school reform/transformation initiatives are also reminding us that **students learn best when the curriculum is student-centered**. The criticism of traditional teaching, particularly at the high school level, is that it does not engage students, lead them to think deeply and critically or respond to the knowledge and skills they bring to the classroom (High School Issue Papers, 2003).

When educators criticize traditional high school teaching they are generally referring to three things:

- Teachers lecturing to students;
- Students copying things that the teacher has written on the board, and
- Students filling our worksheets or spitting back information on test (usually multiple choice).

Instead of continuing to rely on this approach, which is not working for many students – particularly those in urban schools – instruction must focus on the students. Some key words or phrases representative of this approach are:

- Authentic
- Constructivist
- Project-based learning

TRANSPARENCY and HANDOUT: Authentic Curriculum

DEFINTION OF AN AUTHENTIC CURRICULUM

The curriculum:

1. Should be **linked to students' lives and interests.**
2. Should involve students in working with **whole, large ideas and not just isolated subskills.**
3. Should require the use of higher-order thinking skills, taking students beyond recall, recognition and reproduction of information to **analysis, synthesis, production of arguments, ideas, and performances, and evaluation.**
4. Should require students to become **adept at problem-solving**.
5. Should be full of opportunities for "doing" that help students understand **why** they are learning certain skills and content and **how** these connect with real-life.
6. Should invite students to **apply their skills and ideas in meaningful contexts and engage them in activities** they have real reason to want to undertake.
7. Should immerse students in **"hands-on"** concrete experiences in the content of every subject.

We remember 75-90% of what we have to practice or have to teach others to do, but only 5-10% of what we only hear others tell us.

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An **authentic curriculum** should

(1) Be connected to issues that are important to students and to the community. The curriculum should **be linked to students' lives and interests –** learning should be purposeful, authentic, challenging, creating, and build students' capacity to take responsibility for their own learning (Clinchy, 2000). *"Students will be most successful if they begin reading nonfiction materials that are relevant to their lives and in their areas of interest, (*ODE, 2001, *English Language Arts Standards,* p. 293*)."* Instruction should build on the knowledge students bring to the classroom. Knowledge is <u>not</u> a fixed set of facts, but a process in which we all participate (High School Issue Papers, 2003).

(2) **Involve students in working with whole, large ideas and not just isolated subskills.** Students should be able to delve deeply into subjects rather than skim a wide of body of knowledge. Education is not about learning facts, but about understanding and being to use information in appropriate ways.

(3) Require the use of higher-order cognitive functions, taking the students beyond **recall, recognition, and reproduction of information to evaluation, analysis, synthesis, and production of arguments, ideas, and performances** (Hammond, 1997). The classroom should be organized so that students have opportunities to ask questions, research new information, rethink their ideas, and then write and communicate with others. Teachers act as coaches rather than just as sources of information (High School Issue Papers, 2003).

(4) Enable **students to become adept at problem solving -** bBecoming proficient in basic skills and developing conceptual understanding are not enough.

- Skills without conceptual understanding are meaningless.
- Conceptual understanding without skills is inefficient.
- Without problem solving, skills and conceptual understanding have no utility (ODE, 2001, *Mathematics Standards,* p. 193).

(5) Be full of opportunities for "doing" that help students understand **why** they are learning certain things and **how** the content connects with real life.

(6) Should ask students to **apply their skills and ideas in meaningful contexts and engage them in activities** they have real reason to want to undertake (Hammond, 1997).

- Students should be immersed in **"hands-on"** concrete experiences in the content of every subject.
- Students should be given choices over their assignments and projects. Students learn best when they the connections between their interests and the material (High School Issue Papers, 2003)
  (1) *"We can ensure students' success by integrating academic instruction with **real-world learning opportunities**"* (ODE, 2001, *English Language Arts Standards,* p. 293).
  (2) *"When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas with others. This includes engaging all students' thinking with **relevant real-world activities** that extend students' thinking and communication skills and develop students' science process skill"* (ODE, 2002, *Science Standards, p. 2).*

The **opportunity** contained in Ohio's Academic Standards, particularly those contained in the Social Studies Standards, is to forge a stronger connection between what students learn in the classroom and what they will need to know to be reasonable and effective citizens in a global world. Civic leaders have lamented the declining voting rate and general public apathy as signs that "something is wrong with America's youth." The result has been renewed interest in character education.

While there is general agreement about the traits that characterize good citizens – such as respect, responsibility, honesty, caring, fairness, and trustworthiness, there is no general agreement about how to teach these traits. Character education strategies range from simply putting up posters illustrating key character traits and their definitions to programs that are carefully integrated in the everyday curriculum.

Research on character development indicates that there are three critical components in character education: **knowing, practicing, and valuing**. We do not learn how to drive

a car by watching videos or watching other people do it. Sooner or later we have to "take the wheel," hopefully under the watchful eye of a caring adult who points out our mistakes and encourages us to try again. **We learn by doing and reflecting on our mistakes, then trying again until we master the necessary skills**.

Many of the traits associated with the "Civic Responsibility" Social Studies Standard, such as obeying the laws, respect for the rights of others, fairness, reliability, honesty, wisdom, service, and courage, cannot be taught simply by talking about them. It is one thing to know the definition of "fairness" and quite another to know how and when to practice it.

Similarly, we do not learn how to be "good citizens" simply by reading about the traits of good citizens or memorizing definitions. Sooner or later we have to get out and practice these traits. Service-learning can be a valuable tool in providing opportunities for students to practice the traits of civic responsibility and citizenship. (For more information on the link between service-learning and character education, see ***Module 12)***.

The Ohio Department of Education Content Standards also state that *"the real-world emphasis of the Ohio standards will help create links between the learner's needs and his or her interests and strengths and between the classroom and the world of work, However, the* <u>*instructional strategies used by teachers are what will bring the standards to life*</u> (emphasis mine),*"*ODE, 2001, *English Language Arts Standards,* p. 294).

Two approaches are possible for teachers planning instruction based on real-world situations:

- Start with the **content** and move to the **context or real-world situation** (ODE, 2001, *Mathematics Standards,* p. 219). This is the approach contained in this Module.
- Begin with a **real-world situation or context** – something that is immediately connected to students' lives and interests – and move to the **content**. This is the approach contained in ***Module 4 – "Service-Learning Planning Model."***

While there are clearly a variety of strategies teachers might use to "bring the standards to life," one that has been proven successful is service-learning (see ***Module 2 on "Benefits of Service-Learning"*** for research data). Briefly stated, service-learning is

"**an educational strategy that involves students in meaningful service to their communities and/or to society, that is connected with their academic curriculum, and also provides students with opportunities to reflect on what they did and what they learned through their service activity."** (For more detailed information, see ***Module 1 –"What Service-Learning Is"*** and ***Module 4 – "Service-Learning Planning Model*,"** elsewhere in this Training Manual). Another approach is **"Project-Based Education"** (see *"The Power of Projects,"* Diane Curtis, *Educational Leadership,* September, 2002, for more information).

TRANSPARENCY: Connecting Service-Learning Results with Educational Goals

Connecting Service-Learning Results with Educational Goals

Learning Principles	Students' Service-Learning Results
Relevant and meaningful service with the community	Increased knowledge about the subject matter Increased knowledge of community-related concerns and issues
Enhanced academic learning	Written and oral communication skills Dependability and reliability Project organization and management
Purposeful civic learning	Ability to work with others Ability to recognize own strengths and limitations Sensitivity toward those who come from backgrounds and cultures different from their own Commitment toward creating a just society with a good quality of life for everyone

@, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp. 31-32.

Models for Connecting Service-Learning with State Standards:

While the power of experiential education in general, and service-learning in particular, has been demonstrated in numerous locations and studies around the country, it is still greeted with skepticism by many. The challenge facing service-learning practitioners is, therefore, threefold.

First, using the *"Standards of Quality for School-Based Service-Learning"* (see ***Module 1 – "Service-Learning: What It Is")*** as a starting point, educators must **pay careful attention to the design and implementation of all programs and activities that bear the label "service-learning."** Activities must be planned and implemented in ways that leave no room for doubt in any outside observer's mind about the educational and service value of what students do outside the classroom. Connections with school mission statements and academic learning goals must be made explicit for all to see.

Second, service-learning practitioners must emphasize the ways in which high-quality, curriculum-based experiential learning (including service-learning) support and enrich **standards-based education**. According to Latiolais and Stevens (1999), the two approaches have at least five points in common:

Transparency: EXPERIENTIAL LEARNING IN A STANDARDS-BASED SYSTEM

Transparency and Handout: WAYS IN WHICH EXPERIENTIAL LEARNING AND STANDARDS-BASED EDUCATION ARE COMPATIBLE

The Role of Experiential Education in a Standards Based-System: Warring Factions or Compatible Partners

- A **standard** is a publicly expressed and well-defined expectation of what students should know and be able to do.

- **Experiential education** traces its roots back to John Dewey and focuses giving students opportunities to practice and reflect on what they are learning in real-world contexts.

- Are the two systems compatible? If so, in what ways?

- Five possibilities:

  (1) ***A standards-based approach focuses the opportunities for learning in the experiential context.***

  (2) ***Experiential education helps to promote the transfer of abstract standards to the concrete (real-world).***

  (3) ***Connecting experiential learning with standards improves documentation of what students are learning.***

  (4) ***Experiential learning in the context of standards fosters student independence.***

  (5) ***Standards connected with experiential learning enhance student motivation.***

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(1) ***Focuses the opportunities for learning in the experiential context***.

a. When students go out into the field, standards can help them **focus on important learning and concepts** related to the experience.

b. Research on service-learning indicates that when students go into the field with **specific learning goals in mind**, they gain more from their service experience.

c. Furthermore, if student work needed to meet standards is reinforced by related work done in the field , the research indicates that **students will perform better on standardized tests** than they would if only classroom learning was involved.

(2) ***Promotes the transfer of knowledge from the abstract to the concrete.***

a. Helps the **transfer of knowledge** by giving students opportunities to use abstract content and skills to solve real-world problems.

b. Service-learning activities give students opportunities to **contextualize the content and skills** they are learning in the classroom.

c. A set of goals that combine standards with service helps to **focus the experience on opportunities for learning**. It can also set the tone for post-service reflection in which students are asked to reflect, not only on what they did and what they learned, but also on how they think they will be able to use their new knowledge and skills in the future.

(3) ***Connecting experiential learning with standards improves documentation.***

a. Documented evidence of an experience is the best indicator of learning for the learner as well as for teachers and outside audiences.

b. Scoring guides or rubrics, based on curriculum-based standards, can indicate levels of student performance on a project.

c. In addition, students may also document their mastery of required standards by means of exhibitions and/or portfolios.

(4) ***Experiential learning in the context of standards fosters student independence.***

a. Standards provide only the framework for the curriculum (content and skills) – it is up to the teacher and her/his students to determine the best ways to approach teaching and learning.
b. Service-learning allows teachers to tailor learning activities to the specific needs of the students (based on knowledge of multiple intelligences or brain-based learning or levels of ability).
c. Service-learning also allows students to choose activities that will promote their learning (support and challenge for preferred learning styles).
d. Research also indicates that most people learn best when content and skill are connected to opportunities to use them in real-world settings (see the *"Learning Pyramid,"* ***Module 1: What Service-Learning Is)***.

(5) ***Standards connected with experiential learning enhance student motivation.***

a. **Standards provide a "road-map**" which outlines the different types of content and skills that could be connected with any learning experience.
b. Research in learning indicates that **students are more motivated to learn** when they have a voice in selecting what they learn, how they learn it, and when their learning takes place in environments where they have opportunities to make immediate use of what they are learning.
c. Experiential learning, based on standards, can involve teachers and students in **choosing the most effective ways to put standards into practice** through carefully designed, curriculum-based service-learning activities.
d. In the process, students will become **more engaged** in their learning.

Characteristics of Good Tasks for Standards-Based Learning

1. Focuses on applying an important concept and essential skills
2. Aligns with at least one standard
3. Has a real-life application
4. Demands high-level thinking skills (analysis, synthesis, evaluation)
5. Culminates in a product that can be scored (e.g., written report, essay, letter, graph, chart, table; speech or multimedia presentation; instruction for a specific audience; a three-dimensional model).
6. Allows for multiple kinds of communication
7. Requires more than a simple right/wrong answer.

@, R. Mitchell, *Front-end alignment: A manual for developing standards.* Washington, DC: The Education Trust, 1996.

WAYS IN WHICH EXPERIENTIAL EDUCATION AND STANDARDS-BASED EDUCATION ARE COMPATIBLE

Category	Elements in Experiential Learning	Elements in Standards-Based Education
Student Role	• Sets own goals for learning • Becomes self-directed to achieve goals • Provides opportunities for students to transfer classroom knowledge to real-world settings • Encourages learning and benefits not defined at the beginning of project; i.e., compassion • Develops other qualities not normally taught directly such as honesty, responsibility, integrity, cooperation, collaboration, and leadership	• Knows what is expected (course syllabus, standards) • Goals set in collaboration with teacher • Becomes self-directed to achieve goals
Teacher Role	• Assesses student progress toward goals • Facilitates learning by whatever means possible • Believes all students can learn • Not in control of student learning	• Assesses student progress toward goals • Facilitates learning by whatever means possible • Believes all students can learn • Monitors instructional effectiveness through action research • Works with other teachers to: - Develop reliable measures of student learning - Map curriculum and increase articulation across grade levels
Content	• Consists of goals defined by student, teacher and/or community need • Varies depending upon what emerges during the experience	• Consists of standards set by outside agencies (legislature) • Statewide content standards • Clear expectations of what student should know and be able to do

Context	• Exists in real-world location where knowledge is needed • Includes external contextual learning opportunities; i.e., service-learning, community-based learning • Begins with real-world context or situation and moves to the content	• Learning happens in the classroom • Opportunities for external contextual learning possible • Begins with the content and moves to the real-world context
Assessment	• Encourage reflection before, during, and after the experience • Can include paper and pencil tests based on standards and/or content to be learned • Can also include demonstrations, portfolios, exhibitions, and other end-products that demonstrate student mastery of content (based on scoring guides and/or rubrics)	• Includes paper and pencil tests based on standards and/or content to be learned • Can include performance tasks: complex tasks presented at the end of a unit of learning • Provides more information to students about levels of performance (based on scoring guides and/or rubrics)

(Adapted from M. Paul Latiolais and Dannelle D. Stevens, "Experiential Learning in a Standards-Based System: Warring Factions or Compatible Partners," NSEE Quarterly, Summer, 1999, pp. 8-12).

Instructional Organizer Comparison: Traditional Versus SBE Planning

Traditional Lesson Planning	SBE Instructional Organizer
1. What content will **I teach**?	1. What content standard(s) **will students learn** (what should they know and be able to do)? How is this content relevant? How can students apply it?
2. How will **I teach** it?	2. How **will students show** what they know and can do? What evidence will they provide? What authentic tasks might they use?
3. What materials will **I need**?	3. What might **student work** look like if it is … advanced, proficient, partially proficient, unsatisfactory?
4. What assignments will **I give** to students?	4. What content, unit, or curriculum will **help students "get there**"? What essential learnings or components do students need? How do these learnings relate to the unit focus?
5. What activities will **I do** in class?	5. What teaching strategies might **help various students "get there"**? What adaptations might be needed? How might technology be used?
6. **How long** will the unit take?	6. Are students "getting there?" Are **students developing knowledge and skills** aligned to the standard? Are adjustments in teaching strategies necessary?
7. What homework will **I assign**?	7. **What might help students receive** during the assignment without invalidating results?
8. How will **I test** whether or not students learned the content?	8. **How well did each student perform**? What should be refined, revised, or retaught in another unit? Was the assessment valid? Die the scoring rubric have validity?
9. How will **I grade** it? What is the scale? What should be the average score?	
10. What is the **next unit**?	

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At least two models for connecting service-learning activities with state standards currently exist.

The *Active Citizenship Today* Program

One is *ACT* or *Active Citizenship Today* program, developed by the Constitutional Rights Foundation and the Close Up Foundation (ACT, *Constitutional Rights Foundation, 1997)*. The program links an in-depth study of civics (at the high school level) with active community involvement and service. While the program was originally focused on social studies, the model could easily be adapted for use in other curricular areas. The model involves five steps or units.

Transparency: The ACT Framework

The ACT Framework
(Active Citizenship Today)

Unit I: Defining and Assessing Your Community
What is our community?
What are its needs and resources?

Unit II: Choosing and research a Problem
What is the problem facing our community?
Brainstorm possible issues and choose one for the class to address.

Unit III: Examining Policy
What is policy?
Who makes it?
Does the policy work?

Unit IV: Exploring Options
What can we do?
What special training do we need?
What kind of preparation do we need?
How will we know if we are successful?

Unit V: Taking Action
What will we do?
What would success look like?
How will we collect information we need to know whether we made a difference through our efforts?

(Adapted from the Constitutional Rights Foundation, Fall 2002, 8 (2)).

Unit I: Defining and Assessing Your Community

Students are engaged in assessing their community – exploring its needs and resources. This phase may involve students in activities such as

- Identifying basic elements of their community and then making a community map (Content Area – Social Studies)
- Researching their community, using appropriate oral and written survey tools (Content Areas – Language Arts, Math)
- Compiling a statistical profile of their community (Content Areas – Math)
- Presenting information about their community, using a wide variety of formats, appropriate to the audience (Content Areas – Language Arts)

Unite II: Choosing and Researching a Problem

In this unit, students brainstorm a list of problems to consider, then narrow the list and choose a problem for the class to work on together. Then they do the background research necessary to refine the problem. They may divide into teams at this point to work on different aspects of the problem and then present oral and/or written summaries of their findings to one another (Language Arts). The research helps to shape the next phase of the project.

Unit III: Examining Policy

In this phase, students examine public policies designed to address the community problem they have selected (*Constitutional Rights Foundation Network,* 8(2), p. 3). If, for example, the issue related to the problems of the homeless in their community, students would examine how local (and possibly state officials) have shaped laws and public policy related to the poor and the homeless. They might also investigate the role of local businesses, social and religious agencies, and the media in working to address the problem. This phase could include interviews and written summaries of research (Language Arts). Students could also calculate the cost and benefits of various options to addressing the problem of homelessness in their community (Math).

Unit IV: Exploring Options

Based on their research on the underlying causes and public policy issues that have contributed to the problem, **students evaluate their options and select a specific aspect of the problem** that they would like to address through action. This is where the service activity is planned. Part of this phase may also include **any additional preparation or training** needed by the students and teachers involved. In the example above, this might involve a visit to the classroom by the director of a local shelter to acquaint students with the work of the shelter and the types of people with whom they might be working. Another important part of this phase will be **planning for evaluation** (see *Module 9 – "Evaluation" for more information)*. Three key questions will need to be addressed here.

- How will teachers and students know if their efforts have made a difference?
- What are the objective, measurable criteria of success? Improved conditions for the homeless? Changes in student attitudes about the homeless and poor in their community? Improved scores on classroom work? Improved scores on state-mandated tests? Improved attendance?
- How and when will the necessary information be collected?

Unit V: Taking Action

Students put their plan into action and evaluate what they did through regular, structured opportunities to reflect on their experiences. Reflection can be informal (usually oral) or formal (research papers, journals) or a combination or oral and written (final exhibitions that document what students did, what they learned, and how they will use that information in the future). This is also where the teacher can work with students to make explicit the connections between what students did at the service site and related state-curriculum standards.

A More Generic Model

The second model is based on an adaptation of a process for connecting character education with state standards developed by Dr. Helen Stiff Williams (2002). Her model is based on the following assumptions.

(1) Standards include information about **what** to teach, that is, about students should know.

(2) Standards include both **content** – information, concepts, generalizations, data, and understandings – as well as **skills** – the steps required for students to become proficient at particular tasks or activities.

(3) Standards also define **outcomes** – that is, what students should be able to do.

The adapted model – developed by Dr. Bradley – has three steps.

Transparency: A Model for Connecting Service-Learning with State Standards

A Model for Connecting Service-Learning with State Standards

Step 1 – What does the benchmark and indicator say?

- What **CONTENT** do I need to teach my students?
- What **SKILLS** do I need t teach my students?
- What **EXPERIENCES** do my students need to apply the content and skills I teach? **(INTERNAL** – what you would do anyway**)**
- What **OUTCOMES** do I hope for?

Step 2 – At what level do I teach the content, skills, and experiences associated with this benchmark and indicator?

Levels of Cognitive Processing	Definition	Sample Verbs		
Knowledge (foundation for ↓)	Remembering previously learned materials →	Collect Define Identify	List Match Name	Recite Recall Show
Comprehension (foundation for ↓)	Ability to grasp meaning of the material →	Associate Classify Depict	Describe Explain Illustrate	Paraphrase Relate Translate
Application (foundation for ↓)	Use learned material in a concrete situation →	Apply Calculate Conduct	Construct Demonstrate Predict	Produce Solve Use
Analysis (foundation for ↓)	Ability to break down materials to derive a conclusion →	Analyze Compare Contrast	Determine Diagnose Diagram	Distinguish Infer Recognize
Synthesis (foundation for ↓)	Ability to put together, to form a new whole →	Compile Compose Create	Design Develop Generate	Invent Prepare Rearrange
Evaluation	Ability to judge material and present position →	Assess Compare Critique	Contrast Critique Discriminate	Evaluate Interpret Summarize

Step 3 – What service-learning experiences connect <u>naturally</u> with and reinforce the teaching and learning of this benchmark/indicator? (EXTERNAL)

©, (Adapted by L. Richard Bradley, Ph.D., from Helen Randolph Stiff-Williams, Ph.D., School of Education, Regents University, Virginia Beach, VA., 2002)

A Real-World Reflection on the Stages of Learning in Service-Learning

Stage of Learning	Demonstrated Skills	Personal Examples
Knowledge	• Observe and remember information • Recall dates, events, places • Be aware of major ideas • Know the subject matter thoroughly	• "The settlement house is located in a stressed neighborhood. The kids walk here from school or ride the city bus." • "Our service-learning goal is to help the youth with their homework and to be there to talk with them. • "I work one-on-one with a teenage girl." • "We need to be able to help them with their math, English, social studies and science."
Comprehension	• Understand information • Find meaning • Adapt knowledge to new concerns • Interpret facts and make comparisions • Categorize information and infer causes • Predict consequences	• "Most of the kids' parents work, so the center gives them a safe place to come after school." • "These kinds live in this neighborhood; it is their home." • "The girl I've been talking with is interested in two things: doing well in school and wearing fashionable clothes."
Application	• Use information • Adapt new methods, concepts, theories to new situation • User required information	• "One girls has begun to talk to me about school and her dreams!" • "I'm getting a good refresher course in algebra."
Analysis	• Recognize patterns and organize parts • Discover hidden meanings • Identify components	• "We try to develop relationships with the kids, but they don't all come on a regular basis."

Stage of Learning	Demonstrated Skills	Personal Examples
Synthesis	• Build on old ideas to form new ideas • Generalize from given facts • Pull together knowledge from several sources • Predict, draw conclusions	• "The kids have dreams just like I did when I was growing up." • "I hope that my presence here gives the kids someone to look up to."
Evaluation	• Differentiate between ideas • Assess value of theories • Decide based on reasoned argument • Assess evidence • Acknowledge subjectivity	• "This program appears to be beneficial for the kids. I think it could be more effective if they were able to come on a more consistent basis. I wonder how we could provide the kids with transportation and school supplies."

©, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp.57-58.

Identifying the Stages in Your Learning Experience

(A Reflection Experience for Students)

Directions: For each of the six stages of learning, include an example from your own life. Perhaps you are learning a musical instrument; increasing your athletic skills; or even learning the basic knowledge, skills, and professional attitudes related to your career choice. Maybe you are just beginning to learn about service-learning. If so, this puts you in the first stage of knowledge development. In another area that is familiar to you, try to apply your progression of learning through each of the six stages and each of the skills demonstrated.

Stage of Learning	**Skills Demonstrated**	**Personal Examples**
Knowledge	• Observe and recall information • Remember dates, events, places • Aware of major ideas • Know subject matter thoroughly	
Comprehension	• Understand information • Grasp meaning • Translate knowledge into new context • Interpret facts and make comparisons • Categorize, infer causes • Predict consequences	
Application	• Use information • Adapt methods, concepts, theories to new situations • Use required skills or knowledge	

Stage of Learning	Skills Demonstrated	Personal Examples
Analysis	• See patterns and organize parts • Discover hidden meanings • Identify components	
Synthesis	• Build on old ideas to form new ones • Generalize from given facts • Pull together knowledge from several areas • Predict, draw conclusions	
Evaluation	• Differentiate between ideas • Assess value of theories, presentations • Decide based on reasoned argument • Assess evidence • Acknowledge subjectivity	

©, "Service-Learning: From Classroom to Community to Career," Marie Watkins and Linda Braun, JIST Publishing, 2005, pp. 59-61.

Example One: (Grades 3-5)

Step 1: What does the **benchmark/indicator** say?

- What **CONTENT** do I need to teach my students?
- What **SKILLS** do I need to teach my students?
- What **EXPERIENCES** do my students need to apply the content and skills?
- What do **OUTCOMES** do I hope for?

Academic Standard	**Benchmark**	**Level of Cognitive Processing**
English Language Arts		
Reading Process	4.4 – Summarize important information in texts to demonstrate comprehension. 4.6 – Select, create, and use graphic organizers to interpret textual information.	Knowledge Application, Synthesis
Mathematics		
Number, Number Sense and Operation	8 – Solve problems involving counting money and making change, using both coins and paper bills. (3, 4)	Application
Data Analysis and Probability	1,2 – Create a plan for collecting data for a specific purpose, then represent and interpret data…. (3, 4)	Synthesis
Social Studies		
History	3.3 – Describe changes in the community over time.	Comprehension

Geography	3.1 – Use political maps, physical maps, and aerial photographs to ask and answer questions about the local community.	Application
Production, Distribution, and Consumption	4.3 – Explain how entrepreneurs organize productive resources to produce goods and services.	Comprehension
Science		
Scientific Inquiry	3.1 – Read and interpret simple tables and graphs produced by self and others. 4.3 – Develop, design and conduct safe, simple investigations or experiments to answer questions. 5.3 – Use evidence and observation to explain and communicate the results of investigations.	Analysis Synthesis Comprehension, Application
Diversity	3.3 – Classify animals according to their characteristics.	Analysis
Technical Design	4.3 – Describe, illustrate, and evaluate the design process used to solve a problem.	Application, Evaluation
Earth Systems	4.4 – Describe weather by measurable quantities.	Comprehension, Application
Ethical Practice	4.4 – Explain why keeping records of observations and investigations is important. 5.5 – Keep records of investigations and observations that are understandable weeks or months later.	Comprehension Application

Step 2: At what level to I teach the CONTENT, SKILLS, and EXPERIENCES associated with this **standard**? (The focus here is on **HOW** you teach).

_x_ Knowledge _x_ Comprehension _x_ Application

_x_ Analysis _x_ Synthesis ___ Evaluation

Step 3: Service-learning experiences that could be naturally connected to this standard. Brainstorm possible activities with participants and list on newsprint without comment. Some possible activities might include:

(1) ***"Responsible Pet Care"***

➢ Fiction readings – stories/books about animals and families	*ELA: Acquisition of Vocabulary* – 3.1-3.9; 4.1-4.9 *ELA: Reading Process* – 3.1-3.4; 4.1-4.5 *ELA: Reading Applications: Literary Text* – 3.1-3.7; 4.1-4.8
➢ Non-fiction readings – information on pet care, impact of spaying and neutering on pet population (depicted graphically)	*ELA: Reading Process* – 3.5-3.7 *ELA: Reading Applications: Informational, Technical and Persuasive Text* – 3.1-3.5; 4.1-4.7 *Social Studies: Obtaining Information* – 3.1, 3.6
➢ Students develop a plan for making and marketing "pet pizzas"	*ELA: Writing Process* – 3.1-3.16; 4.1-4.16

	ELA: Writing Conventions – 3.1-3.16, 4.1-4.17 *ELA: Research* – 3.1-3.7; 4.1-4.6
➢ Students are involved in selling "pet pizzas" at local pet stores and grocery stores, where they take money and make correct change.	*Math: Number and Number Systems* – 3.4; 4.8

(2) ***"Befriending Senior Citizens"***

➢ Fiction readings – stories/books about older persons	*ELA: Acquisition of Vocabulary* - 3.1-3.9; 4.1-4.9 *ELA: Reading Process* – 3.1-3.4; 4.1-4.5 *ELA: Reading Applications: Literary Text* – 3.1-3.7; 4.1-4.8
➢ Non-fiction – books/articles about aging and the issues faced by the elderly (depict percent of elderly living in the community and/or the issues they face graphically)	*ELA: Reading Applications: Informational, Technical and Persuasive Text* – 3.1-3.5; 4.1-4.7
➢ Collect data on percentage of senior citizens in local community living "on their own," percentage living in retirement communities, percentage living with relatives, and percentage living in nursing homes, etc.	*ELA: Research* – 3.1-3.6; 4.1-4.5 *Math: Data Analysis and Probability* – 3.1; 4.1 *Social Studies: Problem Solving* – 3.6; 4.10; 5.9
➢ "Oral history" interviews with senior citizens/ diverse residents of the community to gather their perspectives on the "history of the community," then produce a "History of Our Local Community" booklet for the	*ELA: Writing* – 3.1-3.16; 4.1-4.16 *ELA: Writing Processes* – 3.9-3.16; 4.9-4.16

library.	*ELA: Writing Conventions* – 3.1-1-3.17; 4.1-4.13 *Communication: Oral and Visual* – 3.1-3.5; 4.1-4.5 *Social Studies: Problem-Solving* – 3.6; 4.10; 5.9

(3) Other possibilities include:

- Build and maintain a classroom weather station, keeping appropriate records and reporting data to local media on a daily basis (*Math: Number and Number Systems* – 4.1, 4.9; *Measurement Units* – 3. 4, 3.6; *Science: Earth Systems* – 4.1-4.7).
- Build and maintain a "Butterfly Garden; " then observe and record the numbers and types of butterflies that visit the garden (*Math: Number and Number Systems* – 4.1, 4.9; *Measurement Units* – 3.4, 3.6; *Science: Earth Systems: Heredity* – 3.1; *Diversity and Interdependence of Life* – 3.2-3.6).

Example Two: (Grades 6-8)

Step 1: What does the **standard** say?

- What **CONTENT** do I need to teach my students?
- What **SKILLS** do I need to teach my students?
- What **EXPERIENCES** do my students need to apply the content and skills?
- What **OUTCOMES** do I hope for?

Academic Standard	**Benchmark**	**Level of Cognitive Processing**
English Language Arts		
Writing Process	6.1, 7.1, 8.1 - Generate writing ideas through discussions with others and from printed materials, and keep a list of writing ideas.	Synthesis
	6.1, 7.2, 8.2 - Conduct background reading, interviews or surveys when appropriate.	Application
	6.6, 7,6, 8.6 - Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.	Synthesis
	6.10 7.10, 8.10 - Use available technology to compose text.	Application
	16.17, 17, 8.17 - Prepare for publication, writing that follows a format appropriate to the purpose.	Synthesis

Mathematics		
Measurement	6.1 – Understand and describe the difference between surface area and volume.	Comprehension
Data Analysis and Probability	6.1 – Select, create and use graphical representations that are appropriate for the type of data collected. 8.1 – Use, create, and interpret scatterplots and other types of graphs as appropriate.	Application Synthesis Application, Analysis, Synthesis
Social Studies		
Geography: Movement	6.8 – Explain push and pull factors that cause people to migrate from one place to another.	Comprehension
Citizenship Rights & Responsibilities	6.1 – Explain how opportunities for citizens to participate and influence the political process differ under various forms of government.	Comprehension
Skills & Methods: Obtaining Information	6.1 – Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	Evaluation
Skills & Methods: Thinking and Organizing	6.5. Complete a research project that includes a bibliography.	Synthesis
Science		
Diversity	6.8 – Describe how organisms may interact with one another. 7.3 – Explain how the number of organisms an ecosystem can support depends on adequate biotic and abiotic resources.	Comprehension Comprehension
Technical Design	6.5 – Design and build a product or create a solution to a problem given one constraint.	Synthesis

Understanding Technology	8.2 – Examine how choices regarding the use of technology are influenced by constraints by various unavoidable factors (e.g., geographic location, limited resources, social, political and economic considerations).	Analysis
Earth Systems	– Describe how temperature and precipitation determine climatic zones.	Comprehension
Ethical Practice	6.2 – Describe why it is important to keep clear, thorough and accurate records. 8.2 – Explain why it is important to examine data objectively and not let bias affect observations.	Comprehension Comprehension, Application

Step 2: At what level do I teach the CONTENT, SKILLS, and EXPERIENCES associated with this **standard**? (The focus here is on **HOW** you teach).

_x_ Knowledge _x_ Comprehension _x_ Application

_x_ Analysis _x_ Synthesis ___ Evaluation

Step 3: Service-learning experiences that could be naturally connected to this standard. Brainstorm possible activities with participants and list on newsprint without comment. Some possible activities might include:

(1) ***"Senior Citizens' Project"***

➢ Keep a list of ideas generated as students brainstorm possible curriculum- based service-learning topics and related activities.	*ELA: Writing Process* – 6.1, 7.1, 8.1 *ELA: Research* – 6.1, 7.1, 8.1
➢ Develop a list of questions that could be used in an "oral history" project (i.e., interviews with WW II veterans, interviews with senior citizens to gather community history)	*ELA: Research* – 6.1, 7.1, 8.1
➢ Use proper writing format and technology to transcribe interviews into a format suitable for publication	*ELA: Writing Processes* – 6.4-6.16; 7.4-7.16; 8.4-8.16 *ELA: Writing Applications* – 6.4; 7.4; 8.1, 8.4 *ELA: Writing Conventions* – 6.1-6.8; 7.1-7.8; 8.1.8.8
➢ Publish final document and donate copies to local libraries, historical societies, and other groups.	*ELA: Writing Processes* – 6.16; 7.17; 8.17 *ELA: Writing Applications* – 6. 6; 7.6; 8.6
➢ Conduct "oral history" interviews with senior citizens and persons from minority groups to gain firsthand information about the social, economic, and political effects of prejudice and racism in the community.	*ELA: Communications* – 6.1; 7.1; 8.1 *Social Studies: Interaction* – 8.2 *Social Studies: Movement* – 6.8; 7.5 *Social Studies: Participation* – 7.1

(2) ***"Wetlands Restoration Project"***

➢ Use appropriate measuring tools to determine the surface area encompassed by the existing "wetland" and then lay out and measure the area encompassed by the proposed restored wetland.	*Math: Measurement* – 6.1, 6.4; 7.1, 7.4 *Science: Scientific Inquiry* – 6.2; 7.4; 8.1
➢ Collect data on the animals and plants that are found in the existing wetland and determine the habitat required for the continued survival of each. Use data to graph then habitat required for the proposed restoration project. Keep clear, thorough and accurate records of all observations.	*Science: Life Sciences* – 6.8; 7.3, 7.4, 7.5; 8.5 *Science: Scientific Inquiry* – 6.4; 7.3, 7.7; 8.3, 8.4 *Science: Ethical Practices* – 6.2; 7.3; 8.1, 8.2 *Math: Data Analysis and Probability* – 6.1, 6.2; 8.1, 8.2
➢ Using distribution maps of the local community, as well as of the state and the nation, determine the patterns of renewable and nonrenewable resources and how political and development decisions impact wetlands preservation efforts.	*Social Studies: Geography* – 6.5, 6.6, 6,7; 7.5 *Social Studies: Civic Rights and Responsibilities* – 6.1, 6.2; 7.2; 8.4 *Science: Physical Sciences* – 6.5, 6.8
➢ Research how choices are made regarding development of land, particularly wetlands, and the consequences of these choices.	*Social Studies: Government* – 6.1; 8.4, 8.8 *ELA: Research* – 6.1; 7.1; 8.1
➢ After studying the process by which a bill becomes a law, propose legislation that would preserve and protect wetlands in your community or state.	*ELA: Writing Applications* – 6.3, 6.5; 7.3, 7.5; 8.5 *ELA: Research* – 6.8; 7.8; 8.8 *ELA: Communication* – 6.10; 7.10; 8.2, 8.10

Example Three: (Grades 9-10)

Step 1: What does the **standard** say?

- What **CONTENT** do I need teach to my students?
- What **SKILLS** do I need to teach my students?
- What **EXPERIENCES** do my students need to apply the content and skills?
- What **OUTCOMES** do I hope for?

Academic Standard	**Benchmark**	**Level of Cognitive Processing**
English Language Arts		
Writing Applications	1. Write business letters, letters to the editor, and job applications…. (9, 10) 2. Write informational essays or reports, including research…. (9, 10) 3. Write persuasive compositions…. (9, 10) 4. Produce informal writings for various purposes. (9, 10)	Application Application Application Synthesis
Mathematics		
Data Analysis and Probability	9.4, 10.4 – Describe and compare various types of studies (surveys, observation, experiment), and identify possible misuses of statistical data. 9.5 – Describe characteristics and limitations of sampling methods, and analyze the effects of random versus biased sampling; (e.g., determine whether the sample is likely to be representative of the population).	Comprehension, Analysis Comprehension, Analysis
Social Studies		
History:	10.2 – Analyze the impact of industrialization and the modern corporation in the	Evaluation

Industrialization	United States on economic and political practices.	
Peoples in Society	10.5 – Explain the effects of immigration on society in the United States.	Comprehension
Geography	9.4 – Explain the causes and consequences of urbanization.	Comprehension
Economics: Markets	9.3 – Analyze characteristics of traditional, market, command and mixed economies….	Evaluation
Civic Rights	10.1 – Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion.	Comprehension
Science		
Nature of Matter	9.8 – Demonstrate that the pH scale (0-14) is used to measure acidity and classify solutions as acidic, basic, or neutral.	Application, Analysis
Diversity	10.18 – Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems.	Comprehension
Technical Design	9.2 – Identify a problem or need, propose designs and choose among alternative solutions for the problem.	Synthesis
Earth Systems	10.5 – Explain how the acquisition and use of resources, urban growth and waste disposal can accelerate natural change and impact the quality of life.	Comprehension
Nature of Science	9.1 – Comprehend that many scientific investigations require the contributions of women and men from different disciplines in and out of science. 10.2 – Describe that scientists may disagree about the explanation of phenomena, about the interpretation of data or about the value or rival theories.	Comprehension Comprehension

Step 2: At what level do I teach the CONTENT, SKILLS, and EXPERIENCES associated with this **standard**? (The focus here is on **HOW** you teach).

_x_ Knowledge	_x_ Comprehension	_x_ Application
_x_ Analysis	_x_ Synthesis	_x_ Evaluation

Step 3: Service-learning experiences that could be naturally connected to this standard. Brainstorm possible activities with participants and list on newsprint without comment. Possible activities might include:

(1) "Adaptive Playground Project"

➢ Writing letters to local businesses to request supplies for a service-learning project (i.e., writing to a local lumber company to request donations of lumber, nails, screws and other materials for building an adaptive playground in a local park).	*ELA: Writing Process* – 9.4, 9.10, 9.15; 10.4, 10.10, 10.15 *ELA: Writing Applications* – 9.3; 10.3
➢ Writing letters to the editor of the local newspaper that represent findings and/or recommendations resulting from a service-learning project (i.e., advocating the need for increased support for those with special needs).	*ELA: Writing Process* – 9.4, 9.10, 9.15; 10.4, 10.10, 10.15 *ELA: Writing Applications* – 9.5; 10.5 *ELA: Communications* – 9.10; 10.10
➢ Writing connected with final exhibitions or demonstrations that clearly demonstrate what the student did, how it connected to the curriculum, what the student	*ELA: Writing Process* – 9.4-9.16, 9.17; 10.4-10.16, 10.17 *ELA: Research* – 9.8; 10.8

learned through research related to the topic, and how information will be used in shaping the student's future studies/career.	
➢ Writing connected with the use of student journaling on structured questions provided by the teacher. (See *Module 8* for suggested reflection questions).	*ETA: Writing Applications* – 9.6; 10.6

(2) "Project on Homelessness and Poverty"

➢ Survey the populations at local homeless shelters to gather data on their country of origin, their level of education, and their current level of income; then represent data with scatterplots and appropriate graphs.	*ELA: Research* – 9.1; 10.1 *Social Studies: Skills and Methods* – 9.4 *Math: Data Analysis* – 9.2, 9.4, 9.5; 10.2, 10.5
➢ Conduct "oral history" interviews with senior citizens who lived through the Great Depression to get their perspective on poverty.	*ELA: Communication* – 9.1; 10.1 *Social Studies: Industrialization* – 10.2, 10.4 *Social Studies: People in Societies* – 9.3; 10.5 *Social Studies: Geography* – 9.3, 9.4, 9.5; 10.1 *Social Studies: Economics* – 9.1, 9.3, 9.4; 10.5
➢ Collect and evaluate information on homelessness and poverty in your community. Who are the poor? Where do they live? How did they become poor?	*ELA: Research* – 9.2, 9.3; 10.2, 10.3 *Social Studies: Civic Rights and Responsibilities* – 10.1 *Social Studies: Skills and Methods* – 10.3

(3) “Air Quality Monitoring Project”

➢ Monitor air quality in your town or city over time and identify causes of pollution, then propose alternatives for cleaning up the air in your region.	*Science: Earth Science* – 10.1, 10.7 *Science: Life Science* – 10.19 *Science: Science and Technology* – 9.2; 10.2, 10.3 *Science: Scientific Inquiry* - 9.2, 9.5, 9.6; 10.1, 10.2 *ELA: Research* – 9.2, 9.6, 9.7; 10.2, 10.6, 10.7 *ELA: Communications* – 9.10; 10.10
➢ Collect air samples over time, analyze for impurities and then depict the results using appropriate graphing techniques.	*Science: Physical Science* – 9.8 *Science: Scientific Inquiry* – 9.2, 9.5; 10.1, 10.2, 10.3 *ELA: Writing Processes* – 9.17, 10.17 *Math: Data Analysis* – 9.2, 9.5; 10.2, 10.5 *Math: Operations Standard* – 9.4
➢ As part of the background research for this project, investigate and report on the ways in which government policy towards the environment is shaped by competing ideologies and interest groups.	*ELA: Research* – 9.1-9.7; 10.1-10.7 *Social Studies: Civic Rights and Responsibilities* – 10.1
➢ Investigate and report of the career paths	*Science: Ways of Knowing* – 9.7

associated with air and water quality control.	*ELA: Research* – 9.1-9.7; 10.1-10.7
➢ Investigate and report on the differing explanations for the problem of air pollution (e.g., auto emissions, farm emissions, manufacturing and/or the generation of electricity using coal down-wind, etc.)	*Science: Life Science* – 10.19 *Science: Science and Technology* – 9.1 *Science: Ways of Knowing* – 9.1, 9.2, 9.4; 10.2, 10.3 *ELA: Research* – 9.1-9.7; 10.1-10.7

Example Four: (Grades 11-12)

Step 1: What does the **standard** say?

- What **CONTENT** do I need to teach my students?
- What **SKILLS** do I need to teach my students?
- What **EXPERIENCES** do my students need to apply the content and skill?
- What **OUTCOME** do I hope for?

