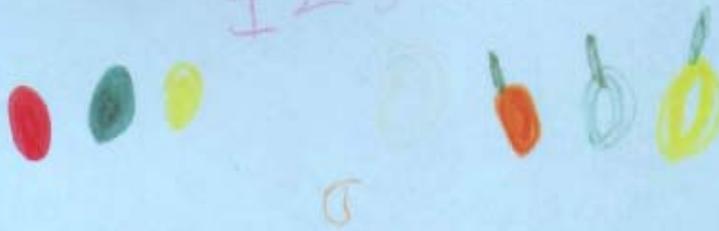


ABCDEF

# Playing in the PARC: Inclusive Service Learning Manual

Cover Illustrated by Kindergarten Class of 2018 with selected first and third graders

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## **This Project was Supported by:**

### **Funds provided by the New York State Developmental Disabilities Planning Council (DDPC)**

#### **The DDPC Mission**

The DDPC, in partnership with individuals with developmental disabilities, their families and communities, provides leadership by promoting policies, plans and practices that:

- affirm dignity, value and worth,
- support full participation in society,
- uphold equality and self-determination and
- promote access to research and information needed for informed decision making for all individuals with developmental disabilities and their families.

The DDPC is responsible for developing new ways to improve the delivery of services and supports to New Yorkers with developmental disabilities and their families. The Council focuses on community involvement, employment, recreation and housing issues faced by New Yorkers with developmental disabilities and their families.

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## Organization of this Manual and Table of Contents

In this manual, we strive to reach a balance. Too often manuals contain many discreet pieces of information that can be readily accessed for training purposes, but fail to tell the story that inspires and motivates others. Our effort provides case studies of both students and programs from observations and interviews with participants in the New York State Inclusive Service Learning Program, as well as a discussion of exemplary practices and challenges in different phases of the service learning process, Preparation, Action, Reflection and Celebration (PARC).

In sections on exemplary practices and challenges in the different phases of service learning, we provide practitioners with research citations, templates, and training materials that they can access as they plan and implement projects. We have been given permission to print all the resources in the resource section. We believe that practice is improved with ongoing feedback and reflection during implementation. Toward that end, we provide contact information for service learning coordinators from the New York State project.

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## **The Yonkers Story – A Climate of Inclusion**

Gorton High School, in Yonkers NY, has a fully developed and inclusive program overseen by Dr. Clarise Morris, the Service Learning Director. The program has been supported over the past three years by Learn and Serve America grants and recently by the New York State Inclusive Service Learning Program. In 2005, ten students with disabilities and fifteen peer mentors from the general education population were trained to work together on several inclusive service learning projects. The projects provided service to hundreds of people in the surrounding community, meeting vital human service needs, as well as providing an experiential learning that helped to create strong bonds of friendship and community between students with and without disabilities.

Perhaps the strongest ingredient for success at the Yonkers Inclusive Service Learning Program is a well-established climate of inclusion and training for inclusion. When general education students gain an awareness of disabilities and have opportunities to relate with the students with disabilities, the traditional schism between the two groups is overcome. For the students with developmental disabilities, the relationship allows them to trust the support that the others can provide. For the mentors, more awareness in general and relationships with specific individuals allow them to focus on their student partners' strengths and to support each student with tasks that will lead to a successful service experience.

Training students in service learning and leadership skills was a critical first step in the implementation of the Yonkers project. The first training, Teambuilding 101, was designed for student mentors and special education students with moderate to severe developmental disabilities. It focused on the benefits of working as a team, encouraging team unity, building trust, enhancing people skills, understanding and respecting each other's strengths and roles, resolving conflicts, increasing personal confidence, strengthening positive attitudes, and improving decision-making and problem-solving. During the training, teacher participants provided extra support to those who needed it, and the group was almost always broken down into smaller groups. The training activities centered on role-playing and team building exercises.

A second training, Leadership Development 101, also completed with students with and without disabilities, focused on three questions: Who am I? Where Am I Now? and Where Am I Going? Students participated in a self-assessment process in which they focused on the following: identifying their strengths and weaknesses, what they liked and disliked about themselves, and identifying personal goals. They reflected on their own leadership styles, studied leadership development theory, discussed ways to help all members participate, practiced effective communication skills and learned strategies for managing conflict.

Following the training, students practiced what they had learned in different inclusive service learning projects that benefited both the school and larger community. Service Learning projects included the Just for Kids a nutrition training project, the Wolf's Den, a collaborative project between the business and marketing students and students from the Living Skills class where students operated the school store, the Horticulture Program, where students created gardens and provided the school and community with floral arrangements for special events, Survival Cooking for Teens, a program in which students cooked meals for the homeless, Gorton's Consignment shop,

an in-house store offering gently-used apparel at affordable prices for students to wear at school events, and Habitat for Humanity, a home building community program.

## **Introductory Remarks**

This manual on service learning is the story of people who go beyond the expectations that others have of them to create a new kind of success. It is a success that marries academic achievement with relational learning, schooling with learning how to communicate and work with others in the community. It is the story of school administrators who support learning outside the classroom at a time when many are teaching to the test; of teachers who are determined to give their students a real experience of service and work that matters; of parents who, knowing that true learning takes courage, support risk-taking for their children; and, most importantly, about the real inclusion of students who have a developmental disability.

Three students – Rob, Tara and Chuck – whose stories are briefly told in this manual – accepted the challenge offered by their teachers to serve others. They mastered curricular objectives and learned how to communicate and work as a team member in the process. All three students have developmental disabilities and are in Life Skills classrooms in their respective school districts, Tonawanda, Scotia-Glenville and Brunswick. Their individual stories represent the stories of 377 other students with disabilities served by the New York State Inclusion Project.

Then there are those who have been served by the many projects described in this manual. There are the elders at the Weinberg Senior Center who received many hugs and much-needed company, and who laughed and shared their lives in return. There are the Troy homeless men and women who benefited from Brunswick's donations to the Bethany Hospitality Center. There are the children with sickle cell anemia at Paul Newman's camp, children taking nutrition classes in Yonkers, people receiving organic vegetables in East Greenbush, homebound seniors enjoying hot lunches, and the thousands of others served by the students in this project.

What is this teaching methodology called service learning? What are the components of exemplary practice gleaned from the Inclusive Service Learning program in New York State? What can other teachers, administrators and school district staff learn from these experiences? In the next section, we will provide a definition of service learning and background on the New York State Inclusive Service Learning Program.

## **A Definition of Service learning**

“Service learning” is defined by the Corporation for National and Community Service<sup>1</sup> as a deliberate integration of service into academic curriculum, linking service activities that meet real community needs to learning outcomes. Service learning includes ongoing, creatively structured opportunities for students to think, talk, write, and reflect on their observations and on the implications of their service experience in order to critically assess and understand the meaning and impact of their efforts.

Service learning is an educational methodology whereby students learn and develop through active participation in organized experiences that are coordinated with the school and community to meet actual community needs.

The service learning process is typically divided into four parts, referred to as preparation, action, reflection and celebration (PARC). In the preparation phase, teachers, students and community agency staff lay the foundation for a successful project: choosing a real community need, linking the service project to the curriculum, securing the necessary funds and administrative support, and writing the action plan. In the action phase, the service project is implemented. During reflection, project participants consider the project’s impact on their own learning and on the lives of those served. In the celebration phase (sometimes referred to as “recognition”), students celebrate these impacts and receive recognition for their work on the project. In each phase, there are unique challenges that we will delineate in this manual. The service learning process is abbreviated as PARC; P stands for preparation, A for action, R for reflection, and C for celebration.

## **The History of the New York State Learn and Serve and Inclusive Service Learning Grant**

The New York State Learn and Serve America: K-12 School-Based Program (LSA) has two goals (1) to develop, implement, and integrate service learning into schools wherein students in grades K-12 have opportunities to volunteer their service for the benefit of others and their community; and (2) to increase the number of adults who volunteer in school-based, service learning programs. The Inclusive Grant seeks to achieve a third purpose - to increase the number of students with developmental disabilities actively involved in service learning.

Over the last three years, from 2003-2006, The New York State Developmental Disabilities Planning Council (DDPC) has worked with the New York State Education Department LSA Programs and the Magellan Foundation to develop an inclusive service learning model for individuals with developmental disabilities in New York State. The Magellan Foundation worked with representatives from each school site (special educators, service learning classroom teachers, school administrators, community providers, parents, and school transition counselors), VESID Transition Coordinators, and Inclusion Consultants to develop and implement an inclusive service learning program designed to increase the number of students with developmental disabilities actively involved in service learning. The term “developmental disability” refers to a severe, chronic disability of an individual that impairs one or more of his/her essential life activities.

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<sup>1</sup> Corporation for National Service website, [www.nationalservice.org](http://www.nationalservice.org).

The goal of this collaboration was to develop pilot sites during the three-years of the grant cycle. To gather information for this training manual, we observed the eight sites developed during the course of this grant. Descriptions of each site and example service learning projects follow.

### **Scotia- Glenville School District**

*Location:* Scotia, NY

Suburban school district with 2,899 students in the district

*Number of students with disabilities involved in Service Learning Projects:* 11

*Types of disabilities of students involved in Service Learning Projects:*

Multiple disabilities, Learning disabilities

*Students without disabilities involved in Service Learning Projects:* 5

*Types of Service Learning Projects:*

- Students with and without disabilities developed a green house, garden, and participated in a tree planting program.
- Students with and without disabilities implemented a school-wide recycling program.
- Students with and without disabilities participated in the “Key Calls”, a program where student’s call home-bound individuals to check on them.
- Students with and without disabilities made “hug pillows” as part of the Hug a Heart Program a collaboration with Albany Medical Center.
- Students with and without disabilities made quilts that were donated to a homeless shelter.

### **Albion Central School District**

*Location:* Albion, NY

Rural school district with 2,644 students in the district

*Number of students with disabilities involved in Service Learning Projects:* 64

*Types of disabilities of students involved in Service Learning Projects:*

Autism, Cognitive delays, Multiple disabilities, Learning disabilities, Developmental delays

*Number of students without disabilities involved in Serving Learning Projects:* 247

*Types of Service Learning Projects:*

- Students with and without disabilities implemented a children’s book donation program for a local hospital.
- Students worked collaboratively with Genesee-Orleans Ministry to implement an elementary school welcoming program for children transitioning from Kindergarten.
- Students with and without disabilities made lap blankets for residents at a nursing home.

**Yonkers City School District**

*Location:* Yonkers, NY (Westchester County)

Urban school district with 25,546 students in the district

*Number of students with disabilities involved in Service Learning Projects:* 10

*Types of disabilities of students involved in Service Learning Projects:*

Cognitive delays, Cerebral Palsy

*Number of students without disabilities involved in Service Learning Projects:* 10

*Types of Service Learning Projects:*

- Students operated a school store and developed a horticulture program.
- Students with and without disabilities restored a nature preserve.
- Students with and without disabilities prepared and delivered meals to the homeless.
- Students implemented a nutrition training program.
- Students with and without disabilities developed floral arrangements that were sold in the community.
- Students participated in a Habitat for Humanity project
- Students developed an animal care program for elementary school students which taught grooming and handling skills for pets.

**Victor School District**

*Location:* Victor, NY

Suburban school district with 3,725 students in the school district

*Number of students with disabilities involved in Service Learning Projects:* 14

*Types of disabilities of students involved in Service Learning Projects:*

Autism, Cerebral Palsy, Learning disabilities, Traumatic Brain Injury

*Number of students without disabilities involved in Service Learning Projects:* 5

*Types of Service Learning Projects:*

- Students implemented school-based service learning projects including operating a photography club and a computer club.

**Brunswick Central School District**

*Location:* Troy, NY (Rensselaer County)

Urban school district with 1,433 students in the district

*Number of students with disabilities involved in Service Learning Projects:* 8

*Types of disabilities of students involved in Service Learning Projects:*

Other health impairments, Speech impairments, Multiple disabilities, Learning disabilities

*Number of students without disabilities involved in Service Learning Projects: 8*

*Types of Service Learning Projects:*

- Students with and without disabilities ran a faculty lunch program which included setting up a process for ordering lunch, preparing the meals, and managing the proceeds.
- Students created and maintained a school garden.
- Students produced a holiday CD in collaboration with a local college and two other high schools.

### **Tonawanda City School District**

*Location:* Tonawanda, NY (Erie County)

Rural schools district with 2,310 students in the district

*Number of students with disabilities involved in Service Learning Projects: 25*

*Types of disabilities of students involved in Service Learning Projects:*

Multiple disabilities, Autism, Learning disabilities

*Number of students without disabilities involved in Service Learning Projects: 15*

*Types of Service Learning Projects:*

- Students with disabilities worked with adult and student mentors to create kits that would be assembled into bird houses. As part of their technology class, they created templates and design specifications for the birdhouses and assembled the kits.
- Students also created a bird hatching program.

### **East Greenbush School District**

*Location:* East Greenbush, NY (Rensselaer County)

Suburban school district with 4,533 students in the district

*Number of students with disabilities involved in Service Learning Projects: 30*

*Types of disabilities of students involved in Service Learning Projects:*

Autism, Pervasive Developmental Delays, Language impairments, Learning impairments, Cognitive delays

*Number of students without disabilities involved in Service Learning Projects: 4*

*Types of Service Learning Projects:*

- Students with and without disabilities operated the school store.
- Students implemented a recycling project in the school district.
- Students maintained an Organic Garden and donated produce from the garden to local food pantries.

### **Spencer-Van Etten Central School District**

*Location:* Spencer, NY (Tioga County)

Rural school district with 1,130 students in the district

*Number of students with disabilities involved in Service Learning Projects: 20*

*Types of disabilities of students involved in Service Learning Projects:*  
Learning disabilities

*Number of students without disabilities involved in Service Learning Projects: 10*

*Types of Service Learning Projects:*

- Students sponsored a school- to-work transition program, where inclusive service learning was implemented in collaboration with Camp Badger. The school-to-work transition program sponsored recreation events in a residential camp/school program.
- Students with and without disabilities from the Key Club were involved in the development and arrangement of a Halloween festival.