Academic Standard	**Benchmarks**	**Level of Cognitive Processing**
English Language Arts		
Research	11.1, 12.1 – Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Synthesis
	11.2, 12.2 – Identify appropriate sources and gather relevant information from multiple sources….	Comprehension
	11.3, 12.3 – Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity.	Analysis
	11.6, 12.6 – Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation.	Application
	11.7, 12. 7 –Use a variety of communication techniques (e.g., oral, visual, written, or multimedia reports) to present information that supports a clear position about the topic	Application

	or research question and to maintain an appropriate balance between researched information and original ideas.	
Mathematics		
Measurement	11.5, 12.1 – Solve real-world problems involving area, surface area, volume, and density to a specified degree of precision.	Application
Data Analysis and Probability	11.1– Design a statistical experiment, survey or study based for a problem, collect data for the problem; and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation and standard deviation. 11.9 – Evaluate validity of results based on characteristics of the study design based on characteristics of the study design, including sampling method, summary statistics and data analysis techniques.	Application, Synthesis Comprehension Evaluation
Social Studies		
Geography: Places and Regions	11.1 – Explain how government decisions reflect a society's values about land use.	Comprehension
Geography: Human Environmental Interaction	12.2 – Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns.	Comprehension, Evaluation
Economics: Scarcity and Resource Allocation	11.2 – Explain ways the people respond to incentives when allocating scarce resources in their roles as producers, savers, workers, and investors.	Comprehension
Economics: Government and the Economy	12.7 – Identify public policies that cost more than the benefits they generate, assess who bears the cost and explain why the policies exist.	Comprehension, Evaluation
Skills & Methods: Communicating Information	12.4 – Develop a research project and make formal presentations to the class and/or community members.	Synthesis

Science		
Earth & Space: Earth Systems	11.13 – Explain how human behavior affects the basic processes of natural ecosystems and the quality of the atmosphere.	Comprehension
Life Sciences: Diversity	11.11 – Investigate issues of environmental quality at local, regional, national and global levels such as population growth, resource use, population distribution, over-consumption, the capacity of technology to solve problems, poverty, the role of economics, politics and different ways humans view the earth.	Analysis
Science & Technology: Understanding Technology	11.5 – Investigate that all fuels have advantages and disadvantages; therefore society must consider the trade-offs among them.	Analysis, Evaluation
Scientific Inquiry	11.3 - Design and carry out scientific inquiry, communicate and critique results through peer review. 12.3 – Research and apply appropriate safety precautions when designing and conducting scientific experiments.	Synthesis, Evaluation Application
Scientific Ways of Knowing: Science & Society	11.8 – Explain that the decision to develop a new technology is influenced by societal opinions and by cost benefit considerations. 12.8 – Recognize that individuals and society must decide on proposals involving new research and the contribution of new technologies into society. Decisions involve assessment of alternatives, risks, costs and benefits and consideration of who benefits and who suffers, who pays and who gains, and what the risks are and who bears them.	Comprehension, Analysis Comprehension, Evaluation

Step 2: At what level do I teach the CONTENT, SKILLS AND EXPERIENCES associated with this **standard**? (The focus here is on **HOW** you teach).

_x_ Knowledge _x_ Comprehension _x_ Application

_x_ Analysis _x_ Synthesis _x_ Evaluation

Step 3: Service-learning experiences that could be naturally connected to this standard. Brainstorm possible activities with participants and list on newsprint without comment. Possible activities include:

(1) "Service Projects with a Real-World Context"

➢ Compose a list of possible research questions, related to issues of interest or concern to students and/or the community, during an initial brainstorming session with classmates. For example, students might develop research questions around the presence of a polluted river near school – these questions could be connected to the science curriculum Or students might develop research questions related to a public policy issue such as drilling in the Artic National Refuge and connect their study to a civics class.	*ELA: Research* – 11.1; 12.1 *Social Studies: Obtaining Information* – 11.1-11.4; 12.1-12.3 *Science: Scientific Inquiry* – 11.3
➢ Once a list of research questions has been identified, students could conduct research using multiple sources and evaluate the credibility of these sources.	*ELA: Research* – 11.2-11.4; 12.2-12.4

➢ As part of a project on poverty and homelessness, analyze how government policies and regulations have contributed to the problems of the poor in our society and then recommend changes in policies that address some of these problems.	*Social Studies: Government* – 11.1, 11.2; 12.1
➢ As part of a project in which students are trained to monitor wildlife habitats and populations in a local park, students conduct regular surveys and studies to determine habitat needs of various species, as well as trends in and pressures on land use, the impact of human behavior on nearby lands and then interpret their findings with appropriate graphical displays and written narratives.	*ELA: Writing Processes* – 11.1-11.17; 12.1-12.17 *ELA: Writing Applications* – 11.4; 12.4 *ELA: Research* – 11.7; 12.7 *ELA: Communication* – 11.8, 11.9; 12.8, 12.9 *Science: Life Sciences* – 11.4, 11.8, 11.11 *Math: Measurement* – 11.5 *Math: Data Analysis* – 11.1
➢ As part of a project on energy conservation, research how public polices on an issue, such as drilling in the Artic National Refuge, are shaped. Then develop recommendations and/or advocacy papers on what our energy policy ought to be and why. Present in both written and oral form, using appropriate formats.	*ELA: Research* – 11.1-11.4, 11.7; 12.1-12.4, 12.7 *ELA: Communication* – 11.10; 12.10 *Social Studies: Government* – 11.2; 12.2 *Social Studies: Civic Rights* – 11.1, 11.6; 12.1, 12.2, 12.6
➢ Students then use style guides to produce oral reports (which could be given to classmates, other students, community groups or included as part of a final	*ELA: Writing Processes* – 11.10, 11.16, 11.17; 12.10, 12.10, 12.17

exhibition) and written reports (a final research paper with findings and recommendations or a final exhibition). Based on the facts uncovered by students in their research, they could also advocate for changes in public policy or make appropriate recommendations related to the issue involved.	*ELA: Research* – 11.6, 11.7; 12.6, 12.7 *ELA: Communications* – 11/8; 12.8 *Social Studies: Civic Rights* – 11.2; 12.1
➢ Final student products could be presented, using a variety of communication techniques.	*ELA: Research* – 11.7; 12.7

More extended examples of actual classroom-based service-learning projects follow.

"KIDS FOR CRITTERS" (Grades 3-5)

Project Description: "Kids for Critters" is a service-learning project for elementary children that incorporates all aspects of the curriculum. In this project, students initially learned about issues relating to the overpopulation of cats and dogs in their community. Students then produced informational brochures for their classmates on "Responsible Pet Ownership." They also set up their own business to make and sell pet "pizzas" (nutritionally balanced for dogs) during the Holiday season. Proceeds from the sale of these pizzas were used to support spaying and neutering programs at local humane shelters.

Content Area	Project Activity	Ohio Academic Standard
English Language Arts		
Acquisition of Vocabulary	• Occurs naturally within the context of background reading associated with the project	**3**.1-9; **4**.1-9; **5**.1-8
Reading Process	• Fictional stories/books that focus on the importance of animals, including pets, to people (could include readings on the role of animals in the Native American culture)	**3**.1, 4, 6, 7, 10, 11; **4**.1, 4, 6, 7, 10, 11; **5**.1, 4, 6, 7, 10, 11
Reading Applications: Informational, Technical, and Persuasive Text	• Non-fiction readings that focus on issues related to responsible pet ownership	**3.**1-5; **4**.1-7; **5**.1-9
Reading Applications: Literary Text	• Fictional stories/books illustrating the relationship between animals, especially pets, and people • Responses to readings, based on questions supplied by teachers	**3**.1-3, 6, 7; **4**.1-8; **5**. 1-9
Writing Processes	• Brainstorm with classmates on project related themes and activities and then put ideas into written format • Develop and write a marketing plan for selling "pet pizzas" • Develop a plan for writing informational brochures on "Responsible Pet Ownership" for peers and adults • Produce brochures on "Responsible Pet Ownership"	**3**.1, 4-15; **4**.1, 4-15; **5**.1, 4-15 **3**.1-5, 8-9; **4**.1-5, 8-9 **5**.1-5, 8-9 **3**.2-5, 8-9; **4**.1-5, 8-9; **5**.1-5, 8-9 **3**.16; 4.16; **5**.16

Writing Applications	• Write letters to local merchants and civic organizations requesting donations for the project and space in local stores for selling pizzas • Write letters to parents and other adults to seek volunteers to bake pet pizzas • Write follow-up "Thank You" letters to those who make donations and/or volunteer • Write and distribute instructions for baking pet pizzas • Produce brochures on "Responsible Pet Ownership" • Student journals documenting what students did and what they learned about responsible pet ownership (based on structured reflection questions provided by the teacher)	**3**.3; **4**.3; **5**.3 **3**.3; **4**.3; **5**.3 **3**.3; **4**.3; **5**.3 **3**.5; **4**.5; **5**.5 **3**.4; **4**.4; **5**.4 **3**.5; **4**.5; **5**.5
Writing Conventions	• Can be incorporated naturally into all writing assignments related to the project	**3**.1-13; **4**.1-13; **5**.1-11
Research	• Identify issues to be addressed by the project, locate appropriate sources of information and conduct research to gather background information for service project • Create a model representing what is likely to happen when pets are not spayed or neutered and display data on pet reproduction using charts, tables or graphic organizers • Organize and present data in brochures on "Responsible Pet Ownership" for distribution to peers and adults	**3**.1-3; **4**.1-2; **5**.1-2 **3**.4; **4**.3; **5**.3 **3**.6; **4**.6; **5**.6
Communication: Oral and Visual	• Conduct interviews with peers and adults on issues related to their opinions about what constitutes "responsible pet ownership" • Conduct interviews with veterinarians and staff at local humane shelters to determine their views on "responsible pet ownership" • Organize and present information on "Responsible Pet Ownership" to peers and adults using a variety of communication media and language	**3**.1; **4**.1; **5**.1 **3**.1; **4**.1; **5**.1 **3**.5-8; **4**.5-8; **5**.5-8

	appropriate to the purpose and the audience	
Mathematics		
Number, Number Sense and Operations	• Based on the recipe for "pet pizzas," students calculate the amount of each ingredient that must be ordered, based on estimates of the total number they hope to sell	**3**.7; **4**.7, 9; **5**.8
	• Based on costs of ingredients and desired "profit margin," students calculate the unit selling price/pizza	**3**.7; **4**.9; **5**.13
	• In cooperation with local pet stores and grocery stores, students sell "pet pizzas" and make correct change for buyers	**3**.4; **4**.8
	• Based on information and data they learn from their reading and from interviews with local humane shelter staff, students write equations, involving multiplication, that reflect their understanding of the issues involved when pets are not spayed or neutered	**3**.8; **4**.10; **5**.13
	• Estimate, then calculate any increased costs/pizza, due to loss, damage or spoilage prior to sale of pet pizzas	**3**.8; **4**.9; **5**.13
Measurement	• Identify and select appropriate units for measuring in writing instructions for make "pet pizzas" at home	**3**.1, 5; **4**. 3, 5
	• Use appropriate measuring tools and techniques to measure out ingredients for "pet pizzas"	**3**.6
Patterns, Functions, and Algebra	• Collect data on the reproductive rates of unsprayed and un-neutered pets and then graph the results for inclusion in brochures on "Responsible Pet Ownership" for peers and adults	**3**.7; **4**.2; **5**.5
	• Create models that illustrate what is likely to happen if 0%, 25%, 50%, and 75% of pets are spayed or neutered	**4**.3; **5**.2, 5
Data Analysis and Probability	• Using the data above, construct a probability table representing these outcomes	**4**.9; **5**.5
	• Using dog biscuits, students design a simulation representing pet population trends when 0%, 25%, 50% and 75% are spayed or neutered	**4**.9; **5**.5

	• Collect data on pet ownership among their peers and plot data on the basis of the number of cats, dogs, other pets, and the number that have been spayed or neutered • Use and explain appropriate information from tables and graphs in brochures on “Responsible Pet Ownership” for distribution to peers and adults	**3**.1-3, 6 **4**.1-4, 4.7-8 **4**.4
Social Studies		
History	• Investigate the role of pets in prehistoric cultures in Ohio	**4**.2
Economics	• Investigate basic economic concepts and practices as part of process of preparing a “marketing plan” for the preparation and sale of “pet pizzas”	**3**.7
Role of Government	• Gather information about the role of local governments in setting policies for pet ownership	**3**.2
Citizenship Rights	• Brochures on “Responsible Pet Ownership” contain information on the rights and responsibilities of pet owners	**3**.2, **4**.4
Skills & Methods	• As part of the background for their project students gather information about pet ownership in their community, research issues related to spaying and neutering, and then publish their recommendations in a brochure on “Responsible Pet Ownership” that contains text and tables.	**3**.1, **4**.6, 4.7-9
Science		
Scientific Inquiry	• Students use proper tools and relevant safety procedures in measuring and recording ingredients for pet pizzas • Students produce graphs and tables that represent the predicted rates of pet reproduction if 0%, 25%, 50%, and 75% of them are spayed or neutered • Organize and present data in brochures on “Responsible Pet Ownership” for peers and adults	**3**.1, **4**.1 **3**.3, **4**.2-3 **5**.3
Life Sciences	• Students conduct research to find out the various types of animals that are being kept as “pets” in their community and classify them appropriately	**3**.3
Nature of Matter	• Observe and record changes which occur when ingredients for pet pizza are mixed together and then baked	**3**.2
Science & Technology	• Students construct a model of what is likely to happen when 0%, 25%, 50%, and 75% of the pets their community are not spayed or neutered, using dog biscuits	**3**.4-5, **4**.3

Scientific Ways of Knowing	• Students keep records of their observations and use their records to develop information explaining their findings in brochures on “Responsible Pet Ownership”	**3**.2, **4**.2, **5**.5

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‘SENIOR ELEVATED GARDEN” (Grades 6-8)

Project Description: This project was designed in response to a request from a local senior center with which the school and students had previously worked. The senior citizens were interested in having students help them build an elevated garden. Teachers initially viewed this project as an opportunity to involve their students in an intergenerational service-learning project that would connect with science and math. However, as the project evolved they also saw the project’s potential for involving students and senior citizens in oral history interviews aimed at gathering a history of their community during the years between WWI and WWII.

Content Area	**Project Activity**	**Ohio Academic Standard**
English Language Arts		
Acquisition of Vocabulary	• Can occur naturally within the context of background reading associated with any or all of the following themes – aging and the elderly, gardening, life in the United States between WWI and WWII	**6**.1-8; **7**.1-8; **8**.1-7
Reading Process	• Fictional stories/books that focus on aging and the elderly, senior citizens, life in the United States between WWI and WWII	**6**.1, 4, 6-9; **7**.1. 4, 6-8; **8**.1-4
Reading Applications: Informational, Technical, and Persuasive Text	• Non-fiction readings that focus on any or all of the following themes – the aging process and the elderly, how to build an elevated garden, gardening, United States and world history between WWI and WWII	**6**.1-3, 5-8; **7**.1-3, 5-8; **8**.1-3, 5-8
Reading: Literary Text	• Fictional reading focusing on any or all of the following themes – aging and the elderly, life in the United States between WWI and WWII	**6**.1-7; **7**.1-7; **8**.1-9
Writing Process	• Brainstorm with classmates to come up with a list of questions to use in oral history interviews • Transcribe interviews using proper style and available technology • Students produce a written history, based on interviews, to be donated to local library, local senior center, and local historical society • “History of _____ from 1919 through 1945,” produced and donated to local library, local senior center, and local historical society	**6**.1-2; **7**.1-2; **8**.1-2 **6**.7, 9-10; **7**.7, 9-10; **8**.7, 9-10 **6**.4, 8, 10-13, 15; **7**.4, 8, 10-13, 15; **8**. 4, 8, 10-13, 15 **6**.17; **7**.17; **8**.17

Writing Applications	• Produce written transcripts and summaries of oral history interviews • Write letters to local lumber supply yards and garden centers, requesting donations of supplies needed for the elevated garden • Write follow-up "Thank You" letters to merchants and others who made donations to the project • Write a final reflection paper based on guidelines supplied by the teacher • Student journals documenting what they did and what they learned while working along senior citizens on the project	**6**.2; **7**.2; **8**.2 **6**.3; **7**.3; **8**.3 **6.**3; **7.3; 8**.3 **6**.4-5; **7**.4-5; **8**4-5 **6**.6; **7**.6; **8**.6
Writing Conventions	• Use writing prompts that invite student reflection on issues related to their service activities, such as aging, comfort levels while working alongside the seniors, issues raised in the oral history interviews, and building the garden	**6**.1-8; **7**.1-8; **8**.1-8
Research	• Identify issues to be addressed by the project, such as aging, gardening, community, national, and world history between WWI and WWII, locate appropriate sources of information and conduct research to gather background information for the project • Present findings of both the gardening project and the oral history interviews in formats appropriate to the wider community	**6**.1-3; **7**.1-3; **8**.1-3 **6**.4-8; **7**.4-8; **8**.4-8
Communication: Oral and Visual	• Prepare for and conduct oral history interviews with senior citizens while working with them on building/tending the elevated garden • Organize and present findings from the gardening project, using a variety of communication media • Organize summaries of the oral history interviews and present them in book form to the local library, local senior center, and local historical society	**6**.1-3; **7**.1-3; **8**.1-3 **6**.8-9; **7**.8-9; **8**.8-9 **6**. 8- 9' **7**.8-9; **8**.8-9
Mathematics		
Number, Number Sense and Operations	• Math skills being learned in the classroom are used in calculating the number of board feet of lumber, the number of screws, nuts and bolts needed to build the garden	**6**.4 **7**.7

	• Monitor local newspapers for sales on materials that will be needed for the project and calculate the actual selling price and net savings	**6**.15
Measurement	• Using appropriate tools students lay out and build supports and deck for elevated garden • Calculate the surface area and volume of the garden, assuming topsoil depths of 4”, 6”, and 8”. • Read and correctly translate dimensions on a blueprint or scale drawing to the actual garden • Students determine and use appropriate levels of precision in calculating measurements of the tabletop.	**7**.2 **6**.1, 4, 6; **7**.8-9; **8**.4 **7**.4 **8**.3
Patterns, Functions, and Algebra Data Analysis and Probability	• Using appropriate algebraic functions, students look at how varying the dimensions of the garden top or the soil depth impacts the area and volume of the garden • As part of the project, students divide the elevated garden into sub-plots and conduct science experiments to determine the impact of sun, shade, fertilizer, and water on plant yields and then graph and interpret their findings, using appropriate graphs	**6**.4, **7**.7 **6**.1-6, 10, **6**.1-7; **7**.1-8; **8**.2
Social Studies		
Geography	• Conduct oral history interviews with senior citizens to gather firsthand information about the geography of the areas from which they came	**6**.1
Peoples in Society	• Conduct oral history interviews with senior citizens using questions related to gaining a better understanding of and appreciation for the cultural and religious practices of others	**6**.2
Economics	• Investigate the costs of the materials and supplies that are needed to building the Elevated Garden; compare prices at various stores and then account for variations in prices	**6**.5
Movement	• Conduct oral history interviews with senior citizens, using questions developed to learn more about countries from which they came and why they left	**6**.8
Civic Rights	• Conduct oral history interviews with senior citizens on what citizenship and voting mean to them	**6**.1-2
Skills & Methods	• Research on what an elevated garden is and how to build it	**6**.1-2, 4

	• Research on what plants and/or flowers would grow best in the local climate • Final research paper on what the Elevated Garden Project and what they learned • Study the economic impacts of aging and apply this information to the preparation of brochures for the public or to the preparation of a final project report or to the preparation of letters or other advocacy materials for presentations to local media, political leaders	**8**.3 **6**.1-6, 8.1, **8**.3-4
Science		
Scientific Inquiry	• Students design and conduct an experiment to observe yields in the garden, based on changes in selected variables, such as amount of water, fertilizer, sunlight, etc. • Students collect data from their observations and then represent their findings graphically	**7**.3 **7**.7, **8**.3
Diversity	• Study and apply information learned about the growth of seeds and plants to the project	**7**.3
Earth Systems	• Study and apply information learned about the role of water in an ecological system to the project	**7**.2, 4, 9
Technical Design	• Students design and build an elevated garden within the constraints of cost and time	**6**.5, **8**.3
Nature of Science Ethical Practices	• Students understand and apply the scientific method to all aspects of the design, implementation, and record keeping associated with the project	**6**.6 **6**.2, **8**.2

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"THE RIVER SPEAKS" (Grades 9-10)

Project Description: This project resulted from the desire of students to apply what they were learning in their biology class about air and water pollution in the real-world. After brainstorming possible projects with their teacher, they decided to partner with the Ohio Department of Natural Resources in a project that involved them in monitoring and quality of life in and along a river that flows through their city. Students learned how to make water and other environmental observations and then made weekly visits to "their" river to collect data. They submitted monthly reports of their findings to ODNR. They also discovered the many "homeless" people regularly found shelter along the river.

Content Area	**Project Activity**	**Ohio Academic Standard**
English Language Arts		
Acquisition of Vocabulary	• Can occur naturally within the context of background readings associated with the project	**9**.1-6; **10**.1-6
Reading Process	• Fictional stories/books that focus on life in and along rivers (such as *Huckleberry Finn)*	**9**.1-5; **10**.1-5
Reading Applications: Informational, Technical, and Persuasive Text	• Read and analyze selected non-fiction readings that focus on issues related to rivers and river environments, the importance of clean water to plants, animals, and human beings, and public policy issues related to water quality	**9**.1, 3-6; **10**.1, 3-6
Reading Applications: Literary Text	• Read and analyze selected fictional stories/books that focus on themes related to rivers, the environment, and the relationship of people to each	**9**.1-11; **10**.1-11
Writing Process	• Students brainstorm what they want to do, the issues they want to explore, and keep written records of the process • Using appropriate formats, students prepare and submit monthly reports of their findings to ODNR • Each student prepares a final report/paper on his/her own research and recommendations on how to maintain and protect water quality on the river	**9**.1; **10**.1 **9**.2-16; **10**.2-16 **9**.17; **10**.17
Writing Applications	• Write letters to local businesses and civic organizations seeking donations of supplies and/or funds for the project • Write "Thank You" letters to individuals/groups making donations to project	**9**.3; **10**.3 **9**.3; **10**.3

	• Based on their research and observations, students write persuasive letters, essays, position papers, advocating steps that should be taken to improve the quality of life in and along the river.	**9**.4-5; **10**.4-5
	• Based on their research and observations, students write a script for a skit or play about life in and along the river (including vignettes on the importance of the river to the homeless people who seek shelter and privacy along its banks)	**9**.5-6; **10**.5-6
	• Student journals documenting what they did and what they learned in all phases of the project – planning, preparation, weekly visits to the river, etc.	**9**.6; **10**.6
Research	• Work with each other and with their teachers to develop questions to be investigated, identify appropriate sources of information, and conduct research to gather background information for the project	**9**.1-4; **10**.1-4
	• Prepare written reports of their research and present to their peers	**9**.5-7; **10**.5-7
	• Prepare and submit monthly reports on their observations to ODNR and other authorities concerned about the quality of life in and along the river	**9**.4-7; **10**.4-7
	• Prepare and present a final paper/exhibition demonstrating what they have learned and how they will use their knowledge and skills in the future	**9**.5-7; **10**.5-7
	• Prepare a brochure and video that illustrates what they have learned about life in and along the river for throughout their community	**9**.7; **10**.7
Communication: Oral and Visual	• Interview officials responsible for monitoring water quality to determine their views on what should be done to maintain and improve water quality	**9**.1-4; **10**.1-4
	• Interview residents and others (including the homeless who live along the river) who make use of the river for recreation and shelter, to determine their views and needs	**9**.1-4; **10**.1-4
	• Write and produce TV spots, video scripts and videos, and skits documenting what they have found along the river	**9**.5-7, 9; **10**.5-7, 9

	• Address local government officials, community leaders, and others on recommendations for more adequately addressing the issues of water quality in their community • Prepare and present a final report/exhibition, using a variety of communication media, documenting what was done, what was learned, and the impact of the knowledge and skills gained on their future • Based on their research and observations, write persuasive letters, essays to local, state, and national officials with recommendations for improving the quality of life in and along the river	**9**.10; **10**.10 **9**.7-9; **10**.7-9 **9**.5, 10; **10**.5, 10
Mathematics		
Number, Number Sense and Operations	• Analyze water samples taken from the river, using appropriate mathematical procedures	**9**.4
Measurement	• Take regular readings of the river's flow and temperature and report the results in both US customary and metric units • After taking measurements at various locations on bank of the river, use trigonometry to calculate distances to points on the other side and prepare a map showing the results	**9**.1 **9**.4
Patterns, Functions and Algebra	• Using data from water-quality samples, model and solve real-world problems related to water-quality; i.e., the impact of rain-water run-off or the impact of installing pollution control devices at local factories	**10**.11
Data Analysis and Probability	• Using data from water-quality samples, prepare graphical representations of the levels of different types of pollutants over time • Based on data obtained from surveys and interviews with local officials, prepare appropriate graphs and tables that depict the range of opinions about what should be done to maintain and improve the water quality in the river • Based on data obtained from interviews with the homeless who live along the river, prepare appropriate graphs and tables that depict the reasons for their homelessness and the ways these individuals use the river	**9**.4, **10**.2 **9**.2, 4 **9**.5; **10**.5

Social Studies		
History	• Compare and contrast the causes and impacts of homelessness and poverty in the Industrial Revolution and today	**9**.3, **10**.1
Geography	• Conduct background research on the relation on how political and economic conditions, especially urbanization, have impacted development along the river and efforts to maintain its quality	**9**.3, **9**.4
Government and the Economy	• Interview senior citizens to learn more about how the Great Depression and WW II impacted the U.S. economy • Understand the impact of international trade agreements on the local economy and environmental policies	**10**.5 **10**.1-3
Civic Rights	• Conduct background research on how government environmental policies have been shaped by political parties, special interest groups, lobbyist, the media and the public	**10**.1
Skills & Methods	• Prepare a final exhibition, containing appropriate charts and graphs, that illustrates what was learned about water quality and how people utilize the river environment, as well as recommendations for improving and maintaining the river's environment in the future • Organize and conduct the background research needed to better understand the scope of homelessness and poverty – locally, statewide, and nationally • Organize and conduct the background research needed to better understand the issues related to setting and enforcing clean air and clean water standards • Develop position/advocacy papers on homelessness and poverty issues, outlining key facts and the role and responsibility of governments in addressing the issues raised • Develop position/advocacy papers on homelessness and poverty issues, outlining key facts and the role and responsibility of citizens in addressing the issues raised	**9**.1-4; **10**.1-3 **9**.1-4; **10**.1-3 **9**.1-4; **10**.1-2 **9**.1-4; **10**.3 **9**.1-4; **10**.3

Science		
Scientific Inquiry	• Research and the use appropriate safety precautions when taking and analyzing water samples • Prepare final reports/exhibitions, using appropriate writing and speaking skills, along with appropriate graphs and tables, illustrating what they learned about the river and the people who live along it • Draw logical conclusions about river quality based on investigations	**9**.2, **10**.1 **9**.5, **10**.2 **9**.6
Diversity	• Investigate and report on the ways in which human activity along the river impacts its water quality	**10**.18
Nature of Matter	• Use the pH scale to assess the river's water quality	**9**.9
Understanding Technology	• Research and report on the ways in which science and technology impact the water quality Create a design of investigating, assessing and reporting on the river's water quality on an ongoing basis	**9**.1 **9**.2-3; **10**.2-3
Earth Systems	• Investigate and report on the ways in which human activity along the river impacts water quality	**10**.5-6
Nature of Science	• Investigate and evaluate the credibility of various models and theories used to explain the data on water quality and to make subsequent policy decisions	**10**.2-3

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"POVERTY AND HOMELESSNESS – HABITAT FOR HUMANITY" (Grades 11-12)

Project Description: This project resulted from the desire of a group of teachers and students to design a course that would integrate a study of issues related to homelessness and poverty with an opportunity to build a house with Habitat for Humanity. The resulting junior/senior level program – known as **Home B.A.S.E.** – integrates language arts, social studies, math, science, and industrial technology around homelessness and poverty and building a house.

Content Area	**Project Activity**	**Ohio Academic Standard**
English Language Arts		
Acquisition of Vocabulary	• Can occur naturally within the context of background readings associated with the project in areas such as social studies, instructional manuals, building codes, and technical materials on building "environmentally friendly" homes	**11**.1-5; **12**.1-5
Reading Process	• Can occur naturally within the context of the project	**11**.1-5; **12**.1-5
Reading Applications: Informational, Technical, and Persuasive Text	• Read and analyze selected non-fiction readings and materials that focus on issues related to home design and building, homelessness and poverty, building codes, etc. • Read and critique instructional manuals	**11**.1-7; **12**.1-7 **11**.8; **12**.8
Reading Applications: Literary Text	• Read and analyze fictional stories/book that focus on themes related to homeless and poverty, how people live in different cultures, etc. • Explore how these issues are dealt with other cultures	**11**.1-6, 8; **12**.1-6, 8 **11**.7-8; **12**.7-8
Writing Process	• Brainstorm tasks that need to be accomplished, establish timelines and develop a work plan • Using appropriate writing formats, students document what they do and prepare written reports for their teachers and others • Prepare and present a final report/exhibition on his/her research and all work associated with the project	**11**.1; **12**.1 **11**.2-16; **12**.2-16 **11**.16-17; **12**. 16-17
Writing Applications	• Prepare and submit necessary construction documents for obtaining building permits • Track all phases of the project, using appropriate written formats • Write letters to local businesses and civic organizations requesting donations of materials, funds, and labor needed for home construction	**11**.3; **12**.3 **11**.3; **12**.3 **11**.3; **12**.3

	• Write “Thank You” letters to those who make donations of materials, money, or labor	**11**.3; **12**.3
	• Based on their research, write persuasive letters, essays, position papers advocating steps that should be taken – locally and at the state and national levels – to more adequately address issues related to homelessness and poverty	**11**.5; **12**.5
	• Student journals documenting what they did and what they learned in all phases of the project – planning, fund-raising, construction, working with Habitat and others, etc.	**11**.6; **12**.6
	• Prepare and present a final exhibition demonstrating what was learned and how the knowledge and skills will be used in the future	**11**.1; **12**.1
	• Develop appropriate publicity materials for the project – brochures, multi-media presentations, etc. – for use in fund-raising and advocacy presentations	**11**.5; **12**.5
Writing Conventions	• Can be naturally connected with all written assignments in the project	**11**.1-5; **12**.1-5
Research	• Work with each other and their teachers to develop questions to be investigated, identify appropriate sources of information, and conduct research to gather background information for the project	**11**.1-5; **12**.1-5
	• Prepare and present a final report on research findings	**11**.6-7; **12**.6-7
	• Produce scripts for TV spots on local TV and a video documenting what they learned	**11**.7; **12**.7
	• Conduct an analysis on how the poor are typically portrayed in the media – check for accuracy based on interviews and research	**11**.2-3; **12**.2-3
Communication: Oral and Visual	• Conduct oral history interviews with the homeless and poor to better understand their perspectives and concerns	**11**.1-4; **12**.1-4
	• Conduct oral history interviews with local senior citizens who lived through the Great Depression to gain their insights on poverty	**11**.1-4; **12**.1-4
	• Interview persons from agencies working to address homelessness and poverty to gather information on what they are doing and what they think needs to be done	**11**.1-3; **12**.1-3
	• Interview public officials to determine their perspectives on what should be done to address the issues of homelessness and poverty at the local level	**11**.1-3; **12**.1-3

	• Make presentations to public officials and area service organizations to seek support for the support • Based on their research and findings, address local government officials, community leaders, and others about recommendations for more adequately addressing the issues of homelessness and poverty at the local level • Prepare and present a final exhibition, using a variety of communication media, documenting what was done, what was learned, and the impact the knowledge and experiences gained will have on the future	**11**.10; **12**.10 **11**.1-3, 10; **12**.1-3, 10 **11**.8-10; **12**.8-10
Mathematics		
Number, Number Sense and Operations Measurement Geometry and Spatial Sense	• Demonstrate knowledge of geometry in the actual construction of the home, using proper measuring tools, performing necessary calculations properly, etc. • Prepare cross-sections drawings of the overall Habitat Home, as well of each room in the house	**11**.1, 5; **12**.1 **11**.4-5; **12**.2 **11**.5
Data Analysis and Probability	• Design and test different models for constructing the home, looking at variables such as the relationship between cost, area, and energy efficiency • Collect data on the numbers and percentage of people locally who are homeless and/or living below the poverty line and why, and then interpret the data using appropriate graphical displays and descriptive statistics • Collect data on the numbers and percentages of people local who are classified as the "working poor," and then interpret the data using appropriate graphical displays and descriptive statistics • Collect statistics on poverty locally and nationally and then interpret relations to projections based on the use of statistical sampling vs. real sampling; display the results using appropriate graphical displays and descriptive statistics	**11**.1 **11**.1 **11**.1 **11**.9; **12**.1
Social Studies		
Cultures	• Background research on how government policies regarding the poor and homeless are perceived by various groups of people	**11**.1; **12**.1-2
Geography	• Research on how decisions are made regarding locating shopping centers, urban centers,	**12**.1

	middle class neighborhoods, and low-income housing	
Government	• Investigate how decisions are made on locating public housing, Habitat Housing • Using data collected from research, develop advocacy papers on homelessness and poverty issues, outlining key facts and indicating the role and responsibility of government in addressing the issues raised	**11**.2 **12**.2
Economics	• Research on how decisions about locating low-income housing impact personal and social economic decisions in terms of school, employment opportunities, safety, and safety	**12**.3
Markets	• Research into the impact of international trade agreements on local employment opportunities and the other impacts on the working poor – look at how this affects the housing market	**11**.8; **12**.5
Civic Rights	• Using data collected from research, develop advocacy papers on homelessness and poverty issues, outlining key facts and indicating the role and responsibility of citizens in addressing the issues raised	**11**.6
Skills & Standards	• Organize and conduct background research necessary to better understand the scope of homelessness and poverty – locally, statewide and nationally	**11**.1-6; **12**.1-3
	• Develop graphs and charts for final exhibition and/or presentations showing the relationships between geography, environmental change, economic development and homelessness and poverty.	**11**.7; **12**.4
Science		
Scientific Inquiry	• Conduct studies of the feasibility of using a variety of building materials that might increase the energy efficiency of the proposed Habitat Home and make recommendations based on findings	**11**.1-2; **12**.3
Diversity	• Conduct research into the ways in which environmental policies are shaped by issues such as population growth and distribution, land use, and poverty	**11**.11
Understanding Technology	• Investigate the factors involved in making decisions regarding the trade-offs between energy efficiency and housing costs (short-term and long-term)	**11**.2-5
Earth Systems	• Research the impact of energy efficiency on the use of non-renewable energy resources and the earth's ecosystem	**11**.11,13-14
Nature of Science	• Use the principles of scientific inquiry to evaluate various recommendations for building energy efficient homes	**11**.2; **12**.4
Science and Society	• Evaluate the feasibility of different approaches to building a more energy efficient home, considering the technologies and materials available, as well as costs	**11**.8; **12**.8

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EXERCISE: FROM STANDARD TO SERVICE (Grades 3-5)

English Language Arts – Select, create, and use graphic organizers to interpret textual information. (*Reading Process, 4.6; 5.6)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

___ Knowledge	___ Comprehension	___ Application
___ Analysis	___ Synthesis	___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmarkindicator…. (For example, graph the impact of neutering and spaying on pet populations in the community)

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EXERCISE: Grades 3-5

Ohio Mathematics – Create a plan for collecting data for a specific purpose, then represent and interpret the data using tables, bar graphs, line plots and line graphs. *(Data Analysis and Probability, 4.1-2)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKIL, EXPERIENCE? (Focus in on HOW you teach)

___ Knowledge	___ Comprehension	___ Application
___ Analysis	___ Synthesis	___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students decide to monitor water quality in a stream or river near their school, collect data on a regular basis and then report it to local media)

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EXERCISE: Grades 3-5

Ohio Science – Describe weather by measurable quantities such as temperature, wind direction, wind speed, precipitation, and barometric pressure. *(Earth & Space, 4.4)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students decide to set up a weather station at their school, take regular readings and graphs the results)

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EXERCISE: Grades 3-5

Ohio Social Studies – Describe changes in the community over time, including changes in businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation. *(History, 3.3)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students develop questions around these topics and then conduct oral history interviews with local senior citizens)

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EXERCISE: FROM STANDARD TO SERVICE (Grades 6-8)

Ohio English Language Arts – Conduct background reading, interviews or surveys when appropriate. *(Writing Processes, 6.2, 7.2, 8.2)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator… (For example, students brainstorm ideas for an environmental service project and the necessary background readings, interviews, and/or surveys to better understand the issues involved).

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EXERCISE: Grades 6-8

Ohio Mathematics – Select, create and use graphical representations that are appropriate for the type of data collected.
(Data Analysis and Probability, 6.2)

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students involved in sorting donated food at a local food bank collect data on the types of foods donated and the graph this information against demand).

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EXERCISE: Grades 6-8

Ohio Science – Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) and abiotic (non-living) resources. *(Life Sciences, 7.3)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I need to teach this CONTENT, SKILL, EXPERIENCE? (The focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students are involved in a project to redevelop a wetlands area near their school).

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EXERCISE: Grades 6-8

Ohio Social Studies – Complete a research project that includes a bibliography. *(Skills and Methods, 6.6)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Analysis
  ___ Comprehension ___ Synthesis
  ___ Application ___ Evaluation

- Step 3: Service-learning activities that would naturally enhance teaching this benchmark/indicator…

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EXERCISE: FROM STANDARD TO SERVICE (Grades 9-10)

Ohio English Language Arts – Write business letters, letter to the editor, and job applications. *(Writing Applications, 9.3, 10.3)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skill?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students involved in a gardening project with local senior citizens write letter to local merchants requesting donations of supplies).

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EXERCISE (Grades 9-10)

Ohio Mathematics – Describe and compare various types of studies (survey, observation, experiment), and identify possible misuses of statistical data. *(Data Analysis and Probability, 9.4)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students involved in a project on issues relating to poverty and homelessness collect their own data and compare it with data collected by others, using various sampling techniques).

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EXERCISE (Grades 9-10)

Ohio Science – Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. Explain how changes in technology/biotechnology can cause significant changes, either positive or negative, in environmental quality and carrying capacity. *(Life Sciences, 10.18)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students are involved in a project to create and maintain a nature preserve).

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EXERCISE (Grades 9-10)

Ohio Social Studies – Describe the ways in which government policy has been shaped and set by the influence of political parties. Interest groups, lobbyists, the media and public opinion. *(Civic Rights and Responsibilities, 10.1)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students involved in a wetlands restoration project also investigate how government policy regarding wetlands has been shaped).

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EXERCISE: FROM STANDARD TO SERVICE (Grades 11-12)

Ohio English Language Arts – Use a variety of communication techniques to present information that supports a clear position about the topic or research questions and to maintain an appropriate balance between researched information and original ideas. *(Research, 11.7; 12.7)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, Could be part of a final research paper and/or presentation connected with any service project).

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EXERCISE (Grades 11-12)

Ohio Mathematics – Design a statistical experiment, survey or study based on a problem, collect data for the problem and interpret the data with appropriate graphical displays, descriptive statistics, concepts of variability, causation, correlation, and standard deviation. *(Data Analysis and Probability, 11.1)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students are involved in designing an energy efficient home for Habitat and learn how to balance costs with energy efficiency).

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EXERCISE (Grades 11-12)

Ohio Science – Investigate issues of environmental quality at local, regional, national and global levels such as population growth, resource use, population distribution, poverty, the role economics, politics and different ways humans view the earth. *Life Science, 11.11)*

- Step 1: What does the behcnmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3: Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students involved in an environmental advocacy project research issues related to global warming).

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EXERCISE (Grades 11-12)

Ohio Social Studies – Describe the intended and unintended effects of human modifications of the physical environment and weigh the costs and benefits of alternative approaches to addressing environment concerns. *(Geography, 12.2)*

- Step 1: What does the benchmark/indicator say?
  - What CONTENT do I need to teach?
  - What SKILLS do I need to teach?
  - What EXPERIENCES do my students need to apply the content and skills?
  - What OUTCOMES do I hope for?

- Step 2: At what level do I teach this CONTENT, SKILL, EXPERIENCE? (Focus is on HOW you teach)

  ___ Knowledge ___ Comprehension ___ Application
  ___ Analysis ___ Synthesis ___ Evaluation

- Step 3 Service-learning experiences that would naturally enhance teaching this benchmark/indicator…. (For example, students are involved in a service project focused on preservation of local farm lands).

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Educational Goal/Standards Connections

CONTENT AREA	**GOAL/STANDARD** (List specific state benchmarks and indicators)	**DESCRIPTION OF SERVICE ACTIVITY** (How did it address content/benchmarks/indicators)	**ASSESSMENT METHODS** Who, what, how, when?	**PORTFOLIO**
Language Arts				
Social Studies				
Science				
Math				
Fine & Performing Arts				
Career Tech				

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Footnotes

M. Paul Latiolais and Dannelle D. Stevens, "Experiential Education in a Standards-Based System: Warring Factions or Compatible Partners?" *National Society for Experiential Education Quarterly,* Summer 1999, pp. 8-12.

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Ohio Department of Education

- *Academic Content Standards, K-12, English Language Arts,* Columbus, OH: Ohio Department of Education, 2002.
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- *Academic Content Standards, K-12, Science,* Columbus, OH: Ohio Department of Education, 2002.

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Module 14 – Service-Learning and Student Success
L. Richard Bradley, Ph.D.

Purpose of this Module: To show how service-learning connects with factors important to the academic success and social-emotional well-being of students.

Introduction:

- Imagine a school – any school, anywhere, any grade level.
- Imagine it is the first day of a new school year. You look out your classroom window and watch the students walking up the steps and into the building.
- What do you imagine they are thinking/feeling/asking themselves as they walk in the door?
- Nod or shake your head if you agree that they will be thinking/feeling/asking any of the following:

THINKING

- *"Well – last year we studied the Civil War. I wonder if we'll find out how the rest of the 19th century turned out this year…."*
- *"I just know that if I really buckle down this year I can improve my STAT 9 scores in math, science, and reading to Superior levels…."*

FEELING

- *"I wonder if the other kids will like me…."*
- "*I wonder if I will be safe on the playground…."*
- *"I wonder if it will be safe for me to go to the bathroom…."*
- *"I wonder if the teacher will like me…."*
- *"I wonder if I will fit in here…."*

FACTS

- In 1900, there were 115, 000 public school districts and 350,000 students in the United States. The average school had 30-40 students.
- In 1930, there were 262,000 public schools in the United States, serving 26 million students. The average school had 99 students.

- In 2000, there were 15,000 school districts and 90,000 public schools in the United States, serving 47 million students. The average school had 522 students.

- This reflects a decrease of almost 75% in the number of schools at the same time the number of students was increasing by 400%.

ESSENTIAL QUESTION: What do you think of when you hear people talk about "school reform" or "school renewal?" What phrases, images come to mind?

Possibilities include:

• Raising test scores • Revamping the curriculum • Teacher accountability • Meeting state standards	• Requirements of NCLB • Character education • Getting a school of the "failing list" • Dropout prevention

Need to Focus School Reform Efforts in the Right Place:

This information suggests that the focus of school reform should **not** be on:

- Doing more of what we are already doing
- Doing the same things "faster, more efficiently, with fewer teachers"
- Doing the same things with different staff
- Doing the same things with same staff, but with different people in charge
- Doing the same things with all of the same people, but with a different organizational structure

All of these approaches are like re-arranging the deck chairs on the Titanic.

The current educational model, particularly at the high school level, is based on a model developed in the early 1900's. In the euphoria that followed Henry Ford's development of the assembly line, people were looking for other applications of this strategy. Schools were among the first institutions to be redesigned. The goal was to ensure that schools would use the *"most efficient means to produce a product whose uniformity and quality could be programmed carefully by specified procedures"* (Darling-Hammond, p. 39). Great emphasis was placed on preparing students for their work on America's assembly lines.

This led to the gradual adoption of grades and textbooks that systematically sequenced instruction and also standardized tests for evaluating mastery and determining

both graduation and job placement. In most schools, particularly those in America's cities, the emphasis was on rote learning of the skills needed to perform particular tasks on the assembly line. There was little tolerance for creativity, questioning, or behaviors that were "out of line."

While today's schools may not be quite as regimented as the schools of the early 1900's, they are still structurally similar in many ways. Neatness, punctuality, and the emphasis on rules –from the important to the trivial – characterize the daily routines of many schools. Regardless of their levels of ability or learning styles, students are still expected to learn new content and skills within short, specified periods of time (often determined by curriculum writers outside the classroom). Teachers are required to teach certain content and skills within specified periods of time. Whether or not students learn or understand the material is irrelevant – everything in the curriculum guide must be covered. This leaves little time in today's standard's driven classrooms for innovation or creativity that is based on student needs. And the obsession with bells, schedules, and time clocks has put a "hammerlock" on many school reform efforts.