### **Questar III BOCES**

*Location:* Rensselaer, Columbia and Greene Counties

*Number of students with disabilities involved in Service Learning Projects: 195*

*Types of disabilities of students involved in Service Learning Projects:*  
Multiple disabilities, Learning disabilities, Autism, Cerebral Palsy

*Number of students without disabilities involved in Service Learning Projects: 17*

*Types of Service Learning Projects:*

- Students participated in a local “Meals on Wheels” program.
- Students implemented Character Education Workshops for Young Children.
- Students helped pack food at a local food bank.

### **Program Description and Implementation**

#### **Program Development**

Prior to the selection of students, one and one-half days of professional development training was provided for participating teams (e.g. teachers, administrators, guidance counselors, transition coordinators, community providers and parents). The training focused on the development and implementation of inclusive service learning programs, disability awareness, peer mentoring and inclusion strategies.

School teams were trained in the service learning methodology and on strategies to facilitate the inclusion of students with developmental disabilities. Each school district left the training with an action plan that set up the service learning methodology and the school’s vision for total inclusion. The training also covered the value of diversity, disability awareness, definitions of developmental disabilities, the significance of inclusion, and strategies on how to integrate needed supports into the service learning experience.

The training coordinator for the New York State Inclusion Project also provided ongoing programmatic support to the school districts in the grant. This support included

setting up a structure for mini-grant disbursement, general site visits to the participating districts, and professional development in a number of different forums.

### **Planning for Curriculum Integration**

During this three year inclusion project, districts received staff development training in the methodology of service learning and making strong connections to the curriculum. Trainings led by the NYS Service Learning Coordinator, Yolanda Lee, included an introduction to service learning best practice. Other trainings focused on linking to the curriculum and getting exposure to other projects that focused on inclusion. Several districts cited these trainings, whether led by the New York State Service Learning Coordinator, by a staff member with expertise in service learning, or by an outside consultant, as critical in motivating staff and getting projects off the ground. Conducting these trainings during the summer, when staff have the time to plan interdisciplinary projects, is most advisable.

### **The Peer Mentor Approach**

The overarching goal of this initiative was to increase the programmatic responsiveness and inclusion of children with developmental disabilities in school-based classroom service learning education programs. The service learning program models included students with developmental disabilities and relied on a peer mentoring approach, in which students in the general education population would be paired with students with disabilities to plan and implement service learning projects.

One important model that served as a precedent was developed by TIES, which stands for “Together Including Every Student.” The two principals of this project were Kathy Costello and Leslie Hubert. TIES, which was partially funded by the DDPC, cites four purposes for the program: to facilitate participation of students with developmental disabilities in extracurricular and community activities; to create effective, naturalized support; to encourage independence and socialization; and to promote connections in school and community.

In school and community settings, TIES recruits volunteers to provide support to students with developmental disabilities. The program looks for volunteers, who are sensitive, caring, dependable, and active listeners; who can encourage conversation, break down verbal directions into one or two steps, model appropriate social behavior, promote belonging, and allow for positive choices. The TIES training was used by the NYS districts to strengthen existing peer mentoring programs and to develop new ones.

# **P.A.R.C.**

**Preparation**

**Action**

**Reflection**

**Celebration**

The following section of the manual outlines the core components of service learning, preparation, action, reflection, and celebration. Each component will be defined and real life examples will be explored.

## **Preparation: Exemplary Practices and Challenges in Inclusive Service Learning**

The definition of service learning calls for good preparation so that students can be successful and activities can meet curricular and IEP goals. Teaching staff must have the resources and skills to connect curriculum with community, students must be confident to carry out the activities and relate well to the recipients of their service, and the service coordinator must be prepared with appropriate accommodations and tasks that match the abilities of the students. This section will address exemplary practices in these areas:

- Developing an inclusive team
- Building on existing collaborations within the school and with community partners based on real community needs
- Listening for multiple methods for identifying community needs
- Linking with Curriculum Standards - engaging the community in discussions about accommodations and using task analysis to match abilities with tasks
- Planning for integration with curriculum over the summer
- Fundraising for service learning – developing a multi-faceted plan
- Building administrative buy-in to ensure long-term success

### **The Development of Team Relationships**

Successful service learning projects begin with the formation of the teams or partners. These teams vary widely based on the project but often include students, school personnel, government officials, community-based organizations and families. The roles that each of these partners play needs to be defined so that everyone is aware who is on the service learning team and what their responsibilities are.

Our experience in the NYS DDPC project teaches us to spend time upfront developing inclusive relationships among students and to implement the service learning activities more slowly than in a more traditional lesson plan. Team building activities among mentors and mentees in a buddy program will increase the self-esteem of the students with disabilities and help to make them feel included. Peer mentors will also increase their acceptance of students with disabilities and encourage them to have more meaningful interactions. For example, one peer mentor from Brunswick reported that the students in the life skills class were “kind and non-judgmental...not in the typical ‘drama’ of the high school.” That knowledge emerged through ongoing discussions about accommodations, led by students with disabilities, and ongoing contact through the Best Buddies Club.

Parents and guardians are critical members of the team. They can reinforce the lessons learned during the project by validating the strengths of the student while at home. It is very important to inform parents of the projects upfront, giving them a sense of the benefits of service learning for their children. The practical needs, getting parental approval for field trips, etc., are secondary to their partnership in the mission. Included in the resource section is a sample letter to parents.<sup>2</sup> Many teachers involved in the New York State projects cite parental participation as a challenge. Parents often work during the day and cannot come to the school or assist on field trips. What they can do, however, is make sure their child is present on service learning days, and that is more likely if they know the benefits of the project.

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<sup>2</sup> Resources: Planning tools, p.54. [Sample Parent Letter](#), from Hampshire Educational Collaborative.

Slow and steady relationship building among students and service recipients is also critical for the success of projects and team building. As one staff reported, “It was important to find a group that needed us as much as we needed them. We needed these people to need our kids.” This relationship building also helps prepare the recipients to develop disability awareness skills so they can understand and make necessary accommodations for the students with disabilities. In creating a cohesive team with service recipients, the Albion service learning team follows the following commandments, help each other to win, take pride in each other’s victories, and maintain a positive attitude.

A good working team also has knowledge of accommodations and appropriate matching of abilities and tasks. From our experience in the NYS project, this is best done by the teacher-coordinator of the project, in discussion with special education staff and related service providers. This group is well trained in writing IEP goals that incorporate appropriate accommodations. In addition, the website of the National Inclusion Project, [www.serviceandinclusion.org](http://www.serviceandinclusion.org) is an excellent resource for products that can assist students in their service learning tasks, e.g., large pushpins for bulletin boards or letter boards for alphabetizing tasks. Two resources compiled by the Hampshire Educational Collaborative have also proven very useful to teachers who are making accommodations in service learning tasks.<sup>3</sup> We have also included a document, borrowed from a Youth Leadership training curriculum, on adapting tasks for students with disabilities.<sup>4</sup>

### **Build on Existing Collaborations With in the School and With Community Partners**

Collaboration begins with in the school and moves out, purposefully to the community. Project coordinators need to examine who is available and interested within the school to assist with the service learning activity. Once the “home team” is in place, they collaborations with others can begin.

One of the main challenges in collaboration, cited by several NYS participant districts, is scheduling even within the same school district. Typically, teachers of self-contained special education or life skills classes at the middle and high school level have more flexibility than their general education counterparts. At the elementary level, there is also the issue of coordinating subject disciplines if the project is to be truly linked to the curriculum. However, the flexibility that special education teachers have is a strength that can overcome these challenges. With the help of a supportive administration, interdisciplinary projects can occur with block scheduling or team teaching, particularly if they are planned before the school year begins and schedules are “locked” into place.

Successful project coordinators have first scanned the existing collaborations within the school and asked the following questions:

- What opportunities are there for teachers to collaborate together on projects?
- What is the inclusion nexus of the school or community?

In other words, where is the most contact between students with disabilities and other students – is it in the lunchroom, gymnasium, art class, recess, social studies, or perhaps the local pizza parlor?

- What groups already exist? (E.g. Best Buddies Club, mentoring programs, reading buddies?) Could those groups sponsor a community service learning project?

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<sup>3</sup> Resources: Planning tools, p.55. [Accommodations for Students with Disabilities in Service learning](#), Hampshire Educational Collaborative.

<sup>4</sup> Resources: Planning tools, p. 56. [Service learning and Students with Disabilities: How to Adapt Activities](#).

When considering existing partnerships with community agencies, project coordinators should ask questions such as:

- What collaborations currently exist with community partners?
  - Can these be expanded to include a service learning project?
  - Can existing collaborations be leveraged with your partners' partners?
  - What community agencies are interested in the same issues as you and your students?

The list of potential partners can be broken down into four categories: educational agencies, governmental agencies, service agencies, and local businesses/corporations.

### **Educational Agencies**

Libraries  
Technical Schools  
Programs for pre-school and camps  
Local Universities

GE Americorps programs  
Surdna Youth Leadership  
CVS Charitable Trust community-  
building programs  
Performing Arts foundations  
Ronald McDonald House

### **Service Agencies**

Big Brothers/Big Sisters  
Boy Scouts/Girl Scouts  
Red Cross  
Lions Club  
Audubon Society  
Senior Centers/Councils on Aging

Technology Centers

Soup kitchens, food pantries, food banks  
Survival Centers/recycled clothing  
Watershed councils (water testing)  
YMCA/YWCA  
Dog clubs  
Churches, synagogues and mosques  
Habitat for Humanity

Hospitals

Homeless shelters

### **Governmental Agencies**

County Health Care Center  
Health Department of Town  
Parks Department  
Police/Sheriff's Department  
(Snowmobile safety courses, crime  
prevention ed. drug/alcohol awareness  
programs)

### **Local Businesses/Corporations**

Starbucks tutoring programs

These are just examples, and the list will differ in each community. You might approach these agencies to find out what issues you have in common and how you could collaborate. When you go on a field trip with your students, they can observe the field site and see if there are needs that could be filled by a service learning project.

Key ingredients for a successful collaboration, gleaned from the NYS Inclusion Project are:

- Choose partnerships based on real community need, focusing on human service projects with vulnerable populations.
- Build on existing partnerships and contacts.
- Build in strong communication tools to keep partners fully informed on the progress of the project and to provide channels for feedback so the project can be modified and adjusted.
- Bring student profiles to community agencies, focusing on assets, so that agency staff can be thinking about how the students' strengths can be maximized.

### **Identifying community needs**

Successful programs have multiple methods for identifying community needs and uncovering ways to meet those needs. Most often, success emerges from student involvement; therefore, an exemplary practice is seeking student input first. NYS districts have linked research on community needs with English Language Arts (ELA) and Social Studies research goals. Students can walk around the school or the community, identifying needs and positives they see through different lenses, e.g., the lens of a scientist (environmental needs) or a police officer or school principal (safety needs) or a doctor (health needs) or a social worker (human needs). From these lists, they can generate questions that can lead to more research and potential service projects.<sup>5</sup>

This raises a practice challenge when generating needs and arriving at a service project. It is critical that students participate in the decision-making if they are to be truly invested in the project. A balance can be struck by having teachers prepare the partnerships, the funding, the scheduling, and some portion of the curriculum linking. Then, the students can brainstorm and decide which services to provide to the identified population, and the teacher can fine-tune the linking to standards. The resource section includes a piece entitled, "Involving students in planning when the community need & community partner have been selected."<sup>6</sup>

Another way to involve students in identifying needs include using community newspapers. Look with your students at the current issues and concerns expressed by members of the community. (E.g. about the lack of transportation for the elderly, or questions about what to do with a vacant lot, or concerns about teenagers hanging out without recreational activities.) These issues can point the way to a service learning project. Keep in mind that the community extends beyond the classroom.

Community members can also generate a list of community needs. For example, in East Greenbush, parents wanted a garden and asked about composting. This led to a school-wide gardening/composting project. Teachers and school staff who are willing to look outside the curriculum can generate needs as well. One ninth grade teacher included a biography of Lance Armstrong in her language arts curriculum, because of this, students in her class got involved with Relay for Life.

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<sup>5</sup> Resources: templates, p.57. [HEC Needs Assessment Walk](#).

<sup>6</sup> Resources: Planning tools, p.58. [Involving Students in Planning](#). From HEC.

Finally, needs are often generated through curriculum. A reading assignment on friendship, for example, might suggest a project on helping to orient new students to the school. An Earth Science unit on erosion might bring to mind a project on planting grass on the hill by the school playground.

However you may come to determine community needs, remember to include the voice of the students as much as possible. Teachers may come and go, but a committed student body will pass its legacy along to younger students to ensure longevity in your service learning program.

### **Linking with Curriculum Standards – Engage the entire community in discussions about accommodations**

As Maura Pierce, Service learning coordinator from Albion puts it, “The social piece...the piece that the Regents exam doesn’t test, is the one so critical for our students to have in the real world, learning to work with one another. Learning to communicate with one another, how are they going to get this task accomplished...It is huge for them to talk with other students, with other adults.”

in the project. Task assignments can then be made according to the ability of each student, being sure to provide a challenge toward which each student can strive.

One group of special education teachers in Tonawanda said that they had a three-fold way of looking at instruction for students in their life skills class. First, to meet the standards of general education; second, to develop their students’ abilities to become productive community members; and third, to develop their abilities to be good community members through service learning. Service learning is best done as a team with every member believing himself or herself to be an important, contributing team member.

Accommodations can be identified, either from existing IEPs, related service providers, or team discussion; tasks can be broken down and linked to the curriculum standards. If, for example, one of the tasks is to write a letter thanking a community organization for funding a project, it can be linked to the ELA Standard #4, which has as its goal, “effective social communication with a variety of people.

An excellent resource from Scotia-Glenville is entitled, “Curriculum-Based, Interdisciplinary Service Learning Units (Middle School Level).” This document, included in the appendix, gives social studies; language arts; and math, science and technology standards for projects on child labor abuse and environmental issues.<sup>7</sup>

Additionally, two documents, taken from a similar Massachusetts statewide project entitled, “From You Can’t to You Can – Service Learning for Students with Disabilities,” has been useful for teachers as templates for linking service learning to standards and for creating an individualized work plan for a project. These are included in the resource manual.<sup>8</sup> It is important to match the standard with the project activity and also with the student outcome desired and the assessment method used to determine if the outcome was realized. When individualizing work plans for students, it is important to set personal goals as well as school (IEP) goals, and determine what tools are needed to succeed and what appropriate risks are associated with the learning process.

<sup>7</sup> Resources: planning tools, pp.59-60. Curriculum-based service learning interdisciplinary units, developed in Scotia-Glenville.