(Insert PROBLEM WITH AMERICA'S SCHOOLS, Lappe and DuBois – TRANSPARENCY & Handout).

Other issues aside, the problem with this approach is that we continue to use a model that prepares students for jobs that no longer exist. We need to get bey9nd the factory model to prepare our young people for existing and emerging careers in the nonprofit and fir-profit sectors. According to one expert, today's high school students will have **10 jobs** and **3 different careers** during their lifetimes. **Four** of those jobs and **one** of those careers have **<u>not</u>** even been thought of yet. **90%** of these jobs will require computer literacy.

For example, how many of you have heard of

- "Bioinformatics?" (The fusion of high-powered computers and medicine)
- "Telematics?" (Soon, we'll all be buying cars because of their telematics – GPS, MEMS systems, etc.)
- "Artificial Intelligence Technician"
- "Automotive Fuel Cell Battery Technician"
- "Computational Linguist"
- "Medical Diagnostic Imaging Technician"
- "Cryonics Technician"
- "Virtual Set Designer"

By the year 2015, somewhere between 50-80% of us will be working at jobs **that do not even exist today.**

To be effective, today's schools much prepare young people

- To access information that has not yet been created,
- To be effective problem solvers for problems that have not yet been identified, and
- To work effectively with others in jobs that do not yet exist.

We need to create intellectual entrepreneurs – students who can do breakthrough thinking, students who are educated to think about possible futures, sort them out, who are capable of doing the research that needs to be done, and are then able to come up with solutions to the problems they face in their own communities, their countries, even in their world.

What is needed is a **paradigm shift**, a change in the rules, a change in way we "do business" in education. More importantly, the starting point in this shift needs to be **focusing on the student** rather than on the organization. (TRANSPARENCY)

PARADIGM SHIFT FOR EDUCATIONAL REFORM

- Begins with a new **PARADIGM** for education
- A **PARADIGM** is a set of rules and regulations (and assumptions) that

  - Define boundaries

  - Tell us what to do to be successful within those boundaries, and

  - Act as psychological filters that influence both **<u>what</u>** we see and **<u>how</u>** we understand it
- Shifting to a **<u>new</u> EDUCATIONAL PARADIGM**, then, means changing the way we see things, changing the way "the game of educating students is played.

©, 2004, *L. Richard Bradley, Ph.D., for Learn & Serve Ohio*

ESSENTIAL QUESTION: Who are the students who sit in our classrooms today? What are they like?

Possible responses include:

• Multiple obligations outside the school (jobs, sports, parenting) • Present-orientated • Education isn't relevant to me!	• Many some from single-parent or blended families • Parents may not value education • May be parents themselves

That's why the focus of real school reform needs to be on the student …

- Who falls asleep in our class
- Who comes into our class and slouches down in his/her seat – with no pencils, no paper, no book – whose whole demeanor shouts, "Bring it on! I dare you to teach me something today!"
- Who will have **10** different jobs and **3** different careers in his/her lifetime
- Who may be discouraged about school and learning even before they get to your classroom because of how they have done or been treated in other classrooms by other teachers
- Who may come from a home where there is little or no parental encouragement or support for learning
- Who doesn't learn in the tradition "sit and git" way
- Who may feel alienated and disconnected from the school and the community
- Who may be afraid to come to school because of threats (verbal or physical) made by peers. According to data from the CDC, nearly 20% of all secondary school students carry a weapon and 5% carry a firearm at least once a month. Almost 200,000 American youth stay home from school each day **because they are afraid to go.**
- Who is suffering from low self-esteem and low self-confidence.
- Who comes to school hungry and/or tired.
- Who comes from a dysfunctional family and may be abused – physically or emotionally.

Given this, what really needs to be reformed in order to ensure success for **ALL** students?

- Teaching styles that take into account the different learning styles and abilities
- The school climate
- The classroom environment

The differences between the traditional and the new paradigm for schools are shown on the following HANDOUT AND TRANSPARENCY.

Transparency: Comparison of Traditional and New Paradigms for Schools

Handout

COMPARISON OF TRADTIONAL AND NEW PARADIGMS FOR SCHOOLS

TRADITIONAL SCHOOL PARDIGM	NEW PARADIGM FOR SCHOOLS
➢ The "inputs" and process of education are emphasized over results. Curriculum is "covered" and instruction is organized around limited time units prescribed by the school schedule. Schools accept failure of a significant number of students.	➢ The school mission emphasizes high levels of learning for all students. Diverse abilities, developmental levels, readiness, and learning styles are addressed so that all can succeed. There is flexibility in the use of instructional time with an emphasis on learning, not how much content has to be "covered."
➢ Learning is organized around a standardized curriculum delivered in standardized time periods. Credentials are awarded based on "time-served," issued in "Carnegie Units."	➢ Learning is organized around what students should know and be able to do. Credentialing is based on student demonstration of proficiency in these knowledge and skill areas.
➢ The curriculum is derived from existing content, which is most often determined by textbooks. The curriculum is organized around a set of units, sequences, concepts, and facts.	➢ The curriculum is derived from standards that define what students should know and be to do. Subject matter is "integrated" around "real-world" tasks that require reasoning, problem-solving, and communication.
➢ Assessment is done at the end of instruction and is narrowly focused on lower-level and fragmented (end-of-unit) skills that can be assessed through paper-pencil responses. Norm-referenced standardized tests are the basis of accountability.	➢ Assessment is integrated with instruction and focuses on what students understand and can do. Methods assess students' competencies through demonstrations, portfolios of work, and other measures. Standards-based assessments are the basis of accountability.
➢ School accountability is defined in terms of programs offered, attendance rates, and dropout rates; the number of students who are credentialed, and the results of norm-referenced tests. There is minimal systematic monitoring of student progress on an ongoing basis.	➢ The school is accountable for demonstrating that all students are developing proficiencies that represent high level standards for what students should know and be able to do. There is emphasis on frequent monitoring of students.
➢ School improvement focuses on improving the existing organization, e.g., by adding new programs, improving school climate, and increasing staff participation in decision making.	➢ School reform efforts are challenging and seeking to change the assumptions and practices that characterize how schools are currently organized.

©, *Mary Ann Lachat, "Putting Student Performance Data at the Center of School Reform," in Personalized Learning: Preparing High School Students to Create their Futures (J. DiMartino, J. Clarke, and D. Wolk, Eds.). Lanham, MD: Scarecrow Press, 2003., p. 212*

The importance of this paradigm shift for our youth is illustrated in the table on the following page.

Transparency: Building "Connectedness" to School

Handout: Building "Connectedness" to School

BUILDING "CONNECTEDNESS" TO SCHOOL

Current Condition	Factors that Build "Connectedness"	Desired Condition
Students who feel **alienated** from their schools ↓ **Low Motivation** ↓ More likely to engage in risky behaviors Poor academic performance Poor attendance High drop-out rate	1. Good classroom management (clear expectations, teachers honor all students) 2. Diversity is honored 3. Class and school size (a necessary but not sufficient condition for "connectedness") 4. Democratic classroom/school – fair but not harsh discipline 5. Participation in service and/or extracurricular activities 6. Personalization – sense of "belonging" that is sustained over time 7. Curriculum that is linked to students' lives and interests and challenges them to develop and use higher order thinking, research, writing, and presentation skills 8. Culture of revision and redemption 9. Authentic assessments that students help to create, focusing on competence (not what students can memorize, but what they can do with knowledge) 10. Students are given real leadership and responsibility	Students who feel **connected** to their schools ↓ **High Motivation** ↓ Less likely to engage in risky behaviors Improved academic performance Lower drop-out rate

@, L. Richard Bradley, Ph.D. (Service-Learning Project Director), The John Glenn Institute for Public Service and Public Policy, and the KnowledgeWorks Foundation, 2003.

How important is this paradigm shift for the education of our youth? According to a study recently released by the Center for Adolescent Health and Development at the University of Minnesota (Blum, McNeely, Rinehart, *"Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens,"* 2002)

- When middle and high school students feel cared for by people at their school and when they feel that they are part of the school, **they are less likely to engage in risky behaviors** (i.e., smoking, early sexual intercourse, involvement in weapon related violence).
- When they feel connected to the school they also report **higher levels of emotional well-being**.

ESSENTIAL QUESTION: Based using some of the ideas contained on the handout "Building Connectedness to School," what could you do right now (Baby Steps) in your classroom/school to help build student connectedness? List on newsprint without comment.

Possibilities include:

• Youth voice – allow/enable youth to become part of their education (Best Practice HS model) • Staff professional development – create learning communities • Schools-within-a-school (Gates research)	• Teacher-student advisories to personalize relationships • Peer mediation programs • Service-learning

Then share the list below.

Transparency: "Strategies that Foster Connections to School – For Administrators"

Handout: "Strategies that Foster Connections to School – For Administrators"

STRATEGIES THAT FOSTER CONNECTIONS WITH SCHOOL – FOR SCHOOL ADMINISTRATORS

1. Brainstorm with students, faculty, staff and parents simple changes that could make the school a more pleasant place to be.

2. Create policies that are based on student, family, and neighborhood assets and strengths.

3. Turn mistakes into learning opportunities rather than failures meriting punishment.

4. Acknowledge and honor accomplishments and all types of competencies (such as helpfulness, good citizenship, most improved attendance, service, participation in decision-making, and cessation of negative behaviors).

5. Set high standards and challenge students to meet them.

6. Reinforce explicit expectations for positive behavior and academic success.

7. Encourage highly interactive teaching strategies (*Effective Small Schools Standard # 6).*

8. Create a welcoming environment for all who come to the school.

9. Invite family and community members to take active and regular roles in the daily operation of the school *(Effective School Schools Standard # 11).*

10. Create a common vision of success and keep it visible (*Effective Small Schools Standard # 9).*

(*Based on material published in "Protective Schools: Linking Drug Abuse Prevention and Student Success," by Kris Bosworth, Ph.D., Smith Initiatives for Prevention and Education, College of Education, The University of Arizona: Tucson, AR, 2002).*

Exercise: Brainstorm with participants a list of things they think teachers could do to foster student connections with school. List on newsprint without comment. Then share the ideas below.

Transparency: "Strategies that Foster Connections with School – For Teachers"

Handout: "Strategies that Foster Connections with School – For Teachers"

STRATEGIES THAT FOSTER CONNECTIONS WITH SCHOOL – FOR TEACHERS

1. Help students get to know each other's (and your) strengths *(Effective Small Schools Standard # 2).*

2. Involve students in planning, problem solving, identifying issues and assessing curriculum in the classroom *(Effective Small Schools Standards # 5, # 6, and # 10).*

3. Promote cooperation over competition. Offer opportunities for the class to work together to help everyone achieve their level of excellence *(Effective Small Schools Standard # 4).*

4. Build a strong relationship with each student *(Effective Small Schools Standards #1, # 2).* Teachers consistently acknowledge <u>all</u> students through **personalization** *(Effective Small Schools Standard # 1)* and sustained involvement with students over time *(Effective Small Schools Standard # 2).*

5. Convey attentiveness to students and excitement about learning through non-verbal gestures *(Effective Small Schools Standard # 4).*

6. Involve all students in age-appropriate ways in the chores and responsibilities of the classroom (through regular jobs with real responsibility and leadership *(Effective Small Schools Standard # 3).*

7. Integrate concepts of discipline and respect for classmates by giving them interaction input in class rules (democratic classroom – *Effective Small Schools Standard # 3*).

8. Give students more say in what they will learn *(Effect Small Schools Standard # 5*).

9. Involve students in development the criteria by which their work will be assessed and provide guidelines so they clearly understand what is expected of them *(Effective Small Schools Standards # 9, # 10).*

10. Use first person plural (we, us, let's) when presenting classroom activities.

11. Good classroom management (clear expectations for individual responsibility, clear expectations for conflict resolution)

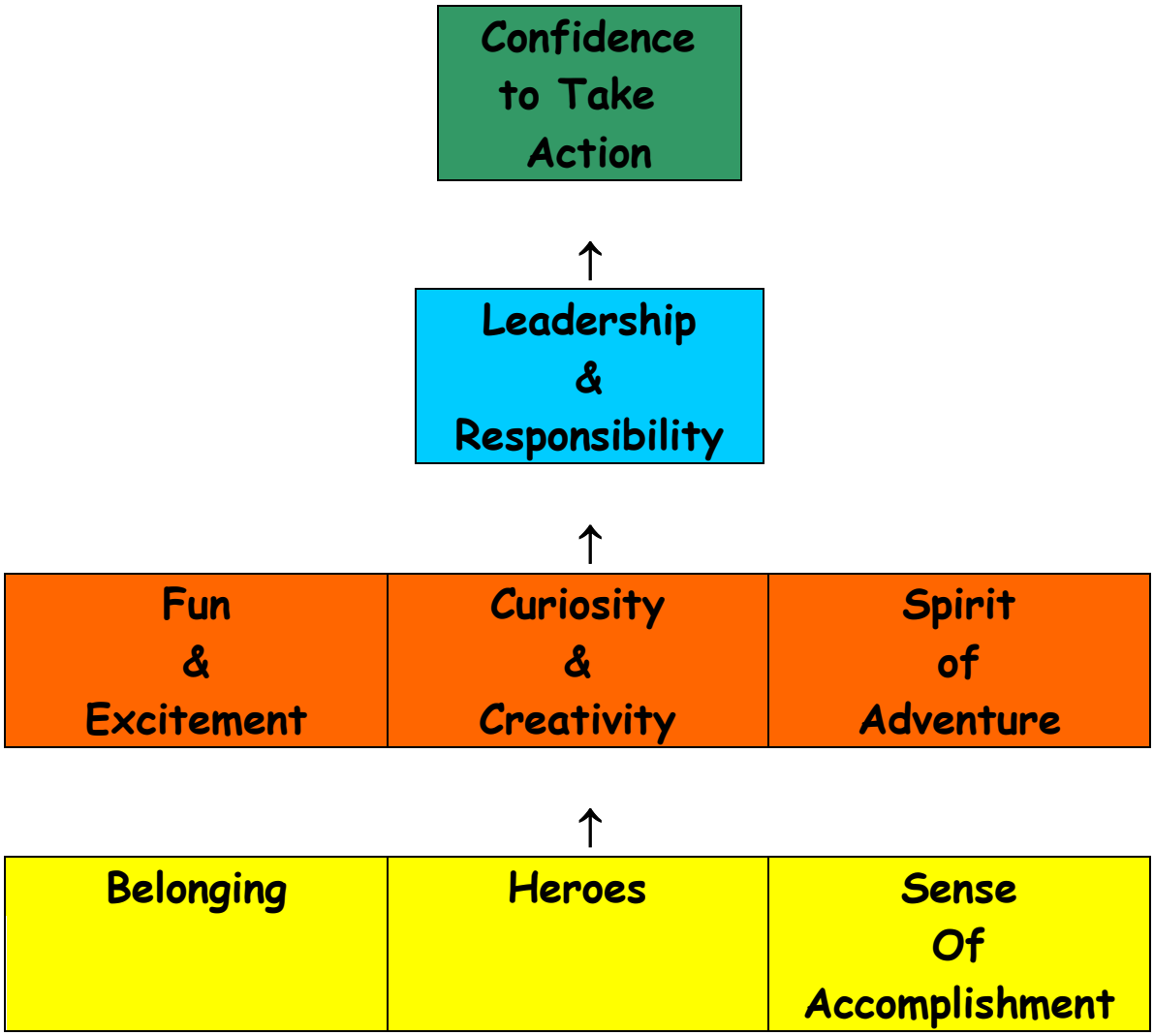
(Based on material published in "Protective Schools: Linking Drug Abuse Prevention to Student Success," by Kris Bosworth, Ph.D., Smith Initiatives for Prevention and Education, College of Education, University of Arizona: Tucson, AR, 2002).

Other critical factors include

1. Students feel more connected when friendship groups are racially integrated and diversity is honored (*Effective Small Schools Standard # 4*)
2. Students in smaller schools (under 600) feel more connected to their school – however class size is not related to the sense of connectedness.
3. When schools have harsh or punitive discipline policies, students feel <u>less</u> connected.
4. When more students participate in extracurricular activities during or after school, the overall level of school connectedness is higher.

Many of these ideas are also echoed in the work on "Student Success in School " done by Dr. Russell Quaglia. Based on his research with students, teachers and parents across the county, he has identified eight variables that are critical to student success. These are shown on the table on the next page.

CONDITIONS FOR SUCCESS IN SCHOOL



@, Russell Quaglia, National Center for Student Aspirations, University of Maine, 2001,
www.studentaspirations.org

Exercise:
ESSENTIAL QUESTION: What could you do to nurture each of these "building blocks in your classrooms and/or schools right now (baby steps)? List without comment on newsprint. Then share Russell Quaglia's suggestions.

Building Block and Definition	**What I could do in my classroom right now. …**
Belonging – to be a valued member of a community while maintaining one's individuality. Provides encouragement and is essential to seeing oneself as being competent.	
Heroes – to have someone in students' lives who they are comfortable with and can turn to for advice, support, and encouragement – a positive role model who inspires them to excel and positively change attitudes and lifestyles.	
Sense of Accomplishment – generally linked to students' academic success, but also includes success in terms of personal accomplishments and perseverance.	
Fun & Excitement – classroom generally characterized by students being "worked up" about something, having fun, being emotionally involved, and having an intense experience or desire to learn. Students who are excited about learning are usually self-confident and curious.	

Curiosity & Creativity – characterized by students who are inquisitiveness, eagerness, and have a strong desire to learn new and interesting things.	
Spirit of Adventure – the student's ability to take on positive, healthy challenges. Students having this trait are not afraid to succeed or fail.	
Leadership & Responsibility – gives students control and responsibility for their words and actions.	
Confidence to take action - to be able to set high goals and be willing to put forth the necessary effort to achieve them. Students who have this trait believe in themselves and have a healthy outlook on life. It is closely tied to self-regard, self-esteem, self-concept, self-worth, and self-respect.	

Conditions for Success in School

Foundation for Aspiration	Give yourself a pat on the back if you do these things….
Belonging	• Show respect for my students' thoughts • Show my students that I value their opinions • Show my pride for my school • Show my students that I care about their problems and feelings • Seek the different opinions of my students • Provide opportunities for students to participate in group activities
Heroes	• Encourage students to be the best they can be • Show students I care about their success in and out of class • Be a positive role model for my students • Help all my students succeed in my class • Show students that I am there when they need me • Establish strong relationships with my students
Sense of Accomplishment	• Recognize all aspects of student achievement • Show my students that I value their opinions • Provide assistance to students in goal setting and goal attainment • Let all students know they can achieve • Spend time helping students do their best in and out of school • Compliment students who try hard • Show acknowledgement for personal accomplishments attained out of class
Fun & Excitement	• Make learning exciting • Make learning fun • Get students emotionally involved in learning • Make certain that students are not bored in my classes • Ensure that my students have fun in my classes • Provide diversity in the way I teach

Curiosity & Creativity	• Encourage students to ask questions • Encourage students to seek solutions to complex problems • Show support to students who explore topics they find interesting • Structure lots of individual exploration in my classes • Make use of individual student interests in my classes
Spirit of Adventure	• Encourage students to learn new things • Support students when they try something new in their learning • Assist students who explore new topics they find interesting • Encourage students not to fear failure or success • Support students' ability to take on positive, healthy challenges
Leadership & Responsibility	• Show my students the importance of becoming good decision makers • Teach my students to accept responsibility for their actions • Show students who speak their opinion that they may be potential consequences • Encourage open expression of opinions in my classes • Encourage students to question the status quo • Encourage students to express their thoughts
Confidence to take action	• Show my students that I believe they can achieve if they work hard enough • Show students how to take action on causes they believe in • Encourage students to have confidence in their ability to do well • Make students comfortable enough to "take action" in the class • Structure class exercises so that students' self-confidence is never hurt • Seek to build students' confidence in my classroom

@, Russell Quaglia, National Center for Student Aspirations, University of Maine, 2001.

Many students echo the importance of these "building blocks". When asked, *"What motivates them to learn,"* students listed five factors that "invited them to learn" – **affirmation, contribution, purpose, power, and challenge.**

(1) **Affirmation** – students come to school needing to know that

- *"People here care about me. I am accepted here and acceptable just as I am."*
- *"I am safe here – physically, emotionally, and intellectually."*
- *"People know what I am doing and it matters to them that I do it well."*
- *"People acknowledge my interests and perspectives and act upon them."*

(2) **Contribution** – students come to school looking for a way to contribute to their world. They need to feel that

- *"I make a difference in this place."*
- *"I bring unique and valuable perspectives and abilities to this place."*
- *"I help other students and the entire school to succeed."*
- *"I am connected to others through mutual work on common goals."*

(3) **Purpose** – students need to

- *"Understand and see significance in what we do here*.**"**
- *"Know that what we do reflects us and our world.***"**
- *"That the work we do makes a difference in the world.***"**
- *"Be involved in work absorbs us.***"**

(4) **Power** – to feel powerful in the classroom, students need to believe that

- *"What I learn here is useful to me now."*
- *"I make choices that contribute to my success."*
- *"I know what quality looks like and how to create quality work here."*
- *"Dependable support for my journey exists in this classroom."*

(5) **Challenge** – students feel challenged in the classroom when they perceive that

- *"The work here complements my abilities."*
- *"The work here stretches me. I accomplish things here that I didn't believe possible."*
- *"When I work hard, I generally succeed."*
- *"I am accountable for my own growth and I contribute to the growth of others."*

(Carol Ann Tomlinson, *"Invitations to Learn,"* Educational Leadership, Vol. 60, 1, September, 2002).

The Relationship Between Service-Learning and Other Learning Strategies

Problem-Based Learning	Case Studies	Thematic Learning	Project Learning	Service-Learning	Performance-Based Learning
Meeting the problem Defining the problem Gathering the facts • Know • Need to know • Need to do Hypothesizing Researching Rephrasing the problem Generating alternatives Advocating solutions • Probable • Possible • Preferable	Key concepts Content/disciplines Compelling narrative Facts Small group discussion Debriefing Follow-up	Brainstorming a bank of themes Posing questions Turning a theme into a problem-solving investigation Gathering facts Analyzing the problem Generating alternatives Advocating a solution of position	First-story intellect: Gathering activities • Read • Research • Interview • View • Listen • Visit • Search Internet Second-story intellect: Processing activities • Sketch • Draw • Calculate • Generate • Develop a prototype Third-story intellect: Applying activities • Try • Test • Evaluate • Revise • Repeat the cycle • Showcase	Selecting the need for service Finding a community partner Aligning service with educational goals Managing the project: • Planning • Implementing • Monitoring • Evaluating Fostering reflective learning	The Prompt The Vision The Standards The Coaching Context • Explanation • Demonstration • Feedback • Performance • Reflection The Presentation The Reflection

©, 1997, Robin Fogarty, Problem-Based Learning & Other Curriculum Models, Skylight Press, Arlington Heights, IL, p. xv.

As the table on the preceding page suggests, service-learning can easily be connected with other learning strategies such as **problem-based learning, thematic learning, project-based learning, and performance-based learning.** Some definitions:

Problem-Based Learning – a curricular model that uses authentic problem as the impetus for learning. It begins with an ill-structured, open-ended problem, such as the controversy at one middle school about what its students really need to learn. This problem leads students to an investigation from which subject matter content and instruction springs. PBL may be the entire focus of a course, or it may occur within the context of a unit of study, which is called "post-holing." As a curricular framework, PBL provides a genuine context for relevant learning.

Thematic Learning – involves using a "big idea" theme as a curriculum organizer. For example, "patterns" is a theme that can be used creatively. Targeted content, skills, and attitudes are easily organized under the umbrella of "patterns." Students can find patterns in an earth science unit or create tessellations to study design in math and art. The idea of patterns can be used to look at American history, government, and economics. It is also a way to study poetry, literature, and music.

Project-Based Learning – uses a complex project as the catalyst for instruction. The curricular frame of project learning provides the reason for learning abstract ideas and principles. They become relevant, concrete tools. For example, high school students integrate the Pythagorean theorem from their math class to their vocational education project – erecting the frame of a house. In this way, students gain a deep understanding of the theorem as they know their knowledge of right triangles to build the frame of a real house.

In project learning:

- The teacher and the students select a topic for study based on students' interests, curriculum standards, and the availability of local resources. (See example, *"Learning in the Park," Educational Leadership, November 2002, pp. 53-56).*
- The teacher arranges opportunities for student do field work and speak to experts and provides other resources students need for their research.
- The teacher arranges for a culminating event at which students present their findings.

Common features of project learning include:

- Students conduct multifaceted investigations extending over long periods of time
- Projects deal with real-world questions that students care about
- Students encounter obstacles, seek resources, and solve problems along the way
- Students make their own connections among ideas and acquire new skills as they work on different tasks
- Students use authentic tools in their investigations
- Students get feedback about the worth of their ideas
- Problems are presented in their complexity
- Students find interdisciplinary connections between ideas
- Students struggle with ambiguity, complexity and unpredictability

Students engaged in project learning typically go far beyond minimum expectations in their projects and are more likely to retain what they have learned. Research also shows that take more responsibility of their learning – resulting in fewer absences and discipline problems. Other benefits include:

- By working with and adopting local environments – social, cultural, economic, political, and natural – as the context for student learning, schools build and strengthen relationships with the community.
- Students come to see themselves as "problem-solvers." Students see problems they didn't see before and say "We could fix that."
- A recent study of 40 U.S. schools that have adopted the social, cultural, economic, and natural features of local environments as the context for learning reported that students
  (1) Acted more independently and responsibly
  (2) Displayed more pride in and ownership of their accomplishments
  (3) Exhibited improved self-control and discipline
  (4) Academically outperformed their traditionally instructed peers
- When compared with students in traditional classrooms, students who had experienced place-based education
  (1) Earned higher grade-point averages
  (2) Scored higher on standardized tests in language arts, math and social studies
  (3) Student involvement in authentic and meaningful work – such as projects typical of place-based education – enhanced student engagement and performance.

Performance-Based Learning – learning by doing. It is about immersing students in the act of performing an actual learning task. One well known example is driver's education. Students are placed in a simulation in which they must perform a set of tasks in order to demonstrate that they can drive a car. Eventually, after ample rehearsal, they practice doing the driving tasks in an actual car. Performance learning requires depth of knowledge and deep understanding that is evidenced through the performance itself. As a curricular frame, performance learning is useful in the lab setting, the visual and performing arts, and classroom hands-on learning situations that require students to demonstrate what they have learned.

Some elements these learning frames have in common with service-learning include:

- Finding, defining or identifying a problem or issue to be addressed
- Gathering the facts and information needed to understand the problem or issue
- Conducting research about the problem or issue
- Brainstorming or generating possible solutions to the problem or issue
- Addressing the problem or issue through some form of action (advocacy, presentation, and/or service)
- Some form of reflection following the action

In many cases, the only real difference between these learning strategies is that, in service-learning, there is an expectation that student research and planning will result in some form of **community-based service activity** that addresses the problem or issue which they have identified. With the other learning strategies, service is **not** an explicit expectation.

Increasing Resiliency in Youth

Transparency: Increasing Resiliency in Youth **Handout: Increasing Resiliency in Youth**

In addition to improving student academic success, another goal of educators today is to help youth move from risk toward resiliency. In many urban school districts building resiliency is a necessary foundation for academic success.

"Resiliency" has been defined "as the human capacity to face, overcome, be strengthened by, and even be transformed by the adversities of life." Resilient youth are those who have developed self-competence, problem-solving skills, autonomy, and a sense of meaning and purpose (Billig and Kraft, 1997).

Factors that promote the development of resiliency include:

- Developing and/or having a sense of belonging
- Having "heroes" who model prosocial behaviors
- Developing a sense of accomplishment and self-confidence
- Being given opportunities for meaningful leadership and responsibility
- Being in a school that promotes involvement and belonging
- Participating in sports or other extracurricular activities

Schools that work to increase youth resiliency are places with the following characteristics.

Characteristics	**Description of Themes**
Reciprocity	Schools foster socially competent, mutually-caring, and socially-nurturing, drug/violence-free families, communities, and schools.
Self-Regulatory Competence	Students learn to • Solve problems peacefully, • Think critically about violence and drug use, • Enjoy being drug-free, • Persist in avoiding drugs and violence, and • Expect academic achievement. They also learn • How to devise, plan, and implement personal growth.

Self-Reflection	Students learn to • Assess their own resiliency capabilities accurately; • Motivate themselves to avoid destructive behaviors; • Assess their own roles or responsibilities in social situations; • Take personal responsibility and accountability; and • Reflect on their own thinking.
Virtue	• Schools foster the sense and belief that one's own actions will significantly determine personal outcomes. • Teachers encourage students to set personal values and goals regarding violence and drug use. • Students acquire a sense of responsibility and a desire to accomplish personal goals. • Schools promote a sense of student relevance to the school environment.

Exercise:

ESSENTIAL QUESTION: What are some things you could do in your classrooms and/or schools right now (baby steps) to promote the development of resiliency? How could you use service-learning to help your students develop resiliency? List without comment. Then share the following information.

Research-based Support for Service-Learning as a Strategy for Increasing Resiliency

- Students who were actively engaged in service activities of any kind were about half as likely to engage in risky behavior (binge drinking, problem drug use, problem tobacco use, frequent alcohol use, unprotected sexual activity) as students not engaged in service (Search Institute, 1990 – *see* ***Module 2***).
- Students in elementary and middle school service-learning programs showed reduced levels of alienation and behavioral problems (Stephens, 1996; Yates and Youniss, 1996).
- Middle school students who engaged in service-learning and experienced a structured health curriculum were less likely to engage in unprotected sexual activity or violent behavior (O'Donnell, et.al., 1999).
- Students who engaged in service-learning were more likely to increase their sense of self-esteem and self-efficacy (Shaffer, 1993; Switzer, 1995; Search Institute, 2000).

Well-designed service-learning programs also have explicit educational goals (often standards-based – see *Module 13)* and use the service experience to enhance classroom learning. These out-of-class experiences give students opportunities to develop and use critical-thinking skills, to exercise their curiosity and creativity in finding solutions to problems facing their communities, and to see real-world connections between what they are learning in the classroom and issues in their community (Bradley, 2000). Service-learning research indicates that students who engage in high-quality service-learning programs

- Show an increase in the degree to which they felt aware of community needs, believe that they are able to make a difference through their actions and are committed to service, both now and in the future (Melchior, 1999; Berkas, 1997).
- Develop a greater sense of civic responsibility and an ethic of service (Stephens, 1995).
- Have more positive attitudes about their schools and community, are more likely to participate, believe they can make a difference, and more likely to take on leadership roles in community organizations (Search Institute, 2000).

In short, when youth participate in well-designed, curriculum-based service-learning activities, they are likely to move from

Low academic self-esteem → Increased competence and self-esteem

Alienation/non-affiliation → Increased engagement in their schools/community

Feeling unwanted/unneeded → Increased sense of connectedness and usefulness

Feeling that they have no control over their lives → Increased sense of control

Asset Building

Another model for helping students to develop the skills they need to be successful in school and in life has been developed by the Search Institute. Based on over ten years of research, the Institute has identified 40 developmental assets that are grouped into two types: *external assets* that refer to the support and opportunities provided by family, friends, organizations, and communities, and *internal assets* that focus on the capacities, skills, and values that develop within young people. These assets are shown on the table on the following page.

Transparency: 40 Developmental Assets

Handout: 40 Development Assets

40 Developmental Assets

External Assets

Asset Type	Asset Name & Definition
Support	1. **Family Support** – Family life provides high levels of love and support. 2. **Positive family communication** – Young people and his/her parent(s) communicate. 3. **Other adult relationships** – Young person receives support from three or more nonparent adults. 4. **Caring neighborhood** – Young person experiences caring neighbors. 5. **Caring school** climate – School provides a caring, encouraging environment. 6. **Parental involvement in schooling** – Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. **Community values youth -** Young person perceives that adults in the community value youth. 8. **Youth as resources** – Young people are given useful roles in the community. 9. **Service to others** – Young person serves in the community one hour or more per week. 10. **Safety** – Young person feels safe at home, at school, and in the neighborhood.
Boundaries & Expectations	11. **Family boundaries** – Family has clear rules and consequences and monitors the young person's whereabouts. 12. **School boundaries** – School provides clear rules and consequences. 13. **Neighborhood boundaries** – Neighbors take responsibility for monitoring young people's behavior. 14. **Adult role models** – Parent(s) and other adults model positive, responsible behavior. 15. **Positive peer influence** – Young person's best friends model responsible behavior. 16. **High expectations** – Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. **Creative activities** – Young person spends three or more hours per week in lesson or practice in music, theater, or other arts. 18. **Youth programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. **Religious community** – Young person spends one or more hours per week in activities at a religious institution. 20. **Time at home** – Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

CATEGORY	ASSET NAME AND DEFINITION
Commitment to Learning	21. **Achievement motivation** – Young person is motivated to do well in school. 22. **School engagement** – Young person is engaged in learning. 23. **Homework** – Young person reports doing at least one hour or homework every day. 24. **Bonding to school** – Young person likes his/her school. 25. **Reading for pleasure** – Young person reads for pleasure three or more hours per week.
Positive Values	26. **Caring** – Young person places high value on helping other people. 27. **Equality and social justice** – Young person places a high value on promoting equality and reducing hunger and poverty. 28. **Integrity** – Young person acts on convictions and stands up for his/her beliefs. 29. **Honesty** – Young person "tells the truth even when it's not easy." 30. **Responsibility** - Young person accepts and takes personal responsibility. 31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32. **Planning and decision-making** – Young person knows how to plan ahead and make decisions. 33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills. 34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations. 36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.
Positive Identity	37. **Personal power** – Young person feels he/she has control over "things that happen to me." 38. **Self-esteem** – Young person reports having high self-esteem. 39. **Sense of purpose** – Young person reports that "my life has a purpose." 40. **Positive view of personal future** – Young person is optimistic about his/her personal future.

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The value of this model is that it is based on what most people would view as “common sense” when it comes to helping young people to be successful. Research by the Search Institute and others also indicates that there is a “predictive” power to these assets:

- The fewer the number of assets a young person has, the greater the likelihood that he/she will engage in risk behaviors.
- Conversely, the more assets a young person has, the less likely it is that he/she will get into trouble.

According to the Search Institute’s research the typical young person today has an average of 19.3 assets. As shown in the tables on the following page, 31 assets is a “worthy” goal that seems to make a big difference in the lives of young people.

The Power of Developmental Assets

Promoting Positive Attitudes and Behaviors

Thriving Behavior	Definition	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Succeeds in school	Gets mostly A's on report card	7%	19%	35%	53%
Values diversity	Places high importance on getting to know people other racial/ethnic groups	34%	53%	69%	87%
Helps others	Helps friends or neighbors one or more hours per week	69%	83%	91%	96%
Exhibits leadership	Has been a leader of a group or organization in the past 12 months	48%	67%	78%	87%

Protecting Youth from High-Risk Behaviors

Risk Behavior Pattern	Definition	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem Alcohol Use	Has used alcohol three or more times in the past 30 days or got drunk once or more in the past two weeks	53%	30%	11%	3%
Illicit Drug Use	Used illicit drugs three or more times in the past twelve months	42%	10%	6%	1%
Sexual Activity	Has had sexual intercourse three or more times in lifetime	33%	21%	10%	3%
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying a weapon, or threatening physical harm in the past 12 months	61%	35%	16%	6%

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SERVICE-LEARNING OUTCOMES CONNECTED TO ASSET BUILDING

SUPPORT

- Positive attitudes towards adults
- Talking with parents about school

EMPOWERMENT

- Community involvement
- Political participation and interest
- Positive attitudes toward community involvement
- Positive civic attitudes
- Belief that one can make a difference in community
- Leadership positions in community organizations

COMMITMENT TO LEARNING

- Grades in reading
- School attendance and performance
- Commitment to class work
- Working for good grades

POSITIVE VALUES

- Prosocial and moral reasoning
- Empathy
- Personal and social responsibility
- Perceived duty to help others
- Altruism
- Concern for others' welfare
- Awareness of societal problems

SOCIAL COMPETENCE

- Self-disclosure
- Development of mature relationships
- Social competence outside school
- Problem-solving skills

POSITIVE IDENTITY

- Self-concept
- Self-esteem
- Self-efficacy

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Connecting Service-Learning with the Assets Building Model

Research by the Search Institute shows service-learning contributing to asset building in three broad areas:

1. Building prosocial values and, to some extent, prosocial behavior;
2. Enhancing aspects of personal identity, such as self-esteem; and
3. Enhancing school success, such as grades and motivation in school.

Peter Benson, of the Search Institute, suggests that building the assets of today's youth will receive a major efforts on three fronts: in the family, in the community, and in the school. He identifies 12 changes that will be needed, ten of which are particularly relevant to service-learning. These are outlined on the next handout.

Transparency: Service-Learning as a Strategy for Cultural Change

Handout: Service-Learning as a Strategy for Cultural Change

Service-Learning as a Strategy for Cultural Change

1. **Deficit language to asset language** – Instead of focusing on their problems, we need to shift energy to building the positive foundation for development that young people need to thrive.
2. **Some youth to all youth -** While continuing to pay special attention to those children who grow up in poverty and face other challenges, a critical task is to tap collective energy to build a sold foundation for all youth.
3. **Age segregation to intergenerational community -** Shift from being a society in which young people have little meaningful contact with other generations to a society in which every young person has several sustained relationships with adults of all ages and with younger children.
4. **A program focus to a relational focus -** Most of the assets are built primarily through relationships with caring and responsible peers and adults. Rather than depending upon programs and professionals to socialize young people, we must rediscover the power and centrality of relationships in passing on knowledge, wisdom, values, and priorities.
5. **A fragmented agenda to a unifying vision -** Everyone doesn't have to do everything, but all recognize that they are on the same team, working for the good of young people, rather than vying for attention for their particular agenda.

6. **Conflicting signals to consistent messages -** Young people need to hear consistent messages about what society expects of them, beginning with a commitment to core human values such as honesty, caring, compassion, and justice.
7. **Efficiency to intentional redundancy -** Young people need to be exposed to asset-building opportunities over and over again in all parts of their lives.
8. **Youth as objects to youth as actors -** In the cliché of the day, people (adults) in villages act to "raise" young people who are defined as deficient of knowledge, of skills, of any useful capacities. This model has produced a generation of young people who think of themselves as useless
9. **Changing priorities to long-term commitment -** The developmental assets provide a framework for long-term action that recognizes the importance on ongoing, positive opportunities and relationships.
10. **Civic disengagement to engagement -** Asset-building calls for young people to get involved in the public life of the community, reconnecting with those around them in relationships of mutual support, care, and shared responsibility.

Service-Learning as a Strategy for Cultural Change

Shifting from:

1. Deficit language to **asset** language.

2. Some youth to **all** youth.

3. Age segregation to **intergenerational** community.

4. A focus on programs to a focus on **relationships**.

5. A fragmented agenda to a **unifying vision**.

6. Conflicting signals to **consistent messages**.

7. Focus on efficiency to **intentional redundancy**.

8. Youth as objects to youth as **actors**.

9. Constantly changing priorities to **long-term** commitments.

10. Civic disengagement to **engagement**.

Peter Benson (1997), *All Kids Are Our Kids*, Jossey-Bass: San Francisco, CA.

Exercise

Using the above information as a framework, divide participants into teams. Distribute newsprint and markers to each team and ask them to brainstorm ideas for curriculum-based service-learning activities that would reinforce and support each of the ten shifts, using the following model (on Transparency).

Service-Learning Activities that Would Support Change

Shift from…	**Possible Service-Learning Activities…**
1. Deficit language to asset language	
2. Some youth to all youth	
3. Age segregation to intergenerational community	
4. Program focus to relationship focus	
5. Fragmented agenda to a unifying vision	
6. Conflicting signals to consistent messages	
7. Intentional redundancy	
8. Youth as objects to youth as actors	
9. Long-term commitments	
10. Civic disengagement to engagement	

SERVICE-LEARNING CONNECTIONS TO THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS

Asset Category	Description	Service-Learning Connections
1. Support	Young people need to experience care, love, and involvement from their family, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.	Working together on service-learning projects can cement relationships of support and caring between peers and with parents and other adults.
2. Empowerment	Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must feel safe.	As they contribute to their world, young people become experts about issues that are important to them, and are seen and see themselves as valuable resources for their organizations and communities. Careful preparation and good supervision during their service-learning efforts help them feel safe.
3. Boundaries and expectations	Young people need to know what is expected of them of whether behaviors are “in bounds” or “out of bounds.”	Boundaries and expectations are reinforced when activities include ground rules for involvement and as adults and peers become positive role models for each other.
4. Constructive use of time	Young people need constructive, enriching opportunities for growth through creative activities, young programs, involvement with a center of worship or spirituality and quality time at home.	Service-learning provides opportunities for young people to use their time to expand their minds and hearts, offer hope and support to others, and use their creativity to deal with new challenges and opportunities.
5. Commitment to learning	Young people need to develop a lifelong commitment to education and learning.	Education linked to action can unleash a new commitment to learning as youth apply their knowledge to issues and problems and as they are exposed to questions and situations that challenge their worldview and perspectives.
6. Positive values	Young people need to develop strong values that guide their choices.	Through service-learning, young people not only express their positive values, they also have opportunities to affirm and internalize values that are important to them.
7. Social competencies	Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.	Many skills and social competencies are nurtured as young people plan their activities, take action, and build relationships with their peers, adults who serve with them, and service recipients.
8. Positive Identity	Young people need a strong sense of their own purpose, power, and promise.	Service-learning becomes an important catalyst for shaping positive identity as young people discover their gifts and a place in the world through their acts of service and justice.

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IDENTIFYING COMMUNITY NEEDS AND SERVICE-LEARNING OPPORTUNITIES THROUGH THE ASSET FRAMEWORK

Use this tool with community members to identify possible types of service-learning projects that tie to each of the categories of developmental assets.

Asset Category	Examples of Possible Service Areas	What's Present? (Strengths to build on)	What's Missing? (Gaps to fill in)
Support			
Empowerment			
Boundaries and Expectations			
Constructive Use of Time			

Commitment to Learning			
Positive Values			
Social Competencies			
Positive Identify			

(From the *Asset Builder's Guide to Service-Learning,* Copyright @, 2000, Search Institute, Minneapolis, MN, 800-888-7828, www.search-institute.org)

IDENTIFYING NEEDS AND OPPORTUNITIES THROUGH THE ASSET FRAMEWORK

Use this tool with community members to identify possible types of service-learning projects that tied to each of the categories of developmental assets.

Asset Category	Examples of Possible Service Areas	What's present (Strengths to build on)	What's missing? (Gaps to fill in)
Support	➢ Strengthening families ➢ Building intergenerational relationships ➢ Mentoring ➢ Caring for homebound residents ➢ Meeting basic needs for food, clothing, shelter ➢		
Empowerment	➢ Leadership development and training ➢ Addressing safety concerns ➢ Start-up help for gardening or landscape improvement ➢		
Boundaries and Expectations	➢ Addressing issues such as vandalism, alcohol and other drug use, graffiti ➢ Introducing children to positive role models ➢		
Constructive use of time	➢ Building or repairing sports and recreation facilities ➢ Providing programs and activities for younger children ➢ Performing dance, music, and other art forms		

Commitment to learning	➢ Tutoring and other educational support ➢ Improving school facilities ➢ Reading and literacy programs (all ages) ➢		
Positive values	➢ Leading educational programs related to values ➢ Advocating for social justice causes ➢		
Social Competencies	➢ Teaching conflict resolution or mediation skills to children ➢ Supporting cultural enrichment activities or programs ➢		
Positive Identity	➢ Start-up assistance for community-led activism ➢ Creating stories and histories of the people and places of the community ➢		

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ASSET-BUILDING SERVICE-LEARNING PROJECT IDEAS

Support

- Deliver meals to shut-ins and spend time talking with them while they eat.
- Start or join a tutoring or mentoring program for younger children.
- Lead recreational programs in a nursing home or cay-care center.
- Form a welcoming committee that reaches out to children and youth who move into your neighborhood.
-

Empowerment

- Compile a list of service opportunities for people in your community and make it available to other organizations.
- Coach sports teams for younger children.
- Write letter to local leaders about how to make your neighborhoods safer for young people.
- Speak at public forums on issues that affect children and youth.