<sup>8</sup> Resources: templates, pp. 61-62. Linking templates and Individualized Work Planning, from HEC.

### **Linking Service Learning to Standards in East Greenbush**

An excellent example of this thematic approach can be seen in the environmental studies at the Goff Middle School in East Greenbush, New York. Participation in the recycling, organic gardening, and solar energy service learning projects at this school meets several NYS Learning Standards in each of the following content areas: ELA, Career Development and Occupational Studies; Health, Physical Education and Home Economics; and Mathematics, Science and Technology.

The assistant principal has assumed overall coordinating responsibility for the project. He came to Goff with a strong commitment to healthy environmental principles and previous experience in organic gardening and solar energy. Funding from NYS Learn and Serve provided the “seed” money to purchase materials for the garden barn, the recycling containers, and the solar energy panels. Goff was selected by the New York State Energy Research and Development Authority as one of the schools in its “School Power.....Naturally” program. The school district leveraged an additional \$10,000 in funding to purchase additional solar panels and sophisticated software to analyze data. Strong administrative support from the school and a well-organized marketing and public relations campaign has generated impressive community and central office support.

#### **The Recycling Project**

Recycling projects within a school are local, yet linked to larger, more global environmental concerns. For that reason, they are a popular choice for a school-based project. Students respond well to the need for eliminating waste and preserving our earth’s natural beauty. Goff recycles paper, plastic, glass, metal, cardboard and inkjet cartridges. There are three main tasks in the Goff program: Distributing recycling bins to appropriate areas throughout the school on recycling days, moving filled bins to recycling area outside the maintenance area, and maintaining and analyzing data for quality improvement of program. If well organized, a recycling project can teach students the personal skills of responsibility, self-esteem, sociability, self-management and integrity/honesty, as well as the following NYS Learning Standards:

- Career Development and Occupational Studies, #1, 2 and 3a<sup>9</sup>
- ELA Standard #4
- Health, Physical Education and Home Economics, #2
- Health, Physical Education and Home Economics, #3
- Mathematics, Science and Technology, #1

Students within each middle school team selected Team Leaders. Jobs were scheduled in two runs, and graphic organizers were used to chart monthly totals. A large display in the school main hallway kept track of the total number of pounds of recycled paper, as students added little colored balls to the tube for their team. A recycling evaluation sheet was used to make sure that all tasks were completed.<sup>10</sup> For students in the Life Skills Classes, Job Coaching Assessments were prepared with questions and self-assessments in interpersonal skills, effort, attitude, and output. An example of an assessment template is provided in the Resources section for the school store tasks.<sup>11</sup>

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<sup>9</sup> Each of these standards is referenced in Footnotes at the end of this section.

<sup>10</sup> Resources: templates, pp. 50-53. [GROW Recycling Program templates.](#)

<sup>11</sup> Resources: program assessment tools, p.75. [School Store Job Coaching Assessment.](#) East Greenbush.

## **Costs Associated with Implementing Service Learning Programs**

We would be remiss if we did not include this topic in a section on preparation. Many worthwhile service learning projects can be done with little or no money at all. Putting together a number of projects with multiple collaborations, however, does require a budget. Line items most often include transportation (for field trips to service sites); summer or ongoing curriculum planning stipends for teachers; materials and supplies and equipment for projects; postage, long distance calls, printing and copying costs; expenses for project celebrations and recognition ceremonies. The attached resource taken from the Hampshire Collaborative project in Massachusetts can help as you raise funds for your project.<sup>12</sup>

## **Build Administrative Buy-In**

True administrative buy-in is evident when the administrator can articulate the value of service and inclusion. The principal of Gorton High School talks about how service learning expands life skills for students with disabilities. He recognizes the importance of the affective domain, and he talks about the need for altruism. He cites Purdy on self-esteem building, "Every time you build a student's self-esteem, you build your own." Other administrators speak of the hands-on learning and the connecting to real life and living skills inherent in service learning projects. The personal enthusiasm of administrators is tempered only by their recognition that the coordinators of the programs need to be well organized and make the most effective use of the time. Strong administrative support is dependent on strong teachers, and vice versa. It also helps when administrators visit service sites and attend celebration events to show their support.

As the Albion Service learning Coordinator Maura Pierce puts it, "From the Superintendent, to the Board, to the school administrators, if you look at our mission statement, this is what we're all about. The expectation is that teachers will embrace this to whatever extent they possibly can. I don't know how successful service learning would be if it were forced on anyone. As teachers see it working, it makes it possible to bring others on board. Teachers who don't choose to do a project are respectful of others who do choose to do one."

It takes time for service learning to develop as a culture. If administrators provide the opportunity for staff development, the chance for teachers to share with others in the district, and the flexibility of scheduling needed to cross-pollinate service learning activities, then service learning will flourish. Grants and other community funding will help, but support from the learning community is most important.

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<sup>12</sup> Resources: planning tools, p.63. Fundraising for Service Learning, from HEC.

## **Tara from Scotia-Glenville High School GIVE**

Tara is an outgoing 10<sup>th</sup> grade girl in the Life Skills class at Scotia-Glenville High School. Students in this skills development class learn functional skills that will enable them to live independently. It is a pre-vocational training program, in which students learn how to communicate in job situations and how to organize themselves to be successful at work. The GIVE program is a K-12 nationally recognized service learning program. In the high school, more than two hundred students participate in volunteer service commitments accompanied by structured reflection classes during the school day. Tara's teacher thought Tara was a good fit for the program because she has expressive language, is interested in working with others with disabilities and with elders and likes to meet and socialize with people. Tara had already been working as a buddy for younger children with severe developmental disabilities.

Tara participates in two programs: ARC, in which students spend one evening per week at group homes for adults with intellectual disabilities, and Holyhood, in which students visit a center for elders once a week after school. At the group home, she plays games, creates crafts, and establishes friendships with the residents. At the senior center, she helps to plan and carry out a variety of activities, including a ziti dinner and pancake breakfast. As an outcome of her positive experiences cooking at the center, Tara has applied and been accepted to the culinary arts program at the vocational-technical school.

Tara needed some support with organizing her schedule. She had often overbooked herself, not realizing how to organize time appropriately, thus committing herself to more than she could accomplish. Her teacher helped her to choose a service program that would benefit both her and the program.

To support Tara's successful participation, her speech therapist works with her on developing her listening skills. Her Life Skills teacher focuses on how to maintain safe boundaries with new people. In a music therapy class at GIVE, her singing, dancing, and unbridled enthusiasm captured the imagination of the other, more reserved students. The Scotia-Glenville Director of Service Learning describes Tara as a dynamic, "lights up the room" person who motivates students without disabilities.

With confidence, Tara describes how the people at the group home say that the students who come there are an inspiration, "We're like the sun to them. We brighten up their day." She understands that "it takes longer for them to process what they're doing. You have to have patience, keep calm." Tara thinks of service as giving back to the community. "It makes me feel special. Some of the elders don't have anyone to interact with. If I can make one elder happy, I feel I'm doing something important. It keeps you out of trouble."

Her Life Skills teacher reports that Tara has improved dramatically in her ability to listen and accept boundaries. She is more confident and has improved in her ability to carry on conversations and to reflect on her own strengths and weaknesses.

## **Action Phase: Exemplary Practices and Challenges**

What are the challenges that can emerge during the action phase, and what are some proven ways to meet those challenges successfully?

- Provide a high level of staffing.
- Know the level of independence each of your students can handle for each of the tasks you have determined to be necessary.
- Make sure that your staff is totally committed to the project and the positive benefits for students.

There are a number of unexpected circumstances that can throw off the planned implementation of a service learning project. Students or teachers key to the project can be absent, or inclement weather can disrupt plans. Like any other lesson plan, the service learning “lesson” must have a backup plan, one that furthers or deepens the learning process. For example, the teacher could conduct some pre-activity reflection exercises, using questions suggested in the next chapter. Service learning practitioners also do not have control over disruption that may occur at the service site. Absences and schedule changes can occur just as readily at many social service agencies, and substitute plans are necessary.

Many of the districts cite the importance of constant contact with all the operations of the project. This would include contact with all the partners in the endeavor: the other school staff who are involved, the service site staff, the school administrators, and the parents. This diligent ongoing surveillance would be a difficult task for a coordinator who has a full slate of teaching and supervision duties during the school day. This is why the school administrator at Tamarac said, when asked what was the single most important lesson in inclusive service learning, “This is not like a duty assignment...you need a very organized and dedicated teacher to do this.” The teacher must have some time during the day to make phone calls to community agency staff, to visit other teachers whose students are part of the project, and to write letters and communicate with parents about project activities. Often, these projects will involve field trips that require parental permission and other logistical oversight.

The most successful inclusive programs schedule a general time for the service learning activities. Students and parents orient their weekly routines around these “special” moments. Many teachers in the NYS districts report that students, even those with chronic absenteeism issues, are seldom absent on the service learning days.

Finally, a strong feedback loop is necessary to ensure that the project runs smoothly and without too much stress, at least next time, if not the first time. This can be accomplished most easily by verbal feedback from service site staff or other school staff, sought by the service learning coordinator and documented for reflection activities and future staff development trainings and planning sessions. Short written surveys can also be requested at various milestones in the project, e.g., one-third of the way, and two-thirds of the way. Again, this practice requires a dedicated coordinator who can create and make sense of the feedback. Lastly, keeping administrators “in the loop” is critical, since their continued support of the program is essential for its survival.

## **Rob from Tonawanda**

Rob is a second grader with a developmental disability – a form of autism. He is a student in a “substantially separate” special education. The teachers in his classroom focus on helping students improve their reading and basic computer skills so they can be prepared for jobs that utilize technology. In order to develop their students’ sense of value and self-worth, Rob’s teachers developed an inclusive service learning project, “Taking Aging in Place,” in which students befriend elders at a nearby senior center. All the students in the class participated.

First, the students learned to do internet research on birds. With continual redirection from the teachers and the help of simple graphic organizers, Rob used Google to find five “yellow star” details about a bird. The library technology specialist helped him develop a brochure about his bird, and Rob and the other students shared their information in a power point presentation to the School Board. Rob then took this information to his buddy from the general education population, and together they used it to design a birdhouse that would match his bird’s desired habitat. After several trips to the Weinberg Senior Center to establish relationships, Rob worked with his two “grandmothers,” decorating the birdhouses and getting them ready for installation on the school property and on the Weinberg grounds.

When Rob was in kindergarten before he started the “Taking Aging in Place” program, he had tantrums all day long. He was not toilet-trained, and he had to be blocked by the teaching staff from leaving the school almost every day. He could not make eye contact with anyone. He had echolalia, a language without purpose; Rob mostly repeated the words that he heard, whether they came from a person, the television, or the radio. His speech was perseveratory, latching on to a phrase and continuing to use it, even in inappropriate contexts. He particularly enjoyed John Paul, a local weather forecaster and repeated his forecasts while waiting in the lunch line, while working on his math problems, and while being introduced to new people. Rob did not work well with others, remaining self-absorbed and performing tasks in a rigid way.

Rob’s speech is still perseveratory, but now it is about when he is going to the Weinberg campus to see his “grandmothers.” Rob can now introduce himself to strangers, shake hands and make eye contact. His teachers say that his eye contact has improved by 25% since being involved in the service learning project; whereas before he had to be stopped from leaving the building, today he delivers things to the office. He is the designated special fire drill helper for the school principal. He knows everyone in the building, saying hello and acknowledging people by name. Initially very self-directed, Rob learned, through the support of his teachers, “grandmothers,” and buddies, to share ideas with others and to accept a different way of performing a task. While he was working on the birdhouses, he became very outgoing with both his school buddies and the seniors.

Rob says that Mary is his best friend at Weinberg. He says that going to Weinberg makes his heart happy. The grandmothers say how much they love him. One says she wants to adopt him. They squeeze and hug him and clap and cheer for his progress.

## **Exemplary Practices and Challenges in Reflection**

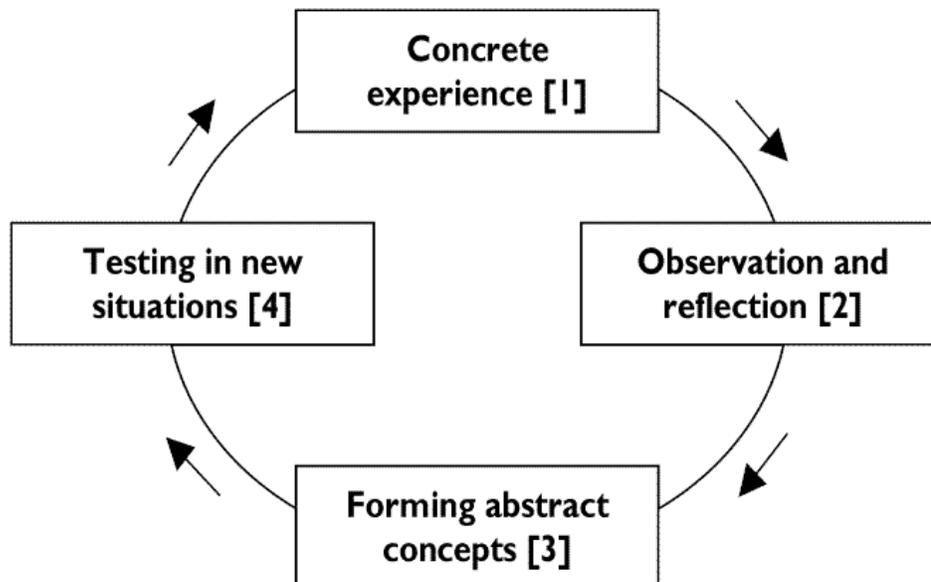
Service Learning has tremendous value as a hands-on activity for students with disabilities. Reflecting on and learning from service learning experiences is essential if true integration with the curriculum is to occur. Exemplary reflection practices connect the student to lessons of growth and personal development as well as to the content lessons of the curriculum. In this section, we will look at the best practices of the NYS school districts and offer some suggestions and resources to strengthen the reflection component of your projects.

Some exemplary practices in reflection gleaned from the New York State projects are as follows:

- Learn how to ask the right questions.
- Use multiple strategies to accommodate to the needs of the students with disabilities.
- Try sharing as close to the service experience as possible.
- Use group sharing and celebration events for reflection.
- Include service recipients and/or mentors in the reflection process.

### **Asking the Right Questions**

David Kolb is Professor of Organizational Behavior in the Weatherhead School of Management. Kolb (with Roger Fry) created his famous [Experiential Learning] model out of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. He represented these in the famous experiential learning circle (after Kurt Lewin)<sup>13</sup>:



From this circle, service learning practitioners have built a series of questions in three categories: What? (Did you do, hear, say, feel), i.e., description of the concrete experience; So What? i.e., why are these things important to you and to others; and Now What? i.e., where do you, we, they go from here. Examples of these are as follows:

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<sup>13</sup> Adapted from Kolb, D. Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, N.J: Prentice-Hall, 1984.

## **What?**

- What are some adjectives that describe your experience?
- What were your feelings?
- What skills did you use to help others?
- What was most rewarding?
- What was most difficult?

## **So What?**

- How did you make a difference this week?
- What did you gain from helping others?
- What issues did this experience make you think about?
- What are the challenges that face us in these issues?

## **Now What?**

- How has this project changed your attitudes about these issues?
- What will you notice now that you didn't notice before?
- What can we do individually and as a group to have more impact in this area?
- What skills or knowledge would increase your ability to make a difference?
- What is one thing you can do next week that will make a difference?

## **Multiple Learning Style/Alternative Reflection Strategies**

### **That Work with All Students**

Successful teachers have been creative in their reflection methods with students who have difficulty grasping abstract concepts, who have difficulty expressing themselves verbally, or who have difficulty classifying or comprehending new experiences. For example, students can explore their feelings, both rewarding ones and difficult ones, by drawing, putting together a scrapbook, doing role plays, dancing, or putting together a photo or PowerPoint presentation. Brunswick created something called "friendship updates" which were filled out monthly by the members of the Best Buddies group. All students in that program also kept a service learning journal, recording all the tasks they accomplished and reflected on their experiences.

Another good resource, the Job Report/Self Assessment form, has an excellent breakdown of social skills involved at work that could be easily adapted for a service project.<sup>14</sup>

Journal writing, another form of reflection, can be modified for students with limited writing ability, but a scribe is still recommended. Tonawanda students kept "My Weinberg Journal," reflecting on their experiences with seniors.<sup>15</sup> With these young students, sentence completion was the method used, e.g., "My class and I went over to Weinberg to visit with our friends. While we were there I..." or "Next week I hope I..." or "My favorite part of the trip was..." To assist the students, the teachers asked the students, "What did we do today? How did you feel?" and jotted down words on the board that they could use in their journals, essentially scribing for the entire class. We are including in the resource section another modified journal entry from Tonawanda.<sup>16</sup>

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<sup>14</sup> Resources: program assessment tools, pp.73-74. Student Job Report/Self Assessment form developed by Regina Button, CBVE coordinator, Tamarac Secondary School, Brunswick.

<sup>15</sup> Resources: student work. Weinberg Journal, Tonawanda.

<sup>16</sup> Resources: student work. Weinberg Journal2, Tonawanda.

In addition to journals, students can write a persuasive letter to town officials or to the newspaper, describing the importance of providing service to a particular population or of addressing a particular problem. Letters to parents or thank you letters to community partners can help to synthesize learning experiences as well. As part of the Albion Central School District projects, buddies assist students in creating a scrapbook that illustrates the projects he/she worked on during the year. Included in the scrapbook are reflections on each phase of the project, pictorial accounts that can be shared with others. As the Albion coordinator states, “Some students will be able to share both verbally and visually. For some, pointing to an activity that was a success may be their way of communicating.”

The BOCES/Questar III projects also offer good examples of how to accommodate reflection for students with severe developmental disabilities. The staff does a story reflection, using a page with icons depicting various human activities. The students find the icons that relate to the story, e.g., they choose the fruit icon when reflecting on their Meals-On-Wheels experience.<sup>17</sup> BOCES staff also uses role playing as a reflection tool, particularly to talk about difficult experiences. The BOCES class will also reflect on all the service learning projects periodically with the students.<sup>18</sup>

Additionally, as part of the Hampshire Educational Collaborative’s service learning program, teachers used a list of many examples of alternative reflection methods, which we include in our resources section.<sup>19</sup> In the resource section, we have included two examples, one of which is completed by a student in the AIMS classroom following a character education trip. The second is an example of a modified reflection, using a simplified version taken from the Kolb model.<sup>20</sup>

A good example of the accommodation of reflection activities is from an Albion project. In this project, elementary age students with moderate to severe developmental disabilities gathered books to donate to pre-schoolers at the Orleans Community Action Center. Teachers used a DVD that was put together about the project as a tool in reflection. After watching the DVD to stimulate the memory of “What”, students wrote the following:

*We helped other people instead of ourselves. We felt wonderful helping people. Sometimes we got frustrated. Piles got mixed up and we had to start over. We had to put labels saying, “Donated by student of\_ in each book. We had 36 big boxes of books. We used a dolly to move them to the loading dock. We got on the bus and delivered the books to Community Action Center in the Public Safety Building. We had a celebration at the Village House. We had a meeting in the foyer to talk about how special our project was and how it made us all heroes. Sometimes we were very happy, sometimes very tired.*

Then, the teachers asked the students to draw a picture for a scrapbook of the things they enjoyed doing the most. For these students, getting to the higher level of analysis, the “So What?” and the “Now What?” may be too difficult, but their memories of what they did and what they felt will stay with them for some time as a result of this activity.

<sup>17</sup> Resources: Template and planning tools, pp. 64-66. BOCES Meals-on-Wheels Reflection, developed by Beth St.Claire Bodell, AIMS instructor, Questar Three.

<sup>18</sup> Resources: student work, p.102. BOCES Reflection Summary.

<sup>19</sup> Resources: planning tools, pp. 67-68. HEC Alternative Reflection Methods, from Hampshire Educational Collaborative Service learning Programs.

<sup>20</sup>Resources: planning tools, pp. 69-70.BOCES reflection examples, developed by Beth St. Claire Bodell.

### **When and how often are reflection activities scheduled?**

For many students, retrieval of information gained through the senses is easiest. Therefore, many programs used informal questioning and discussion while students are working on their project, on the bus going to and from a trip to the service site, or at the end of the class period. According to Dr. Morris of Yonkers, reflection in the classroom is easier to do with students from the Independent Living Skills class as teachers have more ready access to storyboards or role playing as a tool in their own classroom.

### **Group Sharing and Reflection**

Students can also deepen their own reflection in the process of group sharing. You learn about yourself in relation to others when you hear their learning experiences. The students at Tonawanda shared their Weinberg journals with their class and family. Some children would also take their journals to general education classrooms during sharing time. Recognition events provide excellent opportunities for these interactions with others. Preparing for an event like this can help students to organize and synthesize their various learning experiences. Putting together a collage of photos, such as one student did for the Tonawanda program, can help students to reflect on what was most important about their experiences. After the Tonawanda Awards ceremony, students filled out a reflection sheet, thereby including the ceremony itself as part of the reflection process.<sup>21</sup>

### **Formal Program Surveys Used for Reflection**

The more formal surveys, such as those created by Dr. Morris at Gorton High School to assess student satisfaction in service learning, can also be used as tools in the classroom. For some students with disabilities these questions would have to be read out loud to allow them to rate their involvement. Examples of these surveys can be found in the resources section.<sup>22</sup> Formal surveys of the staff of the school can also assist coordinators in adjusting the program to better meet the needs of students and communities.<sup>23</sup>

### **Including Service Recipients or Mentors in Reflection**

It is very valuable to have the perspective of those who are being served included in the reflection process. They can provide real feedback on what helped and what did not that could give insight into program improvement issues. Unfortunately, this is one of the areas where scheduling between schools and community agencies poses a real challenge. If possible, the length of time for the service project could be extended to include some reflection time with service recipients. Or, this reflection could take place at a celebration event to which all participants are invited. When possible, students (or staff) can ask the recipients of service how the service could be improved while the students are still at the service site. Surveys such as those sent out to service sites by the Gorton High School program are useful in assessing the true impact on recipients.<sup>24</sup>

It is also valuable to reflect with your mentors. The special education teacher at Tamarac Secondary School, Regina Button, laments the fact that buddies from the school's Best Buddies program do not, because of scheduling, have enough time to

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<sup>21</sup> Resources: templates, p. 71. [Tonawanda Awards Ceremony Reflection Sheet](#).

<sup>22</sup> Resources: program assessment tools, pp. 76-81. [Student Self-Evaluation](#), [Student Attitude Surveys \(pre and post\)](#), Yonkers.

<sup>23</sup> Resources: program assessment tools, pp. 82-83. [Service Learning Performance Review](#), [Service Learning Program Rating Scale](#), Yonkers.

<sup>24</sup> Resources: program assessment tools, pp. 84-86. [Agency Evaluation](#), [Client Satisfaction Survey](#).

reflect with the students in her Life Skills classes. The two groups of students are doing service learning activities together, but they barely have enough time for the activity and reflection suffers. It requires considerable creative thought to work the reflection into the activity, particularly when there are many tasks to accomplish.

While it does not solve the problem of not having enough time to reflect after service, reflection prior to service can enrich the learning much as pre-teaching does in a classroom setting. Before the service, teachers can forecast with students, ask, “What do we want to see happen?” Asking, “What do you already know and what do you want to learn?” encourages students to recall and organize their knowledge in preparation for service. If you are taking your students to a service site where they may have pre-existing stereotypes or assumptions, it is helpful to flush out these, for they may affect the service work adversely. One useful activity is to ask students to list ten words to describe the site or the people they will be serving. Then have them put a plus, minus, or zero next to each trait to mark whether it is positive, negative, or neutral in their perspective.

Two academic resources have been useful in evaluating the benefits of reflection. One is from cognitive learning theory, and speaks to what we remember: 10% of what we hear, 15% of what we see, 20% of what we see & hear, 60% of what we do, 80% of what we do actively with reflection, and 90% of what we teach others.<sup>25</sup> The second cites the benefits of reflection:

- Effective problem-solving strategies
- Life-long learning skills
- Increased sense of personal power to create change
- Higher-level thinking on the root causes of complex issues
- Ideas for improving the service activity and the overall program
- Recognition of the centrality of service to effective citizenship in a democratic society<sup>26</sup>

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<sup>25</sup> from study by Gary Phillips, cited in Silcox, H.C. A How To Guide to Reflection: Adding Cognitive Learning to Community Service Programs. Philadelphia: Brighton Press, 1993.

<sup>26</sup> from McPherson, Kate. “Putting Service learning into Action: Educational Leadership for Service Learning.” pp.81-107 in Growing Hope: A Sourcebook for Integrating Youth Service into the Curriculum, R.W. Cairn and J. Kleisemeier, eds. Roseville, MN: National Youth Leadership Council, 1991.

## **Exemplary Practices in Celebration, Marketing and Outreach**

In this section, we will discuss the exemplary ingredients in the last phase of the PARC service learning cycle, the celebration phase. We have added a piece on marketing and outreach, because they are strongly linked to the celebration phase.

The important purposes of a celebration event that are highlighted in this section are:

- Recognizing effort
- Gaining publicity
- Receiving recognition from community partners
- Celebrating success
- Sharing success with parents, community partners, specialists, teachers, school administrators and friends

Effective ways to do this include:

- Scheduling the event with community partners in mind
- Using student leadership with peer mentor support in planning and carrying out the event
- Thinking creatively of venues keeping the original project purpose in mind

Other exemplary practices in marketing and outreach are:

- Using photos with appropriate releases in articles for dissemination
- Utilizing your local print resources, such as the district-wide newsletters and local papers
- Creating an informational piece that can be used at celebration events for community partners and with potential funders
- Using qualitative survey instruments and collating results for an informational handout or brochure whenever possible

Celebration is a way to acknowledge that students and communities have completed the service learning project successfully. It is important to recognize the completion of the project and to support service learning as a positive experience. In this way, the ripple is expanded, and service learning becomes an integral part of the curriculum rather than just a supplement. First and foremost, the celebration is an event that recognizes the efforts of the student service providers. Typically, students receive some award for their service, (e.g., badges, pins, or coupons for free sundaes), and applause and recognition in front of adults involved in planning and implementing the project and the service recipients. The venue of a celebration can be an assembly of student leaders providing information; a luncheon that includes the students, parents, and community partners; or an informational training, play, community fair, or awards banquet. Beyond this general description, what are the key ingredients for success in the celebration process?

The celebration should include everyone who has been involved: the students, staff, specialists, family, community partner staff, and friends. A celebration event can have a profound effect on parents of students with disabilities. The service learning coordinator at BOCES Questar III stated, "Parents hardly ever hear: Wow, your child provided this incredible service for someone else." Thirty parents attended the BOCES summer school assembly to hear agency representatives talk about the service their children provided.

Having community partners present reinforces for the students that the service met a real community need. According to the Points of Light Foundation, “the form of recognition should speak to the individual’s interests or reason for being involved in the project in the first place.”<sup>27</sup> If the students are working on a project to teach young children how to access, “911,” the event could be an awards ceremony at the police station or a party in the elementary school classroom. Students can send out invitations along with a picture or some commemoration of the project. To emphasize the community nature of the event, local musicians or food vendors can be invited. Sometimes, the celebration can become a part of another school-sponsored event. For instance, at Scotia-Glenville High School, the GIVE program celebrates at the high school share fair. Finally, the portfolio reviews at the end of the year also serve as a service learning celebration for the students, faculty, parents and community members.

The most challenging experience is finding a time that can accommodate the schedules of both community agency staff and school and administrative staff. Evening events work well if transportation can be arranged for the students with disabilities who need it.

As much as possible, the event should include student products and be led by students. Often products created from student reflection can be presented at the celebration, e.g., an informational video or brochure. Photos taken during the project, project descriptions, and student drawings can be displayed on a tri-fold at the event. During the NYS Inclusion Project, celebrations became increasingly student-led, as the students gradually felt more empowered in their belief that they were part of making a difference in themselves, the community, and the world. One example is the presentation by students with disabilities, at the DDPC council meeting. Students from the Scotia-Glenville RISE program demonstrated, according to GIVE Coordinator Bruce Kohout, “how they have become empowered young people in their roles as student mentors and student mentees, citizens changing the world.” The council viewed the video on Lance Armstrong’s life, “The Power Within.” Following this viewing, a student panel spoke about what they had learned during their service experiences (the reference for this video is in the bibliography section). If students are presenting, do plenty of rehearsals to make them feel comfortable and to ensure that the complete picture of the project is being presented. These events help tremendously in meeting student IEP life skill goals such as learning to communicate with a more diverse group of people, working as a team, and socializing appropriately in different environments. Asking young people who have done outstanding work to do presentations at next year’s new volunteer orientation or inviting them to participate in the project planning process can be an excellent way to recognize their contributions and hard work. Furthermore, asking students to plan a celebration activity can often lead to creative and productive results.