Boundaries and Expectations

- Start a "Clean Up Your Act" campaign in your neighborhood
- Pair adults and youth with similar interests and help them find a project in the community they both want to work on.
- Hold a seminar for families on asset building, including family rules and consequences for breaking them.

Constructive Use of Time

- Start a theater group that goes to different schools and organizations to raise awareness about issues such as nutrition, alcohol and other drug use, sexual harassment, or other important issues.
- Help repair or build a community youth center
- Collect slightly used musical instruments and donate them to a local school.

Commitment to Learning

- Offer ESL tutoring to families in your community.
- Read or tell stories to younger children.
- Collect books for other schools or agencies.
- Create posters for your school that proclaim the importance of learning.

Positive Values

- Write letters to advocate human rights through an organization such as Amnesty International.
- Advocate recycling programs or other environmental programs.

Social Competencies

- Hold a family night focused on appreciation of cultural diversity, including poetry, music, food, and other expressions of different cultures.
- Develop a conflict management team.
- Create and distribute t-shirts and buttons that highlight tolerance and understanding.
- Develop a training program for younger children on how to resist pressure and avoid dangerous situations.

Positive Identity

- Organize a career fair for other young people in your community.
- Distribute voter information and campaign for candidates who reflect a positive vision of the future.
- Regular send notes to friends and other young people telling them what's great about tem.

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BENEFITS AND CHALLENGES OF DIFFERENT TYPES OF SERVICE

Service activities can take many forms, from indirect service you perform without your school to hands-on involvement to education and advocacy. Use ideas on this chart to identify possibilities that fit with your school's priorities, resources, and interests.

Type of Service	Examples	Benefits	Challenges
Indirect service: Activities that provide resources or services without any direct contact with recipients	➢ Organizing a food drive ➢ Collecting blankets and winter clothing for the homeless ➢ Raising funds for organizations, causes, disaster relief ➢ Creating care packages for new teen moms, refugees, shelter residents, or other groups in distress ➢ Environmental clean-up project	➢ Meets important needs ➢ Can build connections to distant places in the world ➢ Does not require transportation	➢ Doesn't put young people directly in contact with recipients ➢ Can perpetuate stereotypes or an "us and them" attitude about the people being served
Direct service: Hands-on action on behalf of people or issues	➢ Assisting the elderly with household shopping or household tasks ➢ Tutoring younger children ➢ ESL classes ➢ Habitat project ➢ Serving at a local homeless shelter ➢ Visiting a local senior center, nursing home	➢ Provides opportunities for relationship building ➢ Can increase cross-cultural understanding ➢ Personalizes social and justice issues by connecting them to individual people ➢ Can offer immediate, tangible results	➢ Demands a stronger commitment from young people ➢ Typically involves multiple visits over time ➢ Usually requires transportation

Type of Service	Examples	Benefits	Challenges
Advocacy for social change: Speaking out on behalf of others and working to change the underlying conditions that keep them in need	➢ Sponsoring a voter registration campaign ➢ Working to educate voters about potential issues ➢ Writing letters to the editor or submitting articles about social issues to the media ➢ Speaking up about social issues at town or committee meetings ➢ Working on behalf of individual policy makers or other leaders	➢ Highlights justice issues for young people, reminding them of the systemic, conditions that can perpetuate injustice ➢ Gives young people experience in civic engagement and world issues	➢ Results almost never come quickly and may not be recognizable for years, if ever ➢ Issues can be divisive and solutions complex ➢ Some types of political involvement may be inappropriate for some age groups
Education for change: Young people become catalysts for change by learning about social issues and sharing what they learn with others	➢ Develop a presentation about local hunger issues, HIV/AIDS education, or other themes ➢ Compile and distribute a list of easily accessible resources for families in distress ➢ Immersion opportunities where young people experience a different culture or setting in an intensive experience ➢ Participating in community events and celebrations that honor the richness in the community's history	➢ Builds young people's information-gathering and leadership skills ➢ Positions young people as resources in their community ➢ Provides the knowledge for young people to get more directly involved in issues and advocacy	➢ By itself, does not provide direct contact with people in need ➢ Can create conflict is the issues are controversial

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REINFORCING ASSETS DURING ACTION

Here are some ways adult leaders and allies can model asset building and create an asset-rich experience for young people during the action phase of service-learning.

Support

- Get to know all the young people who are serving.
- Encourage warm relationships between young people themselves, between young people and community members, and between young people and adult supervisors and servers.

Empowerment

- Ensure that all young people have meaningful roles and feel like they are really contributing.
- Monitor safety and enforce safety rules.

Boundaries and Expectations

- Have clear assignments, guidelines, and behavior expectations for young people.
- Encourage all adults and young people to model responsible, healthy behavior.
- Give young people assignments that are challenging but not overwhelming.

Constructive Use of Time

- Make sure that all young people have useful ways to use their time.

Commitment to Learning

- Keep the learning goals in mind. Point out connections between service and learning at the work site.
- Informally reflect on the experience during the project.

Positive Values

- Be honest with the young people, and expect them to be honest with you.
- Talk about issues of social justice that arise during the project.

Social Competencies

- Don't always just answer questions or tell young people how to do things. Encourage them to figure out some things for themselves.
- Encourage young people to get to know people who are different from them, even if it's awkward.

Positive Identity

- Let young people make mistakes and take risks (within appropriate boundaries). Help them learn from mistakes and move on.
- Affirm and thank young people. Let them know they are making a difference.

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USING THE DEVELOPMENTAL ASSETS TO GUIDE YOUR REFLECTION

If you are including discussion and learning about the 40 developmental assets as part of your service-learning program, here are some questions that can help young people view situations through an "asset lens." It will help young people to have a list of the assets to refer to when thinking about these questions.

General Asset Building

- What assets did you see being built today for yourselves and for the people around you?
- Who were the most important asset builders at the service site? What made them such good asset builders?
- What assets were most missing from your experience?

Support

- Who were your biggest supporters today? What did they do that made you feel supported?
- Who did you support today? How did it feel to be an asset builder for someone else?
- How did what we did today make a difference in how supportive young people in our community (school, neighborhood, organization) will feel in the future?

Empowerment

- How safe did you feel on the service site? What would have made you feel safer?
- Why do you think our service today will make adults in the community think of young people in a different way?
- Did you feel valued and appreciated while you worked? Why or why not?

Boundaries and Expectations

- Did everyone who participated in our project behave in ways that you thought were appropriate? If not, what were some of the inappropriate things you saw? (Behaviors, not individuals)
- Do you thinks we should have had more ground rules about what was OK and what wasn't? Why or why not?
- Who were the best role models at the site? Were they mostly adults? Young people? Volunteers? Staff?

Constructive Use of Time

- Did you do anything today that felt "creative"? Explain.
- Did your experience today make you more interested in getting involved in a youth program? Co-curricular clubs or organizations?

Commitment to Learning

- Did our service today make you interested in learning more about any particular subjects or topics? Which ones? Why?
- Did our service today make you feel good about our school (organization, congregation)? Why or why not?
- Why do you think nurturing a commitment to learning is important? Wouldn't it be just as good to just do service?

Positive Influences

- Which values were you acting on today?
- Which values did you see reflected in the people (staff, clients, volunteers) you met at the site?
- Asset #27 is valuing equality and social justice. Is that a commonly held value in our community? What do you see happening that makes you think that?

Social Competencies

- Did being prepared for our service make it successful? Why or why not?
- Did you encounter people today who seemed very different from you? What was that like?
- Did anyone pressure you today to do anything that you didn't want to do? How did you handle it?

Positive Identity

- Did anything you did today make you feel powerful? Explain.
- Did anything make you feel powerless? Explain.
- Did your service experience introduce you

	to any career interests or ideas you hadn't thought of before? Which ones?

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Resources

Bonnie Bernard (2004), *Resiliency: What We Have Learned,* WestEd, San Francisco, CA.

Kris Bosworth (2002). *Protective Schools: Linking Drug Abuse Prevention to Student Success.* Smith Initiatives for Prevention and Education, College of Education, University of Arizona: Tucson, AR.

Russell Quaglia, National Center for Student Aspirations, University of Maine, www.studentaspirations.org.

An Asset Builder's Guide to Service-Learning. The Search Institute, Minneapolis, MN, (800-888-7828), www.search-institute.org.

Module 15 – Civic Engagement and Service-Learning

By L. Richard Bradley, Ph.D.

Exercise:

A lot of people these days – from the President on down – are talking about "civic engagement.

ESSENTIAL QUESTIONS:

- What is a citizen?
- What is "civic engagement?"
- What does it mean to you?
- Why is it important for citizens to be engaged in civic life?

List responses on newsprint without comment. Typical responses might include:

• Political participation, advocacy • Philanthropy, service • Finding your passion – using it to "fill in the gaps" • Learn about the community - Broad engagement in society and societal issues • Giving back to the community; participate in making society, culture better • Active participation in surroundings (life-long deposition)	• Talk vs. action (traditional ways vs. alternative – invent new connections) • Do "it" because they want to, not because they have to • Volunteering to be in a leadership position without being asked • People identify a need and respond to needs of community • Participate in actions for the "common good" • Sense of belonging to a community/ caring about it

DEFINTION OF CIVIC ENGAGEMENT – Transparency and Handout

CIVIC ENGAGEMENT

Engaged citizens are those who

- *Are informed and thoughtful* (**knowledge and content**) about the history and processes of American democracy and public and community issues;
- *Have the ability* to obtain information and think critically;
- *Are engaged* (**skills and practice**) in their communities through individual and organizational actions working to address cultural, social, political, and religious interests and beliefs;
- *Act politically* using the skills, knowledge and commitment needed to accomplish public purposes such as group problem solving, public speaking, petitioning and protesting, and voting; and
- *Have moral and civic virtues* such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in their ability to make a difference.

Involvement may take many different forms.

- Working in a soup kitchen
- Serving on a neighborhood association
- Writing letters to an elected official
- Participating in a political campaign
- Voting

Underlying principle of civic engagement – an engaged citizen should have the **ability**, **agency**, and **opportunity** to move back and forth between different kinds of engagement.

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Civic engagement

- Is the duty to be informed (**knowledge and content**) and engaged (**skills and practice**) to the fullest extent possible in the life and decisions of a democratic society and its governance.
- Means that the citizenry understands their role and the contributions their individual actions make in facilitating a working democracy.
- May take many forms, from individual to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interest with institutions of a representative democracy. It implies active involvement in the discourse of dealing with the need to develop and utilize knowledge for the improvement of society, to use talents and offer wisdom for the greater good, and to provide opportunities for education in the spirit of a democratic society.
- Includes **individual and collective actions** designed to address issues of public concern. It can include a range of specific activities from
  - Working in a soup kitchen
  - Serving on a neighborhood association
  - Writing a letter to an elected official, and
  - Voting,
- But is not limited to these kinds of activities. What is often missing is an awareness of the connection between the individual, isolated problems these actions are intended to address and the larger world of public policy.

An underlying principle of civic engagement is that an engaged citizen should have the ability, agency, and opportunity to move comfortably among these various types of civic actions. These include:

- Recognition of oneself as a member of a larger social fabric
- Seeing social problems as at least in part one's own
- A willingness to see the civic and moral dimensions of issues
- Tolerance and respect
- Intimately connected to moral responsibility because it is necessarily concerned with prescriptive judgment, and
- Viewing oneself as a member of a shared social structure and a fair target of reactive attitudes, such as praise and blame.

For more than 250 years, Americans have shared a vision of democracy in which all citizens understand, appreciate, and engage actively in civic and political life. A long time ago Thomas Jefferson said that a democracy needs educated citizens to stay healthy. That was his rationale for supporting a system of **public** education. Public schools were originally founded for the purpose of educating young people to be *citizens*.

Today civic behavior is an important issue in our country. In recent decades, however, increasing numbers of Americans have disengaged from civic and political institutions such as voluntary associations, religious congregations, community-based organizations, and political and electoral activities such as voting and being informed about public issues. This is not because they are satisfied with the current state of affairs or because they do not care about their fellow citizens, but rather because they are alienated from the institutions and processes of civic life and lack the motivation, opportunity and ability to overcome this alienation.

Politicians and educators alike are asking what can be done to involve more of our people in addressing the critical issues facing our schools, community, and the nation.

Democracy is not simply by, of, and for the people, it is by, of, and for citizens, and citizens are made --- not born. Democracy has to be re-invented with each generation. The signatories of *Pathways to Civic Character (2003)* define the issue this way:

At the heart of our shred vision for excellence in education is an abiding commitment to high academic achievement, civic and social responsibility, healthy social and emotional development and moral character for all students. In order to sustain and expand the American experiment in liberty and justice, students much acquire civic character – the knowledge, skills, virtues and commitment necessary for engaged and responsible citizenship. Civic character is a responsible moral action that serves the common good.

THE NINE CHALLENGES OF DEMOCRACY – Transparency and Handout

The Nine Challenges

Of Democracy

1.
To preserve freedom and agree on limits so that everyone can be free

2.
To encourage and acknowledge responsible citizens

3.
To foster active participation

4.
To make the necessary hard choices

5.
To foster the flow of useful and timely information

6.
To provide opportunity for all

7.
To let each citizen be heard, to find leverage for all

8.
To listen and deliberate with others

9.

To seek common ground

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Exercise

ESSENTIAL QUESTIONS:

- If citizenship requires people to engage in public life, how can people develop the necessary knowledge, skills, and habits to become active participants in democratic public life?

- What are the indicators that "something" is missing when it comes to civic engagement?

List responses on newsprint without comment. Possible responses might include:

• Apathy, low voter turn-out • People feel disengaged, disconnected, disenfranchised from the political process • People don't know the issues • Harder to get students out of school • Educators not being purposeful about civic education and engagement • Classes don't mesh with student interests/needs	• "Suburbanization" (Even though I work downtown what goes on there is not my problem) • People don't know what they could do or how to get involved • Lack of role models • Fewer volunteer models • Lack of emphasis on "what matters"

No one is born with all of the skills they need to effective citizens in today's global society. A nation committed to democratic freedom requires citizens with the knowledge, skills, virtues and commitment needed for active engagement in public life. Schools – along with families and communities - have to teach these skills. What does that mean in most schools – one or two civics or government classes and not much else?

To get a feel for the depth of the problem we face in trying to prepare today's youth to be "good citizens," consider this analogy. What would happen on our highways if we taught driver's education the same way we teach civics? We would give students the rule book – as we do now, plus a book or two on car design and car mechanics. Then we would test their knowledge. Those who achieved a passing grade on a multiple choice test would be issued driver's licenses and turned loose on the road. **What do you think the effect would be? What's missing in this approach?** Road-time, practice!

We have been taking exactly that approach to civics education for the last thirty years. **All content and knowledge – little or no practice**. The results are not good.

RESULTS

- Compared to 59% of college freshmen in 1996, only 27% of college freshmen in 1997 believe that "keeping up to date with political affairs is important."
- Only one in ten young people ages 18-29 is able to name both their U. S. Senators, compared to one in five of those ages 30-45 and one in three of those over the age of 45.
- They are also less interested in political discussion and public issues than their older counterparts or young people of past decades.
- Their level of interest in public affairs has declined by half in the period between 1968 and 2000. 68% of 18-34 year-olds feel disconnected from government in its entirety.
- They are more materialistic (In 1968, 86% of incoming college freshmen claimed that "developing a meaningful philosophy of life" was a high personal goal. By 2000, this proportion had been cut in half. In 1968, 42% of incoming freshmen said that "becoming well-off financially" was a high priority. By 2000, this proportion had risen to 73%).
- They are less trusting – African Americans and Latinos have considerably less trust in government than non-Hispanic whites do.
- Their tendency is to be more cynical and alienated from formal politics. 75% of high school seniors lack a basic knowledge of how American government works. A 1999 study by the Boys and Girls Clubs of America reported that only 10% of the 13-18 year olds who were questioned believe that "engaging in the political system is an effective way to make change."
- **Since 1972 turnout among young people under 25 years of age has slipped by about 15 percentage points, whereas there has been no decline among people 25 and older. In 1998 and 2000, young people (ages 18 to 24) constituted only 5 and 8%, respectively, of all voters.**

ESSENTIAL QUESTION:

- What are the reasons for these trends?

Possible Reasons:

1. Focus on self

2. Young people believe that traditional civic organizations and interest groups are dominated by "issues, governing structures, policy solutions and/or civic styles that are anathema to younger Americans [who have been] raised in a faster-paced, entrepreneurial, mass-mediated, and global environment.

3. Their refusal to vote may stem less from an unwillingness to engage and more from district of a political system or process that is seen as corrupt or unresponsive to citizens' concerns.
    - *What I do doesn't make a difference.*
    - *My voice doesn't count.*
    - *I have no vested interest in what's happening.*
    - *No one really represents any of the options.*

4. A recent Newsweek survey found that most young people view today's two party system as "irrelevant, corrupt or worse," and doubt that there's a connection between voting and "address a problem that matters."

5. **School-based civic education is in decline**. More formal civic education today comprises only a single semester course on government – compared to as many as three courses in democracy, civics, and government that were common until the 1960s.

6. **Numerous other factors work against even the best intentions educators may have to promote civic engagement among young people**. These obstacles include:

    - Fear of criticism and litigation if educators address topics that may be considered controversial or political in nature

    - Pressures of high-stakes testing, which now measures reading and mathematics skills (civic education is rarely included)

    - Budget cutbacks in extracurricular activities that help children gain civic skills and attitudes.

    - Schools that want to experiment with alternative approaches to civic education are sometimes prevented from doing so. Increasing student voice in school governance is a promising approach to civic education, and, in some cases, may be the best approach. Rather than encouraging democratic participation, schools may be discouraging it, as evidenced by "zero tolerance" policies, the standardization of school structure and discipline plans, state and union requirements governing the allocation of student and teacher time; and fear of litigation.

The Good News

At the same time, youth are volunteering at an increasing rate. What we have is a generation not searching to distance itself from the community but instead actively looking for new and distinctive ways of connecting to the people and issues around them.

The Opportunity

We need to develop strategies that encourage today's young people "to live up to their own social commitments so that they can reform a system they view as ineffective" *(From Inspiration to Participation)*. However, despite a shared interest in creating opportunities for youth to become civically engaged, representatives of different disciplines tend to talk past each other because of their differing assessments about what should be done, how, and by whom. Discussions about the definition of civic engagement and related terms often dovetail into debates about how it should be measured.

- Political scientists often focus on voting as a measure of civic engagement or democratic participation.
- Others suggest that civic engagement should begin with being a good citizen who stands up for the rights of fellow workers/neighbors, supports Little Leagues, joins block associations, and recycles trash – efforts that "build the human networks that make 'public good' more than an empty phrase."
- Putnam suggests civic engagement includes the ability to engage in *civic conversation*, through which people are able to weigh one another's views fairly and civilly, take responsibility for their own views, and test them in a give-and-take with others.
- Young people must **participate in citizenship education activities that take them out of the isolation of the classroom and into the community** to refine habits of effective citizenship.
- To keep their interest and prepare them for involvement in important community decisions, **young people should have opportunities to engage in issues that matter to them**, and in which their work has real consequences for the community and themselves.
- Young people are likely to become civically engaged **if they believe their actions can make a difference**.

TRANSPARENCY and Handout

GETTING YOUTH INVOLVED

The Good News – youth are volunteering at an increasing rate.

The Opportunity – Find ways to tap into this interest and to encourage youth to live up to their own social commitment to reform a system they now view as unresponsive and ineffective.

Some Options

- Young people should have opportunities to engage in civic actions that matter to them
- Young people need to participate in civic activities that take them out of the isolation of the classroom and into the community
- Young people need more than civic knowledge – they also need the skills to participate in the civic process in meaningful ways. They need training and practice in problem solving, critical thinking, public speaking, advocacy, and protesting.
- In order to help young people develop the disposition to civic engagement, they need opportunities to learn about, discuss, observe and practice civic virtues such as honesty, integrity, responsibility, tolerance and respect.
- Young people need to know that their voices will be heard and considered in the same way that the voices of other stakeholders are heard and considered.
- Young people need to know that they can make a positive difference in their schools and communities.

Essential Question:

- What could you do right now (“baby steps”) in your classroom and/or school with your students to involve more of them in ways that meet these criteria?

Some Possibilities:

• Project Citizen - Identify an issue they care about - Research the issues - Explore policy options - Consensus - Go to policy-makers to see it through • Junior Statesmen in America • Project Advisory Council made up of students – give them real power to make decisions • Creating a community model within a school with judges, court, juries – democratic model • Issues Forum with senior citizens – Action Plan, then implementation	• Teach teachers what the expectations of service-learning are • Connect service impacts with the service so students can see the difference they make • National Issues Forum (www.nif.org) • *History Alive!* (www.tci.org) • "Facing History and Ourselves" • www.pbs.org • "Active Citizen" program – www.crf.org

ESSENTIAL QUESTIONS:

- What does a **RESPONSIBLE** and **COMPETENT** citizen look like?
- What does he/she need to know? To be able to do?
- Are there "different" levels of engagement for citizens?
- What is "CIVIC EDUCATION?"

Three Types of Citizens

	Personally Responsible Citizen	Participatory Citizen	Justice Oriented Citizen
Description	Acts responsibly in his/her community Works and pays taxes Obeys laws Recycles, gives blood Volunteers to lend a hand in times of crisis	Active member of community organizations and/or improvement efforts Organizes community efforts to care for those in need, promote economic development, or clean up environment Knows how government agencies work Knows strategies for accomplishing collective tasks	Critically assesses social, political, and economic structures to see beyond service causes Seeks out and addresses areas of injustice Knows about social movements and how to effect systemic change
Sample Action	Contributes food to food drive	Helps to organize food drive	Explores why people are hungry and acts to solve root causes
Core Assumptions: to solve problems and improve society…	Citizens must have good character; they must be honest, responsible, and law-abiding members of the community	Citizens must actively participate and take leadership positions within established systems and community structures	Citizens must question and change established systems and structures when they reproduce patterns of injustice over time

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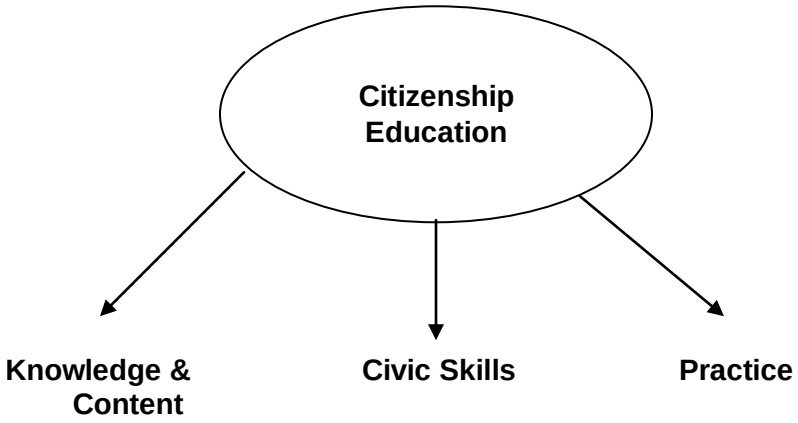
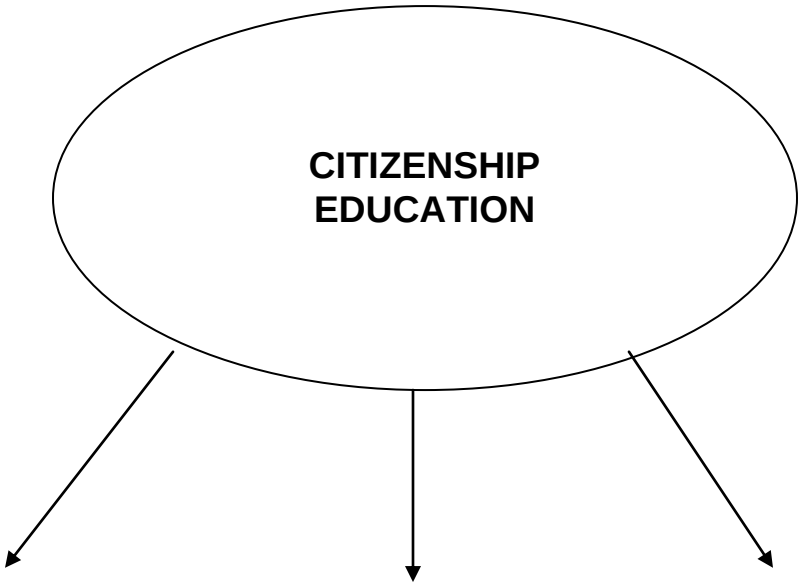
Definition: **Citizenship education** is the intentional and comprehensive effort to help young people acquire and learn how to use the knowledge, skills, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. A civically educated and engaged citizen will be one who open-minded, informed and empathetic to the ideas of the public good. This definition implies that civic education consists of three critical components, as illustrated in the diagram below.

TRANSPARENCY and Handout



The evidence suggests that we are failing our young people in all three areas.

COMPONENTS OF CITIZENSHIP EDUCATION



Knowledge & Content	Civic Skills	Practice
➢ Grasp of history and the fundamental processes of American democracy ➢ Understanding and awareness of public and community issues	➢ Critical thinking ➢ Ability to obtain information/conduct critical inquiries about facts and decisions ➢ Problem solving and consensus building ➢ Public speaking and discussion ➢ Writing and reflection on controversial issues ➢ Ability to be inclusive, respecting the heritages, diversity, and interests of others	➢ Disposition to apply civic knowledge and skills ➢ Character traits such as fairness, respect, responsibility, honesty, integrity ➢ Sense of personal efficacy ➢ Service-learning ➢ Youth philanthropy

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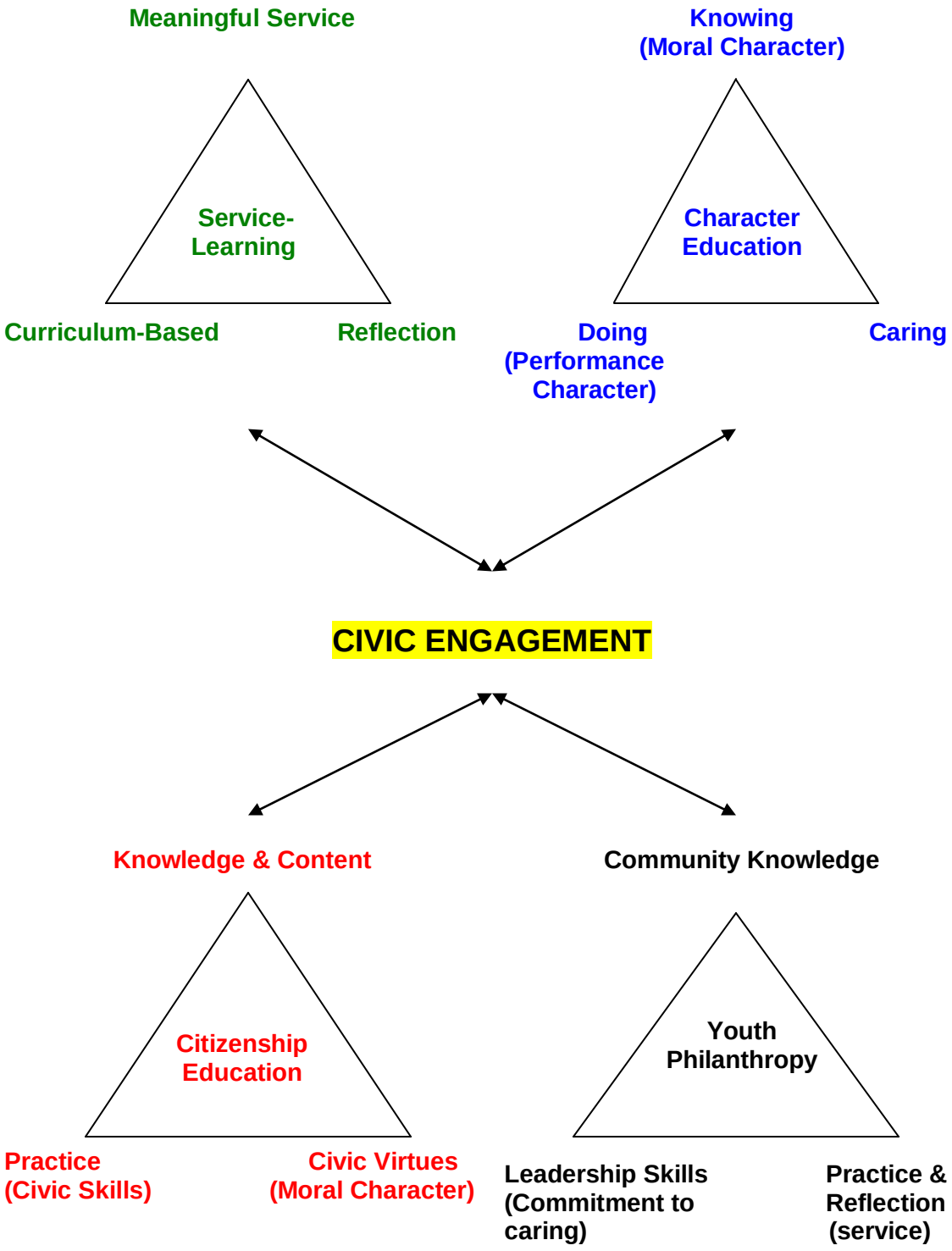
CONNECTING SERVICE-LEARNING, CHARACTER EDUCATION, CIVIC ENGAGEMENT AND YOUTH PHILANTHROPY



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Knowledge of Citizenship and Government in Democracy (*Knowing)*

Citizenship education is a more comprehensive approach aimed at instilling in students the knowledge, skills and dispositions necessary for effective civic participation.

State civics or government standards, which guide instruction in nearly every state, generally describe the knowledge needed for a basic understanding of government and the rights and responsibilities of citizenship (such as voting). Included in this are:

- Concepts and principles on the substance of democracy
- Ongoing tensions in civil society and government that raise public issues
- Constitutions and institutions of democratic government
- Functions of democratic institutions
- Practices of democratic citizenship and the roles of citizens
- Contexts of democracy: cultural, social, political, and economic
- History of democracy in particular states and throughout the world

Cognitive Skills of Citizenship in Democracy *(Knowing)*

In order for citizens to be capable of fully engaging in civic and political life, they must possess a minimum of skills.

Civic skills include:

- Identifying and describing phenomena or events of political and civic life
- Analyzing and explaining phenomena or events of political and civic life
- Evaluating, taking, and defending positions on public events and issues
- Making decisions on public issues
- Thinking critically and creatively about local issues, state and national affairs, and world events
- Thinking constructively about how to improve political and civic life
- Writing and reflection on controversial issues.

Participatory Skills of Citizenship in Democracy *(Doing)*

- Interacting with other citizens to promote personal and common interests
- Monitoring public events and issues
- Exercise leadership for social justice
- Deliberating about public policy issues
- Resolving differences in constructive ways
- Influencing policy decisions on public issues
- Implementing policy decisions on public issues

Dispositions of Citizenship in Democracy *(Valuing)*

Young people must also have the **disposition** to apply civic knowledge and civic skills, including:

- Promoting the general welfare or common good of the community
- Recognizing the community humanity and dignity of each person

- Act toward others with empathy and caring
- Respecting, protecting, and exercising rights possessed equally by each person
- Participating responsibly and effectively in political and civic life
- Taking responsibility for government by consent of the governed
- Becoming a self-governing person by practicing civic virtues such as a belief in liberty, equality, civil and human rights, courage, fairness, honesty, integrity
- Supporting and maintaining democratic principles and practices

Problem

- Today's young people have not found a way to make their voices heard in a very daunting political system that they see as beholden to special interests, unethical, and unable to achieve real outcomes.

- More young people will be interested in participating in the political process if and when they are exposed to political figures or candidates who "talk straight" or "real" with them – a quality that numerous studies have documented as extremely important to a media-savvy generation able to see through the exorbitant amount of spin that dominates government politics and public life.

TRANSPARENCY and Handout

Why This Issue Is Important for Educators

1. Policy makers are **increasingly interested in civic education**.

2. **Schools are educating the largest number of immigrant students in the nation's history.** Currently, one-fifth of U.S. children are children of immigrants, and, in some cities, the majority of students come from immigrant families.

3. **Schools can capitalize on several positive trends related to youth civic engagement**, including an increase

   - In the number of young people involved in community service and volunteering and

   - In the percentage of young people who are tolerant of and committed to free speech.

4. **Schools can help address disturbing trends related to youth *civic disengagement***. Including:

   - Increased incidents of bullying, school violence, and use of alcohol and drugs

   - Higher drop-out rates

   - Increased numbers of youth who feel alienated and disconnected from their schools and communities

   - Increased numbers of youth suffering from low self-esteem and low self-confidence

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DEFINITIONS

Civic education is the intentional effort to help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. A civically educated and engaged citizen will be one who is open-minded, informed and empathetic to the ideas of the public good.

Citizenship education involves at least two components: first, helping young people to recognize and acknowledge their self-worth and self-interest in collective decisions, that is, the ability to identify their personal stake in public deliberation and decision-making; and, second, helping young people to see themselves as members of a public – a community. It also involves acquiring an education in civic skills that nourishes the ability and willingness to make decisions about what is best for the whole, rooted in fairness, self-denial, liberty, loyalty, honesty, and a commitment to the greater good.

Service-learning is an educational strategy by which young people learn more about themselves and their world through active participation in thoughtfully organized and meaningful service experiences that are integrated into the student's academic curriculum in ways that give students opportunities to apply classroom content and skills in solving real-world problems and also involve students in structured reflection on the meaning of their service experiences.

Youth philanthropy is an approach for empowering and establishing young people as community leaders. It is a strategy for involving youth in giving, serving, and private action intended for the common good. What distinguishes youth philanthropy from other forms of charitable activity is that young people participate at a decision-making level – identifying community priorities and making grant decisions.

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SIX APPROACHES TO CIVIC ENGAGEMENT

- **Civic Education**
- **Citizenship Education**
- **Service-Learning**
- **Political Action, Advocacy, and Social/Community Change**
- **Youth Development**
- **Youth Philanthropy**

CIVIC EDUCATION (HANDOUT)

Civic education should help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives.

This begins with a clear message about the requirements of effective citizenship, the current state of civic education, and the implications of this problem for a nation that attempting to lead other countries towards democracy. Success [in civic education] depends on the general recognition throughout society that

- Civic interest in the United States is weak and growing weaker and
- Our government and our democracy cannot succeed without a comprehensive effort to build a stronger sense of citizenship throughout a population.

Competent and responsible citizens:

1. **Are informed and thoughtful**; have a grasp and an appreciation of history and the fundamental processes of American democracy; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically, and enter into dialog among others with different perspectives. Advocates of civic education call for **age appropriate instruction** in civic knowledge and skills focused on founding documents, e.g., the Declaration of Independence, the Federalist Papers, the Constitution, and other significant political and social history writings.

2. **Participate in their communities** through membership in or contributions to organizations working to address an array of cultural, social, political, and religious interests and beliefs.

3. **Act politically** by having the skills, knowledge and commitment needed to accomplish public purposes, such as group problem solving, looking for common ground that achieves actions that benefit the common good, public speaking, coalition building, collaboration, negotiation, synthesis of multiple perspectives, petitioning and protesting, and voting.

4. **Have moral and civic virtues** such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

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Problem:
Traditional civics education also suffers from an image problem – it tends to be dull and didactic … [with] most of the standard texts describing how policy issues will affect students' lives or how the legislative process actually works in practice.

Furthermore, there is little or no evidence that a curriculum-based approach to civics actually leads to increased levels of civic engagement.

No research confirms that students who know more about [history and civics] are more likely to vote.

There are also a growing number of studies that underscore the importance of distinguishing between civic *knowledge* and civic *competence*.

Students do not need as much detailed knowledge as they need to be inspired with a "love of democracy." A heavy focus on knowledge may not get to the bigger picture…. When kids have a chance to discuss [and get involved] in civic issues, then real learning can occur.

TRANSPARENCY and Handout on Citizenship Education

CITIZENSHIP EDUCATION

Citizenship education is not the same as civic education. Educating for citizenship involves at least two components:

1. The ability to **recognize and acknowledge one's self-worth and self-interest in collective decisions** – that is, the ability to identify one's personal stake in public deliberation and decision-making. Students who lack a realistic self-understanding cannot – for example – see the connection between a school board decision, what will happen to them in class and what they can do about this decision. **(Identity)**
2. Young people must also **see themselves as members of a "public"** – a community. Without such an understanding, young citizens have no sense of what the common good is or their part in achieving it. **(Agency)**

Beyond these elements, being an effective citizen also means

1. Acquiring an **education in civic skills** that nourishes the ability and willingness to make judgments about what is best for the whole. These judgments are rooted in such principles as fairness, beneficence (philanthropy), self-denial, liberty, loyalty, honesty, and a commitment to the greater good.
2. A strong capacity for **critical judgment and reflection**
3. The ability to **conduct critical inquiries** about facts and decisions
4. The ability to **participate in public deliberations** impartially and objectively
5. The ability to be **inclusive**, respecting the heritages, diversity and interests of others
6. To be **comprehensive**, seeking to understand others' views
7. To be **deliberative**, willing to engage in mutual give and take without rancor
8. To be **cooperative**, continue to participate when things do not go their way.

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We are not born free; we have to forge our freedom. We have to create liberty. We have to win our liberty. We have to earn it. And once we've earned it we have to keep it. And that takes hard work. Too many Americans have been left out of the democracy and those who are part of it take it for granted. You see it on both sides of the economic equation. Those who are out of the system don't see America and American democracy as theirs. Those who are in it, those who are part of it, take it for granted, and think they can go about their business as usual, and it will take care of itself.

SERVICE-LEARNING
(Handout – L&S Quick Sheet # 1)

Essential Question: How can service-learning be used as a strategy to promote civic engagement?

List responses without comment. Possibilities include:

• Get kids out of the classroom and involve them in something they never thought of before • Experiences that translate classroom knowledge and content into practice • Advocacy – find and issue and promote it	• Kids are empowered when they see that they can make a difference • Reflection is the key – What next? • Ground service-learning projects in what you will be teaching anyway

Some Possibilities:

1. Service-learning involves students in solving community problems, and at the same, time, helps them learn and apply reading, writing, math, science, and social studies.

2. Service-learning emphasizes the experiential component of civic education by providing opportunities for young people to engage in community-based activities that integrate and put in context what they learn in the classroom.

3. Service-learning brings together student curiosity, classroom-based instruction techniques, and community activities.

4. Service-learning accomplishes the following:
   - Reverses ***student disengagement*** from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities. Academic engagement is a combination of factors, including:
     - Interest
     - Involvement
     - Effort
     - It is the quality that inspires a student to persist on a task that is difficult and complex. It is also what causes excitement and intense concentration.
     - Student motivation increases when students are asked to assume greater autonomy and control over their lives and learning.

   - Reinforces and extends the ***standards-based reform*** movement by providing a real-life context for learning and giving students a sense of the practical importance of what they are learning in school. Studies have identified components of learning experiences that support student engagement include
     - Active learning experiences
     - Real-world connections
     - Teacher expectations that all students can learn

- Students' attitudes about their own abilities and interpretation of success, and
- Opportunities to experience academic success

- Promotes the ***public purposes of education*** by preparing students for citizenship through involvement in citizen action.

- Builds on the growing ***willingness of students to become involved in service*** to their communities while adding an academic component to such service.

- Contributes to young people's ***personal and career development*** by reducing violence and sexual activity and increasing their sense of responsibility and workplace skills.

4. General components needed for effective service-oriented, school-based programs:

- Integrate service into the content and activities of school courses because students gain more from the experience when it is carefully tied to courses in the school curriculum;

- Provide periods of reflection on the service experience that allow student to contemplate their service experience and its implications;

- Require service throughout the school years (very short periods of service have been shown to have little or no effects on students); and

- Involve students, teachers, administrators, and community agencies in the design of the curriculum.

- Service is **not** an end in itself. Only when service leads student to examine the underlying issues beneath their community work to identify concerns/problems, and then to explore with fellow citizens possible solutions to these public problems, have we done our best to make service an education for democratic citizenship (Battistoni, 2000).

- A public problem statement/research assignment serves to get students thinking about the larger political and policy dimensions of the service they are doing, and enhances their critical thinking and imagining skills.

- To build attitudes of political efficacy and civic involvement, the service and related curriculum content should include government, political issues, and/or social action (Hepburn, 2000)

How Service-Learning is Unique

School-based service-learning is …	***School-based service-learning is not …***
• Linked to academic content and standards •	• An "add-on" to existing curriculum
• A method of teach that combines community service with curriculum-based learning •	• A volunteer or community service program with no ties to academics
• About students helping to determine and meet real, defined community needs	• Logging a certain number of service hours in order to graduate
• Reciprocal in nature, benefiting both the community and the student	• One-sided – benefiting either the students or the community
• An effective way to encourage and foster active citizenship as part of public education	• Compensatory service assigned as a form of punishment by the courts or school administrators
• An approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to learning goals	• Only for use in social studies classes, civics, or American government
• For all ages, even the youngest children	• Only for high school and college students

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Benefits

Of Service Learning

For teachers…

Relevance – Service-learning ties the principles and processes of democracy to practical community problems.

Motivation – Challenging students to make a difference in their school or community through service projects will motivate students and improve academic achievement.

Student-Centered Learning – With service-learning projects, the responsibility for learning is centered with the students. The teacher guides the process and provides resources.

Community Resources – Service-learning puts students in touch with community advisors and resources that expand the learning environment beyond the teachers, the textbook, and the classroom.

Rewards of Service – The students, the teacher, and the whole school will experience the rewards of serving others and solving school and community problems.

For Students…

Academic Enrichment – Service-learning provides the intellectual and emotional challenge to learn the principles and processes of our democratic system. The practical application of social science to real community problems gives a much-needed stimulus to enhance the academic achievement of students, especially in U.S. history and government courses.

Civic Responsibility – Students learn by doing. Service-learning allows them to practice in the community the civic values and concepts they learn in the classroom. With guided practice, in school and community problem solving, they learn they can make a difference.

Building Character – A great way for students to learn about core values, such as fairness, respect, responsibility, trustworthiness, and especially caring, is through service-learning. Service-learning also bolsters confidence and stimulates compassion.

"Education is the key to honoring America's promise. Our schools are indeed the crucible of our democracy. By solving real-life problems, students engaged in service-learning are challenged to exercise leadership and responsibility. Citizenship is something we learn, not something we inherit."

- Improving Our Schools and the Challenge of Citizenship

Quick Starts

Here are some exercises to get your students ready to undertake service learning projects.

√ **Ask the students to name the three civic values named on every U.S. coin.** Have them take out change and examine it, then discuss the meaning of the three mottos on U.S. coins: *Liberty, E Pluribus Unum,* and *In God We Trust*. Discuss why the government wants these phrases on our coins.

√ **Pass out the Bill of Rights and discuss their meaning for American citizens.** Then discuss the meaning of citizenship and challenge the class to come up with a Bill of Responsibilities to match the Bill of Rights.

√ **"Without citizens, democracy is a hollow shell."** Write this quote by Benjamin Barber on the Board. Ask students to discuss what it means. If there were no citizen activists, what would our neighborhoods, community, nation be like?

√ **What do citizens do?** Challenge your students to make a list of as many activities, projects, events, and actions as possible that citizens are involved in. Ask for big projects small ones, focuses on your community and town. If they can't come up with an extensive list, assign them to read the local newspaper for a week and hand in a list of examples of grass-roots citizen action. (Keep this list to inspire them in devising their own projects).

√ **Citizens do their homework.** Research is a big part of citizen action. How can we know what to do until we have an accurate idea of how things stand and why? Invite a local activist to speak to the class about *what* he or she learned along the way and *how* he or she learned it.

√ **Nobel Prize for citizenship.** Ask students if there were a Nobel Prize for citizenship, who would they nominate? What standards would the prize committee establish? This could be a class discussion, a group activity, or a writing assignment.

"The only title in our democracy superior to that of President is the title of citizen."

- Justice Louis Brandeis

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POLITICAL ACTION, ADVOCACY, AND SOCIAL/COMMUNITY CHANGE: CITIZENSHIP EDUCATION AND SERVICE-LEARNING
(From Inspiration to Participation) **TRANSPARENCY**

1. Concerned by the lack of evidence demonstrating that participation in service-programs leads to changes in civic participation, behaviors, and attitudes, some community leaders have suggested that service assignment be intentionally linked to political or social action.

2. If educators do not move beyond personal development to an interest in participation and meeting the community's needs, then service is not likely to contribute to civic responsibility and students may fail to interpret that responsibility in terms of participatory citizenship.

3. This perspective grows out of a recognition that service-learning can be "decidedly nonpolitical, perhaps even anti-political" when it emphasizes charity rather than justice and social change.

4. Labeling most service-learning as an alternative to politics, many argue that a feel-good caring or caring motive is an insufficient rationale for service.

5. Service should be designed in ways that involve youth in a "problem-solving politic."

6. Barber agrees, stating that service-learning programs are most justified when they use a "language of citizenship" rather than a "language of charity."

7. Barber goes on to state that "service is not a voluntary enterprise. It is a necessary and obligatory activity of citizens. And citizenship is not a discretionary behavior in a democracy, because without citizens there is not democracy." (Benjamin Barber)

8. What is it that we want young people to learn through service? Not simply altruism – a citizen is not an altruist or an angel. **A citizen is someone …**
   - Who understands that he is embedded in a community.
   - Who understands that she belongs to and owes to a community because that is the only way she herself will thrive.
   - Living in the attic of a rooming house who goes and helps put out a fire in the basement, not because they are an altruist – ""I'll be a nice person and go down and put out your fire," but because if you let the fire burn the whole house burns down and you go too.
   - Who sees him/herself as part of, belong to, lots of different communities: the community of the school, the community of the town, the community of the family, the church, a job place which is also a community, the state, the nation, and increasingly the whole world – because everything that happens in one part of the world now impacts on another part of the world.

9. The lesson of citizenship is to understanding that there is no such thing as a solitary individual who can make it on his or her own. People will make America together or we won't make it at all.

10. Civic behavior is the important issue of the country. Democracy requires its citizens to take responsibility and be involved in solving problems, not just times of crisis, but all the time.

11. Service is a great way to teach imagination – which is how we put ourselves in the place of others. Imagination is how we see people who may have a different skin, different gender, different background, different accent, as creatures like ourselves – the same means, the same desires, and the same aspirations.

12. If you see service as volunteerism, then of course it's an oxymoron to mandate service. You can't require people to volunteer.

13. But if you see service as an instrument of citizen education; as a way of teaching young people responsibility; as a way of helping young people to acquire the skills of liberty, then insisting on it – saying this is an indispensable part of our curriculum for every high school, every junior high school, every college in American, makes an immense amount of sense.

Essential Question: What are some reasons why we might want to mandate service?

14. Reasons why we need to mandate service:
    - Democracy requires citizens (who are emotionally attached to their country – PATRIOTISM)
    - Citizens require a set of skills that have to be acquired. No one is born a citizen.
    - Schools have to teach those skills. Without education you can forget citizenship. You can forget democracy. They go together.
    - If you want a democracy, then you need to mandate citizen education and those service programs that help make it possible.
    - Democracy is about empowering people, activating them, giving them an opportunity to do things themselves. Democracy is about governing ourselves.
    - We think democracy is about voting – that is probably the least consequential thing a citizen can do.
    - When our young people do service, they are being citizens.
    - The people who need it most are least likely to volunteer.

15. A growing body of research shows strong ***civic benefits*** for students who engage in service-learning activities. Service-learning helps students
    - Increase their knowledge of community needs,
    - Become committed to an ethic of service,
    - Develop a more sophisticated understanding of politics and morality,
    - A greater sense of civic responsibility,
    - A feeling that they can make a difference, and
    - Increase their desire to become active contributors to society.
    - QUESTION: Do these programs motivate civic engagement among youth in general or do they only serve the needs of young people who are already disposed to be civically engaged?
    - QUESTION: Do these kinds of approaches actually increase long-term involvement in politics?

POLITICAL ACTION, ADVOCACY, AND SOCIAL/COMMUNITY CHANGE: CITIZENSHIP EDUCATION AND SERVICE-LEARNING

1. Service-learning programs are most justified when the use a “language of citizenship” rather than a “language of charity” - a “feel-good caring” motive is insufficient rationale for service.

2. Service is not a voluntary enterprise – it is a necessary and obligatory activity of citizens.

3. A citizen is someone who
   - Understands that he/she is embedded in society
   - Understands that he/she belongs to and owes to a community
   - Sees him/herself as part of, belong to, lots of different communities
   - Understands that there is no such thing as a solitary individual who can make it on his or her own.

4. If you see service as volunteerism, then you cannot require it. If you see if as an instrument of citizenship education, as a way of teaching responsibility, as a way of helping young people to acquire the skills of liberty, then insisting on it, it makes sense.

5. Reasons why we need to mandate service:
   - Democracy requires citizens
   - Citizens require a set of skills that have to be acquired
   - Schools have to teach these skills
   - If you want a democracy, then you need to mandate citizen education and those service programs that make it possible.
   - When our young people do service, they are being citizens.

6. Make service an expected and common experience for all young people
   - Provide opportunities for all youth to engage in service so that it becomes a common experience of every citizen in the United States.
   - Encourage all youth to volunteer, or become involved in a service or service-learning experience.

7. Strong civic benefits of service-learning such as increasing young people’s knowledge of community needs, their commitment to an ethic of service, developing a more sophisticated understanding of politics and morality, a greater sense of civic responsibility, increasing their belief that they can make a difference and their desire to become active contributors to society.

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YOUTH DEVELOPMENT (Handout)

1. Youth development experts view civic engagement as a developmental process – one in which developing a strong sense of personal identity, responsibility, caring, compassion, and tolerance are essential first steps toward being engaged politically or at the community level. (This would reflect the viewpoint of moral development).

2. There is a tendency to blame contemporary youth, even to demonize them, for the sorry state of civil society…[when] a more productive remedy is to recognize the older generation's duty to support youth's quest for identity.

3. Rather than search for causes, youth develop advocates focus on what is known already about generating civic engagement in youth, specifically, that the formation of civic identity is developmental across time.

4. Yates and Youniss argue that in order for youth to acquire sound moral judgment, they must have opportunities to reflect on – rather than simply internalize – experience.

5. Socialization is grounded in "doing" and that is what leads to habitual practices later in life.

6. Youth development advocates argue that there is too much emphasis on "documenting knowledge of formal political systems" rather than on "investigating ways in which [young people] come to understand how politics works and how they, as individuals, come to define themselves as political agents.

7. Community service and volunteering are worthwhile in and of themselves because they often are the first opportunities for young people, particularly youth in disadvantaged communities, to see themselves as empowered and in control of the forces of their lives. *(Savickas' materials)*

8. Community service offers opportunities for this crucial self-society linkage in identity construction. Turning the soup kitchen analogy around, there would be little point to feeling compassionate about eliminating homelessness if there were no opportunities to actually visit a homeless shelter and, even better, to volunteer or participate in its activities.

9. Youth development programs should engage young people in reasoning they can extend, reject, or amend as they develop.

10. Youth need opportunities to be involved in organizations that have mutually set rules, allow individuals to dissent, and offer avenues through which to resolve conflict – a way of operating that is rarely seen in formal political organizations.

YOUTH PHILANTHROPY

1. Youth philanthropy is an approach to empower and establish young people as community leaders. Youth philanthropy encourages young people to be committed, caring members of the community. Young people bring valuable new leadership skills and energies into the community, and, if allowed to apply their talents, encounter fewer limits to the growth and strength of the community. *(Youth Philanthropy: A Framework of Best Practices)*

2. Rationale: If young people know that their community needs them, they will realize that they can be partners in solving some of society's most vexing problems and perceive that their responsible action will improve the community's and their own situation.

3. Benefits to youth participants:
   - Increase youth's knowledge of how the community works
   - Deepens their social skills as they assume new roles and responsibilities
   - Learn the importance of giving back to their community
   - Develop skills to interact and work with a wide variety of people
   - Increase community participation through volunteerism, career exploration, and democratic activity
   - Enables them to develop and put into practice the skills, knowledge, and attitudes that help them to meet their own personal, social, academic, and career goals.
   - Engages young people in the **civic** life of their community, connecting them with important local issues, increasing their self-esteem and building ownership and pride in the community
   - Decrease negative behaviors
   - Cultivate their capacity to make a positive difference in the community
   - Gain credibility as valuable community resources

4. Youth philanthropy programs are most successful when integrated into a comprehensive approach to community development. At its best youth philanthropy integrates ***philanthropic tradition and values*** with the principle of ***youth development*** – young people capably and actively involved in their own social, emotional, intellectual and physical development – and ***community development*** – human and capital assets harnessed to make life better for community residents – to create new options for developing young people and enhancing community life.

5. Youth philanthropy challenges young people to identify, address, and seek solutions to community needs through the application of a comprehensive grantmaking process as a strategy for nurturing a sense of social responsibility.

6. When young people are trusted and valued as an important community resource, they rise to the occasion and serve with pride.

7. The framework for best practice in youth philanthropy involves the development of community awareness and volunteerism (could be either community service or service-learning, depending on the context).

8. Exemplary youth philanthropy programs set goals that lead to changes at multiple levels:

- ***Promote positive youth development*** by engaging young people in meaningful activities that build their civic skills and capacity

- ***Build the interpersonal connection*** between youth from different backgrounds and experiences, and between youth and adults

- Enhance the operations of community organizations and institutions in the human services, philanthropic, education, and government sectors by ***engaging youth voice***

- ***Strengthen communities*** by utilizing the strengths and resources found in the community

- Help communities ***view young people in a positive light***

9. Research: Over a decade of research in youth philanthropy points to the following benefits, outcomes, and impacts.

   - ***Youth philanthropy is an effective means of youth development***. Youth develop skills, knowledge, confidence, and leadership abilities. They start to perceive themselves as leaders who can make a positive difference in their communities.

   - ***Youth continue to volunteer their time, donate money to charitable causes and serve in leadership positions at higher rates than the general population*** long after they stop serving on youth advisory communities.

   - ***Many grantees are starting to change the way their organizations involve youth in their work.*** Youth are required to develop and implement the grants received from youth grantmakers.

TOWARD A MORE COMPREHENSIVE APPROACH

Essential questions:

- What would a more comprehensive approach toward education for civic engagement look like?
- What would some of the key components be?

Divide participants into small groups. Each group is given newsprint and a marker. Ask them to brainstorm possibilities for the "new model." Then have groups "report" out.

Some Possibilities:

The model might include some or all of the following:

1. Components of some of the best of all approaches in ways that complement rather than compete with one another toward the overarching goal of "engaged citizenship."

2. Build on the current interest in youth civic engagement among myriad players and organizations, as well as the growing number of programs focused on this issue.

3. A broader conceptualization of political participation and civic identity to include a wide range of indicators such as
   - Voting;
   - Knowledge and understanding of the political processes and issues;
   - Development of attitudes supporting democratic practices;
   - Critical thinking skills;
   - Ability to use information sources, including the news media;
   - Interaction and deliberation skills related to democratic processes; and
   - Participation in civic activities such as volunteering, service, and fundraising for local causes.

4. Opportunities for youth to acquire the knowledge and skills that will prepare them to understand and actively participate in the political system. Essential qualities and capacities include:
   - A commitment to a larger sense of social purpose;

- An awareness that public policy decisions affect private lives and futures;
- The capacity to acquire information needed to navigate the social and political world;
- An understanding of democracy and how its institutions function, as well as ways to participate in it;
- The capacity to engage in discourse that is tolerant of other opinions;
- The ability to respect others;
- Cooperation and negotiation skills; and
- A willingness to assume leadership.

5. Opportunities for youth to **practice** civic engagement by:
   - Having face-to-face interpersonal experience in contexts and organizations that are meaningful to them;
   - Taking part in groups and engage in activities that both advance the public good and incorporate them into reciprocal social networks; and

6. Listen to the voices of youth, value their input and give them the tools to support their engagement. ***(See also Modules 6 and 7)***
   - Provide genuine and meaningful opportunities to make youth voices heard in the decisions and policies that affect them, allowing them to have an impact on social issues that concern them. (Connects with authentic learning)
   - Respect and recognize the value of experience and knowledge that youth can bring to public problem solving.
   - Support all youth, including those with disabilities, in their attempts to take control of their own lives and to become their own advocates.
   - Increase the quality and quantity of activities in schools that support engagement skills including oral reports, persuasive debate, discussion, and group service activities.
   - Assure that policymakers and administrators who work with youth are willing and able to list to and respect what youth have to say.
   - Avoid making generalizations about youth apathy and realize that many youth are deeply about public issues and are interested in becoming involved in addressing society's issues.
   - Recognize that adult actions can and do have a significant impact on the degree of engagement of young people.

TRANSPARENCY AND Handout

SIX PROMISING APPROACHES TO CIVIC EDUCATION

1. **Provide instruction in U.S. government, history, law, and democracy**. (Knowledge) However, we do not recommend renewing stereotypical civics classes. At the same time,
   - Knowledge helps to engage people politically.
   - More knowledgeable adults are more likely to vote on the basis on issues rather than personalities;
   - They vote more consistently; and
   - They distinguish better between substantive debates and personal attacks.
   - There is little evidence, however, that political knowledge correlates with volunteering or group membership.

2. **Incorporate discussion of current local, national and international issues and events into the classroom, particularly those that people view as important to their lives**. (Authentic Teaching). Studies that ask young people whether they had opportunities to discuss current issues in a classroom setting have consistently found that those who did participate in such discussions have
   - A greater interest in politics,
   - Improved critical thinking and communication skills,
   - More civic knowledge, and
   - More interest in discussing public affairs out of school.
   - Compared to other students, they are also more likely to say that they will vote and volunteer as adults.

3. **Explicit advocacy of civic and political engagement**. In the process of teaching civic education, educators should encourage their students to participate personally in politics and civil society, including at the local level, although without advocating a particular position or party. The effects of formal instruction on behavior appear to be greater when teachers make explicit connections between academic material and concrete actions.

4. **Design and implement programs that provide students with the opportunity to apply what they are learning through performing community service that is linked to the formal curriculum and classroom instruction.** (Service-Learning = Doing) The service-learning programs that are most effective for civic education:
   - Encourage teachers and students to use them as a way to consciously pursue civic outcomes and not merely to seek improved academic performance or higher self-esteem.
   - Allow students to engage in meaningful work on serious public issues, with a chance of seeing positive results within a reasonable time.
   - Give students a role in choosing and designing their projects and strategies.
   - Provide students with opportunities to reflect on the service work.
   - Link service with academic lessons and the broader curriculum.
   - Allow students – especially older students – to pursue political responses to problems (e.g., contacting local officials), consistent with laws that require schools to be nonpartisan.
   - Help teachers to address potentially negative attitudes that can arise in service projects, such as a sense of superiority over those being served.

- See this approach as part of a broader philosophy toward education, not just a program that is adopted for a finite period in a particular course.

5. **Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities**. (Doing)

6. **Encourage student participation in school governance.**

7. **Encourage students' participation in simulations of democratic processes and procedures.** Emphasize the ideas and principles that are essential to constitutional democracy, such as those found in the Declaration of Independence and the United States Constitution, and how they influence our schools, religious congregations, the workplace, and local, state, and national governments. Students should grasp the relationship between these documents and the problems, opportunities, controversies, rights, and responsibilities that matter to them in the present.

MOST SUBSTANTIAL AND DIRECT BENEFITS FROM EACH PROMISING PRACTICE

APPROACH	CIVIC AND POLITICAL KNOWLEDGE	CIVIC AND POLITICAL SKILLS	CIVIC ATTITUDES	POLITICAL PARTICIPATION	COMMUNITY PARTICIPATION
CLASSROOM INSTRUCTION IN SOCIAL STUDIES	X	X		X	
DISCUSSION OF CURRENT ISSUES	X	X	X	X	
SERVICE-LEARNING	X	X	X	X	X
EXTRACURRICULAR ACTIVITIES		X		X	X
STUDENT VOICE IN SCHOOL GOVERNANCE		X	X		
SIMULATIONS	X	X	X		

SIX PROMISING APPROACHES TO CIVIC EDUCATION

1. Provide instruction in U.S. government, history, law, and democracy.

2. Incorporate discussion of current local, national and international issues and events into the classroom, particularly those that young people view as important to their lives.

3. Explicit advocacy of civic and political engagement.

4. Design and implement programs that provide students with the opportunity to apply what they are learning through performing service-learning that is linked to the formal curriculum and classroom instruction.

5. Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.

6. Encourage student participation in school governance.

7. Encourage students' participation in simulations of democratic processes and procedures.

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Models of Democracy, Citizenship, and Civic Education

	Civics	Communitarian	Commonwealth
What is democracy?	Representative institutions, the rule of law	Representative government and civil society	Work of the people, creating public things (including public institutions)
What is politics?	Distribution of goods, services (who gets what, how, when)	Generating a spirit of community	Creating the "commons"
Citizenship	Voter	Volunteer	Co-creator
Professional role	Intervening with expert knowledge	Facilitating, building consensus	Catalyzing people's energy and cultivating people's talents for public work
Government role	"For the people" – to provide services, guarantee rights	"Of the people" – to express and promote civic values	"By the people" – to catalyze public work; provide tools for public work
Civic Education	Programs that teach *about* laws, elections, separation of powers, etc., e.g., Close-Up	Programs teaching *values and civic responsibility*, e.g., most community service, service-learning programs	Projects teaching *skills, practices, habits and values* of working with others on public tasks, and reworking institutions, e.g., Public Achievement

(1) The "civics" approach conveys knowledge *about* government (how a bill becomes law; separation of powers; elections) and citizens are mainly "private citizens," with rights and a few responsibilities like voting and paying taxes.

(2) The "communitarian" approach sees the model citizen as a *caring volunteer*; citizens are responsible members of a community, and a citizenship education focuses on teacher *habits of voluntary involvement.*

(3) The "commonwealth" approach rests on citizens as *co-creators of a common world*, doing the work of democracy, not only at elections but "every day." Here civic education involves multiple opportunities for students to do public work with others and develop traits of boldness, political skill, courage, and effectiveness in shaping and changing the world.

©, 2000, Boyte, "Citizenship Education as a Craft, Not a Program"

WHY SCHOOLS ARE IMPORTANT VENUES FOR CIVIC EDUCATION

1. A democratically engaged school:
   - Is guided by understanding of how democracy and community engagement relate to its mission.
   - Involves its stakeholders (teachers, administrators, staff, parents, students and community members) in a continuous and authentic way.
   - Holds learning at its center, including building strong partnerships with communities to develop democratic values, knowledge, skills, efficacy, and commitment among its students.
   - Has a pervasive commitment to democracy.
   - Develops an infrastructure that supports the complex nature of democratic and community engagement.
   - Is a "full-use" institution, serving a variety of community needs.
   - Is flexible, responsive and sensitive to its external constituencies and promotes a culture of democracy.
2. It is crucial for the future health of our democracy that all young people, including those who are usually marginalized, to be knowledgeable, engaged in their communities and in politics, and committed to the common good.
3. Encouraging the development of civic skills and attitudes among young people has been an important goal of education and was the primary impetus for originally establishing public schools.
4. Schools are the only institutions with the capacity and mandate to reach virtually every young person in the country. Schools are the most systematically and directly responsible for imparting citizenship norms.
5. Schools are best equipped to address the cognitive aspects of good citizenship – civic and political knowledge and related skills such as critical thinking and deliberation.
6. Schools are communities in which young people learn to interact, argue, and to work together with others, an important foundation for future citizenship.
7. New systems of management and organization, as well as employee-customer interactions, require a portfolio of skills in addition to academic and technical skills. These include
   - Communication skills
   - Analytical skills
   - Problem-solving and creative-thinking
   - Interpersonal skills
   - The ability to negotiate and influence, and
   - Self-manage

8. Many non-school institutions that used to provide venues for young people to participate in civic and political affairs (such as political parties, unions, nonprofit associations, and activist religious denominations) have lost the capacity or will to engage young people.

9. Forty state constitutions mention the importance of civic literacy among citizens, and 13 of them state that a central purpose of their educational system is to promote good citizenship, democracy and free government.

IN ADDITION TO CIVIC EDUCATION PROGRAMS, SCHOOL ENVIRONMENTS AND CULTURE ARE CRITICAL TO WHETHER AND TO WHAT EXTENT YOUNG PEOPLE GAIN CIVIC SKILLS AND ATTITUDES

The most effective programs occur in schools that:

- Consciously promote civic engagement by all students, with special attention to those who might otherwise be disengaged.
- Give students opportunities to contribute opinions about the governance of the school – not just through student government, but also in forums that engage the entire student body or in small groups addressing significant problems in the school.
- Help students to understand how their own schools and school systems are run, who makes the policies that affect them, and what issues are being debated by local educational leaders and the community.
- Collaborate with the community and local institutions to provide civic learning opportunities.
- Provide teachers with access to professional development in civic education, foster collaboration and networking, and recognize teachers who doing good work in this area.
- Infuse a civic mission through the curriculum; offer an array of extracurricular activities; and structure the school environment and climate so that students are able to “live what they learn” about civic engagement and democracy.

RESEARCH QUESTIONS OF INTEREST

While there is some evidence that service-learning can lead to changes in educational attitudes and school performance, most of the research done to date is not rigorous. Few studies have used control groups or random sampling and studies that tend to focus on one or two programs and are, therefore, not able to be generalized to larger populations. *(From Inspiration to Participation)*

1. We could learn a great deal from service-learning research that:

   - Compares service-learning to other forms of civic education (including combinations of approaches)

   - Randomly assigns students to these alternative approaches, or at least compares statistically similar groups of students in various programs.

   - Follows the students involved in these programs for years after graduation to assess whether any observed changes last.

   - Ask questions both before and after the program about a wide range of specifically civic and political skills, attitudes, and behaviors.

   - Reaches across many disciplines – psychology, political science, public affairs, business, and education and is based on standard definitions, language, and common expectations.

2. Critics also take aim at a tendency of most service-learning research to focus on personal growth or academic indicators or outcome, rather than on outcomes associated with institutional sponsors, the people served, and/or the community.

3. Fund and expand research to document service-learning outcomes and improve practice. (*Learning In Deed)*

   - Formulate a common research agenda that examines the impact of service-learning on academic success, civic responsibility, and workplace preparation, as well as the context and implementation factors needed for best quality.

   - Investigate and isolate program design factors that have the greatest impact on students and show what factors lead to desired academic and civic outcomes. Replicable models of success should be identified, along with what is “core” to service-learning and where variability is allowed without jeopardizing program outcomes.

   - Examine implementation factors that are essential to realizing a high-quality program, including professional development needs, structural and funding variations, and the role of youth leadership and decision-making. Research should also examine differences in experience, context, and outcomes of service-learning based on race/ethnicity, gender, age, and other demographic variables.

- Include practitioner-conducted research through action research, self-studies, and other practitioner-based approaches.

4. Make service-learning research more accessible and useful to practitioners so that it informs practice.

   - Researchers should include dissemination plans in every research project to share results with practitioners and policy makers using effective vehicles to reach them.

   - Scholars should develop partnerships between and among disciplines, and examine service-learning research in both K-12 education and higher education.

   - Researchers should develop credible forums to present research, encourage service-learning as a field of study, and publish research.

5. Longitudinal studies, using a **quasi-experimental, mixed method** design, collecting

   - **Quantitative data** on
     - Attendance
     - Discipline referrals
     - Academic performance
     - Changes in student knowledge, attitudes and skills related to civic engagement
     - Changes in general student attitudes, behaviors, knowledge and skills
     - Changes in community attitudes toward youth
     - Degree to which identified community issues/needs are addressed by student service
     - Quality of school-community partnerships connected with service-learning projects
     - Length or duration of service experience
     - Amount and type(s) of reflection involved

   - **Qualitative data** that explores issues related to the question of *"Why do we see what we see?"* Issues such as:
     - Level of teacher confidence in using service-learning methodologies
     - Level of teacher fidelity/commitment to Best Practices in service-learning – *how did they actually implement service-learning?*
     - Level of administrative commitment at the building and district level
     - What teachers actually did versus what they proposed to do and reasons for changes, modifications
     - Connections with state standards, benchmarks and indicators

   - Regression discontinuity methods (HLM) will be used to determine whether or not students in the service-learning and non-service-learning are similar enough on key variables to allow statistical procedures to be used in analyzing data.

QUESTIONS FOR POLICY MAKERS
(Taken from *State Policies to Support Citizenship Education)*

Goals of Citizenship Education

- What can citizenship education accomplish?
- What are the short- and long-term gains from teaching citizenship?
- How does the state set goals for citizenship education? Should goals be set locally?
- Does citizenship education help students do better on state tests?

Strategies for Improving Citizenship Education

- What is known about how schools and classrooms operate, and what are the implications for citizenship education?
- What are the different approaches to citizenship education?
- How do policymakers support modeling of effective citizenship by adults in the schools and a school environment that is supportive of citizenship education?
- Should citizenship education take place at all grade levels? Should it be a core subject? Should it be mandated or should the state offer incentives?
- Should policymakers encourage citizenship generally, rather than specify a particular approach or program?
- How does citizenship education align with existing state policies?
- How can citizenship education be supported in a centralized/decentralized state system?

Building Support for Citizenship Education

- What is needed to place citizenship education on the public agenda?
- What are the short- and long-term costs (political, fiscal, educational, etc.)?
- How can policymakers encourage school leaders to include all stakeholders – especially students and parents – as they develop citizenship education policies and practices?
- How can policymakers help school leaders and citizens understand that citizenship education is an essential part of the public schools' mission?
- How will the state pay for better teacher training without increasing overall costs?

Potential Pitfalls

- How can schools be supported in dealing with parents who advocate a more text-driven, content-based model of civics?
- How can teacher trained in a more traditional approach be supported?

Outcomes of Citizenship Education

- How is the impact of citizenship education measured? In other words, what will success look like?

WHAT POLICYMAKERS CAN DO

1. Encourage schools to experiment with and implement civic education curricula in ways that are most appropriate for their communities and students.

2. Allow and encourage educators to discuss complex and/or current events and issues in the classroom.

3. Encourage schools to experiment with forms of pedagogy and management that exemplify democracy.

4. Enact policies that reflect a commitment in constitutional principles.

5. Provide leadership development opportunities and recognition for administrators who are willing to support a system-wide commitment to civic education.

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Service-Learning: Every Child A Citizen (1999). Denver, CO: Education Commission of the States.

State Policies to Support Citizenship Education (2003). Denver, CO: Education Commission of the States.

Youth Philanthropy: A Framework of Best Practice (2000). Battle Creek, MI: W. K. Kellogg Foundation.

SERVICE-LEARNING RESOURCES: ANNOTATED BIBLIOGRAPHY

INTRODUCTIONS TO SERVICE-LEARNING

COMBINING SERVICE AND LEARNING: A RESOURCE BOOK FOR COMMUNITY AND PUBLIC SERVICE (V. 1 & 2). Edited by Jane Kendall. National Society for Experiential Education. Vol. 1, 693pp., Vol. 2, 528pp., 1990. Trade ISBN: Vol. 1: 0-937883-08-5; Vol. 2: 0-937883-09-3. Comprehensive overview of service-learning from A to Z. Topics include practical issues of ideas for combining service and learning, K-12 program examples, community partnerships, essential principles in combining service and learning, rationales for combining service and learning, and institutional and public policy issues related to service-learning.

COMMUNITY SERVICE AS VALUES EDUCATION. Cecilia Devle, Suzanne Mintz, and Greig Stewart, editors. Jossey-Bass, Inc. 130pp., 1990. Trade ISBN: 1-55542-837-1. Explains how the integration of values into all aspects of students' academic education can promote a lifelong commitment to public service.

COMMUNITY SERVICE-LEARNING: A GUIDE TO INCLUDING SERVICE IN THE PUBLIC SCHOOL CURRICULUM. Edited by Rahima Wade. State University of New York. 379pp., 1997. Trade ISBN: 0-7914-3184-3. Service-learning, the integration of community service-with academic course work, is a promising strategy for enhancing learning and developing democratic citizens. This book responds to recent calls for youth involvement as part of the public school curriculum. The book addresses the components of quality service-learning, looks at diverse models for incorporating service-learning into the public school, gives voice to administrators, teachers, and students and their experiences with service-learning, and invites the reader to consider ways to incorporate service-learning into their schools.

CRITICAL ISSUES IN k-12 SERVICE-LEARNING. Gita Gulati-Pardee and William Finger, editors. National Society for Experiential Education. 244pp., 1996, Trade ISBN: 0-937883-16-6. The book contains case studies, first-hand accounts, and personal stories gathered from rural, urban, and suburban settings during a five-year study. Sections in the book focus on community partnerships, institutional support, program management, curriculum integration, faculty involvement, student involvement, and professional renewal. Excellent resource!

DESIGN, LEADERSHIP AND MODELS: THE CHANGE AGENTS OF SERVICE-LEARNING. Harry Silcox. Brighton Press, Inc. 110pp., 1994. This book examines the planning and organization of service-learning programs. It focuses on the institutional change agents and the state of the service-learning field today. Using materials from business management experts Peter Senge, Tom Peters, Marvin Weisbrod, Ken Blanchard, Joel Barker, and Peter Drucker, the book is full of techniques and models for changing institutions.

GROWING TO GREATNESS 2004. National Youth Leadership Council. 2004. 92pp., available from www.nylc.org. G2G2004 represents tangible evidence of an emergent way of thinking about and engaging young people that is taking hold in our nation and beyond. Young people are responding to the call to serve and learn as part of schools, colleges, and all many of community-based organizations. The primary catalyst for this shift is service-learning. Evidence of how service-learning is impacting youth, schools and community is presented in the essays contained in this volume.

GROWING TO GREATNESS 2005. National Youth Leadership Council. 2005. 116pp., available from www.nylc.org. G2G2005 presents a series of essays on recent research and thinking about service-learning and its importance in addressing challenges faced in America today, not just by youth, but by everyone, and the need to bring everyone together to recognize, affirm, and create a space to contribute to well-being of their country and the world. Essays contained in this volume address the theoretical framework for service-learning, the relationship between service-learning and academic achievement, a review of state-level studies of service-learning impacts, what service-learning research has shown us, and strategies for sustaining service-learning.

GROWING TO GREATNESS 2006. National Youth Leadership Council. 2006. 126pp., available from www.nylc.org. G2G2006 continues the series on the state of service-learning. Essays contained in this volume address the impact of service-learning on the transition to adulthood, the relationship between service-learning and assessment, service-learning as a strategy for building youth resilience, service-learning as a context for parent and family involvement, the Native American context for service-learning, a discussion of the framework for future research relating to the community impacts of service-learning, ways to sustain service-learning through policy, practice, and capacity, and comparisons of the scope, institutionalization, and quality of service-learning in urban and suburban schools.

MOTIVATIONAL ELEMENTS IN SERVICE-LEARNING: MEANINGFULNESS, RECOGNITION, CELEBRATION AND REFLECTION. Harry Silcox. Brighton Press, Inc. 94pp., 1995. To the surprise of some educators, community service programs have changed the way teachers view their classrooms and how children learn. This community involvement agenda hits directly at the idea of reform in education – namely that useful and meaningful service increases the active participation of the learner, thus motivating and stimulating the mind of the student. Student journals, readings, and curricula that integrate community service into activity-based lessons become vital to the teaching and learner. This book is full of ideas that will increase student motivation to participate in and benefit from classroom-based service-learning projects.

SERVICE-LEARNING IN THE MIDDLE SCHOOL: BUILDING A CULTURE OF SERVICE-LEARNING. Carl Fertman, George White, and Louis White. National Middle School Association. 178pp., 1996. Trade ISBN: 1-56090-108-X. This book provides a basic introduction to what service-learning is for middle school teachers and administrators who want to enrich student learning in their schools through the use of service-learning. The book contains chapters on the elements of service-learning, building organizational commitment, developing appropriate learning opportunities in the school and community, strategies for sustaining service-learning and case studies.

"THE COURAGE TO CARE – THE STRENGTH TO SERVE". Video produced by the Maryland Student Service Alliance. 1994. $19.95. An excellent video to service-learning concepts and benefits that can easily be used with teachers, administrators, students, and parents to introduce service-learning (14 minutes).

CURRICULUM/PLANNING RESOURCES

ACTIVE CITIZENSHIP TODAY. Close Up Foundation and the Constitutional Rights Foundation (www.crf-usa.org), 1997.This program links an in-depth study of civics at the high school level with active community involvement and service. The model uses five steps or units – *Defining and Assessing Your Community, Choosing and Research a Problem, Examining Policy, Exploring Options,* and *Taking Action.*

THE AMERICAN PROMISE. National Council for the Social Studies and the Farmers Insurance Group. 204pp., 1998. $19.95 (www.americanpromise.com, including manual and videos). Beginning with the premise the "democracy is in disrepair," the Farmers Insurance Group of Companies has partnered with the National Council for the Social Studies to develop a curriculum that directly links the teaching of social studies with service-learning. There are lots of examples and excellent resources.

THE COMPLETE GUIDE TO LEARNING THROUGH COMMUNITY SERVICE, GRADES K-9. Lillian Stephens, Allyn & Bacon. 235pp., 1995. Trade ISBN 0-205-15132-9, approximately $40.00. The underlying goal of today's focus on service-learning is helping children enjoy joy in community service – in cooperating, helping, caring, and demonstrating civic responsibility – while engaging them in learning. The book contains over 400 projects and activities, all curriculum-based, drawn from the experiences of actual teachers around country. Contains specific details on how to plan, select, design, implement and projects of varying duration.

THE COMPLETE GUIDE TO SERVICE-LEARNING: PROVEN, PRACTICAL WAYS TO ENGAGE STUDENTS IN CIVIC RESPONSIBILITY, ACADEMIC CURRICULUM, AND SOCIAL ACTION. Cathryn Berger Kaye. Free Spirit Press. 227pp., 2003. Trade ISBN 1-5742-133-X, $29.95. An excellent introduction what service-learning is, why it matters in the education of youth, and a blueprint for planning service-learning project. At the core of the book are eleven thematic chapters, commonly selected for service-learning activities. Each chapter features ideas for action, a curriculum-web, theme-specific resources, project examples and an annotated bookshelf of related nonfiction and fiction titles.

CONNECTING SERVICE-LEARNING TO THE CURRICULUM: A WORKBOOK FOR TEACHERS AND ADMINISTRATORS. Vermont Community Works Press. 107pp., 2001. Trade ISBN 0-9713583-0-3, $ 29.95. Service-learning is a useful and engaging strategy for teachers and students to learn many of the cross-disciplinary and content standards required by school districts across the nation. To use service-learning well as a teaching strategy and integrate it effectively within their curricula, teachers need to understand what it looks like when practiced at its best. This resource is full of "best practices" and contains materials that address the specific concerns of administrators, classroom teachers, and students.

ENRICHING THE CURRICULUM THROUGH SERVICE-LEARNING. Edited by Carol Kinsley and Kate MacPherson, ASCD. 140pp., 1995, $15.95. In this practical guide to service-learning, 21 contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States – and have improved student learning in the process.

EVERYDAY PEOPLE MAKE A DIFFERENCE*.* Partnerships Make a Difference, 1998. Colorful and user-friendly, *Everyday People Make A Difference* student journals introduce students to service-learning, character development and career awareness in a manner than easily adapts to the curriculum. Activities, including journal entries, articles and responsive writings, nurture a child's awareness of the many opportunities he/she has to make a positive difference. Drawing from personal experience, news, literature and role models of all ages, young people development an understanding of community/national problems, consideration for others, and problem-solving skills, then use these to carry out and reflect upon a service-learning project for their class. Each level is accompanied by a detailed teaching guide to assist educators with program implementation. There are four grade appropriate levels of this program:

- ***THIS IS MY STORY ABOUT HOW EVERYDAY PEOPLE MAKE A DIFFERENCE*** (Grades K-2)
- ***LIGHTS! CAMERA! ACTION!*** (Grades 3-5)
- ***www.*everydaypeoplemakeadifference.com** (Grades 6-8)
- ***CREATING A LEGACY*** (Grades 9-12)

FOUR PRACTICAL RESOURCES FOR LINKING SERVICE-LEARNING AND THE FLORIDA SUNSHINE STATE STANDARDS. Florida Learn & Serve, 2006, 200 pp., available from Florida Learn & Serve. A good overview of strategies for connecting service-learning to state standards.

GROWING HOPE: A SOURCEBOOK ON INTEGRATING YOUTH SERVICE INTO THE SCHOOL CURRICULUM. Rich Cairn and James Kielsmeier, Editors. National Youth Leadership Council. 1991, 248pp., $29.00. An invaluable resource containing basic information on what service-learning is, its history, and a guide to selecting, planning, and implementing classroom-based service-learning projects. Contains practical information and sample materials.

THE KIDS'S GUIDE TO SOCIAL ACTION: HOW TO SOLVE THE SOCIAL PROBLEMS YOU CHOOSE – AND TURN CREATIVE THINKING INTO POSITIVE ACTION. Barbara Lewis. Free Spirit. 184pp., 1991.
Trade ISBN 0-915793-29-6, $19.95. Real stories about real kids who are making a difference at home and around the world with step-by-step guides to helping kids learn the skills they need to be successful at solving real-world problems. Lots of ideas that can be turned into curriculum-based service-learning projects with some additional planning.

LEARNING BY GIVING: K-8 SERVICE-LEARNING CURRICULUM GUIDE. Rich Cairn with Theresa Coble. National Youth Leadership Council, 1993, $45.00. Contains an overview of service-learning basics, a series of environmental, intergenerational, and multicultural service activities, and other information helpful in developing curriculum-based service-learning activities.

LEARNING BY SERVING: 2,000 IDEAS FOR SERVICE-LEARNING PROJECTS. Joseph Fullman, James Watkins, and Dianne Wilkes. SouthEastern Regional Vision of Education. 106pp., 1994. This book is designed to help teachers and others who are interested in service-learning assimilate it into their instruction. This publication seeks to define service-learning by example; it is an "idea book" for people interested in initiating or expanding service-learning in their schools and communities. The examples, derived from actual projects, demonstrate the nearly limitless range of possibilities for service-learning. In fact, the best and most effective service-learning projects are those that are a unique match of local needs, talents, and collaborations. The book is divided into four sections. *Section One, Interdisciplinary Service-Learning Projects,* provides examples of interdisciplinary service-learning projects by grade-level and is divided into five categories. *Section Two, Single-Disciples Service-Learning Projects*, offers examples of service-learning projects by subject and grade level. **Examples in both sections can be applied or adapted at other grade levels**. *Section Three, Initiating Service-Learning,* offers practical information on the steps involved in establishing service-learning programs with lots of ideas and examples to help get programs started and address issues related to the logistics of service-learning. *Section Four* contains descriptions of useful publications on service-learning (with ordering information) and annotated lists of organizations and the local, state, regional, and

national levels that can provide information and resources to people interested in initiating or expanding service-learning.

SERVICE-LEARNING AND STANDARDS TOOLKIT. Education Commission of the States. 174pp., 2004. Approximately $25.00. An excellent resource for addressing the question of how service-learning can be linked to academic standards. The Toolkit contains lots of sample projects and shows how they are linked to academic standards. There are also chapters on assessment and an excellent resource list.

SHARING SUCCESS IN THE SOUTHEAST: PROMISING SERVICE-LEARNING PROGRAMS. James Watkins and Dianne Wilkes. SouthEastern Regional Vision for Education. 1996. 73pp. The purpose of this books is to inform educators about effective and innovative practices in service-learning and encourage their adoption or adaptation. Educators involved in service-learning find that their instruction is transformed and that their students seem to get more out of the program than the people they serve. For teachers looking for ideas, this book contains case studies of 34 classroom-based service-learning projects.

SKILLS FOR ACTION (Grades 9-12). Lions-Quest International. (www.lions-quest.org). 1994. An innovative and flexible curriculum that moves beyond the classroom to build essential life and citizenship skills through school-based service-learning. The program is rooted in the belief that young people are valuable resources who can take action and meaningful roles in addressing the issues that affect their lives, their communities, and the world. *Skills for Action* stimulates students' intellectual curiosity and academic growth, and guides them toward active citizenship and positive social action. Skills taught in this program include: learning to accept responsibility, communicating effectively, setting goals, making healthy decisions, and resisting pressure to use alcohol or drugs. Program materials can be incorporated into traditional subject areas or taught as a separate course.

SKILLS FOR ADOLESENCE (Grades 6-8). Lions-Quest International. (www.lions-quest.org). 1988. Similar to *Skills for Action* but focused on the age and developmental needs of middle school youth.

SKILLS FOR GROWING (Grades K-5). Lions-Quest International. www.lions-quest.org). 1984. Similar to *Skills for Action* but focused on the age and developmental needs of elementary school children.

WISE SKILLS. WiseSkills Resources (www.wiseskills.com). 1998. *WiseSkills* is an innovative program that helps educators, families, and school volunteers implement effective and comprehensive character education and community service programs. The program's three main components – school, family, and community – make it a powerful resource for supporting schoolwide or districtwide character education programs. The monthly character themes are organized around a variety of practical resources for educators, including: Interdisciplinary Projects, Curriculum-based projects in Language Arts, Social Studies, Math/Science, the Arts, and Health, inspiring quotations, simple classroom activities and discussion ideas, service-learning projects, and activities for evaluating values messages in the media. There are four grade level versions of the *WiseSkills* program.

- ***WISE WORDS: WISDOM FOR MAKING GOOD CHOICES*** (Grades K-2)
- ***WISE QUOTES: SKILLS FOR BUILDING POSITIVE CHARACTER*** (Grades 3-5)
- ***WISE LIVES: LEARNING FROM THE WORDS AND LIVES OF WORLD FIGURES*** (Grades 6-8). The elementary and middle school character themes include: *positive attitude, respect, responsibility, self-discipline, relationships, personal goals, citizenship,* and *conflict resolution.*
- ***WISDOM FOR LIFE***. *Wisdom for Life* focuses on the character traits of *trustworthiness, respect, responsibility, fairness, caring, citizenship, honesty, courage, diligence, and integrity.* Through their service-learning projects, students have opportunities to apply these character traits in real life settings. The curriculum also includes resources for involving parents and community members in character education.

RESEARCH RELATED ISSUES

ADVANCING KNOWLEDGE OM SERVICE-LEARNING: RESEARCH TO TRANSFORM THE FIELD. Karen Casey, Georgia Davidson, Shelley Billig, and Nicole Springer, Editors. Information Age Publihsing. 2006. 233 pp.
Trade ISBN: 978-1-59311-568-5, approximately $25.00. This book is the sixth volume in the series on *Advancing Service-Learning Research.* Issues discussed include: service-learning and civic engagement, international perspectives on service-learning, impacts of service-learning, the influence of past service-learning research on present thinking, and the institutionalization of service-learning in higher education.

ASSESSING SERVICE-LEARNING AND CIVIC ENGAGEMENT. Sherril Gelmon, Barbara Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan, editors. Campus Compact, Brown University. 2001, 154pp., Trade ISBN: 0-9667371-7-2, $19.95. This handbook is organized into three sections. The first is an overview of assessment philosophy and methods in order to frame the authors approach to assessment. The second section presents each of the four assessment constituencies in a separate chapter (students, faculty, community, and institution). Each chapter includes a review of the literature, discussion of issues in assessing community impacts, the assessment matrix, strategies for assessment, and examples of assessment tools. The final section focuses on using the methods and analysis of data.

SERVICE-LEARNING: APPLICATIONS FROM THE RESEARCH. Alan Waterman, Editor. Lawrence Erlbaum Publishers, 1997. 184pp.,
Trade ISBN:0-8058-2535-5, $45.00.This book looks at the methods used to assess the nature and impacts of service-learning programs and what has been learned using different methods, the characteristics of school-based programs, the variables affecting teacher involvement, and the importance of the motivations students bring to their participation, the importance of considering the context of service-learning, and recommendations for future research.