Highlighting the positive is a key ingredient to success in celebrating. Speak about the positive benefits of service learning for students and for the community. We recommend, as a resource, the meta-analysis research of Shelly Billig. He reviewed hundreds of research articles on service learning to cull the most significant outcomes: increased personal and social responsibility, increased communication skills, increased perceived social competence, increased practice of altruism and caring, increased sense of empathy, increased acceptance of cultural diversity, increased sense of trust and reliability.<sup>28</sup>

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<sup>27</sup> Points of Light Foundation, March 2002, from [www.servicelearning.org](http://www.servicelearning.org), NSLC Library K-12 fact sheets.

<sup>28</sup> Adapted from Shelly Billig, “Research on K-12 School-Based Service Learning: The Evidence Builds.” *Phi Delta Kappan*, May 2000, pp. 652-664. In bibliography of print resources.

## **Marketing and Outreach at the Celebration Event**

The Celebration, in addition to celebrating completion and the students, is a marketing and outreach piece. The visibility of the event can bring new volunteers, increased community support, or even new funding opportunities. Therefore, it is important to have the media attend and/or to do a press release for publication in the local newspapers. Photos and quotes from students and those served will make an attractive piece for the media. Make sure that any photos the media takes at the celebration have appropriate releases attached. There may also be some students whose parents or guardians do not want pictures or publicity. Make sure that the photographers know who these children are before any pictures are taken.

When parents at celebration events hear what other parents perceive as positive outcomes, they are more likely to participate, to lobby the school board for more funding for service learning, or to assist in developing local service sites. To conclude, an informational handout or brochure is helpful in disseminating information about the program, and the positive qualitative results from surveys can add even more persuasive information for community members, local activists or politicians.

## **Marketing and Outreach Throughout the Inclusive Service Learning Project**

Marketing and outreach throughout the project are essential to ensure the longevity of the project in the community. If one of the main goals of inclusive service learning is to connect students with disabilities to their communities in a more positive way, it is critical that the community sees and hears about the service that the students are providing in the community.

Articles in the school district newsletters or the community newspapers are a cost-effective way to do this. In The Communicator, a newspaper of the Brunswick Central School District, an article about Tamarac Secondary School's Best Buddies program caught the attention of Fran Hollon at the Albany office of the New York State Department of Education. Fran was looking for partners in the DDPC grant, and he called the Best Buddies coordinator, Regina Button. The Communicator is emailed to 200 district employees and distributed as a supplement of the Times-Union Newspaper to every household in the district, an estimated 3500 households. Regina's articles on the CD project helped to make that fundraiser a success. Regina also had the CD listed in an article in the Times-Union on charity CDs in the area. We have included in the resource section two examples of newsletters from the BOCES program.<sup>29</sup>

Another important element in successful outreach is the informational piece. This is a short, one-page summary of the project, which includes the roles of the participants, the service performed, the names of partners, and the positive results of any surveys of participants in the project. At Yonkers High School, Dr. Clarise Morris, the service learning coordinator, has developed several surveys that she requires participating teachers and agency staff to complete. These measure the qualitative successes of the program.<sup>30</sup> It is also helpful to have surveys completed by the students who are the service providers, not only to have more complete information for the student academic

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<sup>29</sup> Resources: marketing tools, pp. 92-95. BOCES newsletters.

<sup>30</sup> See Resource Section for examples of Yonkers surveys, Service Learning Performance Review, Service Learning Program Rating Scale, Agency Evaluation, and Client Satisfaction Survey.

portfolios, but also to provide the community with more anecdotal/qualitative information on the effect of the program on students and peer mentors.<sup>31</sup>

### **Chuck from Tamarac Secondary School**

Chuck is in the 12<sup>th</sup> grade at the Tamarac Secondary School. He is a student in the Life Skills Class, a class of eleven students with moderate to severe developmental disabilities. Chuck is a member of the Best Buddies Club, an international organization that fosters friendships between people with and without disabilities through group activities and community service. Chuck enjoys food preparation and music; thus he was involved in the Faculty Lunch Program and the Christmas CD project, two inclusive service learning projects led by Regina Button, the special education teacher at Tamarac.

Chuck's mentor in Best Buddies had graduated, and Regina couldn't find a one-on-one replacement, so Chuck had several mentors. They helped him with the physical aspects of projects, redirected him to the task at hand and explained directions to him. They also acted as excellent role models for appropriate behavior, as Chuck tends to be domineering and a little pushy.

The goal of the CD project was to produce a Christmas carol CD, performed by the high school jazz ensemble of a neighboring school district in collaboration with the choir of Chuck's high school, and to sell the CD to benefit the Bethany Hospitality Center. Students in the project assisted in the marketing, advertising, packaging and selling of the CD. Chuck's role included packaging the CDs, delivering CDs to customers, and organizing the money collected to give to the center. Because of his disability, Chuck needed to have these tasks broken down into small pieces, e.g. hold the CD between the two ring fingers of your hands, place it in the mailing box, take the label off the paper, stick the label to the CD, close the box, tape the box on the sides, etc. Because of his difficulties with verbal expression, when Chuck delivered the CD to a customer, he had to rehearse with his peer mentor exactly what he was going to say. Chuck's mentor also assisted him in planning, preparing and selling lunches to staff members to raise money for selected charities.

Regina thought Chuck's peer mentors learned great patience not only for learning differences, but also for behavioral issues. Tyler, the president of the Best Buddies Club and a peer mentor, says that he learned that the students in the Life Skills class are kind and non-judgmental and not in the "typical drama" of the school. He advocates for a credited course that teaches awareness of disabilities and how to do service learning in teams.

When asked what he would say to other students who get involved in projects, Chuck answers "Make sure you're on time. Don't slack off. Your boss is always watching -- if not the head boss, it's the assistant boss!"

According to his teacher, Chuck gained social skills and hands-on vocational skills by interacting with students without disabilities. She reports that Chuck is now seen as a valuable member of the school culture. His verbal communication skills have improved dramatically, and he feels more confident and able to complete tasks successfully.

At the core of the inclusive program at Yonkers High School is the "Just for Kids" nutrition class, run jointly by eleven students in a pre-medical program and eight students

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<sup>31</sup> See Resource Section for examples: Student Self-Evaluation, Student Attitude Surveys (pre and post).

with developmental disabilities who were selected from the Independent Living Skills classes at Gorton High. These students formed groups of three to four and taught a nutrition class at the local elementary school. The students with developmental disabilities and their peer mentors watched a power point presentation entitled, "Medical Magnet Independent Living Skills," which was developed after the other trainings to present more specific information to both the general and special education populations.

The power point was the product of many questions voiced by the students. The students saw pictures of themselves involved in activities that relate to each slide, (e.g., finding your uniform and keeping it clean, boarding the bus with your assigned group, passing out materials when directed, listening to a classroom presentation quietly, being proud of your accomplishments, etc) Students role-played these activities and received valuable feedback. In addition, mentors also watched a separate power point presentation to learn about mental retardation and independent living skills to debunk myths about developmental disabilities and Independent Living Skills classes.

Following the Medical Magnet training, there was a social meeting in which both groups formed teams and discussed each other's roles. Dr. Morris reports that the Independent Living Skills students became increasingly more involved with each presentation. Dr. Morris indicates that the key to the training is that the team of teachers and adults from the community needed to work well together with the goal of helping students to commit to the identified need of delivering nutrition and health information to elementary school students.

The students with disabilities soon were comfortable with their peer mentors, seeking them out, asking questions, and role-playing their service involvement together. They shared hopes and fears with their advisors, who provided them with encouragement, support, and solutions to their problems. Prior to this program, these students rarely participated in classes or activities with students without disabilities. Outcomes promoting the benefits of inclusive service learning that are reflected throughout the manual and are identified by the Gorton inclusive program are as follows (partial list):

- Increased verbal interaction/communication with peers and adults
- Improved self-esteem
- Improved social skills
- Greater self-reliance
- Greater willingness to accept responsibility.

# RESOURCES: TEMPLATES AND PLANNING TOOLS

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# **GIVE REFLECTIONS 2005-06 Quarter 3**

Carefully consider the reflection opportunities in Quarter 3  
*REMEMBER: YOU MUST HAVE AT LEAST SIX HOURS OF SERVICE AND SIX REFLECTION CREDITS PER QUARTER*  
**Complete this registration form and hand in to the GIVE Office**

**Your Name:** \_\_\_\_\_ **HR Teacher:** \_\_\_\_\_

**Your GIVE Program(s):** \_\_\_\_\_

Check off the days you will attend and **CIRCLE THE PERIOD**  
You will receive a reminder in homeroom on the Tuesday before the reflection class

## **REFLECTIONS SEMINARS 2 credits**

- |   |                   |  |
|---|-------------------|--|
| <input type="checkbox"/> FEBRUARY 8<br>(DAY 6)  | PERIOD: 2 4 6 8   | <b><u>VALENTINES FOR VETS</u></b><br><i>Create heartfelt valentines for our Veterans</i>   |
| <input type="checkbox"/> FEBRUARY 15<br>(DAY 3) | PERIOD: 3 5 7 9   | <b><u>POWERFUL PHOTOS</u></b><br><i>The civil rights movement through pictures</i>         |
| <input type="checkbox"/> MARCH 1<br>(DAY 8)     | PERIOD: 2 4 6 8   | <b><u>HUNGRY PLANET</u></b><br><i>See what the world eats</i>                              |
| <input type="checkbox"/> MARCH 8<br>(DAY 5)     | PERIOD: 5 6 7     | <b><u>THE HEALING POWER OF MUSIC</u></b><br><i>Hear how a music therapist helps others</i> |
| <input type="checkbox"/> MARCH 15<br>(DAY 2)    | PERIOD: 5 6 7     | <b><u>REALITY CHECK</u></b><br><i>NYS youth movement against the tobacco industry</i>      |
| <input type="checkbox"/> MARCH 29<br>(DAY 4)    | PERIOD: 3 5 6     | <b><u>TO BE A REFUGEE</u></b><br><i>The Albany Refugee Resettlement Program</i>            |
| <input type="checkbox"/> APRIL 5<br>(DAY 1)     | PERIOD: 2 5 6 7 9 | <b><u>VOLUNTEER VACATIONS</u></b><br><i>Explore service opportunities around the world</i> |

**SENIOR SEMINAR (6 credits)**  
DATE TBA 7:00 -8:00 pm ROOM A-30 SENIORS ONLY  
*THE IMPORTANCE OF SERVICE BEYOND HIGH SCHOOL*

# METACOGNITION PORTFOLIO SHEET – SPRING 2002

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Number of years in GIVE (including elementary and junior high): \_\_\_\_\_

Describe your activities in grades K-8 (if any): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In what programs have you participated this year?

Give a one-sentence description of each program and its purpose.

Program 1: \_\_\_\_\_  
\_\_\_\_\_

Program 2: \_\_\_\_\_  
\_\_\_\_\_

Program 3: \_\_\_\_\_  
\_\_\_\_\_

Describe a typical service experience for this year.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose someone you have met through your service. Using your imagination, write in this person's voice. Help us understand who this person is and how he/she feels about your service to him/her.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Curricular Integration in BOCES projects**  
**Meals on Wheels Delivery**

<b>Project Tasks and Activities</b>	<b>Alternate Level Standards</b> <sup>32</sup>
<p>The students need to use functional communication skills to interact with each other, the staff and the clients. Attention to task and detail is vital to making the correct deliveries. Many clients have specific dietary needs. Actually handling the hot/cold food is an issue for some students and controlling behavior is critical for success.</p>	<p><b>English/LA (p.8)</b>            St.1-Attend to speaker or task            St.2 – Use app. comm.skills  <b>Health, Phys.Ed., &amp; Family and Consumer Sciences (pp.12 and 14)</b>            St.1-Use of fund. motor skills            St.2-Behave acc. to rules of home, school &amp; comm.</p>
<p>The students need to match the apartment number on the food to the apt.# on the doors &amp; pickup one each of the food categories. We check the clock for delivery start &amp; end times &amp; try to “best” our own best. The students must work cooperatively &amp; the delivery schedule is a graph they take turns reading to choose the correct combinations.</p>	<p><b>Math, Science &amp; Tech. (pp. 18 and 21-22)</b>            St.1-Relate math to immediate environment            St.3-Use single digit whole #s to quantify groups of objects            St.3-Understand time            St.5-Work cooperatively w/ others on a joint task            St.6-Use types of models, e.g. graphs &amp; schedules to re-present the real world</p>
<p>We make a monthly schedule of delivery drops &amp; then let the program mgr. know if there are conflicts with the school schedule. We talk of the rights &amp; responsibilities &amp; the reflection activity highlights that respect/care for others is vital.</p>	<p><b>Social Studies (pp. 31-32 and 34)</b>            St.2-Demonstrate knowledge of calendar times in terms of days, months &amp; years            St.5-Demonstrate what it means to be a good citizen in the class, home and comm.</p>
<p>Receiving thanks &amp; making connections with others truly &amp; concretely shows the students how valuable their time &amp; energy are &amp; how outside variables can force us to make changes/decisions quickly.</p>	<p><b>Career Dev.&amp; Occ. Studies (pp. 35 &amp; 37)</b>            St.1-Demonstrate the value of work            St.3a-Utilize information to make decisions</p>

<sup>32</sup> From The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities,

The University of the State of New York, The State Education Department and the Office of Vocational and Educational Services for Individuals with Disabilities, 1998.

**Curricular Integration in BOCES projects**  
**Columbia Opportunities Food Bank Packing**

<b>Project Activities and Tasks</b>	<b>Alternative Learning Standards<sup>33</sup></b>
The delivery truck brings the donated food on pallets and we need to unload & then organize the boxes to create the assembly line. The students read the newspaper and we highlight stories about poverty and nutrition as well as the needs of children.	<b>English/Lang. Arts (pp.8&amp;10)</b> St.1-Organize & categorize info St.3-Apply lesson learned from a book, newspaper, etc. to a real life situation
We work in a garage that opens into a street across from an apt. complex. Safety is the #1 priority & a constant topic. We work w/ other community volunteers to fill both bags of frozen & canned food.	<b>HPEFCS (p.14)</b> St.2-Understand basic safety rules St.2-Work constructively w/ others to accomplish a task
Each bag has a prescribed # of cans/boxes of certain types of food. If we go over or under, there is not enough food. Each bag is checked twice.	<b>MST (p.18)</b> St.1-Compare & describe quantities
In class we highlight stories & issues related to poverty and then create a plan w/ activities we can actually achieve.	<b>SS (p.34)</b> St.5-Participate in activities that focus on a community issue or problem
The students are often paired w/ another community volunteer, often someone we have never met. It is awesome & the perfect opportunity to use skills and see if our lessons are generalizing across environments.	<b>CDOS (p.37)</b> St.3a-Relate to people of diff. ages & from diverse backgrounds - Demonstrate positive interpersonal qualities -Demonstrate awareness of the skills & abilities needed to complete a task
During reflection activities, we often create collages to express how we feel, or how others view us.	<b>Art (p.41)</b> St.1-Explore themes derived from personal experience & make art that tells something about this experience

<sup>33</sup> From The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities,

The University of the State of New York, The State Education Department and the Office of Vocational and Educational Services for Individuals with Disabilities, 1998.

**Curricular Integration in BOCES projects**  
**Character Education Workshops for Young Children**

<b>Project Activities and Tasks</b>	<b>Alternative Learning Standards<sup>34</sup></b>
<p>The students needed to choose which specific topics to talk about after reading several choices in small groups. All students were expected to take turns reading to groups &amp; they had to relate one to one w/ the children. After reading, there were several other activities &amp; each student followed a schedule/directions. Two students could not speak/read. They presented w/pictures &amp; one w/song. The students modeled reading response to the children &amp; then waited when it was their turn while reading. Sometimes the children asked questions &amp; my students needed to answer. Very interesting! My students needed to interact appropriately both with the large group and with individual children.</p>	<p><b>ELA (pp.8-11)</b>            St.1-Use functional reading sight vocabulary            -Follow directions that involve one or two steps            -Use verbal communication inc. alternative comm. systems to convey info, needs and wants            St.2-Participate in reading response activity            St.3-Express opinions about events, issues and experience            St.4-Recognize interaction appropriate for diff.circumstances, such as story hour, grp.discussion &amp; one to one conversation</p>
<p>The activity was on a tight schedule, and we needed a “timekeeper”. The books we created needed to be made for each presentation/assembly line. All students had a voice in planning.</p>	<p><b>MST (pp. 21 and 25)</b>            St.3-Understand the attributes of time, recognize &amp; duplicate patterns            St.5-participate in planning an activity</p>
<p>We used a map before each presentation to find each school. The students reinforced their own understanding of rights and responsibilities by teaching them to others.</p>	<p><b>SS (pp.32 and 34)</b>            St.3-Demonstrate their location within their community            St.5-Identify &amp; describe the roles &amp; responsibilities students have at home, in class, and at school            -Show a willingness to consider other points of view</p>
<p>It was organized to see skills generalize across settings and to see new applications. During reflection we used the books they had made as a personal self-assessment.</p>	<p><b>CDOS (pp.36-37)</b>            St.2-Demonstrate learned skills across environments            St.3a-Demonstrate the personal qualities that lead to responsible behavior.</p>

<sup>34</sup> From The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities,

The University of the State of New York, The State Education Department and the Office of Vocational and Educational Services for Individuals with Disabilities, 1998.

**Program Planning Model**  
**Program:** Tonawanda Reaches Out    **Agency:** Tonawanda City School District    **Date:** 11/1/05

**Purpose(s):** To improve advocacy skills in students with special needs

Start here and work to the left or right. Use bullets and quantify information where possible.

Program Planning Section				Evaluation Section	
Inputs	Activities	Outcomes	Targets or Objectives	Indicators	Methods/Tools
Ingredients needed to conduct the activities and accomplish the outcomes (Examples: participants, staff, volunteers, materials, equipment, \$) <ul style="list-style-type: none"> <li>• Special needs students grades K-12</li> <li>• Teachers and Tonawanda staff</li> <li>• Senior citizens from Total Aging in Place Program</li> <li>• Total Aging in Place Staff</li> <li>• Bus driver</li> </ul>	The methods and actions undertaken to achieve the outcomes <ul style="list-style-type: none"> <li>• Student's receive training on disability awareness in preparation for program</li> <li>• Senior citizen interviews to identify recreational "wishes"</li> <li>• Advocacy letter on behalf of senior citizen written/drawn</li> </ul>	The benefits, changes or improvements that will result from your implemented program or project <ul style="list-style-type: none"> <li>• Students will be able to advocate for others using the character virtues of caring and citizenship.</li> <li>• Students will be able to apply these skills to advocate for themselves</li> </ul>	Projected level of success or result you hope to achieve By 5/30/06 we will have increased the citizenship and caring virtues in our students as individuals via improved advocacy skills. Assessment will be based on following our three step plan for advocating and completing	The way change is observed and the data you will collect to measure this progression towards an outcome Student feedback Teacher feedback Teacher observation	The way in which you will collect the indicator data. How? <ul style="list-style-type: none"> <li>• Staff observation of students noting advocacy vocabulary</li> <li>• Student reflection journal</li> <li>• Students compare and contrast writing piece-group session on compare and contrast using a venn diagram</li> </ul>

Prepared by Nonprofit Works and Evaluation Enterprises

Recycling Team Information Sheet

Team Member  
Team Leader

# GROW Community Service

Recycling Jobs

Booker House  
Blue House Job  
Red House Job  
Green House Job  
Kun W  
Kun W  
Weg's Team Record  
Glass/Metal  
Mastic Boards

# RECYCLING

**Recycling Team Information Sheet**

Team Members

**Team Leader**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Recycling Jobs

- Bucket Placement \_\_\_\_\_
- Blue House Tote \_\_\_\_\_
- Red House Tote \_\_\_\_\_
- Green House Tote \_\_\_\_\_
- Run #1 \_\_\_\_\_
- Run #2 \_\_\_\_\_
- Weigh Totes/Record \_\_\_\_\_
- Glass/Plastic/Metal \_\_\_\_\_
- Marble Boards \_\_\_\_\_

Month \_\_\_\_\_

**MONTHLY RECYCLING TOTALS**

<u>LOCATION</u>									<u>TOTAL</u>
Blue House									
Red House									
Green House									
Run #1									
Run #2									
Extra									
<u>TOTAL:</u>									

## Marble Board Totals

Each recycling day the marble boards at the front of the building need to be updated. The total weight for each house office should be added up and then divided by the numerical value that each marble represents. The break down is as such:

$$8 \text{ marbles} = 100 \text{ pounds}$$

or

$$1 \text{ marble} = 12.5 \text{ pounds}$$

**Example:**

Blue House has recycled 427 pounds of paper so far this month. To find out how many marbles should be in the Blue House marble board simply do the math:

$$427 \div 12.5 = 34.16$$

**Round off all totals to the nearest whole number! So, 34 is the correct total!**

## Recycling Evaluation Sheet

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Team Being Evaluated \_\_\_\_\_

### Recycle Shift Checklist

1. \_\_\_\_\_ Large bins placed outside each house office
2. \_\_\_\_\_ All runs completed on time
3. \_\_\_\_\_ Marble board/monthly chart correct
4. \_\_\_\_\_ Large bin area clean
5. \_\_\_\_\_ Scale unplugged/neatly put away
6. \_\_\_\_\_ Glass/plastic/metal containers emptied and clean
7. \_\_\_\_\_ All written work is neat and clear
8. \_\_\_\_\_ All cardboard picked up
9. \_\_\_\_\_ Complaints from staff

An "OK" should be placed next to each category that was successfully completed. If the evaluator assigns a "No" for any category number, and a brief explanation of why the job was not done must be logged in the comment section below. The comments do not have to be in complete sentences. If the evaluation is sloppy or has incorrect results, the evaluator's team will begin the next week's recycle duties with a ten point deficit.

Comments:

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## SAMPLE PARENT LETTER

A letter home to parents can help you gain understanding and support for your project.  
*Items in italics need to be personalized by you.*

Date

Dear Parent or Guardian:

I am writing to inform you that your child will be involved in a service learning project as part of this year's curriculum. Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Research shows that service learning offers these benefits to students:

- increased academic achievement
- improved personal and social development
- improved communication skills
- increased self-esteem

(Include a short description of your project here, mentioning the goals for your project and listing some student activities involved.)

(Omit if irrelevant) Please fill out and return the attached permission form, which allows your student to participate fully in this project.

Please feel free to call me if you have any questions.

Sincerely,

*Teacher's Name*  
*Phone number*

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES IN SERVICE LEARNING PROJECTS**

The accommodations you need to make to fully include students with disabilities in your project will vary, of course, according to the project and the students' needs. Here are two resources that may assist you:

### **1) “Adaptations & Accommodations for Students with Disabilities”**

by Jane Williams, June 2001

A resource list of articles, books, videos, and organizations to assist you.

This document can be downloaded from the internet. Go to:

[www.nichcy.org](http://www.nichcy.org)

The select Our Publications; then select Alpha by Title; then select above-named article.

### **2) “Engaging Youth Volunteers With Disabilities In Your National Youth Service Day Project”**

by Youth Service America

Tips that will work equally well with an ongoing service learning project.

This document can be printed off the internet. Go to:

[www.ysa.org](http://www.ysa.org)

Then select Programs & Services; then select NATIONAL YOUTH SERVICE DAY; then select NYSD Tools; then select YSA Tip Sheets; then select Tip Sheet #21 (which is the tip sheet named above)

## SERVICE-LEARNING & STUDENTS WITH DISABILITIES

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### How can I adapt projects for my students?

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

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

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

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

**Skill sequence adaptations** entail breaking the activity down into its smaller steps through task analysis and either teaching the activity by chaining together these steps one by one, or rearranging the steps in a different order which eliminate certain difficulties.

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

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

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

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

## Needs Assessment Walk

The purpose of this activity is to help you and your students assess your school/community in order to come up with a community service learning idea that fulfills an authentic need. With a partner, you will take a short observation walk around your school or community. (This activity can also be done as a guided, imaginary walk.)

While walking, imagine that you are both \_\_\_\_\_. Fill in a different occupation/perspective for each pair, such as principal, parent, young child, police officer, environmentalist, anthropologist, social worker, doctor, nurse, etc.)

Looking through the “lens” of this role or career:

- 1.) Identify and describe 3 positive or inviting things you notice about the school and surrounding grounds or neighborhood community.
  
- 2.) Identify and describe 3 needs or problems that you observe.
  
- 3.) Generate a question you have that relates to the issue/need you listed above.
  
- 4.) With your partner, share your positive observations, the needs, and your question. Together, generate an idea for a service project that responds to at least one of the needs you each identified.
  
- 5.) Partners share their needs and responses with the whole group.

The teacher or student can list these needs and responses on the board or newsprint. Then, the class can discuss these in order to move toward an idea for a project. Also, list the questions that were generated so that you can discuss different types of inquiry questions, and look at which questions may lead to feasible explorations.

Adapted by Deb Habib, North Adams Public Schools (MA) & Margaret Collins, Hampshire Educational Collaborative, from material by Dr. Harry C. Silcox.

## **INVOLVING STUDENTS IN PLANNING**

### **When the Community Need & Community Partner Have Been Selected**

Ideally in service learning, teachers involve students in defining community needs, and various ways to address them, as the starting point for a project. Given the complexity of demands on teachers, however, the teacher may need to choose the community need to address and the community partner to work with before involving the students. In such cases, students can still be involved in and learn from the planning process. Here's how:

- I. During the class session that is most suitable (science, language arts, social studies, etc.), give student a sense of the overall need/problem/challenge. Use any or all of the following to provide a context or overall focus:
  - A. Specific units of study
  - B. Literature
  - C. Speakers
  - D. Newspaper articles
  - E. Guided discussions
  
- II. Now that your students are enmeshed in the general issue, ask them to get specific
  - A. Ask them what they care about (“What specific needs do you see?” “What concerns do you have?”)
  - B. Have them do some further research to find the area that most concerns them; students can:
    1. Use the internet and/or public library
    2. Take a walk around your community
    3. Take photos of your community to review in class
  - C. Plan a related field trip
  - D. Have your students conduct interviews with knowledgeable community members
  - E. Ask students for discussions and presentations on their findings
  - F. Vote to determine the specific area of need around which to organize your project
  
- III. Have the students define their project.
  - A. Brainstorm possible ways to address the chosen need/s
  - B. Ask your community partner to discuss needed services with students
  - C. Make a concrete plan, including all the things that need to be covered (equipment, transportation, permission, publicity, etc.)
  - D. Prepare a list of roles and responsibilities that will involve each student in challenging activities

## Curriculum - Based, Interdisciplinary, Service Learning Units (Middle School Level)

### Social Studies Standards *Students will...*

- **Standard 1**
  - > investigate key points in US history
  - > evaluate historic narratives + documents
  - > describe historic events through participants
- **Standard 4**
  - > study societies/nations satisfying needs + wants
  - > examine scarcity requires nations to make choices
  - > study relationship between producers + consumers
  - > understand economic decision making is global
  - > locate/identify/evaluate economic information
- **Standard 5**
  - > look into values of nations affecting human rights
  - > identify/experience concepts of citizenship
  - > fulfill civic responsibility
  - > reflect on citizenship role in local/global society

### Language Arts Standards *Students will...*

- **Standard 1**
  - > collect, data, facts + understanding
  - > use knowledge generated from texts
- **Standard 3**
  - > listen, speak, read + write for critical analysis
  - > present from a variety of perspectives
  - > their opinions and judgments on experiences, ideas, information and issues
- **Standard 4**
  - > practice effective social communication with a wide variety of people
  - > as readers and listeners, use the communications of others to enrich their understanding of people and their views