SERVICE-LEARNING: THE ESSENCE OF THE PEDAGOGY. Andrew Durvo and Shelley Billig, Editors. Information Age Publishing. 2002, 286pp.,
Trade ISBN: 1-931576-56-4, Approximately $25.00. This book is the first volume in a series (*Advances in Service-Learning Research)* intended to address the critical need for continued research in the field of service-learning. While we know that service-learning has the potential to change the civic culture of a school, we do not know what conditions need to be present or what kinds of service-learning activities need to be promoted for a school culture to change. *Section One* explores the variations in the definitions of service-learning and the implications the varying definitions have on the study and practice of service-learning. *Section Two* looks at theoretical approaches to studying service-learning. *Section Three* focuses on developing appropriate methodologies for studying service-learning. *Section Four* presents discussions on a variety of service-learning outcomes for K-12 students, pre-service teacher education students, and K-12 schools. The final section provides a list of the research questions that could be used to guide further studies of service-learning.

SERVICE-LEARNING THROUGH A MULTIDISCIPLINARY LENS. Shelley Billig and Andrew Furco, Editors. Information Age Publishing. 2002, 234pp., Trade ISBN: 1-931576-80-7, approximately $25.00. This is the second volume in the *Advances in Service-Learning Research* series. *Section One* provides an overview of the multitude of perspectives that can be taken to study service-learning and some of the issues that arise for researchers who perform studies in this field. *Section Two* presents two new theoretical perspectives that may be used to guide research. *Section Three* examines service-learning and the disciplines. *Section Four* focuses on the impacts of service-learning for K-12, higher ed, and the community. The final section examines future directions for service-learning research.

DECONSTRUCTING SERVICE-LEARNING: RESEARCH EXPLORING CONTEXT, PARTICIPATION, AND IMPACTS. Shelley Billig and Janet Eyler, Editors. Information Age Press. 2003, 276pp, Approximately $25.00. Trade ISBN: 1-59411-070-7. This book, the third volume in the *Advances in Service-Learning Research* series, presents service-learning research that focuses on units of analysis ranging from the individual student to the community partnership. Qualitative, quantitative, and mixed methodologies are used to explore a variety of issues. *Section One* frames the most critical challenge facing service-learning research – moving from what has been a field largely built on program evaluation or simply on program description to one that attempts to answer interesting theoretical questions about service-learning practice. *Section Two* is devoted to studies that focus on the complexities of context. *Section Three* continues the emphasis on the complexity of the environments in which service-learning is implemented, but moves the focus to the requisites for creating sustainable programs within educational institutions. *Section Four* focuses on the community impacts of service-learning. The final section addresses the state of service-learning and service-learning research. Using a field-building framework, the editors assess whether service-learning is indeed a field and the factors that contribute toward the growth and health of a field, the progress made toward fulfilling the existing research agenda, and what is needed for a strong base of evidence.

NEW PERSPECTIVES IN SERVICE-LEARNING: RESEARCH TO ADVANCE THE FIELD. Marshall Welch and Shelley Billig, Editors. Information Age Press. 2004, 253pp., Trade ISBN: 1-59311-157-6, approximately $25.00. This is the fourth book in the *Advances in Service-Learning Research* series. *Section One* provides a foundation for understanding service-learning as a form of civically engaged scholarship. *Section Two* is devoted to assessing the impact of service-learning in a variety of settings, using a variety of methodologies. *Section Three* addresses the critical issue of institutionalizing of service-learning. *Section Four* provides a reflective chapter written by the editors on the challenges of service-learning as civically engaged scholarship.

THE MEASURE OF SERVICE-LEARNING: RESEARCH SCALES TO ASSESS STUDENT EXPERIENCES. Robert Bringle, Mindy Phillips, and Michael Hudson, editors. American Psychological Association. 2004. 230pp., Trade ISBN: 1-59147-077-3, $45.00. A valuable resource for program evaluators and researchers who want to inform the practice of service-learning. Provides an extensive compilation of scales for use in studying students in service-learning classes. The scales measure a variety of constructs, such as attitudes, moral development, and critical thinking. The book also includes a primer on measurement theory. The authors advocate the use of multiple-item scales, present a rationale for their use, and explain how to evaluate scales for reliability and validity.

STUDYING SERVICE-LEARNING: INNOVATIONS IN EDUCATION RESEARCH METHODOLOGY. Shelley Billig and Alan Waterman, Editors. Lawrence Erlbaum Publishers. 2003. 260pp., Trade ISBN: 0-8058-4275-6, $45.00. Using service-learning as its focus, this book explores ways in which researchers and evaluators can work together to define service-learning, base research on strong theoretical foundations, refine research methods, disseminate research findings and use them to improve service-practice, and build support for service-learning. An essential resource for researchers who are interested in studying innovative teaching and learning strategies and for students who are learning about a range of research methodologies.

REFLECTION GUIDES

A HOW TO GUIDE TO REFLECTION: ADDING COGNITIVE LEARNING TO COMMUNITY SERVICE PROGRAMS. Harry Silcox. Brighton Press, Inc. 125pp., 1993, $15.00. Educators are finally recognizing that learning takes place in other than traditional classroom settings. Seat time credit does not always indicate that something has been learned. The use of reflective teaching methodology is crucial to blending experience with school curriculums. This book is full of ideas on how to use reflection to enhance student learning.

A PRACTIONER'S GUIDE TO REFLECTION IN SERVICE-LEARNING: STUDENT VOICES AND REFLECTIONS. Janet Eyler, Dwight Giles, and Angela Schmiede. Vanderbilt University, 169pp., 1996. This book outlines the importance of reflection as an essential part of the learning experience and looks at strategies for incorporating reflection naturally into service-learning projects in ways that enrich student learning.

REFLECTION: THE KEY TO SERVICE-LEARNING: A GUIDE FOR PROGRAM LEADERS. National Helpers Network, Inc., 29pp., 1995. Based on *Learning from the Field Experience: A Guide for Student Reflection in Youth Participation Programs*, written by Don Conrad in 1982. There is strong research evidence that a systematic reflective component is the factor that transforms an interesting and engaging experience into one, which critically affects students' learning and development. The Guide is a

basic introduction to what reflection is, when to do it, and is filled with examples and ideas for engaging students in meaningful reflection.

RELATED TOPICS

AN ASSET BUILDER'S GUIDE TO SERVICE-LEARNING. Gene Roelkepartain, Thomas Bright, and Beth Margolis-Rupp. The Search Institute. 132pp., 2000. Trade ISBN 1-57482-114-8, $25.00. This book links the Search Institute's *asset building model* with service-learning and shows how the two approaches to youth development compliment each other. An excellent resource, particularly for schools using the asset building model.

FINDING COMMON GROUND: SERVICE-LEARNING AND EDUCATION REFORM. Sarah Pearson. American Youth Policy Forum. 137pp., 2002, Trade ISBN: 1-887031-76-6. This report looks at comprehensive school reform models through the lens of service-learning and provides insights from researchers, practitioners, and comprehensive school reform developers and implementers on how compatible the models are with the basic principles of service-learning. Where a model is not specifically using service-learning strategies, recommendations are provided for how these strategies could easily support or be infused within the model's existing design.

IF THE SHOE FITS … HOW TO DEVELOP MULTIPLE INTELLIGENCES IN THE CLASSROOM. Carolyn Chapman. IRI Skylight Training and Publishing. 258pp., 1993. Trade ISBN: 0-932935-64-8, $33.95. In this book Chapman translates Gardner's theory of multiple intelligences into practical methods for classroom use. It offers information and "how-to" advice for identifying and developing student strengths. All you have to do is "add" service-learning.

A GUIDE FOR ENGAGING YOUTH IN LEADERSHIP AND DECISION-MAKING IN SERVICE-LEARNING PROGRAMS. Jonna Justinianno and Cynthia Scherer. Points of Light Foundation.46pp., 2001. A number of elements have been identified as important to an effective service-learning experience. These include community voice, learning objectives, youth voice, orientation and training, meaningful action, reflection, evaluation and celebration. While most practitioners agree that youth voice is an important element, many struggle with implementing it in their service-learning program. This purpose of this guide is to provide service-learning practitioners with basic information on youth voice – how to engage youth in leadership and decision-making programs. The guide highlights what youth voice is, why it is important and models of youth voice that have been implemented by service-learning practitioners. The guide is meant to be a catalyst – to assister programs in engaging youth leadership and decision-making more effectively. It also highlights additional resources (organizations and materials) that can assist programs in implementing youth voice.

LEARNING THAT LASTS: HOW SERVICE-LEARNING CAN BECOME AN INTEGRAL PART OF SCHOOLS, STATES AND COMMUNITIES. Education Commission of the States. 92pp., 2002. $24.95. The book addresses the question: "Why institutionalize service-learning?" and suggests that there are a number of good reasons to make service-learning part of every student's school experience, including: improved outcomes for students; continuity over time, sound practice, increased resources, increased support for and from staff and better relations with the community. The book addresses issues related to teacher "overload," what happens when service-learning is institutionalized, the types of vision and leadership necessary, how to connect service-learning with the curriculum, professional development community partnerships, how service-learning can help schools and school district improve, and strategies for getting from "here to there."

PROBLEM-BASED LEARNING AND OTHER CURRICULUM MODELS FOR THE MUTLIPLE INTELLIGENCES CLASSROOM. Robin Fogerty. IRI/Skylight Training and Publishing, 160pp., 1997. Trade ISBN 1-57517-067-1, $24.95. Curriculum is the focus of school reform. This book presents six innovative curriculum frameworks to stimulate the minds of elementary, middle, and high school students. These models – problem-based learning, case studies, thematic learning, project learning, service-learning, and performance-based learning – bring the real problems of the outside world into the classroom. These approaches enhance and enrich student learning.

THE SERVICE-LEARNING POLICY TOOLKIT: WHAT YOU CAN DO TO HELP. Learning In Deed. (www.learningindeed.org).19pp., 2002. The toolkit is intended to support ongoing efforts to increase awareness and support for quality service-learning programs. It provides information and strategies for the work of service-learning most powerful supporters – the practitioners, teachers, student leaders, administrators and community activists who have experienced the powerful impact which service-learning can have on students and the community. The Toolkit helps supporters better understand how policymaking at the district, state and federal level can help to expand the overall scope and quality of the service-learning field.

WHAT DO YOU STAND FOR? A KIDS GUIDE TO BUILDING CHARACTER. Barbara Lewis. Free Spirit Press. 276pp., 1998, Trade ISBN: 1-57542-029-5, $19.95. Lewis assumes that our students want to be persons of good character. The book is filled with ideas for help kids identify community needs and then address them through actions (service) that build character. Lots of good ideas and resources – just add "service-learning."

SERVICE-LEARNING ORGANIZATIONS AND WEBSITES

ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED)

www.aed.org

AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world. Major areas of focus include health, education, youth development, and the environment.

ALLIANCE FOR SERVICE LEARNING IN EDUCATIONAL REFORM

Council of Chief State School Officers

www.ccsso

The Alliance promotes service learning as in impetus for education reform and shapes policy through advocacy. The Alliance has published *Standards of Quality for School-based Service Learning* and other related standards for community-based service learning.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)

www.ascd.org

ASCD has included service-learning as a major component of its character education initiative. ASCD offers professional development experiences in curriculum and supervision, disseminates information, and encourages research, evaluation, and theory development. ASCD also provides publications and professional development conferences.

CAMPUS COMPACT

www.compact.org

Campus Compact concentrates on postsecondary institutions, but often works directly with K-12 schools in the design, supervision, evaluation, training, and implementation of service-learning projects. College students participating in Campus Compact can provide assistance to K-12 service-learning projects as their service activity.

CENTER FOR ENVIRONMENTAL EDUCATION

www.schoolsgogreen.org

Based at Antioch New England Graduate School, the Center provides print and on-line resources for teachers interested in integrating environmental education into the school curriculum in grades K-12.

CLOSE UP FOUNDATION (CUF)

www.closeup.org

CUF sponsors the Civic Achievement Award Program, which helps build civic awareness among students in grades five through eight by having them complete research projects and conduct community related service projects. The *Active Citizenship Today* project integrates community service into school districts' social studies curricula. CUF also offers a newsletter at no charge.

COALITION OF ESSENTIAL SCHOOLS (CES)

www.essentialschools.org

The mission of CES is to create and sustain equitable, intellectually vibrant, personalized schools and to make such schools the norm of American public education. Based on decades of research and practice, CES has adopted the *Common Principles*, which call for the creation of: personalized instruction to address individual needs and interests, small schools and classrooms where teachers and students know each other well and work in an atmosphere of trust and high expectations, multiple assessments based on performance of authentic tasks, democratic and equitable school policies and practices, and close partnerships with the school's community. CES views service-learning as one of the strategies for improving schools. The website has links to many resources on school improvement.

COLLABORATIVE TO ADVANCE SOCIAL AND EMOTIONAL LEARNING (CASEL)

www.casel.org

The Collaborative's mission is to establish social and emotional learning as an essential part of education from preschool through high school. Service-learning is viewed as one of the key elements in the process. This is spelled out in their report, *"Making the Case for Social and Emotional Learning and Service-Learning,"* published jointly with the Education Commission of the States.

COMMUNITY WORKS ON-LINE RESOURCE CENTER

www.vermontcommunityworks.org

This website contains numerous service-learning and community-based teaching tools, curriculum examples and reflections by teachers.

CONSTITUTIONAL RIGHTS FOUNDATION (CRF)

www.crf-usa.org

CRF helps young people develop the skills, knowledge, and attitudes necessary to serve their communities and nation as active, responsible citizens. A nonprofit, nonpartisan organization, CRF reaches out to K-12 students through teacher training, resources experts, and innovative curricula. CRF maintains a database of school-based service programs across of the country and a library of resource materials from other sources. Educators can receive a free subscription to the *NETWORK*, access to CRF's database, training, and other materials.

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS)

www.cns.org

The umbrella organization for AmeriCorps, Learn & Serve America, VISTA, and the Retired Seniors Volunteer Corps (RSVP), CNCS provides service programs for lifelong citizen participation. The Corporation functions as a clearinghouse of information and technical expertise on service opportunities and provides funding on a competitive basis for state and national organizations.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

www.ccsso.org

Since 1987, the CCSSO has centered on building awareness and understanding about service-learning as a teaching and learning methodology. The CCSSO is a co-host of the Alliance for Service Learning in Education Reform and has published the comprehensive *Service Learning Planning Resource Guide* and *Their Very Best Selves: Building Character Education and Service Learning Together in the Lives of Young People.*

EARTHFORCE

www.earthforce.org

Earth Force engages young people as active citizens who improve the environment and their communities now and in the future. Earth Force offers training and support for educators through programs such as CAPS (Community Action and Problem Solving) and GREEN (Global Rivers Environmental Education Network). The CAPS program uses a six-step process to help students identify, design and implement service-learning projects that address community needs: community environmental inventory, issue selection, policy and community practice research, options for influencing policy and practice, planning and taking civic action, and look back and ahead. The GREEN program is a hands-on science program built around watershed assessment and improvement. Both programs are designed to be used in conjunction with the traditional classroom curriculum.

EDUCATION COMMISSION OF THE STATES (ECS)

www.ecs.org

An organization that helps governors, legislators, state education officials and others develop policies to improve service-learning. A major focus recently has been service-learning and civic engagement, resulting in the formation of the *Compact for Learning and Citizenship,* a nationwide coalition of chief state school officers, district superintendents, and others committed to service-learning in K-12 classrooms. The Compact gathers and disseminates information, provides training and technical assistance, builds partnerships and networks, and serves as a national voice for creating high-quality service-learning opportunities for all students. The website features ECS Information Clearinghouse, which provides a wide range of information about educational policy related to service-learning.

INSTITUTE FOR GLOBAL EDUCATION AND SERVICE-LEARNING (IGESL)

www.igesl.org

A very good website for those interested in service-learning projects that are connected with issues related to homeland safety and emergency preparedness.

LEARN AND SERVE OHIO

www.learnandserveohio.org

Information about service-learning programs, training, technical assistance, and funding available through the Ohio Department of Education.

LEARNING INDEED
www.learnindeed.org
A W. K. Kellogg Foundation initiative focused on service-learning, based on research gathered from national demonstration sites. Links to curriculum resources, policy, research and more.

LIONS-QUEST INTERNATIONAL
www.lions-quest.org
Quest International joined with Lions Club International to develop curricula that address the drug prevention needs of K-12 youth. Quest programs, which include service-learning, are designed to be incorporated into traditional subject areas or can be taught as separate courses. The goal is to provide adults with effective tools for helping youth develop positive personal and social skills and character traits. All three of the Lions-Quest programs – *Skills for Growing (K-5), Skills for Adolescence (6-8)* and *Skills for Action (9-12)* teach young people the skills they need for everyday living. These skills include: learning to accept responsibility, communicating effectively, setting goals, making healthy decisions, and resisting pressure to use alcohol or drugs.

MARYLAND STUDENT SERVICE ALLIANCE (MSSA)
www.marylandpublicschools.org
(Now part of the Maryland Department of Education). Works with local school systems to develop service-learning programs in Maryland, the first state to establish a service-learning requirement for graduation for public school students. MSSA has produced a teacher training manual, an excellent video – *"The Courage to Care – The Strength to Serve,"* and other resources for K-12 educators.

NATIONAL DROPOUT PREVENTION CENTER
www.dropoutprevention.org
Regional information Center for the southern portion of the country, providing information about educational programs, including service-learning, in eleven southern states. They also host the National Dropout Prevention Center, providing a database of information, organizations, programs and other publications and resources related to service-learning. It also provides technical assistance in setting up mentoring and service-learning programs. The Center views service-learning as a key element in dropout prevention.

NATIONAL SERVICE-LEARNING CLEARINGHOUSE (NSLC)
www.servicelearning.org
A comprehensive database that focuses on all aspects of service-learning, covering K-16 school-based initiatives as well as community-based initiatives. The website has a searchable database that provides resources for educators and organizations working with service-learning.

NATIONAL SERVICE-LEARNING PARTNERSHIP (NSLP)

www.service-learningpartnership.org

The Partnership, founded in 2001, is a national network of members dedicated to advancing service-learning as a core part of every young person's education. The Partnership concentrates on strengthening the impact of service-learning on young people's learning and development, especially their academic and civic preparation. The Partnership provides a national network of like-minded service-learning supporters, service-learning tools, resources, and best practices, a "service-learning marketplace" to offer or seek professional services, monthly updates with news, resources and opportunities to take action, and federal advocacy representation.

NATIONAL SERVICE RESOURCE CENTER (NSRC)

www.etr.org/nscr

A training and technical assistance provider to programs funded by the Corporation for National and Community Service. NSCR is a destination for all kinds of information about community service programs.

NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION (NSEE)

www.nsee.org

NSEE supports learning through experience for civic and social responsibility, intellectual and ethical development. NSEE offers a resource center, technical assistance, teacher and professional development, workshops, a leadership development program, peer consultation, and collaboration. NSEE also offers publications on key issues and practices in experiential education, national and regional conferences, and a National Resource Center for Experiential and Service Learning.

NATIONAL YOUTH LEADERSHIP COUNCIL (NYLC)

www.nylc.org

NYLC promotes the growth of service-learning nationwide through training, materials, technical assistance, and networking. NYLC provides training for educators and youth leaders interested in developing effective service-learning programs for youth. One-, two-, and three-day training are tailored to the specific needs of teachers, schools, or districts. Training topics include basic information on service-learning and its components, working with community agencies, and strategies for initiating or expanding service-learning projects. NYLC sponsors the annual National Service-Learning Conference. The NYLC Essential Elements Publication site serves as a clearinghouse of information for service-learning, including news, events, online resources, and descriptions of publications.

POINTS OF LIGHT FOUNDATION
www.pointsoflight.org
The Foundation's mission is to engage more people effectively in volunteer community service to help solve serious social problems. It meets the practical needs of individuals and organizations that seek to engage volunteers in community service activities by collecting and disseminating information on exemplary community service initiatives and programs. The Foundation maintains ServLink, a computerized database containing over 2,500 community service programs and some 10,000 service organizations and resources persons.

SEARCH INSTITUTE
www.search-institute.org
An independent, nonprofit organization whose mission is to advance the well-being of adolescents and children by generating knowledge about youth development and promoting its application. Their *"Assets Development Model"* offers educators and community leaders an easily understandable way to "map" the assets and deficits of young people, their schools, and their communities, along with proven strategies for increasing assets and decreasing deficits. Service-learning is a key component of this process.

SERVICE-LEARNING CLEARING HOUSE PROJECT (at UCLA)
www.gsei.ucla.edu/slc
The website provides resources, tips and links to other sites that offer searchable databases of information on service-learning.

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ASSORTED SERVICE-LEARNING WEB SITES

1. American Red Cross www.redcross.org
2. Association for Supervision and Curriculum Development www.ascd.org
3. Big Dummy's Guide to Service-Learning: 101 Ideas that Combine www.fiu.edu

Service & Learning

4. Campus Compact	www.compact.org
5. Close Up Foundation	www.closeup.org
6. Coalition of Essential Schools	www.ces.org
7. Collaborative to Advance Social and Emotional Learning	www.casel.org
8. Community Works On-Line Resource Center	www.vermontcommunityworks.org
9. Constitutional Rights Foundation	www.crf-usa.org
10. Corporation for National and Community Service	www.nationalservice.org
11. Council of Chief State School Officers	www.ccsso.org
11. Earthforce	www.earthforce.org
12. U. S. Environmental Protection Agency	www.epa.gov/epaoswer/general/educate/svclean.pdf
13. Everyday People Make A Difference	www.partnershipsmakeadifference.org
14. Florida Learn & Serve	www.fsu.edu
15. Institute for Global Service-Learning	www.igesl.org

16. Iowa Learn and serve	www.state.ia.us/educate/ecese/cfcs/sl/
17. Kids Consortium	www.kidsconsortium.org
18. Learn and Serve Ohio	www.learnandserveohio.org
19. Learn, Serve and Surf	www.edb.utexas.edu/servicelearning
20. Learning-in-Deed	www.learningindeed.org
21. Lions-Quest	www.lions-quest.org
22. Maryland Service-Learning	www.marylandpublicschools.org
23. National Dropout Prevention Center	www.dropoutprevention.org
24. National Service-Learning Clearinghouse	www.servicelearning.org
25. National Service-Learning Partnership	www.service-learningpartnership.org
26. National Society of Experiential Education	www.nsee.org
27. National Youth Leadership Council	www.nylc.org
28. Points of Light Foundation	www.pointsoflight.org
29. Project Tahs – Technical Assistance for Homeland Security	www.projecttahs.orgh
30. Public Broadcasting	www.pbs.org

Corporation	(click on "PBS Teacher Source")
31. Search Institute	www.search-institute.org
32. Service-Learning Lesson Plans	www.indiana.edu/`ythvoice/servicellplans
33. Service-Learning Online Course	www.csuchico.edu/psed/servicelearning
34. Service-Learning Student's Guide & Journal	www.servicelearn.com
35. The Strawberry Point School – Service Learning Primer	www.goodcharacter.com
36. Students in Service to America	www.studentsinservicetoamerica.org
37. FEMA	www.trainingfema.gov
38. Wise Skills	www.wiseskills.com

When all else fails, try a "google" search."

- service-learning and … "language arts," "science," math," "social studies," "Spanish,'" "the arts," "special education," etc.

Prepared by L. Richard Bradley, Ph.D., *Learn & Serve Ohio, 8/2006*

Learn & Serve Ohio

Service-Learning Quick Sheet # 1
Definitions: Volunteerism, Community Service and Service-Learning

Volunteerism involves people in activities that provide valuable service to their communities. Involvement in these activities usually grows out of an individual's desire to do something for others. When young people are engaged in volunteer service, their activities do not usually relate to what they are learning in the classroom.

Community Service encompasses many forms of service, both voluntary and involuntary. These types of service include school-based projects for credit toward graduation, projects that fulfill organizational (like a fraternal or

professional group) requirements, corporate service projects, and court-referred community service.

Service-Learning is an educational strategy by which young people learn more about themselves and their world through active participation in **thoughtfully organized** and **meaningful** service experiences that

Meet actual **community needs**

Are coordinated **in collaboration** with the school and the community

Are integrated into the student's **academic curriculum** so that service goals and learning goals blend together and enrich each other

Provide students with **structured time** to think, talk, write, and/or **reflect** in other ways about what they saw, did, and felt during their service experience

Provide students with opportunities to use newly acquired **academic knowledge and skills** in real-life settings

Enhance and enrich what is being taught in the classroom by extending student learning beyond the classroom into the community

Foster the development of a sense of **civic responsibility** and caring for self and others

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 2
Standards of Quality for School-Based Service-Learning

Effective service-learning efforts **strengthen** service and academic learning.

Model service-learning programs provide students with concrete opportunities to **learn new skills**, to **think critically**, and to **test new roles** in an environment that encourages risk-taking and rewards competence.

Preparation and **reflection** are essential elements in service-learning.

Student's efforts are **recognized** by their peers and the community they serve.

Youth are **involved** in the planning.

The service students perform makes a **meaningful contribution** to the community.

Effective service-learning **integrates** systematic formative and summative **evaluation**.

Service-learning **connects** the school and its community in new and **positive** ways.

Service-learning is understood and supported an **integral element** in the life of a school and its community.

Skilled adult guidance and supervision is essential to the success of service-learning.

Pre-service and staff development that includes the philosophy and methodology of service-learning best ensures that program quality and continuity are maintained.

@, Alliance for Service-Learning in Education Reform, 1993

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Service-Learning Quick Sheet # 3
Primary Outcomes of Service-Learning

"Service-learning is rooted in the belief that all persons are of unique worth, that all have gifts for sharing with others, that persons have the right to understand and act on their own situations, and that our mutual survival on the planet Earth depends on the more able and the less able serving one another."

Primary Outcomes for Students:

Self-Esteem/Personal Development: student believes he/she can make a difference; feels worthwhile, confident

Social and Interpersonal Development: student develops competence in a variety of settings; develops team skills; feels connected with adults; understands and empathizes with people from many different backgrounds

Values Development: students develops social, civic and team responsibility

Academic Development: students shows improvement in basic academic skills (reading, writing, math), as well as improvements in specific subject areas; becomes and engaged learner; develops critical thinking skills

Career Development: student is able to explore and learn about different careers and gains experience, knowledge and skills needed for the world of work.

Primary Outcomes for Schools:

Engaged learners: students who are motivated and have a sense of responsibility for their own learning.

Collegiality: Among staff, students and community become partners in teaching and learning.

Formation of mutually beneficial school/community partnerships: allows teachers and schools to address needs in the school and community; community begins to look at school and students as a resource.

Educational excellence: enhanced classroom climate, enriched curriculum, performance-based evaluation

Primary Outcomes for the Community:

Contributes to community development and renewal: a reservoir of support is developed for identifying and addressing local issues.

Agencies receive an infusion of creativity and enthusiasm from youth.

Students become more invested in their communities and more community-minded citizens.

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 4
Service-Learning Briefing Sheet

Service-learning is an educational strategy that involves students in meaningful service to their communities and/or to society, while engaging in some form of reflection or study that is related to the service.

Service-learning differs from volunteerism and community service is that service experiences

Are coordinated in collaboration with the school and the community

Are integrated into the student's academic curriculum so that service goals and learning goals blend together and enrich each other

Provide students with structured time to think, talk, write and/or reflect in other ways about what they saw, did, and felt during their service experience
Provide students with opportunities to use newly acquired academic knowledge and skills in real-life settings
Enhance and enrich what is being taught in the classroom by extending student learning beyond the classroom into the community
Foster the development of a sense of civic responsibility and caring for self and others.

Summary of the Benefits or Service-Learning

For students:
- Increased capacity for meaningful action, making a difference, identifying and meeting real community needs
- Increased sense of self-worth, moral and/or character development, more humane values
- Developing and practicing the skills essential to effective citizenship
- Increased responsibility for one's education, engaged learners, improved performance in academic areas

For Schools:
- Engaged learners: motivated and responsible for own learning
- Collegiality among staff, students and community
- Educational excellence through an enriched and enhanced learning curriculum
- Mutually beneficial partnerships between schools and the community

For Communities:
- Valuable service provided; contributes to community development and renewal
- As youth become more invested in and committed to their school and community, there are usually decreases in vandalism and other "risky" behaviors
- Infusion of creativity and enthusiasm of youth; they become resources rather than problems

Service-learning has been officially endorsed by these nationally recognized educational organizations:

Association for Supervision and Curriculum Development
Council of Chief State School Officers
Education Commission of the States
National Association of Partners in Education
National Association of Secondary School Principals
National Governors Association
National Middle School Association

What You Can Do To Support Service-Learning in Your District

Include service-learning strategies in your district's Continuous Improvement Plan

Link service-learning goals to other district goals, such as dropout prevention, career education, use of new technologies, school/community partnerships
Include service-learning strategies in your district's mission and vision statements
Provide release time for teachers for training, planning, organization, and service activities
Provide funds for professional development, including travel to state and national service-learning conferences
Encourage ongoing evaluation and improvement of service-learning programs
Acknowledge and celebrate successful service-learning efforts by staff, students and community partners

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 5
Top Twelve Reasons for Implementing Service-Learning Programs at Your School

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Service-learning programs support your school's educational mission and reform or restructuring activities you may have underway or planned.

Service-learning activities fit the learning style preferred by about 75% of today's students

because they begin with experience and work backward to understanding and meaning.

Service-learning programs help bridge the gap between school and community by building important partnerships between schools and a wide range of community agencies, businesses and organizations.

Service-learning programs help all students grow in self-esteem and self-confidence because they put into practice the belief that *"everyone can learn; because everyone can serve."*

Service-learning programs enhance the image of young people and their schools in the eyes of community members because young people and schools and increasingly viewed as *resources* rather than as *problems.*

Service-learning enriches the school-s curriculum by extending the classroom into the community, making effective use of the skills and knowledge available in the community.

Service-learning programs help reduce stereotypes and prejudice among people by providing positive opportunities for students to meet and work side-by-side with those who are difference (culturally, racially, economically, in age, in ability)

Service-learning benefits the community by harnessing the enthusiasm and creativity of young people to address and resolve important community issues and problems.

Service-learning benefits teachers because students involved in service-learning activities are likely to have a more positive attitude about school and feel more responsible for their learning.

Service-learning helps students learn important critical-thinking, decision-making and teamwork skills they will need as adults.

Service-learning helps students learn how to be responsible citizens by giving them opportunities to practice the skills of good citizenship and to reflect on what they did and what it meant to them.

Service-learning is fun!

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 6
Building Administrative Support for Your Programs

Emphasize the public relations value of service-learning programs.

When adults see students out in the community doing things that help the community, the schools are seen as assets rather than as problems.

Good public relations for agencies too

There are immediate and practical benefits to the school and/or agency.

Service may be provided to the school itself.

Empowers students as leaders.

Increased public awareness of what the agency is and what it does.

A way to increase the number of volunteers

A positive alternative to “hanging out” from 3-6pm.

Offers a wide range of learning opportunities, both in school and at the service site.

Service-learning programs are a source of pride and spirit. Gives both schools and agencies opportunities to receive recognition for successful volunteer programs.

Helps to fulfill the stated mission of the school or agency.
A strategy for helping schools improve academic outcomes
A strategy for helping schools build character and impart the qualities essential for effective citizenship.
A strategy for increasing the level of services that an agency can offer.

Service-learning nurtures idealism by giving students opportunities to make a difference in their communities and schools

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 7
Building Teacher/Agency Support for Service-Learning

Ask another teacher or agency to collaborate with you.

Talk with colleagues about service-learning.

Show connections between service-learning and the curriculum and/or agency mission. Show how service-learning connects with the unique culture and values of your school or agency.

Have students compile a list of community needs and resources and make it available to schools and agencies.

Involve youth in staff development activities for school and agency staff.

Choose projects related to issues of concern in the school and community.

Focus all staff development decisions on improving student learning.

Provide technical assistance through training, curriculum, conferences, etc. Show how service-learning connects with other school reform initiatives in your school or district.

Offer graduate credits, stipends, and/or substitutes for teachers attending service-learning training.

Develop a cadre of teachers in each building to advocate for high-quality service-learning for all students.

Involve the teachers union in all planning and implementation efforts.

Support service-learning in schools by securing planning time in the school day for teachers to infuse service-learning activities into their classroom.

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 8
Building Parental Support for Service-Learning

Answer parents' questions about what service-learning is and why you have decided to make it part of your classroom. Make sure they understand the difference between volunteering, community service and service-learning.

Make a commitment to keep parents fully informed of what their sons/daughters will be doing and experiencing during their service-learning activities and how they can be reached in an emergency.

Be clear about the benefits and educational rationale for infusing service-learning activities into the curriculum.

Show how service-learning helps with college applications and scholarships and with job application.

Address parental concerns about safety and success by adequately preparing students for their service activities and by making sure that both school and service site have adequate insurance.

Encourage parents to call whenever they have questions or concerns.

Offer parents opportunities to get involved in service-learning at your school
- Ask them to serve on your Advisory Board.
- Ask parents to help in the planning process by helping their sons/daughters to identify community needs and resources and by helping them make contacts with key organizations.
- Encourage them to participate alongside their son/daughter on a service project.
- Ask them to approach the school's PTA about support for service-learning
- Ask them to see if their workplace or local businesses might be willing to financially support a service-learning project or the recognition-celebration of student accomplishments

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 9
Building Student Support for Service-Learning

Help students to identify the gifts and interests they can use in their service-learning activities.

Involve students in identifying community needs and resources.

Involve students in designing their service projects

Recruit some highly visible school "stars" for your initial service-learning efforts.

Develop peer support systems for service-learning.

Do everything possible to ensure that students will be successful. This includes adequate training, careful planning and continuous reflection

Vary reflective activities. Use a mix of formal, informal, written, oral and other forms of reflection.

Stress the positive benefits of service-learning to students when recruiting:
- Opportunities for them to take on real responsibilities and make a difference in their school and community
- Opportunities for them to learn and practice the skills needed to be good citizens
- Opportunities for them to overcome social isolation
- Opportunities for them to learn and practice the skills they will need for success in the world of work (such as the ability to work effectively in teams with those who are different in age, ethnic background, economic status, or level or ability)
- Opportunities to grow in self-esteem and self-confidence
- Opportunities to explore new careers and try out difference roles
- Opportunities to develop critical thinking skills

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 10
Building Community Support for Service-Learning

Invite "key players" from the community to set on your Service-Learning Advisory Board.

Find one agency or school willing to work with you; build a successful that agency or school and then let the director of that agency or teacher at that school "sell" service-learning to his/her colleagues.

Cite the agency's or school's obligation to the community. Students receive a great deal from the community. Service-learning offers them an opportunity to give something back.

Note that young people in other communities are already making significant contributions.

Providing service to the elderly, the disabled, those in nursing homes, and those in extended care facilities
Collecting food, clothing and other necessities for the poor and homeless
Running school and/or community wide recycling programs
Tutoring younger children
Monitoring air and water quality on a regular basis
Delivering "Meals on Wheels"
Turning vacant lots into playgrounds

Cite a particular need in the community and offer a solution involving a service-learning project.

Tabulate how much person-power you have. Translate that into dollars. How much would it cost the school or community if your students did not volunteer their time? If you have 1,500 students involved in service-learning activities and each student averages **one hour** per week, that adds to more than 50,000 hours of service during the school year. At minimum wage, this amounts to over $200,000 of service to the community.

Promote your school and students or your agency as resources to the community.

Emphasize that student volunteers do not replace paid workers.

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 11
Finding the Money for Service-Learning

"Sell" the benefits of your program – to students, to the school and to the community – to anyone and everyone who will listen.

Approach parents, alumni and friends to the school for donations.

Grass-roots fund-raising through bake-sales, car washes, etc.

Approach local service organizations and clubs, such as the United Way, Lions International, Kiwanis, Rotary, etc.

Form partnerships with community organizations and businesses.

Seek funding from charitable organizations. This may be a long shot, but it is still worth considering. (To see what might be available, begin by checking The Foundation Center at: **http:www.fdcenter.org**).

Make service-service a state budget line item.

Leverage money for service-learning through federal programs such as: US Department of Education, The Corporation for National Service, School-to-Work Transition, Safe and Drug Free Schools, etc.

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 12
Service-Learning Advisory Board

What is a Service-Learning Advisory Board?

A Service-Learning Advisory Board is a group of people who assist project instructors in a variety of ways to enhance the likelihood of a successful service-learning experience for students. It typically includes:

Project instructors

- One or more school administrators (or their designees)
- One or more community representatives
- Students
- Parents and/or other caregivers

Why have a Service-Learning Advisory Board?

- Can help build school, community and parental support for service-learning in general, and for your program in particular.
- Provides a ready-made forum for dealing with questions, concerns or problems that will arise during the course of your program
- Spreads responsibility around so that teachers do not have to everything by themselves
- Models the best practice of service-learning: people learn what service-learning is by doing it themselves.

What does a Service-Learning Advisory Board do?

- Advocates service-learning as a strategy for educational reform and renewal in your community by showing how service-learning relates the educational goals of your district
- Helps develop the mission, goals and objectives of your service-learning program
- Helps build positive links with school administrators and other non-participating teachers
- Helps with contacting and soliciting support from businesses, agencies and other community organizations, parents and other caregivers

- Works with teachers and students to identify community needs and resources, including funding
- Works with teachers and students to identify possible service sites and resolution of partner roles
- Works with teachers and students as needed to help plan program activities, including identifying possible service sites consistent with program goals and objectives
- Identifies and provides for the ongoing training needs of teachers, students and agency staff
- Helps schools and agencies resolve issues related to liability and transportation
- Arranges for ongoing assessment and program evaluation (internal or external)
- Assists in planning for appropriate student and partner recognition activities
- Assists in planning and preparing materials to be used for public relations

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 13
Tips on Recruiting Partners

Create a list of desirable characteristics in potential partners. Seek a diverse pool of community individuals and organizations so that your vision and work will be spread across many institutions and organizations.

Look for a common purpose with your partners. Be sure you and your partners share a vision and have similar goals (e.g., employers need a well-prepared work-force; a successful service-learning program gives young

people opportunities to learn and practice the skills need to be a good employee).

Help partners understand the work involved. Be clear from the beginning about the nature of your service-learning program and how you see it connecting to your learning goals for your students.

Remember that top management is essential to the start-up phase of partnerships. If access to top management is difficult, look elsewhere and have a peer of top management try again later.

Bring a complete packet of materials and a clear set of ideas with you. Be well prepared with the background information for your service-learning project your partner may need to understand what you want to do, how your partner might fit in, and what you want your students to experience at your partner's service site. Be prepared to listen to new ideas and change directions.

Sell community relations. Remind potential partners that involvement in your service-learning project will likely increase name recognition and increase community perception of your partner as a "good neighbor" in the community.

Do not ask for money right away. Your initial request is for people and their commitment.

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 14
Building a Basis for Collaboration

Plan together from the start. It is crucial that everyone who will be involved in your service-learning project be involved in the early stages of planning. This will decrease the probability of disappointment ("We had this really great project planned, but we could not find an agency to work with"), while increasing the commitment to and understanding of your program and of what your partner can realistically do.

Clarify your mission. Being clear about what you want your students to be able to do and learn during their service experience helps to avoid confusion and misunderstanding later. Do everything you can to ensure that the time commitment for service is flexible, appropriate and in the best interests of everyone involved.

Set ground rules. Develop guidelines for who will lead meetings, how decisions will be made, how problems arising at the service site will be addressed.

Start small and build gradually. It is not necessary to do everything the first year. Begin with a manageable program and expand it gradually as the capacity of the partnership to work together grows.

Involve parents early. This helps to build support and build community acceptance of your program.

Share decision-making. Throughout your service-learning program, from the design and planning of program activities to their completion, everyone needs to be consulted and given ample opportunity to express their views about any change and/or modifications that may be needed.

Prepare team members to work together. Arrange training opportunities for teachers, students, agency and parents to enable them to develop the skills they will need to make the partnership successful.

Stay flexible. Above all else, be willing to change or modify your service-learning program if circumstances warrant. Keep asking, “Is everything going okay? If not, what do we need to change?”

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Learn & Serve Ohio
Service-Learning Quick Sheet # 15
Tips for Keeping Your Partnership Healthy

Keep your goals clear and reachable. Overreaching in the early stages of your program may lead to frustration, loss of momentum and the possibility of losing partners who originally thought the partnership was a good idea.

Set realistic, time-defined outcomes for your partnership, with clear benchmarks along the way. A clear vision will help everyone in the partnership assess your progress.

Establish policy-making procedures/structures early.

Establish effective lines of communication and reporting between leadership steering committees and work groups. Keep everyone informed about your progress Encourage students to present your program to agencies and organizations.

Keep top-level people involved, by giving them an active role in meeting and working with students to plan and implement programs. Invite them to participate in your students' service activities – either actively or as an observer.

Involve people at all levels. Create opportunities for people from different organizations, work cultures and backgrounds to meet and spend time working together.

Orient, train and support all partners/work group chairs.

Assign a lead person in each partnership organization to facilitate the work of others in their organization. This helps to ensure quality control and local accountability within each member of the partnership.

Rotate people in leadership positions. Working with youth can be very intensive, often leading to a sense of burn-out. Spreading the leadership around helps to prevent them

Provide mentoring to new partners by assigning appropriate experienced partners, either from the agency or organization or from the school.

Give people meaningful work.

Recognize individual and organization contributions through awards, certificates, public notice, fun nights or any of a number of other forms of recognition that help people feel that their time and energy are valued.

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Reflective activity is an intentional endeavor to discover specific connections between something we do and the resulting consequences. Reflection involves opportunities to think, talk, write, or reflect on what I did, what I thought about it, how I felt about it, and what I learned through the experience.

Why reflect? Research on the relationship between service-learning impacts and reflection indicates that, without reflection, service experiences are likely to have a **negative impact** on students. Conversely, the more time students spend in regular, structured reflection, the greater the likelihood that the service experience will have a **positive impact** on students.

Why reflection is important – Reflection enables students to

- Learn from their experiences
- Take charge of what they do and what happens to them
- Become active participants in their own learning
- Improve basic skills in reading, writing, speaking and listening
- See how classroom knowledge and skills can be applied in real-world settings
- Increase their ability to solve problems
- See the kinds of personal changes – e.g., in their attitudes and behaviors towards others or in their own self-image – can as a result of their service experiences
- Improve their performance the next time they visit their service site
- Offer suggestions for improving the service program.

Quality reflection uses a variety of methods that correspond to the preferred learning styles and abilities of the students. These could include formal and informal discussions, oral or written repeats, journal writing, video or photographic essays, role plays, art, dance, music or theatre presentations, public speaking on issues related to the service topic.

What students can reflection on

- **Events** – ask students to describe what they did and what happened at their service site
- **Self** – ask students to describe any changes they become aware of in their skills, values, attitudes and behaviors as a result of their service
- **Others** – ask students to reflect on what they are doing and the people with whom they are working
- **Social Issues** – ask students to reflect on the issues that are related to their service site
- **Citizenship** – ask students to reflect on what they did and what it means to their school and/or community
- **Service** – ask students to reflect on the reasons why helping others and being involved in service is important.

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Service-Learning Quick Sheet # 17-A
Multiple Intelligences and Reflection

Type of Intelligence	Possible Curriculum-Based	Possible Reflective Activities

	Service-Learning Activities	
<u>Verbal-Linguistic</u>: Reading, writing, speaking and listening, using language as a tool.	Interview senior citizens to gather firsthand information about an issue Write letters to gather information Write brochures about service theme	Journals Essays, expert papers Guide for future volunteers Articles for tv, press releases Public speaking
<u>Logical-Mathematical</u>: Reasoning using math or logic, the way a scientist, logician or mathematician does does; determining cause-effect or other conceptual relationships between actions, objects, and ideas, including people's motives and emotions.	Gather and graph data related to service project Cross-age tutoring in math	Compile and present statistics Gather information needed to understand project impacts Surveys, field-based research
<u>Visual-Spatial</u>: Conceiving and mentally manipulating visual images, the way a pilot does in the large spatial world or the way a chess player does.	Monitor air-water quality and graph results Prepare/read directions related to service project	Photo, slide or video essays, scrapbook, drawings, collages, paintings based on service theme
<u>Bodily-Kinesthetic</u>: Using your body with comfort and skill, to express ideas and feelings in the way people do in athletics or the performing arts, particularly dance and acting.	Perform a skit based on service theme Learn and use sign language to involve hearing impaired in service Build a nature trail in a local park	Build something that reflects what was learned Develop an exercise program suitable for seniors Dance or theater presentation based on service theme
<u>Musical-Rhythmic</u>: Singing, humming, whistling, and music of all kinds, capacity to perceive, discriminate, transform and express musical forms.	Develop rap songs that reflect service theme Tape music for the visually impaired Playing or singing for others	Assemble songs that focus on service theme Write a rap or other song expressing service theme

Interpersonal: **Understanding and empathizing with others**, managing group interactions, understanding why people say and do what they do.	Work in groups Cross-age tutoring in any content area	Letters to and from seniors, residents of a homeless shelter Write a role-play or simulation based on service theme Train other students for service Presentation at a conference
Intrapersonal: **Understanding yourself,** knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate towards.	Design a web page for service project Individualized service project	Journaling Self-assessment checklists, essays Student kept progress charts, learning logs
Naturalist: **Survival skills in the natural world**, discriminating among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rocks, configurations); outdoor skills like tracking, hunting, and fishing, understanding natural principles like climate patterns.	Plant and monitor a garden to produce food for a local shelter Cross-age tutoring in science Monitoring wildlife habitats	Expert papers, photo or video essays, illustrating the difference between things Public speaking on service theme

@, L. Richard Bradley, Ph.D., 2003

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Service-Learning Quick Sheet # 18
Evaluating Your Project: Getting Started

How would you know if your project was successful? What would success look like?

What would you like to know about your project – and the students involved in it – at the end of the school year?

What **objective criteria** would you need to be able to judge the success of your project?

What information do you already have available that might help you evaluate the success of your project?

How could you be more systematic about collecting this kind of information?

What additional information do you think you might need to help you make a case for continuing your project? With your colleagues? With your principal? With parents? With members of the community? With your Continuous Improvement Planning team?

What are some of the ways you could go about collecting this extra information?

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Service-Learning Quick Sheet # 19
Conditions for Successful Service-Learning Program Implementation

Successful implementation of service-learning programs means paying close attention to the following factors. As more of these conditions are met, the chances of successful implementation increase. These include:

Teachers are experienced in facilitating service-learning approaches

Students have a choice in the project (voice)

High quality partnerships exist between schools and the community

Project design and goals are appropriate in relation to:
- The duration of the service activity – at least one semester
- The age and developmental needs of the students involved
- The levels of cognitive, social and moral development of the students involved
- The preferred learning styles of the students involved

Cognitively challenging reflection occurs throughout the project.

Service activities are integrated into the student's regular curriculum. Strong linkages are made with the curriculum and state standards.

Students have direct contact with those being served (direct vs. indirect service)

Involve a high level of commitment from school administrators and teachers (especially colleagues).

Involve a high level of commitment from parents.

Involve a high level of commitment from the community.

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Learn & Serve Ohio
Service-Learning Quick Sheet # 20

Service-Learning Evaluation 101

Goal: To obtain basic information for your stakeholders about what happened in your program.

Who are your stakeholders?
- Corporation for National Service, state Learn & Serve Commission, or other funding agencies
- Local school board and its members
- Local Continuous Improvement Planning team
- Parents and other members of the community
- Local and state legislators

What types of information they do typically want?
- A brief description of your service-learning activity, including specific information about how it connects with the regular curriculum, names of community partners, if any, amount of time spent in preparing students for their service and amount of time spent in reflection
- The number of students who participated in your project
- The number of service hours
- The number of beneficiaries served
- The ethnicity of participants
- The economic and/or educational backgrounds of your students
- The type of project: human service, education, conservation/environmental, public safety, other
- The type of service: direct, indirect, civic action, individual or group

Why do they want this information?
- To help them make decisions about continuing your funding and/or program
- To help them understand program impacts

Ways to collect this information
- Surveys, questionnaires
- Interviews, focus groups
- Self-reflective tools such as journals
- Teacher observations of students

When to collect this information: throughout your project

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Learn & Serve Ohio
Service-Learning Quick Sheet # 21
Service-Learning Evaluation 201

Goal: To deepen your understanding of what happened in your program.

What do you need or want to know?

- What is the level of teacher "ownership" of the program? Is this something they wanted to do or that they were told to do?
- Are participating teachers adequately prepared to implement the program?
- How are your teachers infusing service-learning activities into the regular curriculum? What curricular connections are referred to (and used) by implementing teachers?
- To what extent were program goals and objectives achieved?
- What barriers did teachers face in their efforts to implement service-learning programs in their classes? What did they do to overcome these barriers? Which barriers still remain?
- What additional assistance might have helped teachers to be more successful in their implementation efforts?

Why do you need this information?

- To give you a more better understanding of why a particular program did or did not have the expected results or impacts on participants
- To help you make decisions about modifications or changes in your program if you decide to do it again
- To help you decide whether you want to continue the program

Ways to collect this information

- Surveys and questionnaires
- Interviews and focus groups
- Process observation
- Implementation logs (completed by the teachers)
- Checklists of program goals and objectives

When to collect this information: throughout your project

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Service-Learning Quick Sheet # 22
Service-Learning Evaluation 301

Goal: To deepen your understanding of the impacts your program has on students who participate in it.

What do you need or want to know?

- Was your project designed to meet real community needs? In what ways were students involved in identifying, planning and evaluating their service activities?
- In what ways did service activities meet student learning and service goals?
- What are the impacts of your program on student knowledge and skills; on student behaviors; and on student attitudes towards school and education?
- How often – and for how long – were students engaged in their service activities? Was the duration of service consistent with the stated learning goals for the project?
- Were students adequately prepared for their service activities?
- What kinds of reflective activities were used? How much time was spent in reflection? When was reflection done?
- When compared to other methods of teaching, how effective is service-learning in decreasing expected anti-social behaviors among all students and especially among "at risk" students?

Why do you need this information?

- So you can answer questions from administrators, colleagues, parents, and others in the community about the effectiveness and value of your program

Ways to collect this information

- Surveys and questionnaires
- Interviews and focus groups
- Self-reflective tools such as journals
- Pre/post service assessments of key indicators such as attitudes, GPA, behaviors, etc.
- Observations/evaluations by service site supervisor or mentor

When to collect this information: throughout your project

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Learn & Serve Ohio
Service-Learning Quick Sheet # 23
Service-Learning and Educational Reform

Service-learning is an educationally sound way to address many of the needs of today's schools, students, communities and parents.

Service-learning represents a new paradigm for education, sharing many goals with educational reform initiatives such as the Carnegie Middle Schools, the Coalition of Essential Schools, and the Comer School Development Model. These include

Changing school structure to be interdisciplinary, especially in the middle school

Replacing outdated adult directed teaching methods (lecture and textbook based) with developmentally appropriate student centered methods

Breaking down homogeneous ability level groups of students

Recognizing and affirming differences in preferred learning styles

Focusing on whole child development

Changing students' concept of empowerment and leadership

Engaging students in meaningful activities in their community

Developing higher-order thinking skills

Emphasizing the importance of discovering knowledge and constructing meaning, and

Developing authentic assessment using performance assessment strategies.

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Service-Learning Quick Sheet # 24
Connecting Educational Reform and Service-Learning

REFORM INITIATIVES	**SERVICE-LEARNING CONNECTIONS**
Schools characterized by:	Schools characterized by:

Site-based management and shared decision-making Considerably expand parental involvement More formalized relationships with a variety of social service agencies Learning communities or cohorts remaining together across multiple years Electronic learning labs Job-embedded professional development Differentiated staffing and team development Civic activities and rigorous investigation of local issues	Local advisory boards composed of teachers, parents, students, agency staff Considerably expanded parental involvement Community extends the classroom Computer labs to connect the classroom to the world Team teaching encouraged Projects typically begin with rigorous assessment of community needs
<u>Classrooms characterized by</u>: Learning stations and learning laboratories Cooperative learning Cross-age tutoring	<u>Classrooms characterized by</u>: Learning stations and learning laboratories Students negotiate learning activities with teachers and

Paraprofessional and parent volunteers Hands-on materials	community members Students helping each other Volunteers welcome The world is the classroom; experiential learning
<u>Curriculum characterized by</u>: Themes and interdisciplinary units High, clear standards Closely coupled, outcomes-based education Interaction in multiple ways with the real world Diminished reliance on texts and inert information	<u>Curriculum characterized by</u>: Themes and interdisciplinary units Focus on integration of knowledge, skills and attitudes Service flows naturally from what is already being taught in the classroom Learning happens in the real world Part of the learning process includes finding the necessary resources

REFORM INITIATIVES	SERVICE-LEARNING CONNECTIONS
Instruction characterized by: Team planning and multi-modal instruction Focus on inquiry and conceptual learning Attention to personal and social development as well as to cognitive learning Encourages use of aides and paraprofessionals The use of electronic communications Focus on individual and group monitoring/meta-cognition Attention to beliefs, preconceptions, misconceptions Reciprocal teaching and learning with students	Instruction characterized by: Support for interdisciplinary teaching Learning **how** to learn rather than **what** to learn Supports and encourages personal and social development Volunteers welcome Computer links to the world Everyone can serve; therefore, everyone can learn Use of pre/post surveys to assess attitudes and stereotypes Reciprocal teaching and learning with students
Learners/learning characterized by: Active self-monitored learning	Learners/learning characterized by: Use of journals, individual and group reflection,

Group interdependence and accountability; cooperative learning An emphasis on the strengths of diversity and heterogeneity Interaction with the school community and tasks geared toward civic responsibility Parent-child learning centers Personal computers Time periods set aside for the enablement of the learning community and the individuals within it	self-assessment by means of portfolios, videos, etc. Students routinely work with teachers, peers and community members; projects may be done individually or as a group Everyone can serve; intergenerational, cross-cultural, with an emphasis on students with special needs Projects begin by assessing real community needs and emphasize meaningful service, both for students and the community Computer links to the world Block scheduling and release time from school so students can be out in the community

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Learn & Serve Ohio
Service-Learning Quick Sheet # 25
Six Steps To School Improvement

Develop a school profile, establishing a baseline. Collect and analyze data in at least four categories:
- Student performance (in the classroom and on proficiencies)
- Student and community characteristics
- School characteristics (ethnic diversity, graduation rate, % going on to some form of post-secondary education)
- Stakeholder perspectives (what they think the school's graduates should know and be able to do)

Define the school's beliefs and mission
- What do we say we believe about teaching and learning? What do our practices actually show about what we believe?
- What is the primary purpose of our school? In the eyes of students, parents, stakeholders?

Define desired results for student learning
- Determine with precision what students are expected to know and be able to do as a result of their learning
- Set priorities for improving student learning

Determine how the school's instructional practices and organizational conditions help or hinder achievement of the mission and the desired results for student learning.
- Reflect on the climate and culture of the school
- Reflect on the curriculum, instructional strategies, assessment practices, and professional developments

Determine the level of community support for the schools.

Develop an action plan.

Identify research-based strategies for improvement
Set a time line
Identify resources (available and needed)
Assign responsibilities for implementing the plan
Develop an evaluation plan

Implement the plan and document the results.

Note that these steps are **recursive** rather than rigidly sequential. Together they create a **cycle of continuous improvement**.

(*Education Update,* ASCD, Vol. 40, No. 8, December 1993, p.3)

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Service-Learning Quick Sheet # 26
Ways in Which Service-Learning Supports GOALS 2000

Title I – National Education Goals – *States, schools, and communities are required to develop strategies to achieve eight National Education Goals.*

Educational Goal	**Service-Learning Connection**
1. **School Readiness**. By the year 2000, all children in America will start school ready to learn.	When used by older students (middle school and up), service-learning is a method of teaching and learning that is effective with pre-school children, helping to foster the personal, emotional and social development of all students.
2. **School Completion**. By the year 2000, the high school graduation rate will increase to at least 90%.	Service-learning makes school relevant to students by connecting academic knowledge and skills with real-life applications. Participation in service-learning activities enables students to Become active participants in their own learning by planning and implementing appropriate service activities with their teachers; See how the disciplines needed for effective problem solving are integrated; and Develop a sense of responsibility to themselves, their peers and their community.
3. **Student Achievement and Citizenship**. By the year 2000, all students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, civics and government, economics, arts, history and geography.	Service-learning is a form of experiential education that is effective in teaching all academic subjects. It is a core element of effective civic and citizenship education by providing students with opportunities to Practice good citizenship Connect with their community by working alongside adults to identity community problems and resources, and Work with others to solve problems and improve their community and the lives of its citizens.

4. **Teacher Education and Professional Development**. By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.	Service-learning can help drive the transformation of teaching. Teachers who use service-learning as an instructional strategy develop skills and perspectives necessary to affect school change. These include The ability to use multiple teaching and learning strategies to engage student in active learning opportunities; Viewing the community as an extension of the classroom; Focusing on teaching students **how** to learn rather than **what** to learn; Working with students to develop appropriate self-assessment tools; and Helping students develop critical thinking, problem solving and decision making skills.
5. **Mathematics and Science**. By the year 2000, United States students will be first in the world in mathematics and science achievement.	Service-learning is an effective applied learning strategy that has been recommended by the National Council of Teachers of Mathematics. Because service-learning experiences involve students in solving real problems that have consequences for them and their community, they are often more effective than simulated activities.
6. **Adult Literacy and Lifelong Learning**. By the year 2000, every adult in America will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.	Service-learning helps prepare young people to be productive and responsible citizens. It fosters the development of skills that promote lifelong learning.
7. **Safe, Disciplined, and Alcohol and Drug Free Schools**. By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.	Prevention specialists and youth development professionals have identified some key elements of approaches effective in preventing high-risk behaviors among youth. These include Empowerment of youth and opportunities for leadership and participation in the community Indirect teaching about high-risk behaviors and consequences Early identification of those who are "at-risk," and Addressing multiple learning styles. Service-learning embodies all of these key elements.
8. **Parental Participation**. By the year 2000, every school will promote partnerships that will increase parental involvement and partnerships in promoting the social, emotional and academic growth of children.	The service-learning process involves parents and other community stakeholders in significant ways by including them, along with other adults, as facilitators of their children's learning.

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Learn & Serve Ohio
Service-Learning Quick Sheet # 27
Connecting Service-Learning with Workforce Development

Service-Learning – a method of learning through which students apply newly acquired academic skills and knowledge to address real-life needs in their own schools and/or communities.

Workforce Development (School-to-Work) – an approach to learned based on the proven concept that education is most useful when students apply academic skills and knowledge in real life, real work situations.

Service-Learning Attributes	**I**nterse ction **D**iverg ence	**Workforce Development Attribute**
School and Students		**Schools and Students**
Integrated	**I**	Integrated Curriculum
Curriculum	**I**	No-tracking
No-tracking	**I**	Block Scheduling
Block Scheduling	**D**	High school (moving down)
All ages and grades	**I**	
	I	

Small Learning Communities Applies Learning/Projects Life and Work-Based Skills Academic skills Community Skills Career Development	**I** **I** **I** **I**	Small Learning Communities Applied Learning/Projects Work-Based and Life Skills Academic skills Community Skills Career Development
Teachers Teacher as Coach Interdisciplinary Teams Teacher as Manager	**I** **I** **I**	**Teachers** Teacher as Coach Interdisciplinary Teams Teacher as Manager
Communities/Business Work/service linked to academics Life-Long Learning Basic Skills Basic Career Paths Employee Volunteer as Teacher Occasional Internships	**I** **I** **D** **D** **I** **I**	**Communities/Businesses** Work/service linked to academics Life-Long Learning Global Skills (e.g. SCANS) Clearly Defined Career Paths Employee Volunteer as Teacher Occasional Internships

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Benefits of Connecting Workforce Development and Service-Learning

Active Learning

Service-learning brings to workforce development the belief that young people learn best when they are active participants in the learning process.

At the core of service-learning is the development of skills in an active, real world, contextual setting.

Working with Diverse Populations

Incorporating a service-learning component into a workforce development system allows young people to experience working with people from many different cultures and backgrounds.

Service-learning projects give participants real world experiences in learning how to be part of a team.

Often, youth work side-by-side with adults, reinforcing the view that youth are an important asset to the community.

Younger Participants

A service-learning component allows for the extension of workforce development activities to the elementary and middle school levels, by providing a strategy for younger students to obtain work-place experiences.

Students not yet ready for structured work experiences can become involved in a variety of service activities in their schools and communities.

School and Community Support

Integrating a service-learning component into a workforce development program can help increase support from schools, educators and communities.

Youth provide valuable service to the community.
As adults see youth developing substantive classroom and workforce preparation skills through their service-learning activities, they may be more willing to offer increase support.

Improved Citizenship and Self-Esteem
Service-learning activities allow young people to feel good about themselves because they are able to make a positive difference in their schools and community.
Youth become better citizens and more active members of their school and community.
Adults see youth as resources rather than problems.

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Learn & Serve Ohio
Service-Learning Quick Sheet # 28
Connecting Service-Learning with Character Education

Why is connecting service-learning with character education important?

You do not learn how to ride a bicycle by looking at pictures of bicycles in a book and studying the laws of balance. You learn how to ride a bicycle by getting on a bike and riding. Similarly, you learn how to be a good citizen by practicing the skills of citizenship, not by merely talking about them. (Barbara Lewis)

Democracy requires citizens. Citizens require a set of skills. If you want democracy, then you need to mandate citizen education and those service programs that make it possible. (Benjamin Barber)

Service-Learning Attributes	Character Education Attributes
Service-learning is an educational strategy by which young people learn more about themselves and their world through active participation in thoughtfully organized and meaningful service experiences. Three elements common to all good service-learning projects: **Meaningful service:** from the point of view of the community and of the students **Curriculum Connections:** naturally connects with the curriculum in a way that enhances and enriches student learning. **Reflection:** challenging students to think about, talk about, write about or in other ways to reflect on what they did and what it meant to them.	Character education is the long-term process of helping young people develop good character, i.e., knowing, caring about, and acting on core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others. There are two aspects to character: **Performance character:** those qualities – such as effort, diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and self-discipline – needed to realize one's potential for excellence. **Moral character:** those qualities – such as integrity, justice, caring, and respect – needed for successful interpersonal relationships and ethical behavior. Moral character enables us to treat others and ourselves with respect and care and ensures that we will use ethical means to achieve our performance goals.

Essential Elements of Effective Service-Learning Practice	**Essential Elements of Effective Character Education**
Six that matter most: **Duration:** Service and learning experiences – including planning, preparation, action, and reflection – are of sufficient intensity and duration (equal to at least one semester) **Student voice:** Students have decision-making power regarding selection, design, and implementation, of service projects. Teacher's role is as mentor, coach, and facilitator. **Curriculum-based:** Strengthens connection between academic learning and service. **Direct contact** with those being served. **Cognitively Challenging Reflection:** Students learn higher order thinking skills to connect their service experience to curricular objectives. Reflection – using multiple methods– occurs before, during and after the service-experience experience and engages all participants **Teachers experienced** in service-learning methodologies. **Other elements that may make a difference:** **Process monitoring:** analyzing student reflections and assessment measures, in combination with project and partner evaluation. **Meaningful service:** Involves students in tasks that have clear goals, meeting genuine community needs identified by students and approved by the community. Service is integrated into students' classroom learning, giving them opportunities to apply problem-solving and critical thinking skills to community and civic need within real world settings. **Diversity**: Participation in service projects that involve diverse groups to enhance students' ability to work with, learn from, understand and communicate with people from differing backgrounds. **Reciprocal relationships**: Leveraging community assets and promoting collaborative communication and interaction among stakeholders.	Character education promotes core ethical values as the basis of good character. Character is comprehensively defined to include thinking, feeling, and behavior. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life. The school is a caring community. To develop character, the school provides students with opportunities for moral action. Effective character education includes a meaningful and challenging academic curriculum that respects all students and helps them succeed. Character education should strive to develop students' intrinsic motivation for developing good character. The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students. Staff and students demonstrate moral leadership. The school recruits parents and community members as full partners in the character-building effort. Evaluation of character education assesses the character of the school, the school's staff functioning as character educators, and the extent to which students manifest good character.
Service-Learning Attributes	**Character Education Attributes**
Outcomes Increased academic achievement New capacity to take action and make a difference Greater sense of self worth Improved problem-solving and critical-thinking capabilities Reductions in negative student behaviors such as violence, pregnancy, substance abuse, disrespect for teachers, parents, and peers	**Outcomes** Greater awareness of the ethical dimension of life Improved ability to resolve ethical dilemmas More positive and caring school climate improves academic performance Courage to act on one's decisions Reductions in negative student behaviors such as violence, pregnancy, substance abuse, and disrespect for teachers, parents, and peers Prepares young people to be responsible citizens and productive members of society Increased ability to work cooperatively

Service-	**Areas of Overlap**	**Character**

Learning		Education
Yes	Centers on the role of the community and the importance of developing student-community relationships	Yes
Yes	Encourages reflection and personal responsibility	Yes
Yes	Cares about students, communities, and society	Yes
Yes	Promotes community involvement	Yes
Yes	Use interactive teaching strategies, involving students in exciting classroom activities	Yes
Yes	Promote critical thinking	Yes
Yes	Believes that the school/community/family must work together	Yes
Yes	Integrate understanding, commitment to action, and action	Yes
Yes	Believes that values, character development, and citizenship education are outcomes	Yes

An Agenda for Action (Wingspread Conference, 1996)

We believe there is a pressing need to *care* about students, community, and society, and to express that care in practical, tangible ways.

Community involvement is critical: The expression of *care* cannot be left to schools, families, businesses, or faith communities alone.

The successor generation of students and young people must be *connected* to this *community*, and to the schools, in increasingly experiential ways.

All of the players in our society – schools, communities, and families – must work together to create and sustain that *connectedness.*

Vital to this *connectedness* is the improvement of the *relationship* between students and teachers.

Improving that *relationship* includes providing real, meaningful *experiential opportunities* to express the *shared values* that are central to character development and citizen education.

Among the practical outcomes of such *experiential opportunities to express shared values* will be combined programs such as conflict resolution and peer mediation, and joint work in areas such as research and evaluation.

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Learn & Serve Ohio
Service-Learning Quick Sheet # 29
The Role of Service-Learning in Prevention

The connections between service-learning and prevention are deep and basic. Perhaps most basic is this: **Young people who are engaged in defining, solving and evaluating solutions to problems are less likely to engage in "at-risk" behaviors.**

Studies by the National Dropout Prevention Center indicate that the greatest impact of service-learning is on "at-risk" youth. Some possible reasons for this:

Service-learning uses a "hands-on" approach to learning (which many of them prefer).

Service-learning helps students to develop autonomy, self-worth and competence.

Research by the Search Institute indicates that young people (grades 6-12) who are involved in some kind of regular service activity are about **half as likely to be involved in "at-risk" behaviors – binge drinking, problem drug use, frequent cigarette use, risky sexual behavior, vandalism, and skipping school –** as students not involved in regular service to their schools and communities.

Other research by the Search Institute that young people (grades 9-12) involved in service activities are about **twice as likely to value helping others, to experience positive peer influence, to be concerned about world hunger, to be involved in school extracurricular activities, to be motivated to achieve in school, and to be connected in meaningful ways to their communities.**

Service-learning gives participants a sense that they are contributing to something bigger than themselves. Service-learning gives young people opportunities to see and experience the impact of their efforts on the lives of other people. **Young people who are connected with a pro-social institution, such as the family, school, church, community, are less likely to violate the standards of that institution.**

Structured reflection is critical to the learning process because it helps young people name the experiences they are having, enables them to think about their experiences deeply enough to articulate their impact on self and others, and helps them connect what they are learning in the classroom to real world concerns.

Service-learning is a change in the way we – adults and educators – think about youth. It requires educators to recognize that young people's

capacities uniquely qualify them to address many critical unmet needs in society. Instead of viewing them as passive recipients of education, service-learning suggests that we view young people as competent, capable producers and willing contributors to their community and society as a whole.

Elements of Effective Substance Abuse Prevention Programs	How Service-Learning Can Enhance These Programs
K-12 Instructional Programs Programs are most effective if they are experiential.	As students engage in curriculum-based service-learning activities where they serve and teach others, classroom knowledge and skills are reinforced.
Student Engagement Programs are most effective if they involve students in developing the program.	Service-learning, by its very nature, involves students in the process of identifying community needs and resources, designing and implementing service activities.
School Policies and Procedures Clear school and community policies which apply to all are essential for there to be clear and significant consequences.	Effective service-learning programs articulate clear service and learning goals for everyone involved and expect genuine, active and sustained organizational commitment.
Builds Resiliency in Students	By enabling students to become contributing members of society, service-learning programs can help students with feelings of low self-esteem, alienation, and being unwanted and unneeded to develop feelings of competency, belonging, usefulness and potency in their schools and communities.
Intervention, Transition and Support Effective programs have a comprehensive program to assist youth in the transition back into their school and family lives.	Effective service-learning programs provide the training and support needed for students to be successful. These students often make the best mentors and can provide valuable insight into ways to further enhance the quality of the service experience.
Parent Engagement/Parent Education and Family Support Parent Involvement and Education is critical for prevention; successful intervention depends on family support.	Students can provide child care to make parent education programs possible. They can also help develop educational materials and presentations.
Community Norms Support Drug-Free Behaviors Families, peers and the community at large need to model and encourage drug-free life styles and make adulthood attractive.	Peer support for drug-free life style is critical. If you people help provide a rich variety of drug-free, fun activities, they can help adolescents make positive choices.

@, L. Richard Bradley, Ph.D., 1999

Characteristics of Discouraged Learners	**How Service-Learning Can Help**
They are low in self-confidence, have a deeply held sense of personal impotency, helplessness, and lack of self-worth.	The satisfaction of helping others through service-learning activities helps students develop self-confidence, self-worth, and self-esteem.
They are avoiders: avoid school because it demanding and/or threatening, or because it is confusing and unresponsive to their needs (learning styles and interests) avoid contact and confrontation with other students and adults, because they lack confidence in themselves avoid classes because they are “behind”	By connecting classroom activities to critical needs in their school and community, students begin to feel connected. As they develop critical-thinking and problem-solving skills needed to address these needs, they also begin to develop self-confidence. Service-learning programs may also offer students the opportunity to explore potential future careers.
They are distrustful of	

adults and adult institutions. Adults in their life have been unfair, unresponsive or even abusive.	Connects students with caring adults in their community who can serve as role models, helping them to develop responsibility to self and others.
They think short-term rather than long-term.	By putting students in situations where their efforts make a difference in the life of another person, service-learning increases the likelihood that students will find meaning and purpose for their own life.
They are discouraged in school because they are behind others in academic skills.	By giving students opportunities to use classroom knowledge and skills in the real-world, service-learning answers the “why do I need to know this?” question. Students involved in service-learning projects in
They come from fragile homes. Their parents often suffer similar characteristics – low-skills, low self-confidence, distrust of institutions. Some	

parents treat their sons and daughters with hostility, and even engage in serious physical and sexual abuse.	which they have an interest are often motivated to “catch up” on the own time.
Often have adequate peer relationships that meet many emotional needs; caring, fun to be with, similar interests, supportive.	Service-learning activities expose youth to teachers and adults who care about them and about the community. Over time some of this caring may “rub off.” Participation in service-learning experiences may also give them new skills for coping with personal problems.
They are impatient with routine, long-time sitting and listening and classrooms with little variety. Often ask, “why do we have to do this?” Because of this, they are often labeled as disruptive.	Involvement in classroom based service-learning activities offers students the opportunity to make new friends and take part in activities that make a difference in their school and community. Contact with other pro-social peers decreases the likelihood of “risky”
They often come from the	

category of learning preference identified as "practical." They learn well from experience and can talk about that better than they can write about it. They remember little of what is delivered in linguistic style to a physically passive, note-taking audience. They do not see a relationship between effort and achievement, but instead see success as a matter of luck or ease of the task. They see the world as "happening to them." When they do poorly, it is the result of an impossible task, bad luck, a bad day, or an adult who refuses to help them. It is the same when they do well: good luck, easy assignments, wonderful teacher. Because of	behaviors. Because service-learning activities emphasize experiential learning, students begin to see and understand why what they learn in the classroom can be applied to what they do at their service site. This tends to increase their motivation to learn and do well in school. Service-learning appeals to the learning style preferred by many people in our culture who learn best by experiencing something first and then talking about what it meant to them. Classroom based service-learning represents the best of both worlds – learning by listening and learning by doing. Reflecting on what

this, they do not learn from their mistakes or their successes.	happened and what it means is a critical component of quality service-learning activities. Whether done formally or informally, reflection is what makes it possible for us to learn from our mistakes and our successes. Reflection can take many different forms – written, oral, visual, or dramatic – depending upon the needs of the students and the classroom.

"Characteristics of the Discouraged Learner" taken from *Our Other Youth*, Jerry Conrath (1986).

@, L. Richard Bradley, Ph.D., 1999
Learn & Serve Ohio
Service-Learning Quick Sheet # 31
What Students Must Know to Succeed in the 21st Century

The table below is a compilation of the knowledge, skills and behaviors educators and representatives from business believe that students must know to be successful in the next century. As you look at the attributes in each column, note that ways in which thoughtfully designed, curriculum-based, service-

learning programs provide students with experiences that reinforce academic content, while also helping them develop the skills and behaviors they need to be successful.

Academic Content	**Essential Skills**	**Behaviors**
Logic, critical thinking skills	Critical thinking, reasoning and problem-solving skills	Understanding and practicing honesty, integrity
Functional literacy	Comprehensive reading and understanding skills	
Writing, Speaking, Listening	Oral and written communicatio n skills	
Ability to be part of a team	Ability to work as part of a team Good interpersonal and human relations skills Being self-disciplined, acting responsibly Adaptability and flexibility Conflict	Ability to work as part of a team Respect for the value of effort Taking responsibility for one's own actions, being self-disciplined Respect for others and for authority

	resolution skills	
Effective information accessing and processing skills	Ability to use computers and other technologies Being able to conduct research, interpret, and apply data	
Knowledge of American history and government		
Basic and applied science	Ability to use and apply scientific knowledge	
Understanding of world history and world affairs		
Knowledge of world geography		
Multicultural perspective	Ability to get along with people from differing backgrounds	Appreciation of diversity

Ability to use a foreign language	Being bi-lingual	

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 32
Connecting Service-Learning to Your Continuous Improvement Plan

Making service-learning an integral part of your district's Continuous Improvement Plan will not happen unless it can be demonstrated that service-learning activities enhance the district's efforts to improve student performance. To do this the emphasis must be on high-quality, curriculum-based service activities that

- involve students in meeting real school and community needs,
- provide students with structured opportunities to think, talk, write about and/or reflect in other ways on the meaning of what they saw, did, and felt during their service experience, and
- have a strong evaluation component that connects service-experiences to performance outcomes that are critical to the success of the district's CIP.

Waiting until your district has formulated its CIP and then trying to add service-learning as a strategy, will be too late. **Service-learning advocates need to be part of the planning team from Day One**.

HOW SERVICE-LEARNING SUPPORTS CONTINUOUS IMPROVEMENT PLANNING

Continuous Improvement Plan Element	**Service-Learning Connection**
Vision and Mission: Presents a descriptive picture of the district as stakeholders want it to be and believe it can be in 5-10 years. It is a general view about what graduates will know and be able to do.	Service-learning is a proven strategy for improving student academic performance, increasing student responsibility for learning, decreasing dropout rates and at-risk behaviors. In most cases, these improvements will coincide with general views about what graduates should know and be able to do.
Analysis of Needs and Strengths: Identifies the district's most important problems to be solved and the most important assets to be strengthened.	High quality, curriculum-based service-learning programs are designed to assess and then address important school (e.g., an increase in disciplinary referrals, low scores on proficiency tests, dropout rates) and community

	needs (e.g., poverty, homelessness), using the creative energy and talent of young people. Students can be involved in the process of collecting, analyzing and interpreting this information, giving them meaningful opportunities to use math, communication, civics and writing skills. This makes them stakeholders in the success of the programs they help create.
Goals: Provide a concise description of how the district will realize its vision, accomplish its mission, maximize its strengths, and meet its needs.	
Performance Results Indicators: Describe in specific, measurable terms how the district will know it is achieving its goals.	Emphasize, by example, how carefully designed, curriculum-based service-learning programs can support a district's vision and mission and help it meet its needs.
Strategies: Describe how	An important aspect of a well-designed service-learning program is the systematic collection of data on student, school

the district will use its resources to accomplish its goals. *Action Plan:* Describes the specific tasks that must be performed to carry out each strategy, including who is responsible, timelines, costs, and resources needed. *Evaluation:* Data collection and analysis should occur throughout the entire process. As the State's CIP Flowchart shows, the process begins with the collection and analysis of data in determining the district's needs and strengths. As performance indicators are developed, additional baseline data are	and community impacts. This data can be tailored to fit the needs of the district (for example, decreases in the dropout rate or decreases in discipline referrals). One resource often overlooked by schools is the creativity and energy of their students. Too often, they are viewed as part of the problem rather than part of the solution. Service-learning is one strategy for tapping into this energy to address important school and community issues. Curriculum-based service-learning activities can be identified as one of the strategies to be used and written into the overall Action Plan. High-quality, curriculum-based service-learning programs are designed to

collected and analyzed. After the plan is implemented, data is collected regularly and used in measuring and evaluating results.	meet actual community needs and to reinforce and support learning goals students have sent for themselves. To ensure that these objectives are being met, data is collected before, during, and after service activities. Some of this data is quantitative – such as GPA, absence rate, disciplinary referrals, etc. – and some of it is anecdotal, based on reflections by students, teachers, and community members. Regardless of the source, the purpose of data collection is to learn more about what happened and then to make changes that will enhance the likelihood of success in meeting program goals the next time.

[Adapted from *Basic Guidelines for Continuous Improvement Planning for Ohio School Districts,*

October, Columbus, OH: Ohio Department of Education, 1998, by L. Richard Bradley, Ph.D., 1999].

Learn & Serve Ohio
Service-Learning Quick Sheet # 33
Connecting Service-Learning with Proficiency Outcomes - Overview

In order to be successful in the next century, young people will need to be able to think critically, write logically, work cooperatively with others, have effective conversational skills, and be able to solve the problems they face on the job.

Service-learning is a strategy for providing students with the kinds of experiences and opportunities that allow them to the knowledge and skills they are learning in the classroom in real-world settings. Quality, curriculum-based service-learning activities reinforce, enhance and enrich what they learn in school.

Research also indicates that quality service-learning activities also result in students who are more engaged in and take more responsibility for their learning. As a result, school attendance usually improves and discipline problems decrease. Some research also indicates that students do better academically.

Some ideas about ways to connect service-learning to proficiency preparation are outlined on *Quick Sheets 34-38.*

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 34
Service-Learning and Outcomes Related to the 4th Grade Proficiency Test

Project Theme: Water Quality Monitoring

Proficiency Outcome	**Service-Learning Activity**
Writing	Incorporate into all written materials produced by students, including Student journals documenting service activities and what was learned Recommendations to local and state officials written by students regarding possible legislation needed to ensure water quality News releases for school and local papers Write informational brochures for school mates and/or residents of the local community on the importance of clean water
Reading	Fiction readings – focus on how animals and people have used bodies of water to support life and for recreation, transportation, manufacturing and agriculture Non-fiction readings – provide background information for service

	activities on issues such as: how bodies of water are used, how they become contaminated, how water quality can be monitored, and how bodies of water can be cleaned up
Math	Observe, record and then graph the numbers and types of plants and animals in the stream or lake being monitored. Research any previous records of the numbers and types of plants and animals that used to live in the stream or lake and make graphs or charts contrasting differences between then and current conditions. Use measuring skills to prepare maps of then area being observed.
Citizenship	Prepare and conduct surveys – either oral or written – of school mates and/or local residents on the importance of clean water Collect information and write brochures to inform others about the importance of clean water, with suggestions about what each person could do Write letters and propose new legislation to local and state officials
Science	Monitor water quality and record findings during the school year, noting seasonal changes

	Prepare graphs, tables, and charts to illustrate findings

@, L. Richard Bradley, Ph.D., 1999
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Service-Learning Quick Sheet # 35
Service-Learning and Outcomes Related to the 6th Grade Proficiency Test

Project Theme: Saving Endangered Animals in Ohio

Proficiency Outcome	**Service-Learning Activity**
Writing	Incorporate into all written materials produced by students, including Student journals documenting what they did and what they learned Educational or informational materials produced for school mates and/or the community Position papers and recommendations for local media and elected officials
Reading	Fiction readings – focus on relationships between human beings and nature and how they have been viewed at various times in history and in various cultures Non-fiction readings – provide information on issues such as how animals become “endangered” and what is currently being done to try to protect them
Math	Collect, graph and interpret data regarding trends on various animal

	populations in Ohio, including those on the endangered list Determine and then measure off the approximate areas needed to support various animals Make predictions based on current trends
Citizenship	Study the difference in attitudes toward the environment in various cultures Gather and analyze information about endangered animal advocacy groups Prepare informational brochures for their school and community Write letters and propose legislation to local, state and national elected officials
Science	Study relationships between species and the earth's ecosystem With the help of park staff or wildlife experts, monitor how a particular animal is faring in a nearby woods or park Make predictions about the future of this animal if current land use trends continue

@, L. Richard Bradley, Ph.D., 1999

Service-Learning and Outcomes Related to the 9th Grade Proficiency

Project Theme: Senior Center Elevated Garden

Proficiency Outcome	**Service-Learning Activity**
Writing	Incorporate into all written materials produced by students, including Student journals documenting what they did and what they learned Letters students write requesting supplies for the project Press releases for local media A “how to manual” for future classes
Reading	Fiction readings – focus on issues relating to aging Non-fiction readings – focus on issues relating to aging and gardening
Math	Have students perform all the necessary measurements and calculations to construct the garden Have students draw plans and make up materials lists Calculate expected yields for various vegetables that might be planted Make appropriate graphs and tables for use with press releases
Citizenship	Conduct oral history interviews (on topics related to Citizenship proficiency outcomes) with seniors while working together on the garden Research local laws about gardens and

	secure necessary permits Write about how this project has helped them become better citizens
Science	Study and monitor the impact of weather on germination rates and yields Develop educational materials to involve elementary school children in the garden project Compare yields produced by different types of fertilizers and no fertilizer Document results in a notebook Display results, using appropriate graphs and tables

@, L. Richard Bradley, Ph.D., 1999

Learn & Serve Ohio
Service-Learning Quick Sheet # 37
Service-Learning and Outcomes Related to the 12th Grade Proficiency Test

Project Theme: The Impact of Rainforest Destruction on Local Habitats and the Global Environment

Proficiency Outcome	**Service-Learning Activity**
Writing	Incorporate into all written materials produced by students, including

	Student journals documenting what they did and what they learned Develop educational materials suitable for younger children and/or adults in the community Press releases for local media Expert (research) papers Position papers for local, state, and national elected officials
Reading	Both fiction and non-fiction readings on topics relating to rainforest habitats, relationships to the land, and views of our relationship to the environment could be incorporated into this project
Math	Monitor all relevant environmental factors pertaining to rainforest ecology, including data on changes in land use, hectares and types of trees, animals, observed climatic changes, changes in populations of indigenous plant and animal species Depict this information, using appropriate graphs and tables Use this information to support the development of educational materials for youth and adults
Citizenship	Gather and analyze information about advocacy groups already working to save rainforests Gather information about strategies being used by governments to

	protect rain forests Develop “Saving A Rainforest – What You Can Do” information kits for distribution in local schools, libraries, and to elected officials Work with senior citizens to design and implement an intergenerational service project related to saving a rainforest
Science	Research topics such as: the importance of rainforests for local and global weather patterns, the role of rainforests in supporting unique forms of plant and animal life Develop appropriate educational and/or informational materials based on this research

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 38
Service-Learning and Proficiency Outcomes – General Examples

	4th Grade	**6th Grade**	**9th Grade**	**12th Grade**
Writing	Journals "Thank You" notes letters to senior citizens, civic organizations	Journals Short research paper related to project theme Letters to civic organizations, other groups	Journals Research paper that provides background information for service project and/or position papers	Journals Research paper that provides background information for service project and/or position papers
Reading	Age –appropriate fiction and non-fiction readings and analysis based on project themes	Age appropriate fiction and non-fiction readings and analysis based on project themes	Age-appropriate fiction and non-fiction readings and analysis based on project themes	Age-appropriate fiction and non-fiction readings and analysis based on project themes
Math	Observe and record information related to project theme Measurements of a garden or wetland	Observe and record information related to project theme (e.g. , % of people who are homeless) Measurements related to nature trail, park, or garden	Design, measure, and plant a garden with senior citizens Observe and record growth rates; depict by graphs or tables	Collect and analyze data that helps determine service needs Intergenerational gardening project Work with Habitat for Humanity
Citizenship	Oral history interviews with senior citizens around project themes Field trips to meet with representatives from local and state governmental officials	Oral history interviews with senior citizens or persons from other cultures around project themes Recycling project Survey classmates about an important local issue	Oral history interviews with senior citizens or persons from other cultures around project themes Research role of government in dealing with hunger, homelessness, etc.	Oral history interviews with senior citizens or persons from other cultures around project themes Research role of government in dealing with hunger, homelessness, etc.
Science	Adopt a stream, park, or wetland and do research Work with a local animal shelter	Monitor air, water quality – mote positive and negative impacts of technology	Environmental service Learn scientific concepts, then teach them to elementary school	Environmental service Set up and monitor a school weather station Learn scientific concepts,

	Plan and prepare a nutritionally balanced meal for a homeless shelter	Study global warming Learn about hazardous waste, monitor shipments in your town	children Scientific research to support project themes	then teach them to elementary school children Scientific research to support project themes

@, L. Richard Bradley, Ph.D., 1999

Seven Concerns That Drive Evaluation

Administrators need to know if the educational benefits of service-learning outweigh the costs of implementation and whether the program is effective. (School district and state standards need to be assessed in terms of student learning).

Teachers need to evaluate whether students are learning appropriate information/skills from their service activities and whether service-learning activities actually benefit certain groups of students.

Students need to perform community assessments to determine program emphasis.

Students need to evaluate their own learning from their service activities.

Parents need to know what service-learning has to do with the 3 R's and what it will do for students and the community.

Community members need to determine the impact of service on local improvement.

Funders and others who financially support service-learning need to determine whether or not to continue their support based on established criteria of success.

Effective Evaluation Strategies

Provide ongoing, systematic information that **strengthens projects during the life cycle**, and, whenever possible, outcome data to assess the extent of change.

Include **multiple approaches** to address important project questions.

Are **designed to address real issues** that are based on local circumstances and issues.

Value **multiple perspectives and involve representation of people who care about the project.**

Adapt and adjust to the needs of the project.

Are concerned, not only with specific outcomes, but also with the **skills, knowledge, and perspectives acquired by the individuals** who are involved in the project.

Project evaluation and project management are inextricably linked.

*[Based on information contained in **The W.K. Kellogg Foundation Evaluation Notebook, 1999].***

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Service-Learning Quick Sheet # 40-A

Five Categories of Research Questions

***The Participant**: What are the general effects of the service-learning experience on the individual student?*

What is the effect of service-learning on students as learners?

What knowledge do students gain as a result of service-learning?
Does participation in service-learning affect the student's view of self and others, prosocial attitudes and behaviors, and view of the world?
What is the effect of service-learning on students as citizens?
Do learner characteristics, such as age, socio-economic status, developmental stage, and family background and support lead to differences in social developmental outcomes?
Do different models of service-learning lead to different types of world views, value constructions, or skill development in students?

The Educational Institution*: What is the effect of service-learning on the improvement of the educational system and on specific types of educational institutions?*
What are the outcomes of service-learning that contribute to the mission of the institution?
How can service-learning lead to the effective integration of teaching, research, and service?
How can service-learning be used as a vehicle for reform in areas of teaching effectiveness, curriculum design, teacher training, school mission and structure, and practical use of theories of learning and development?
How can traditional subjects be taught effectively by incorporating a service-learning component?

The Community*: What is the effect of service-learning on the community?*

To what extent does service-learning promote multi-cultural understanding within institutions, communities, and society?
Does service-learning result in the development of long-term habits of participation in the community?
What are the benefits and costs for communities as a result of service-learning?
How does service-learning contribute to the collaborative development of a democratic society?