### MST Standards *Students will...*

- **Standard 2**
  - > access, process information using technologies
- **Standard 4**
  - > understand + apply concepts to environment
  - > recognize historical development of ideas
- **Standard 5**
  - > apply technical skills to satisfy environmental needs
- **Standard 6**
  - > understand the relationships and common themes that connect MST and apply the themes to these + other areas of learning

#### Topics

- Child Labor Abuse
- Environmental Issues  
(ozone, acid rain, oceans, hazardous waste, rain forests, endangered species, mining)

#### Foundation Skills and Competencies

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <b>Managing Resources</b> <ul style="list-style-type: none"> <li>-&gt; Time, Fiscal, Material, Human</li> </ul> </li> <li>• <b>Managing Information</b> <ul style="list-style-type: none"> <li>-&gt; Acquire+ evaluate</li> <li>-&gt; Organize, interpret + communicate</li> <li>-&gt; Utilize a variety of technologies</li> </ul> </li> <li>• <b>Developing Personal Competence</b> <ul style="list-style-type: none"> <li>-&gt; Take initiative and responsibility</li> <li>-&gt; Respect self + others</li> <li>-&gt; Balance responsibility</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Developing Interpersonal + Citizenship Competencies</b> <ul style="list-style-type: none"> <li>-&gt; Participate as team member</li> <li>-&gt; Teach others</li> <li>-&gt; Exercise leadership</li> <li>-&gt; Understand + use multiple perspectives</li> <li>-&gt; Join as informed participant in civic life</li> </ul> </li> <li>• <b>Working With Systems + Technology</b> <ul style="list-style-type: none"> <li>-&gt; Understand systems</li> <li>-&gt; Select technology</li> <li>-&gt; Apply technology to tasks</li> </ul> </li> </ul> |
|--|---|
- **Developing Entrepreneurial Skills**
    - > Make considered + informed judgments
    - > Meet + accept challenges
    - > Make considered + informed assertions

#### Curriculum Activities

- Conduct research through a variety of resources
- Take notes
- Construct a bibliography in required format
- Make choices
- Work cooperatively
- Brainstorm ideas
- Write a business letter
- Create a poster
- Develop an activity
- Make a presentation

#### Service Activities

- Develop awareness + understanding of subject of concern
- Write to express concern
- Create something to inform others
- Provide assistance

## Instructions to Students...

### Child Labor Abuse

Teams of students study the history and current incidents of child labor abuse and complete the following activities:

1. **Research the topic** using a variety of resources: books, magazines, Internet, interviews, telephone books, and pamphlets. (Be sure you utilize the expertise of some organization or business beyond the classroom)
  - a. Study, discuss and explain the history of child labor laws and abuses that have occurred in this country.
  - b. Describe some of the current problems of child labor abuse in the United States and the Free Trade Zones in some Central and South American Countries. (Some teams chose to focus on migrant labor; others looked beyond US borders.)
  - c. Describe and explain some strategies for reducing any problems you find.
  - d. Make a list of organizations that would have information.
2. **Take notes** on the topic using one *Notetaking Sheet* for each source.
3. **Write a complete bibliography** of all the sources used by the team.
4. **Write business letters** in correct form requesting specific information and/or expressing an opinion.
5. **Create a poster** or other visual that would teach other people about the issue. Determine the specific target audience.
6. **Prepare a simple activity** to make others aware of the issue.
  - a. It should be written in simple steps to follow.
  - b. Assemble all materials necessary for the activity.
  - c. Try it out in the group to test your directions.
  - d. Try it out with someone outside of class.
7. **Reflect** on what you have learned, what Foundation Skills you have practiced and how you have served someone outside of your class.

### Environmental Issues

Teams of students study specific environmental issues (ozone layer, acid rain, oceans, hazardous waste, endangered species, recycling, rain forests, mining/drilling) and complete the following activities:

1. **Research the topic** using a variety of resources: books, magazines, Internet, interviews, telephone books, and pamphlets. (Be sure you utilize the expertise of some organization or business beyond the classroom)
  - a. Study, discuss and explain what the issue is and why it is important.
  - b. Describe some of the problems related to this issue.
  - c. Describe and explain some strategies that would help alleviate or solve the problem.
  - d. Make a list of organizations that would have information.
2. **Take notes** on the topic using one *Notetaking Sheet* for each source.
3. **Write a complete bibliography** of all the sources used by the team.
4. **Write business letters** in correct form requesting specific information and/or expressing an opinion.
5. **Create a poster** or other visual that would teach other people about the issue. Determine the specific target audience.
6. **Prepare a simple activity** to make others aware of the issue.
  - a. It should be written in simple steps to follow.
  - b. Assemble all materials necessary for the activity.
  - c. Try it out in the group to test your directions.
  - d. Try it out with someone outside of class.
7. **Reflect** on what you have learned, what Foundation Skills you have practiced and how you have served someone outside of your class.

### Student Reflections...

*What I learned will help me make decisions and judgments in the future... I learned not to make split decisions based just on just a couple of cases but to get all the facts...*

Adam

*The best part of this unit for me was going to Farm Workers Advocacy Day in Albany and actually meeting and talking with children who work on farms... I learned a lot...*

Andrea

*I learned to write clearly so anyone who reads our directions can understand without questions.*

Dan

*I learned what kind of a person it takes to care for whales and to face the controversial issues anyone in this field will find... I also learned that you need to consult all the members of the group before you make decisions.*

Kay

*The elementary kids will learn about whales and the environment from my group's work... If we can influence any kids into becoming more environmentally aware, then I say we've done a good job.*

Shawna

*I learned that you shouldn't pick your group by your friends but you should try to pick the best group for you.*

Brian

## Linking Service Learning to Curriculum Standards

- Identify what you want your students to “know” and “do”
- Link standards to project activities, student outcomes and assessment methods

### PROJECT: WATER QUALITY TESTING

Curriculum Standard	Project Activity	Student Outcome	Assessment Method
Math – collect, sort, organize and draw conclusions about data	Gather water samples, test for PH and graph results	Students learn how to test water samples for PH	Teacher observation, performance review, accuracy of data collected
		Students learn how to understand and graph data over time	Lab practicum using graphs
	Student presentation to Regional Watershed Director about results	Students learn how to draw conclusions from data and communicate these	Student presentation rubric
Language Arts – know and apply rules for formal discussions	Large group discussion of data, debating next steps	Students learn skills of preparation, group discussion	Group discussion rubric
Life Science – Differentiate between living and non-living things	Sorting things in water samples – comparing with textbook descriptions	Students will be able to list the qualities of living organisms	Teacher evaluation of oral or written lists

## Linking Service Learning to Curriculum Standards

- Identify what you want your students to “know” and “do”
- Link standards to project activities, student outcomes and assessment methods

**PROJECT:** \_\_\_\_\_

Curriculum Standard	Project Activity	Student Outcome	Assessment Method

2003 Hampshire Educational Collaborative

## FUNDRAISING FOR SERVICE LEARNING

WHAT ARE THE COSTS? The Stream Team project in the video involved three different classes of students, with once-a-week activities continuing throughout the school year, at a cost of \$700. A worthwhile service learning project can be done with little or no money at all. However, if you need funding for a specific project, here are some ideas.

- 1) DETERMINE YOUR BUDGET NEEDS
  - a) Supplies/equipment
  - b) Postage, long distance calls, printing, copying
  - c) Transportation
  - d) Stipends (for extra hours by teachers)
  - e) Celebration expenses
  
- 2) SEEK SCHOOL DISTRICT SUPPORT
  - a) Check to see if funds are available for field trips, curriculum development, discounted supplies
  - b) Ask your PTA/PTO for a financial contribution: get on the agenda early in the school year & be ready to present your project plan and budget
  
- 3) SEEK DISCOUNTS OR FREE MERCHANDISE:
  - a) Determine if items in your budget might be available for free or at discount from local businesses
  - b) EXAMPLES:
    - i) Ask a nursery or hardware store to sponsor your gardening project
    - ii) Go to a grocery store for food, a paint store for paint, an arts & crafts store for art supplies, etc.
  
- 4) SEEK CASH CONTRIBUTIONS:
  - a) Ask local civic groups
  - b) Ask local businesses; **these are a major source of donations for local projects**
  - c) Ask national stores with locations in your area  
EXAMPLES of those that support local education projects:
    - i) Barnes & Noble
    - ii) Target
    - iii) Whole Foods Market
  
- 5) FREE STAFF SUPPORT  
Having an extra set of eyes/ears/hands can help the project go smoothly. You may find free help from:
  - a) Local Colleges/Universities: Find students who need to do internships or a practicum, or who must do community service themselves for college credit
  - b) Senior Corps: Check the Corporation for National and Community Service website for RSVP and Foster Grandparent programs in your state, [www.seniorcorps.org](http://www.seniorcorps.org)
  
- 6) FOR MORE IDEAS/FUNDING SOURCES
  - a) [www.servenet.org](http://www.servenet.org) In this website, select Help for Nonprofits, then:
    - i) Select Funding Opportunities under Resources
    - ii) Also, click on Tip Sheets for Nonprofits under Resources, and select Fundraising and Support For Your NYSD Project.
  - b) [www.servicelearning.org](http://www.servicelearning.org) In this website, select Resources & Tools, then select Funding Sources, then select Funding Sources again.
  - c) [www.learnandserve.org/about/k\\_12/index.html](http://www.learnandserve.org/about/k_12/index.html) Go to this website to find the contact in your state education department for grants to K-12 Learn and Service projects.

BOCES Meals on Wheels Reflection (3 pages)



Walk



on

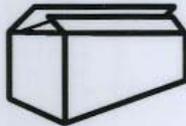
the



bus.

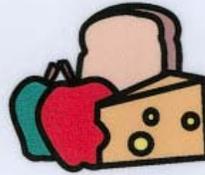


Pick up



boxes

of



food.



Drive

to

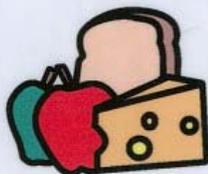


apartment

complex.



Carry



food

into



apartment.

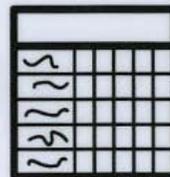


Read

the



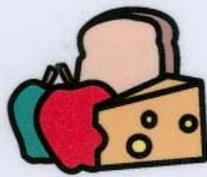
delivery



schedules.

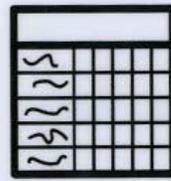


Match



food

to



schedules.



Carry



hot



and



cold



food

to

each



apartment.

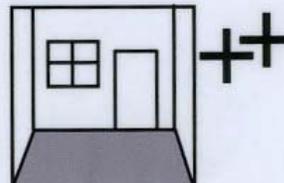


Take

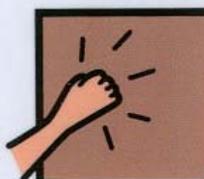


elevator

to



floors.



Knock

on door



and

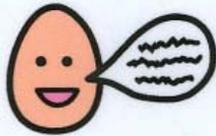
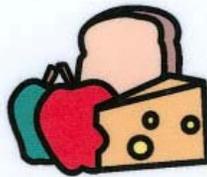
say



hello.



Give them their food.



Say "Have a nice day."



## Reflection Methods

**Articles** - Have participants read and discuss articles related to issues addressed by program, including ones with differing perspectives. Use journal and newspaper articles found in library research and from pamphlets / newsletters from community agencies.

**Go Arounds** - Sit in a circle and give each person equal time to reflect on one question. Or as a way to reflect on each project, ask: What have you learned? How did you feel?

**Visualization** - Have participants close their eyes and visualize past events or future desired outcomes. Examples: If the community changed as you wished, what would you see or hear? Travel through past service experiences and what do you see, hear, feel? Invent scenarios. Have participants write down or draw a picture about what they saw in the closed-eye visualizations. Continue discussions based on what came out of visualizations.

**Informal Reflection**. During van rides or over lunch, reflect on how things went. Ask what participants learned. *(This type of reflection should only be used to enhance formal reflection and should not be the only kind of reflection a program uses.)*

**Present Results of Reflection to an Audience** - Give participants and service recipients the opportunity to present their learnings/knowledge/experiences to the community: parents, mayor, school board, peers, etc. Present results using a variety of reflection methods.

**Graffiti Wall** - Using rolls of newsprint paper or brown packaging paper, create a graffiti wall. Give participants time to reflect on a few questions, then ask them to write or draw on the graffiti wall. Could be a one-time or on-going activity.

**Bumper Sticker** - Have participants work in pairs to create bumper sticker slogans that best express the "essence" of what's been learned or to educate the public about the social issue involved. Group might decide to have real ones made.

**Mind Mapping** - Focus on a particular service experience or project or on a specific issue. On flipchart paper, draw rays out from center and have participants brainstorm words or phrases that come to mind. Turn the words/phrases into complete sentences, then work to create a full paragraph. Good way for a group to collect its thoughts.

**Commercial** - Have group create a service-learning commercial. Focus could be to convince community to support service learning or to convince other people to participate in the program next year.

**Collage** - Use your imagination in creating a collage to visually summarize a service experience. Set up a large box to collect items for making the collage: cards and letters, old bus passes, photos, newspaper articles, broken tools, etc.

**Position Papers** - Have a group develop a position on issue related to service and then write a paper on it. Send in to newspaper editorial or publish in agency newsletter.

**Problem Analysis** - Have participants take a problem encountered in the running of the program and write about the problem and propose a solution or solutions.

**Ideal Letter of Recommendation** - Near start of work, have participant write an imaginary letter about themselves as if it's the end of the program year and they've done incredible work.

**Create Song Lyrics** - Have participants write lyrics about their experience or related social issues. May be someone who could put it to music and record it.

**Collect Oral Histories of Community Members** - For some programs, it would be appropriate for participants to conduct interviews of community members to collect oral histories. These could be turned into a written piece, a mural, a video, or play.

**Case Studies** - Collect articles or other information on a specific case related to your program's issue (a homeless family, someone who can't read, etc.) and examine this case study during orientation/training, then come back to it again later. Perhaps present a few case studies representing different angles to the social issues involved. Have participants compare their service experiences to the case study.

**Letters** - Write letters about service experiences and issues related to them. Write to: peers in and out of the program, family members, politicians, newspaper editors, social service agencies, self, etc. Can be a good way to get passionate about the issues by writing to someone in particular.