Theoretical Bases*: How can service-learning research contribute to the development of theories that can further undergird and illuminate service-learning?*
How can service-learning research contribute to the development of more comprehensive theories of human development?
How can service-learning research contribute to the development of more comprehensive theories of community development?
How can service-learning research contribute to the development of more comprehensive theories of knowing and learning?
How can human development, community development, and learning theories be used to increase our understanding of effective service-learning?

Program Models*: What are the components and outcomes of various models of service-learning?*
Is there a difference in impact on students between programs that use systematic reflection and those that do not?

What program characteristics have enhanced or deterred the institutionalization of service-learning?

What program characteristics, such as duration, intensity, content, and mandatory or voluntary participation, promote various outcomes?

How can service-learning be effectively incorporated into the curriculum at a variety of grade levels and across various disciplines?

[Giles, Porter, Honnet, and Migliore, *Research Agenda for Combining Service and Learning in the 1990's*, 1991, pp. 9-11].

Questions Related to the Quality of Academic Service-Learning Programs:

What opportunities do students have to do important work and take on important responsibilities in community service placements?

In what ways are the academic subject matter and what students do at their service sites connected?

How often are students given opportunities to participate in written analysis or in discussions of their service activities?

In what ways to reflective activities challenge students to go bey9ond description and sharing of feelings to analysis and planning?

In what ways do service activities involve students with people from diverse backgrounds and cultures?

In what ways is the community involved with students in the planning of projects?

Creating High Quality Placements:

In what ways does the service site offer students opportunities to do meaningful work?

In what ways does the service site offer students important responsibilities?

In what ways does the service site offer students varied and challenging tasks?

In what ways do students receive support and feedback from agency staff?

What is the duration (number of visits and time/visit) of service activities?

<u>Adapating Service-Learning to Student Differences</u>:

In what ways do course activities take into consideration the different levels of service experience among participating students?

In what ways are reflective activities geared to the differed levels of cognitive development present in the classroom?

In what ways are class activities varied to build on strengths of students with different learning styles?

@, L. Richard Bradley, Ph.D., 2000

Learn & Serve Ohio
Service-Learning Quick Sheet # 41
Recommendations for Bringing Balance to Your Evaluation

Recommendation 1: Learn about and reflect on alternative paradigms and methods that may be appropriate for your project.

The Constructivist Approach

The Feminist Approach

Participatory Evaluation

Theory-Based Evaluation

Recommendation 2: Question the Questions

How does this program work?

Why has it worked or not worked? From whom and under what circumstances?

What was the process of development and implementation?

What barriers were faced along the way?

What do the experiences mean to the people involved?

How do these meanings relate to intended outcomes?

What lessons have been learned about developing and implementing this program?

How have contextual factors ("listening to the environment") impacted the development, implementation, success, and barriers of this program?

What are the hard-to-measure impacts of this program (ones that cannot be easily quantified)? How can these be effectively documented?

Recommendation 3: Take action to deal with the effects of paradigms, politics, and values.

Get inside the project – understand it's roles, responsibilities, organizational structure, history, and goals; and how paradigms, politics, and values affect project implementation and impacts.

Create an environment where all stakeholders are encouraged to discuss their values and philosophies.

Challenge assumptions.

Ask other stakeholders for their perspectives on particular issues.

Remember that **there may be multiple "right" answers.**

Maintain regular contact and provide feedback to stakeholders, both internal and external to the project.

Involve others in the process of evaluation and try to work through any resistance.

Design specific strategies to **air differences and grievances.**

Make evaluation and its findings **useful and accessible** to project staff and clients.

Be sensitive to the **feelings and rights of individuals.**

Create an atmosphere of openness to findings, with a commitment to considering change and a willingness to learn.

[Adapted from the W.K. Kellogg Foundation Evaluation Notebook, 1999]

Learn & Serve Ohio
Service-Learning Quick Sheet # 42
Components of Project-Level Evaluation

Project-level evaluation can be defined as the *consistent, ongoing collection and analysis of information for use in decision-making.* Project-level evaluation includes:

Context Evaluation – an examination of how the project functions within the economic, social, and political environment of its community and project setting.

What about our community and our umbrella organization hinders or helps us achieve our goals?

Which contextual factors have the greatest bearing on project successes or barriers?

Implementation Evaluation – help with planning, setting up and carrying out a project, as well as documentation of how the project evolves throughout the project cycle.

What are the critical components/activities of this project (both explicit and implicit)?

How do these components connect to the goals and intended outcomes for this project?

What aspects of the implementation process are facilitating success or acting as barriers for the project?

Outcome Evaluation – assessments of the short- and long-term results of the project.

What are the critical outcomes you are trying to achieve?

What impact is the project having on its clients, its staff, its umbrella organization, and its community?

What unexpected impact has the project had?

Types of Outcomes:
- *individual, client-focused outcomes*
- *program and system-level outcomes*
- *impacts on personnel and organizations*

[Adapted from the W.K. Kellogg Foundation Evaluation Handbook, 1999]

Learn & Serve Ohio
Service-Learning Quick Sheet # 43
Suggestions for Project-Level Evaluation Activities

Phase	Suggested Evaluation Activities

Pre-Project	Assess needs and assets of target population/community. Specify goals and objectives of planned services/activities. Describe how planned services/activities will lead to goals. Identify community resources that will be needed and how they can be obtained. Determine match between project plans and community priorities. Obtain input from stakeholders. Develop an overall evaluation strategy.
Start-Up	Determine underlying program assumptions. Develop a system for obtaining and presenting information to stakeholders. Assess feasibility of procedures, given actual staff and funds. Assess data that can be gathered from routine project activities. Develop a data-collection system, if doing so will answer desired questions. Collect baseline data on key outcome and implementation areas.
Implementation and Project Modification	Assess organizational processes and environmental factors that are inhibiting or promoting project success. Describe project and assess reasons for changes from original implementation plan. Analyze feedback from staff and participants from successes/failures and use this information to modify the project. Provide information on short-term outcomes to affect long-term outcomes. Use short-term outcome data to improve the project. Describe how you expect short-term outcomes to affect long-term outcomes. Continue to collect data on short- and long-tern outcomes. Assess assumptions about how and why program works; modify as needed.
Maintenance and Sustainability	Share findings with community and other participants. Inform alternative funding sources about accomplishments. Use evaluation to improve project and to monitor outcomes. Continue to share information with multiple stakeholders. Assess long-term impact and implementation lessons; describe how and why program works.
Replication and Policy	Assess project fit with other communities. Determine critical elements of the project necessary for success. Highlight specific contextual elements that inhibited or facilitated project success. As appropriate, develop strategies for sharing information with policymakers to make relevant policy changes.

[Adapted from the W.K. Kellogg Foundation Evaluation Handbook, 1999]

Learn & Serve Ohio
Service-Learning Quick Sheet # 44
Measuring Program Impacts through a Program Logic Model

Definition: A **program logic model** is a picture of how your program works – a picture of the theory and assumptions underlying your program. It links outcomes (both short-

and long-term) with program activities and the theoretical assumptions/principles of the program. It provides a roadmap of your program, highlighting

How it is expected to work,
What activities needs to come before others, and
How desired outcomes are to be achieved.

Benefits of Developing and Using a **Program Logic Model**

Program design benefits – by utilizing a program logic model as part of the evaluation process, staff will be able to
Stay better focused on outcomes;
Connect interim outcomes to long-term outcomes;
Link activities and processes to desired outcomes; and
Keep underlying program assumptions at the forefront of their minds.

The program logic model provides a powerful base from which to conduct *ongoing program evaluation*, by helping you focus the evaluation on measuring each set of events in the model to see
What happens,
What works,
What doesn't work, and
For whom.

The process of developing a program logic model required stakeholders to work together to clarify the underlying rationale for the program and the conditions under which success is most likely to be achieved.

Types of **Program Logic Models**

Outcomes Model

Displays the interrelationships of goals and activities
Emphasizes short-term objectives as a way to achieve long-term goals
Most appropriate for program initiatives aimed at achieving long-term or intangible, hard-to-measure outcomes
Helps staff make connections between short-term, intermediate, and long-term outcomes, enabling them to locate program gaps and weaknesses more readily

Activities Model

Links various activities together in a manner that shows the steps involved in program implementation
Appropriate for complex initiatives involving many layers of activities and inter-institutional relationships (gives stakeholders the "big picture" of how activities and processes blend together)
Provides a means to document and benchmark progress
- What activities have been completed?
- What barriers were faced during implementation efforts?
- How successfully were activities completed?
- What additional activities and processes were uncovered along the way that are critical to program success?

Theory Model

Links theoretical constructs together to explain the underlying assumptions of the program
Particularly appropriate for complex, multi-faceted initiatives aimed at impacting multiple target populations

[Adapted from the W.K. Kellogg Foundation Evaluation Handbook, 1999]

Service-Learning Quick Sheet # 45
Planning and Implementing Project-Level Evaluation

Assumptions:

The process of evaluation is different for every community and every project. There is no one "right" way of doing evaluation.

There are certain critical elements or action steps along the way that every project must address to ensure that effective evaluation strategies leading to real improvements are developed and implemented.

Planning Steps: Preparing for an Evaluation

Step 1: Identifying Stakeholders and Establishing an Evaluation Team

A stakeholder is defined as *any person or group who has an interest in the project being evaluated or in the results of the evaluation.*

Initial evaluation discussions should involve as many stakeholders as possible. From this group form an evaluation team.

This will help ensure that the evaluation process goes more smoothly.

Step 2: Developing Evaluation Questions

What do you want your project to accomplish?
How will you know if you have accomplished your goals? What would "success" look like?
What activities will your project undertake to accomplish your goals?
What factors might help or hinder your ability to accomplish your goals?
What will you want to tell others who are interested in your program?
How is the program supposed to work?
Where do the assumptions in the model hold and where do they break down?
Which parts of the model seem to be yielding the strongest impacts?
Which parts of the models are not being operationalized in practice?
Are there key assumptions that have not been embedded in the program that should be?

Step 3: Budgeting for Evaluation

Evaluation generally costs between 5-7% of a project's total budget.

This may include expenses such as: evaluation staff salary and benefits, consultants, travel, communications, printing and duplication, printed materials, supplies and equipment.

Step 4: Selecting and Evaluator: External vs. Internal

Step 5: Determining Data-Collection Methods
Critical points to consider:
Create a flexible and responsive design
Collect and analyze information from multiple perspectives
Always return to your evaluation questions.

When deciding on which methods to use, consider
- The resources (personnel, dollars, etc.) available for evaluation tasks
- Sensitivity to the respondents/participants in the project
- Credibility
- Importance of the information:
  - Quantitative vs. Qualitative Methods
  - Observation
  - Interviewing
  - Focus Groups
  - Written Questionnaires
  - Tests and Assessments
  - Document Reviews

Step 6: Collecting Data
Collect only the information you are going to use and use all the information you collect.

Step 7: Analyzing and Interpreting Data
- Quantitative vs. Qualitative Analysis
- Categorizing and Coding Techniques
- Contextualization Analysis Techniques
- Memo-Writing Techniques

Step 8: Communicating Findings and Insights
- Know who your audience is – make report readable - no jargon.
- Relate evaluation information to decisions about marketing and dissemination.

Step 9: Utilizing the Process and Results of Evaluation
An evaluation must provide usable information. The goal should be to improve the program, to assess the effectiveness of the program, and to answer questions about *how and why programs work, for whom, and under what circumstances.*

[Adapted from the W.K. Kellogg Foundation Evaluation Handbook, 1999]
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Service-Learning Quick Sheet # 1-B
Service-Learning Information Chart

The basic differences between **volunteerism, community service** and **service-learning** are summarized in the following chart.

DESCRIPTION	**V**	**CS**	**S-L**
Builds self-esteem and self-discipline	**YES**	**YES**	**YES**
Academically based	No	No	**YES**
Integrated into the curriculum	No	No	**YES**
Teaches and uses reflection processes	No	No	**YES**
Teaches and uses evaluation processes	No	No	**YES**
Teaches and uses journaling skills	No	No	**YES**
Teaches and uses record keeping skills	No	No	**YES**
Teaches and uses higher level critical thinking skills	No	No	**YES**
Prepares, circulates, interprets and uses community needs assessments	Can	Can	**YES**
Establishes student ownership	Can	Can	**YES**
Exposes students to hands-on career	Can	Can	Can

exploration			
Promotes learning to serve	Can	Can	**YES**
Teaches serving to learn	Can	Can	**YES**
Demands multiculturalism, as well as dis(ability), age, and gender fairness	Can	Can	**YES**
Highlights all cultures, ages, genders and ability levels	Can	Can	**YES**
Promotes networking, partnership and team-building skills	Can	Can	**YES**
Builds leadership skills	Can	Can	**YES**
Is a true partnership of community and school to build academic skills, self-esteem, inter-personal relationships, as well as an acceptance of, a responsibility for, and a desire to make a positive difference in the school/community	Can	Can	**YES**
Performs needed services	**YES**	**YES**	**YES**
Promotes good-will and positive change	**YES**	**YES**	**YES**
Can be done without leaving school	Can	Can	**YES**

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 46
An Assets-Based Model of Community Development

TWO COMMUNITY PROBLEM SOLVING MODELS	
Social Services Model	*Asset-Based Community Development Model*
Focuses on Deficits Problems Pathologies	Focuses on Assets Skills Resources
Responds to Problems	Identifies Opportunities
Oriented to Charity	Oriented to Investment
Calls for More Services	Calls for More Personal Responsibility Taking and Citizen Action
Places a High Emphasis on Agencies	Places a High Emphasis on Citizens' Organizations

Focuses on the Individual and Family	Focuses on Community/Neighborhood

THE CHARACTERISTICS OF COMMUNITY GROUPS ABLE TO DO SUCCESSFUL ASSET-BASED COMMUNITY DEVELOPMENT
Citizen-led rather professional-led (though there may be roles for professionals, who remain accountable to the citizens). Asset-driven rather than paralyzed by a deficit view (e.g., there is careful attention given to identifying the community's assets and mobilizing them for community renewal). Relationship-driven rather than acquiescing to the isolation that "client" status confers. Internally-focused rather than expecting solutions to come "from the outside." Groups that have these characteristics are able to do "community renewal from the inside out."

ASSETS WHICH CAN BE MOBILIZED BY CITIZENS FOR COMMUNITY DEVELOPMENT

Assets inside a community:
The gifts and talents of individuals.
The power of citizens associations.
The resources of institutions within the community's borders (businesses, units of government, charitable organizations, etc.).

Assets outside the community:
Financial support from funding organizations (United Way, foundations, governmental units, etc.).
Investment from businesses and banks.
Technical assistance and training.

THREE SITUATIONS WELL-MEANING INSTITUTIONS ENCOUNTER IN COMMUNITIES AND THE ROLES AND STRATEGIC QUESTIONS THAT ARISE

Situation	***Possible Role***	***Strategic Questions***
There doesn't	Be a catalyst for	

appear to be any group in the community that could function as a vehicle for citizen-led, asset-based community development	the emergence of such a group	Do we have the credibility in the community to act in the role of catalyst? Are we willing and able to deploy the resources that will be needed to get the job done (personnel, money, political capital)? Do we have the patience and perseverance to take on a long-term relationship with the community? Will we when know and be able to “step back” in favor of citizen leadership and

		control?

Situation	***Possible Role***	***Strategic Questions***
There is a group that could emerge as the vehicle for the effort, but it seems to be weak and unorganized	Strengthen the existing group	All the above questions, plus: On what basis do we decide that this is the group that could initiate and implement community renewal? How do we identify the right inputs that will be needed to strengthen the group (e.g., training, financial assistance, temporary "loaned staff,"

		etc.)?
Situation	***Possible Role***	***Strategic Questions***
There is a strong group in the community, already involved in community renewal work, or very able to do so.	Back up the group with appropriate resources	Can we establish a relationship of equals with this group? Are we willing to act as a broker, helping the group gain access to additional resources from outside the community? Are we willing to be an ally of the group when it is politically attacked? Are we willing to broker the group's

participation in community-wide tables of which we may be a part?

As appropriate, are we willing to put the group in touch with other citizen-led, community development groups for purposes of mutual support and political coalition building?

@, L. Richard Bradley, Ph.D., 2000

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Service-Learning Quick Sheet # 17-B
Myers-Briggs Personality Types and Reflection

One way to think about the possible connections between our experiences and the meaning we attach to them is suggested by Jung's theory of personality types. Jung postulated the existence of four basic mental processes – **sensing, intuition, thinking,** and **feeling** – used by everyone, but not equally preferred and developed. The practical implications of Jung's theory have been worked out by Myers (1980) in the Myers-Briggs Type Indicator (the **MBTI**, grade 9 and older) and by Meisgeier and Murphy (1987) in the Murphy-Meisgeier Type Indicator for Children (the **MMTIC**, suitable for grades 3-8), which identify four basic personality dimensions:

Extraversion – Introversion
Sensing – Intuition
Thinking – Feeling

Judging – Perceiving

The possible implications for learning and reflection are summarized below.

Preference	Possible Curriculum-Based Service-Learning Activities	Possible Reflective Activities
Extraversion: **Action oriented** – doing comes before understanding; prefers to work with others.	Variety in service activities is more important than depth **Direct**, **group** hands-on service projects, such as cross-age tutoring, intergenerational projects, working with people from other economic, cultural backgrounds	Oral reports (view as draft of final project) Role-plays, skits Make a model of what was learned Journaling (for growth)
Introversion: **Thoughtful** – understanding comes before doing; prefers to work alone or in small groups.	Fewer service projects in more depth **Indirect, individual or small group** service projects such as recycling, air/water quality monitoring, or behind-the-scenes planning.	Journaling, writing prompts based on service theme Creating instructions for future students Compile a scrapbook or final report based on service theme Oral reports (for growth)
Sensing: **Focus on details** – dislike working on new problems unless they can use existing skills; need to know what is expected of them.	**Direct or indirect** hands-on service projects such as cross-age tutoring, environmental service	Role-play, skits Make a model of what was learned Writing prompts or other written work based on service theme Journaling using WHAT, SO WHAT, NOW WHAT (for growth focus on **NOW WHAT**)
Intuition: **Bored with details** – prefer adding new skills, doing it their own way; need to understand the issues involved.	**Direct, indirect, or advocacy** service projects that allow them to identify a need and brainstorm strategies for addressing it and then implement them in their own way	Create a poster or banner showing what they learned Express service theme through fine arts Writing prompts using open-ended "what it" questions Journaling using WHAT, SO WHAT, NOW WHAT (for growth focus on **WHAT**)
Thinking: Make decisions and commitments **logically and impersonally**, based on careful analysis of	**Direct, indirect, or advocacy** service projects that speak to the head and involve intellectual challenge around issues of justice and fairness	Expert papers outlining issues behind service theme, possible solutions and consequences of each Advocacy papers, articles,

consequences; fairness is defined as treating everyone the same.		presentations Journaling using WHAT, SO WHAT, NOW WHAT (for growth focus on **SO WHAT** and the human dimensions of the issue)
<u>Feelings</u>: **Focus is on interpersonal relations**; caring for others; fairness is defined as standing up for the individual, regardless of the rules.	**Direct, indirect, or advocacy** service projects that speak to the heart such as cross-age tutoring, visits to nursing homes, work with people who are different by virtue of age, race, economic status, cultural background	Role plays, skits Advocacy papers, articles, presentations focusing on the human dimension of the issue Journaling using WHAT, SO WHAT, NOW WHAT (for growth focus on **SO WHAT** and logical analysis of issue)
<u>Judging</u>: **Decisive, planned, orderly**; oriented towards control rather than understanding.	**Group or individual** service projects that allow them to be "in charge" of what happens and when and how it happens; projects that remind them of values they ought to hold and things they ought to be doing	Highly structured reflective activities, with clear and unambiguous instructions and due dates Spontaneous class discussions (for growth)
<u>Perceiving</u>: **Spontaneous, flexible, adaptable way** oriented towards understanding rather than control.	**Group or individual** service projects offering a variety of options; projects that remind them of values they already hold and things they are already doing	Flexible, open-ended reflective activities, with more latitude in choosing what they do and how they do it Written questions (for growth)

When thinking about possible reflective activities based on personality type, two approaches are necessary in order to maximize possible student learning:

- Reflective activities that encourage and support further development of the student's most preferred learning styles; and
- Reflective activities that encourage and support development of the student's less preferred learning styles.

@, L. Richard Bradley, Ph.D., 2003

Learn & Serve Ohio
Service-Learning Quick Sheet # 47
Additional Notes on Administrative Support

Taken from a 1995-96 national study of service-learning conducted by CalServe:

Estimated program costs for service-learning activities sponsored by Learn & Serve grants - **$47 per participant.**

When compared to annual per-pupil costs, service-learning accounts for **less than one percent of the estimated expenditure per pupil ($6,855** – U.S. Department of Education).

84% of districts with community service or service-learning programs reported that they received no outside funding for their programs. **Only 10%** reported received Learn & Serve funds.

Some conclusions:

*Service-learning is affordable and can be a **relatively lost-cost strategy** for achieving a wide range of academic and community goals*.

(According the Independent Sector, the average cost of a volunteer hour is now $17.54. This means that, if a district's service-learning program involves 2,500 students who give a total of 3 hours of service each – for a total to 7,500 – the value of service time to the community = **$131,400.** This represents a return of **$26.28** for each dollar the district spends on service-learning).

Implementation involves a **change in teaching strategies** as opposed to the adoption of a new, standalone program.

Service-learning will require some additional resources, such as an investment in professional development and dollars for materials, transportation and recognition programs.

Service-learning means dealing with practical day-to-day concerns, such as school schedules, liability and making the case for hands-on learning.

What is the impact of service-learning programs in the community?

The work of students was seen as valuable by the community agencies the young people worked with.

90% said that service-learning had helped them improve services
70% said that service-learning had helped them increase capacity
75% said that students had helped raise skill levels, engagement, and self-esteem of the people being assisted
65% said that students had helped improve the mood, morale and quality of life of elderly residents being served

Nearly 100% said they would use students again in the future

Service-learning is also seen as strengthening the relationship between school and community and as promoting a more positive attitude toward young people and schools.

50% of the agencies said that their participation had produced new relationships with the schools

Two-thirds indicated that Learn & Serve projects had fostered a more positive attitude toward schools

Over 80% reported that service-learning had helped build a more positive attitude toward youth in the community

In dollar terms, the value of services provided through the programs studied outweighed the costs of service-learning to the community. **The average student in the study provided more than $580 in direct support to the community.**

Learn & Serve Ohio
Service-Learning Quick Sheet # 48
Essential Elements of Organization Support for Service-Learning

Effective service-learning is connected to and relevant to the district's mission: *service-learning is promoted and systematically practiced as central to the district's mission, beliefs, and goals.*

School and district policies are designed to promote quality service-learning practice: *school and/or district policies support the use of quality service-learning on a system-wide basis.* Factors having the greatest impact on student outcomes included: duration of one semester, teacher experience with service-learning, student choice, curriculum linkages, direct service, and cognitively challenging reflection.

Organizational structure and resources:

Service-learning funded through the school and/or district budget;
District provides transportation for service-learning activities;
Schedule accommodates service-learning;
Administration actively supports an integral approach to service-learning;
School risk management plan covers service-learning; and
Provision is made for the coordination of school and/or district service-learning.

Professional Development: *Staff training in service-learning philosophy and pedagogy. Ongoing opportunities for staff to refine their service-learning practice.*

@, L. Richard Bradley, Ph.D., 1999

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Service-Learning Quick Sheet # 49
Why Institutionalize Service-Learning?

Improved outcomes for students. A growing body of research shows that students who are engaged in high quality service-learning did better on standardized tests of performance and are more engaged in their school and community than students who learn in traditional ways (*See Module 2* for more information on the benefits of service-learning).

Continuity over time. Institutionalization takes service-learning out of the realm of budgetary crisis, political whims or personnel changes, and places it in the center of a district's expected educational practice.

Sound practice. Sustained service-learning efforts are characterized by systematic and ongoing evaluation efforts that help to strengthen the quality of practice.

Increased resources. When service-learning is part of an organization's infrastructure, it becomes a priority for funding rather than an afterthought. Service-learning not only becomes a line item in the budget but also a regular focus of grant efforts.

Increased support for and from staff. Professional development for service-learning is ongoing. As new staff enter the district, institutionalization helps to assure that there will be continuing and structured opportunities for training, discussion, evaluation and material development.

Better relationship with the community. When adults in the community see young people engaged in productive and ongoing service, and when community organizations are directly involved in the conduct of service, the public perception of the school and its students improves. The school comes to be viewed as a source of pride rather than a source of problems.

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Service-Learning Quick Sheet # 50
What Does Institutionalization Look Like?

Vision and Leadership

A Model of shared leadership. Leadership is not the domain of a single person, or even a few people, but something shared by many people at many levels.

A vision, shared by a broad cross-section of stakeholders that defines service-learning as an effective means for achieving academic standards and other education goals.

Adequate resources to fund personnel, training, and other costs. Grant money is used to enhance, but not support, basic functions.

Open communication. People throughout the system are kept well-informed of projects, successes, curriculum, training sessions and other matters.

Alignment with other school reform initiatives. Service-learning is seen as a vehicle to accomplish the objectives of school improvement efforts and is connected to other initiatives such as school-to-work.

Curriculum

Acknowledgement as a key instructional method in policy and practice. Service-learning is included as a critical component of curriculum development.

Alignment with state and district academic standards.

Authentic performance indicator of student learning. Service-learning enhances and deepens regular classroom learning with real-world experiences.

Professional Development

Ample time for planning and collaboration

Regular opportunities for faculty and other employees to receive training.

Partnership and Community

Ongoing opportunities for school and community partners to meet, discuss expectations and make necessary revisions.

Positive outcomes expected for the community.

Continuous Improvement

Training that addressed all levels of experience.

Well-established feedback methods.

©, 2002, "Learning that lasts," Education Commission of the States, Denver, CO.

Learn & Serve Ohio
Service-Learning Quick Sheet # 51
Linking service-learning to Title I: Improving the Academic Achievement of the Disadvantaged

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Part A:

Program Purposes: To "provide children an enriched and accelerated education program," including access to "effective, scientifically-based instructional strategies and challenging academic content."

Authorized Programs: Includes all strategies intended to address the needs of low-achieving children including:

- **Schoolwide** service-learning programs
- **Innovative projects** built on community partnerships, integration of academic and vocational learning, making school relevant to the workplace and the community, and using applied teaching methods
- **Professional development** in experiential teaching methods and instruction that integrates academics and career education
- **Parent involvement** encouraging partnerships among schools, parents, businesses, and communities to improve student achievement.

Title I research literature indicates that children of poverty, like their more advantaged peers, learn best when:	**Links to Service-Learning:** *Essential Elements of Effective Service-Learning Practice*
There are opportunities for them to use their own experience They experience instruction that highlights meaning and understanding Programs recognize that students often learn best by directing their own learning They are engaged in complex thinking They work together in planning Action expectations for high performance are uniformly high for all students An assessment informs these students and their families of their progress Families and community members are involved Programs show respect for students' cultural and linguistic backgrounds Instruction is coordinated and/or integrated with regular classroom programs Academic learning time is extended	There are clear educational goals that require the application of concepts, content and skills from the academic disciplines and involve students in the construction of their own knowledge. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others. Student voice is maximized in selecting, designing, implementing, and evaluating the service project. Assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skill standards. Student reflection takes place before, during, and after services; uses multiple methods that encourage critical thinking. Diversity is valued as demonstrated by its participants, its practice, and its outcomes. Formative and summative evaluations

	are employed in a systematic evaluation of the service effort and its outcome.

By linking Title I and service-learning, students in schoolwide or targeted assistance programs will be introduced to concepts and experiences that have the potential to increase their sense of community. They will also gain valuable experience to prepare them for the workforce.

To achieve these goals, service-learning programs must be designed with high-quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized.

Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning using Title I funds.

Sources:
Barr & Parret (1995). *Hope At Last for At Risk Youth.*
Bourman, Stringfield, & Slavin (2001). *Title I: Compensatory Education at the Crossroads.*
Tharp, Estrada, Dalton & Yamaguchi (2001). *Teaching Transformed: Achieving Excellence, Fairness, Inclusion and Harmony.*

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Title I, Part H: Dropout Prevention

Program Purposes: To provide programs aimed at school dropout prevention and reentry.

Authorized Programs: Schools serving grades 6-12 with average annual dropout rates above state averages can implement "effective, sustainable, and coordinated school dropout and reentry programs" including service-learning that includes tutoring, peer counseling, cooperative learning and other similar approaches to provide the counseling and mentoring that the law permits. Schools and communities can work together to provide these programs.

The research literature on dropout prevention (National Dropout Prevention Center) indicates that students are less likely to drop out of school when:	**Links to Service-Learning:** *Essential Elements of Effective Service-Learning Practice*
Early interventions, such as pre-kindergarten instruction and reading and writing programs that target at-risk students are in place. Schools develop a learning environment that ensures quality education for all children. Service-learning, mentoring and tutoring after-school, and summer enrichment programs are available to connect youth with caring adults and community members. The curriculum encourages student to find new and creative ways to solve problems, achieve success, and become lifelong learners. Technology programs engage students in authentic learning, address multiple intelligences, and adapt to students' learning styles. Violence prevention and conflict resolution programs provide a safe environment for learning and help students deal with conflict constructively. Professional development provides	There are clear educational goals that require application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge. Students are engaged in tasks that challenge and stretch them cognitively and developmentally. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others. Diversity is valued as demonstrated by its participants, its practice, and its outcome. Student voice is maximized in selecting, designing, implementing, and evaluating the service project. Communication and interaction with the community are promoted and partnerships and collaboration encouraged.

teachers opportunities to learn about innovative strategies and techniques for working with youth. Family involvement programs support students' learning and development at home. Workplace readiness programs help youth develop specific skills for today's workplace. Community partnerships provide a supportive environment where youth can thrive and achieve.	Formative and summative evaluations are employed in a systematic evaluation of the service effort and its outcome.

By linking Title I, Part H and service-learning, students in schoolwide or targeted assistance programs will be introduced to concepts and experiences that have the potential to increase their sense of community. They will gain valuable experience to help them stay in school and prepare them for the workforce.

To achieve these goals service-learning programs must be designed with high-quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized.

Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning using Title I, Part H funds.

Sources:
National Dropout Prevention Center/Network:
www.dropoutprevention.org

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Title III: English Language Learners

Program Purpose: To "implement applied learning activities such as service-learning to enhance and support comprehensive elementary and secondary language instruction programs."

Authorized Programs: Enhanced instructional opportunities for immigrant children and youth that may include tutorials, mentoring, and career or academic counseling. Service-learning is one of the strategies specifically mentioned.

The research literature indicates that language instruction programs for English language learners and immigrant students are most effective when:	**Links to Service-Learning:** *Essential Elements of Effective Service-Learning Practice*
There is a clear vision for instruction with organized goals and leadership. There is an innovative link between core academic curriculum and language learning instruction. Classroom activities integrate various elements of students' home culture. The curriculum motives students by making direct connections to what students want to learn. Active teaching or hands-on learning behaviors using kinesthetic learning complement and reinforce visual and auditory strategies. Cooperative learning enable students to learn from each other by pairing them in respect to their varying levels of language acquisition. Peers serve as each others' supports and standards for achievement. There is family involvement in the learning process that models the importance of learning. Community partnerships facilitate	There are clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge. Students are engaged in tasks that stretch them cognitively and developmentally. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others. Student voice is maximized in selecting, designing, implementing, and evaluating the service project. Diversity is values as demonstrated by its participants, its practice, and its outcomes. Communication and interaction with the community are promoted and partnerships and collaboration are encouraged. Formative and summative evaluations are employed in a systematic evaluation of the service effort and its outcome.

communication and collaboration in the development of programs for learning. Professional development opportunities exist for teachers and administrators to learn and share effective strategies for working with English language learners and immigrant students.	

By linking Title III and service-learning, student will be introduced to concepts and experiences that have the potential to increase their sense of community.

Students will develop a sense of caring and responsibility and understand the value of being a good citizen, while learning to speak, read, and write English.

To achieve these goals, service-learning programs must be designed with high-quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized.

Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning using Title III funds.

Sources:
The National Clearinghouse for English Language Acquisition: www.ncbe.gwu.edu
Teachers of English to Speakers of Other Languages: www.tesol.org

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Title IV: Safe and Drug-Free Schools and Communities Act

Program Purpose: To promote safe schools and communities that support academic achievement and encourage drug-free and violence-free lifestyles.

Authorized Programs: May be used

For drug and violence prevention activities that may include community service and service-learning designed "to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility."

To carry out programs under which "students expelled or suspended from school are required to perform community service" – not to be punitive but to help students succeed and become valuable community citizens.

For mentoring programs for "children with greatest need," such as peer mentoring and student participation in community service.

Title IV research literature indicates that safe and drug free schools are most likely to exist when:	**Links to Service-Learning**: *Essential Elements of Effective Service-Learning Practice*
Specific measurable goals, objectives, and behavioral expectations are integrated into schools' educational missions and made consistently clear and available to faculty, students, and their families.	There are clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge.
Teachers, staff, administrators, community members, families, and students are involved in decision-making and problem solving.	Students are engaged in tasks that stretch them cognitively and developmentally.
Instructional methods allow realistic opportunities for all students to experience success.	Diversity is valued as demonstrated by its participants, its practice, and its outcomes.
Strategies and programs are in place to promote positive relations between schools, families, and communities, including local public mental health and law enforcement agencies.	Communication and interaction with the community are promoted and partnerships and collaboration are encouraged.
Students can share their concerns and feelings in safe, trusting environments.	Assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards.
Effective prevention and intervention strategies are utilized to reduce drug use, discipline problems, and violent incidents.	Formative and summative evaluations are employed in a systematic evaluation of the service and its outcome.
The curriculum encourages students' sense	Student voice is maximized in selecting, designing, implementing, and

of responsibility and accountability. Academic courses are relevant to students' live and students can easily see the connection. Instructional methods and administrative policies avoid labeling students and putting them in special groupings. Programs are regularly evaluated for refinement, improvement, and strengthening and findings are disseminated to staff, families, and community agencies. Schools have prepared students and faculty well so they know what to do it there is a crisis.	evaluating the service project. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others.

By linking Title IV and service-learning, students will be introduced to concepts and experiences that have the potential to increase their sense of community and can provide a safe learning environment.

Students will develop a sense of caring and responsibility and understand the value of being a good citizen, while learning how to develop healthy lifestyles.

To achieve these goals, service-learning programs must be designed with high-quality, ensuring that program feature the components and strategies necessary for outcomes to be maximized.

Providing data as evidence of effectives will be necessary to sustain the practice of service service-learning using Title IV funds.

Sources:
Center for Effective Collaboration and Practice: cecp.air.org
National Center for Education Statistics: nces.ed.gov
The Challenge Newsletter: www.thechallenge.org
U.S. Department of Education: www.edu.gov/offices/OESE/SDFS

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Title V: Local Innovative Education Programs

Program Purpose: To provide funds for local LEAs for innovative assistance programs based on scientifically-based research.

Authorized Programs:

May include community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage and service-learning activities (Part A).

Discretionary grants for character education programs that focus on citizenship, justice, respect, responsibility, trustworthiness, and giving.

Title V research literature indicates that character education programs are most effective when:	**Links to Service-Learning**: *Essential Elements of Effective Service-Learning Practice*
Programs promote core ethical values as the basis of good character. "Character" includes thinking, feeling, and behavior. Programs have intentional, proactive, and comprehensive approach that promotes core values in all phases of school life. The school is a caring community. Students have opportunities for moral action. Programs include meaningful and challenging academic curriculum that respects all learners and helps them succeed. Programs strive to develop students' intrinsic worth. The school staff becomes a learning and moral community in which all sharing responsibility for character education and attempt to adhere to the same core values that guide education. The school recruits parents and community members as full partners in the character-building effort.	There are clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge. Students are engaged in tasks that stretch them cognitively and developmentally. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others. Student voice in maximized in selecting, designing, implementing, and evaluating the service project. Diversity is valued as demonstrated by its participants, its practice, and its outcomes. Communication and interaction with the community are promoted and partnerships and collaboration are encouraged. Student reflection takes place before, during, and after service; uses multiple methods that encourage critical thinking.

Evaluation assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.	Formative and summative evaluations are employed in a systematic evaluation of the service effort and its outcome.

By linking Title V, Part A and service-learning, students will be introduced to concepts and experiences that have the potential to increase their sense of community and can provide opportunities for the development of positive behaviors.

Students will develop a sense of caring and responsibility and understand the value of being a good citizen.

To achieve these goals, service-learning programs must be designed with high quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized.

Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning using Title V funds.

Sources:
The Character Education Partnership: www.character.org

Learn & Serve Ohio
Service-Learning Quick Sheet # 52
Service-Learning for Teachers and Administrators

What is service-learning?

Service-learning is an educational strategy that involves students in meaningful service to their communities and/or to society, while engaging them in some form of reflection or study that is related to the service. Well-designed service-learning projects connect with, reinforce, enrich, and enhance what students learn in the classroom by providing them with opportunities to apply classroom content and skills in solving real-world problems.

Quality Matters in Service-Learning

High quality service-learning is characterized by projects that

- Meet actual community needs
- Are integrated into the student's academic curriculum so that service goals and learning goals blend together and enrich each other
- Give students a choice (voice) in selecting, designing and implementing the service project
- Enable students to have direct contact with those being served
- Last at least one semester
- Provide students with structured time to think, talk, write, and/or reflect in other ways about what they saw, did, felt, and learned during their service experience (reflection must be cognitively challenging)
- Are led by teachers who are experienced in facilitating service-learning approaches

How Does Service-Learning Relate to What Do People Want from Schools?

A Roper poll conducted in 2000 indicated that

- 78% expect schools to provide students with the academic skills they need to succeed in life
- 90% believe that success requires more than mastering the "basics"
- 68% believe that schools have a clear responsibility to link what youth learn in school to the skills they will need at work and in their communities

When given a definition of service-learning:

- 90% believe that service-learning could be an important tool in helping schools to achieve both their academic and civic missions
- 62% would support service-learning if it helped to strengthen students' interest in school
- 89% would support service-learning if it helped to improve students' grasp of academic subjects
- 89% would support service-learning if it helped to support students' long-term social and civic development
- 90% believe that service-learning can help build skills that students need to be successful later in life
- 90% value the role service-learning can play in fostering partnerships between schools and communities

What are the Results/Benefits of High Quality Service-Learning

There is an ever-increasing body of research showing that high quality service-learning positively impacts students, schools, and communities.

Service-learning helps students acquire academic skills and knowledge – students engaged in high quality service-learning:

Showed moderate to strong gains on student achievement tests in language arts and/or reading, school engagement, sense of educational accomplishment, and homework completion

Had higher scores on state tests of basic skills and higher grades

Showed improved problem-solving skills and increased interest in academics

Service-learning tutoring programs also helped "at risk" student to improve grade point averages and decreased the likelihood that these students would drop out of school

Service-learning has a positive effect on the personal development of youth in the following areas – students engaged in high quality service-learning:

Showed increases in personal and social responsibility, communication, and a sense of educational competence

Demonstrated a higher sense of responsibility than students in control groups

Were more likely to treat each other kindly, help each other, and care about doing their best

Students who participate in service-learning are less likely to engage in "risk" behaviors:

They showed fewer behavioral problems and were less likely to be referred to the office for disciplinary reasons

Showed reduced levels of alienation

When compared with youth <u>not</u> engaged in service, students engaged in service were about <u>half as likely</u> to engage risky behaviors such as binge drinking, problem drug use, problem cigarette use, promiscuous sexual activity,, vandalism, and skipping school.

When compared with youth <u>not</u> engaged in service, students engaged in service were about <u>twice as likely</u> to value sexual restraint

Service-learning has a positive effect on student's interpersonal development and the ability to relate to diverse groups:

They were better able to trust and be trusted by others, be reliable, and accept responsibility

Were more likely to develop positive bonds with adults

Showed greater empathy with others and greater acceptance of cultural diversity

Showed increased awareness of cultural differences and attitudes toward helping others

Felt more comfortable communicating with ethnically diverse groups

Service-learning helps to develop students' sense of civic and social responsibility and their citizenship skills – students engaged in high quality service-learning:

Showed increased awareness of community needs, believed they could make a difference, and were committed to service in the future

Were more likely to think about politics and morality in society; more likely to consider how to effect social change

Showed a greater sense of civic responsibility and an ethic of service

Showed increased understanding of how government works

Service-learning provides an avenue to students to become active, positive contributors to society – students engaged in high quality service-learning"

Were more likely to be engaged in community organizations and to vote

Showed increased political awareness

Service-learning helps students become more knowledgeable and realistic about careers – students engaged in high quality service-learning:

Showed gains in career related skills, communication skills, and positive increases in career exploration knowledge
Showed more positive work orientation attitudes and skills

Service-learning results in greater mutual respect among teachers and students. Engaging in service-learning leads to discussions of teaching and learning and best ways for students to learn.

Service-learning improves the overall school climate.

Service-learning leads to more positive perceptions of youth and their schools by community members.

Why Does Service-Learning Work?
Research on learning indicates that we tend to remember more as our level of involvement in the learning process increases. *We remember 10% of what we read, 20% of what we hear, 30 % of what we see and hear and 75-90% of what we both say and do (practicing/applying what we learn in the classroom in real-world settings).*

Sources:
"What Service-Learning Is," L. Richard Bradley, Service-Learning Training Manual, Columbus, OH, Ohio Department of Education, 1998.
S. Billig and S. Root, " Impact of Participation in Service-Learning on High School Students' Academic and Civic Engagement," paper presented at the 5th International Service-Learning Research Conference, East Lansing, MI, 2005.
Roper Poll conducted November 2000, reported by Learning Indeed, W. K. Kellogg Foundation, 2000.
S. Billig, Research on K-12 school-based service-learning: The evidence builds, *Phil Delta Kappan (81)9,* 658-664.

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Service-Learning Quick Sheet # 53
Types of Projects and Strategies for Implementation

There are three types of service-learning projects and two ways to implement them.

Types of Projects:

Direct Service Projects – Students' service activities bring them into **direct** contact with others. Cross-age tutoring projects and visits to local nursing homes or senior centers are examples of this. Direct service projects can encourage students to
develop responsibility for their own actions;
be dependable;
make a different in another person's life;
focus on the needs of others; and
learn to get along with people who are different.

Indirect service – Students' service activities do **not** bring them into direct contact with other people. Examples of this include food and clothing drives, fund-raisers for charity, neighborhood clean-ups and most environmental projects.

Advocacy or civic action – Students' service activities involve them in lobbying, speaking, or performing in public in support of specific causes or issues. For example, students involved in a project relating to poverty and hunger might research the local manifestations of these problems, then develop and present a series of recommendations to local governing bodies for action. Students involved in environmental projects often become advocates of particular positions related to their service activities. These types of service activities encourage students to

persevere, to become more aware that the system doesn't change quickly;
articulate a problem and suggest logical solutions based on careful research;
work with adults;
persuade people to act in new ways in relation to an issue or cause;
understand the duties and privileges of citizenship; and
appreciate the complexities of the political process and their role in it.

Implementation Strategies

Service activities can be done as a **group** or **individually**. When done as a **group** project, students have opportunities to learn to

cooperate and work as a team;
play different roles in a group;
recognize and value the differing contributions of each team member;
involve others by recruiting them to help in task completion; and
value working with others.

Group projects have the advantage of being easier to organize since the teacher only has to find a few service sites for the class. Group projects also minimize some of the transportation and supervision problems that often arise. The disadvantage of group projects is that they limit the choices students have.

Individual projects or placements make it possible for students to choose service sites and experiences more closely related to their own learning goals. The disadvantage of individual placements is that they typically require much more work for the teacher in locating possible sites and in monitoring the quality of student service experience.

Two suggestions:

It may be easier to plan and implement group projects until you become more comfortable with service-learning and with available resources in your community.

Before attempting individual service projects, students need to understand and experience how service-learning differs from community service. This is best accomplished through participation in a group project.