**Simulations / Role Plays / Theatrical Production / Skits** - Re-enact a situation that occurred in the program or use these methods to understand societal issues related to the program. Take various roles to gain perspective on issue.

**Photo Album / Slide Show** - Put together photos from service work. Write something or record something about each photo.

**Participants Speaking or Leading a Workshop** - By having participants put together a speech or workshop for a conference or another agency, they will be reflecting on their service work in the process.

**Pairings** - Have participants pair up and have each person talk while the other person listens attentively without interrupting. Do equal time, such as 3-5 minutes each. Have a suggested question or topic to talk about or simply let people speak about what's on their minds.

**Speak Outs** - Gather participants to allow for individuals to voice their own opinions.

**Appreciations** - Have regular times for participants to appreciate each other. This is a powerful way to improve the relationships between participants and it gets individuals reflecting on the positive qualities of others and the contributions they've made to the program and the community.

MONICA

MARCH 11  
2005

## CHARACTER EDUCATION TRIP

DID THE KIDS ENJOY THE BOOK WE READ TO  
THEM? HOW DO YOU KNOW? YES THEY WERE  
HAPPY

WHO PASSED OUT THE SMALL BOOKS? MONICA

DAVID  
DID MONICA READ HER PAGE WELL? YES

DO YOU THINK THE CHILDREN ENJOYED THE  
ART ACTIVITY? DID THEY LIKE THE STICKERS  
OR MARKERS MORE? YES STICKERS

DID EVERYONE ENJOY SNACK? SHOULD WE  
PICK SOMETHING DIFFERENT TO BRING ON  
OUR NEXT TRIP? YES SHOULD BE TRAILMIX

DID DAVID READ HIS PAGE WELL? YES

WAS THE TRIP ENJOYABLE, SUCCESSFUL? YES  
I LIKED SHARING •

## REFLECTION

PROGRAM/TEACHER \_\_\_\_\_

EVENT \_\_\_\_\_

WHAT DID YOU ENJOY THE MOST?

WHAT DID YOU ENJOY THE LEAST?

WHAT DID YOU LEARN?

HOW DID THIS EVENT MAKE YOU FEEL?

WHAT WOULD YOU LIKE TO LEARN MORE ABOUT?

# Awards Ceremony

**June 7, 2006**

My favorite part of the night was: when I got  
my award.

I felt happy that night because I won an  
award and my family was very  
proud of me.

My parents liked the dinner. Also, they  
liked when I received my  
award and when we won  
my birdhouse

Next year, I hope we have another ceremony  
and dinner because it was fun.

## Comments:

I am proud of all my classmates  
and thankful to my teachers for all  
that they did.

# **RESOURCES: PROGRAM ASSESSMENT TOOLS**

**Included in this section:**

Tamarac Student Job Report/Self Assessment from Brunswick.....64  
School Store Job Coaching from East Greenbush.....66  
Yonkers Student Self-Evaluation Survey.....67  
Yonkers Student Attitude Surveys (pre and post)..... 69  
Yonkers Service Learning Performance Review.....73  
Yonkers Service Learning Program Rating Scale.....74  
Yonkers Agency Evaluation Form..... 75  
Yonkers Client Satisfaction Survey..... 77

## Student Job Report/Self Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

Job Site/Title \_\_\_\_\_

Job Site/Title \_\_\_\_\_

This report is a self evaluation of your work behavior for the week of \_\_\_\_\_.

### Circle the rating for:

**Poor      Fair      Good      Excellent**

1. Your attitude at work.	1	2	3	4
2. Your completions of duties.	1	2	3	4
3. Your interaction with co-workers.	1	2	3	4
4. Your interaction with your job coach.	1	2	3	4
5. Your work behaviors.	1	2	3	4

### Check the social skills you used at work this past week:

- |   |  |
|---|--|
| <input type="checkbox"/> Being a STAR               | <input type="checkbox"/> Engaging in conversation  |
| <input type="checkbox"/> Understanding instructions | <input type="checkbox"/> Giving directions         |
| <input type="checkbox"/> Making introductions       | <input type="checkbox"/> Receiving compliments     |
| <input type="checkbox"/> Asking questions           | <input type="checkbox"/> Giving compliments        |
| <input type="checkbox"/> Asking permission          | <input type="checkbox"/> Apologizing               |
| <input type="checkbox"/> Asking for help            | <input type="checkbox"/> Accepting criticism       |
| <input type="checkbox"/> Accepting help             | <input type="checkbox"/> Taking initiative         |
| <input type="checkbox"/> Offering help              | <input type="checkbox"/> Socializing appropriately |

**Answer the following journal writing questions as honestly as possible:**

Describe one of the times when you successfully used one of the social skills you learned.

---

---

Describe a time when you had difficulty with one of these social skills.

---

---

Why was this difficult for you?

---

---

How did you handle this?

---

---

Describe one thing you did at work that made you proud.

---

---

## Job Coaching Assessment

### Task: School Store

Name \_\_\_\_\_ Date \_\_\_\_\_

Each category is worth a maximum of 4 points. Sheets will be filled out weekly, with a written summary at the end of each quarter.

#### Interpersonal Skills:

- Did I greet customers with, "can I help you?"
- Did I wait on people promptly?
- Did I work cooperatively with my peers?
- Did I offer information about choices or prices, if needed?
- Was I polite to people walking by and to my peers?

Score \_\_\_\_\_

#### Effort:

- Did I either volunteer to go or willingly go to work when asked?
- Did I jump up to wait on customers or did I let Mrs. Plumer do the work?
- Did I bring work to do in case business is slow?

Score \_\_\_\_\_

#### Attitude:

- Was I friendly?
- Did I use kind words to Mrs. Plumer and peers?
- Did I do the job cheerfully?
- Did I answer questions politely?

Score \_\_\_\_\_

#### Output:

- Do I know the prices?
- Can I either add in my head or use the calculator to add?
- Do I wait on customers?

Score \_\_\_\_\_



### Service Learning Program Student Self-Evaluation

Please answer the following questions and return the completed form to your Service Learning Project Director by \_\_\_\_\_.

Name: \_\_\_\_\_

Service Learning Project: \_\_\_\_\_

I worked at \_\_\_\_\_ (location where service learning took place) from \_\_\_\_\_ to \_\_\_\_\_.

1. a. Did you work as a group or individually? \_\_\_\_\_

b. How many students were in your group? \_\_\_\_\_

c. Were there other service learner(s) at your service site?

Yes

No

2. Did you feel that you benefited from participating in the service learning project/activity?

No

Yes (Please **X** below the benefits you received. Mark all that apply.)

Learned new things myself and my abilities

Connected what I am learning with what I can do

Provided me with a real-life applications of what I learned in the classroom

Improved my thinking skills

Helped me to communicate better

Exposed me to different kinds of people

Taught me how to work well with others

Helped me to better understand what I learn

Showed me how to be a leader

Allowed me to use what I have learned inside the classroom to meet community needs

Allowed me to become an involved citizen in the community

Helped me to deal with problem situations

3. Please **X** the choice that best shows how you feel about your service learning experience.

- Very pleased
- Pleased
- Somewhat displeased
- Very displeased

4. Please indicate below with an **X** your level of satisfaction with the service learning activity.

	<u>Poor</u>	<u>Satisfactory</u>	<u>Excellent</u>
a. Did it make use of what you are learning?	_____	_____	_____
b. Was help available when needed?	_____	_____	_____
c. Was there enough time for the service?	_____	_____	_____
d. How were working conditions?	_____	_____	_____
e. Was the service meaningful?	_____	_____	_____
f. Was there a chance to be creative?	_____	_____	_____
g. Was the service experience enjoyable?	_____	_____	_____
h. Were you given responsibility?	_____	_____	_____

5. Do you think you were well-prepared for the service project?

- Yes
- No (Please explain.)

6. How much did you learn from your service activity?

- More than expected
- As much as expected
- Less than expected

7. In the space below please tell how your feelings about service learning have changed from the beginning until now.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STUDENT ATTITUDE SURVEY Part IA

Please take a few minutes to complete this survey. Just make a check in one box at the end of each sentence in the column marked **MOSTLY YES**, **SOMETIMES**, or **MOSTLY NO**. Remember that there are no right or wrong answers. The answer should be your opinion.

		MOSTLY YES	SOMETIMES	MOSTLY NO
1	I am friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I think before I speak or act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I can control my temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I can admit it when I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am considerate of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know the things I can do well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I ask for help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I am a good listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I work well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I can work well by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I can accept criticism without getting angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I am the kind of friend I would like to have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I am a helpful person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I am organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I am usually on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I keep my promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I can disagree without being disagreeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I can work with someone I dislike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I am honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I am respectful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I can follow directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I ask questions when I don't know something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I can be trusted to do what I say I will do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## STUDENT ATTITUDE SURVEY Part IB

Please take a few minutes to complete this survey. Just make a check in one box at the end of each sentence in the column marked **MOSTLY YES**, **SOMETIMES**, or **MOSTLY NO**. Remember that there are no right or wrong answers. The answer should be your opinion.

		MOSTLY YES	SOMETIMES	MOSTLY NO
1	I am friendly.			
2	I am happy.			
3	I am fair.			
4	I think before I speak or act.			
5	I can control my temper.			
6	I can admit it when I make a mistake.			
7	I am considerate of others.			
8	I know the things I can do well.			
9	I ask for help when I need it.			
10	I am a good listener.			
11	I work well with others.			
12	I can work well by myself.			
13	I can accept criticism without getting angry.			
14	I am the kind of friend I would like to have.			
5	I am a helpful person.			
16	I am organized.			
17	I am usually on time.			
18	I keep my promises.			
19	I can disagree without being disagreeable.			
20	I can work with someone I dislike.			
21	I am honest.			
22	I am respectful.			
23	I can follow directions.			
24	I ask questions when I don't know something.			
25	I can be trusted to do what I say I will do.			

## STUDENT ATTITUDE SURVEY Part IIA

Please take a few minutes to complete this survey. Just make a check in one box at the end of each sentence in the column marked **MOSTLY YES**, **SOMETIMES**, or **MOSTLY NO**. Remember that there are no right or wrong answers. The answer should be your opinion.

		MOSTLY YES	SOMETIMES	MOSTLY NO
26	I enjoy going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	My school is a safe place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	My school is a good place for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My school prepares me for the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	My school is helping me to get ready for a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	My school teaches me what I need to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I am getting a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	My school is helping me to be a better citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	The rules in my school are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I am treated fairly in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	The staff in my school cares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	The staff in my school knows its job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	The staff in my school does its job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Staff members in my school help with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Staff members in my school care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## STUDENT ATTITUDE SURVEY Part IIB

Please take a few minutes to complete this survey. Just make a check in one box at the end of each sentence in the column marked **MOSTLY YES**, **SOMETIMES**, or **MOSTLY NO**. Remember that there are no right or wrong answers. The answer should be your opinion.

		MOSTLY YES	SOMETIMES	MOSTLY NO
26	I enjoy going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	My school is a safe place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	My school is a good place for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My school prepares me for the real world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	My school is helping me to get ready for a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	My school teaches me what I need to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I am getting a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	My school is helping me to be a better citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	The rules in my school are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I am treated fairly in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	The staff in my school cares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	The staff in my school knows its job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	The staff in my school does its job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Staff members in my school help with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Staff members in my school care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SERVICE LEARNING PERFORMANCE REVIEW</b>	<b>Evaluation Rating</b>
PROGRAM	Date
Name	Evaluator

	5	4	3	2	1
1) Arrives on time.					
2) Attends regularly.					
3) Dresses appropriately.					
4) Interacts appropriately with adults.					
5) Interacts appropriately with peers.					
6) Shows respect for the ideas and opinions of others.					
7) Uses appropriate language.					
8) Responds promptly.					
9) Responds politely.					
10) Follows directions.					
11) Accepts responsibilities.					
12) Uses good judgement					
13) Remains on task					
14) Contributes to a positive environment					
15) Demonstrates the ability to perform a variety of tasks					
16) Demonstrates cooperation.					
17) Follows the rules					
18) Applies necessary skills					
19) Completes assigned tasks					
20) Does quality work					
<b>Total</b>					

5	All of the time
4	Most of the time
3	Some of the time
2	A small part of the time
1	None of the time

## SERVICE LEARNING PROGRAM RATING SCALE

NAME OF PROGRAM \_\_\_\_\_

NAME OF RATER \_\_\_\_\_

DATE \_\_\_\_\_

For each statement listed, place a check in the column that most closely expresses your opinion of the students/program.

SA = strongly agree    A = agree                      D = disagree    SD = strongly disagree

	SA	A	D	SD
1. Students in this program are well-trained.				
2. Students are appropriate, responsible and knowledgeable.				
3. Students are showing progress				
4. Students are helping the community.				
5. Students are benefiting from their participation.				
6. The program is meeting its goals.				
7. The program benefits the community				
8. The program is meeting genuine needs.				
9. The beneficiaries of the program are satisfied.				
10. Those running the program want it to continue/expand.				

Please take a few minutes to explain your responses or comment on the program.

**COMMENTS:**

Thank you for your participation.



### Service Learning Program

#### Agency Evaluation

**Service Site Supervisor:** Please take a few minutes to respond to the following questions. Return the completed form to \_\_\_\_\_ by \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

\_\_\_\_\_ (number of students) Yonkers Public School students worked on a service project for our agency from \_\_\_\_\_ to \_\_\_\_\_

1. Please indicate the extent of your satisfaction with the work performed by the Yonkers Public Schools service learner(s).

- Very pleased
- Pleased
- Somewhat displeased
- Very displeased

2. Did your organization benefit from participating in the Yonkers Public Schools Service Learning Program?

- No
- Yes (Please indicate below the primary benefits you received. Mark all that apply.)
  - Completed one (or more) specific task that you otherwise would not have been able to complete
  - Met a project deadline that you otherwise would not have been able to meet
  - Afforded your organization the opportunity to help a larger number of people
  - Helped foster better community relations
  - Helped foster a working relationship with the schools
  - Enriched the environment
  - Provided information that would not have otherwise been available
  - Other (describe)

3. Please indicate below your level of satisfaction with the service learner performance.

<u>Characteristics</u>	<u>Poor</u>	<u>Satisfactory</u>	<u>Excellent</u>
a. Reliability	_____	_____	_____
b. Ability to perform assigned tasks	_____	_____	_____
c. Motivation	_____	_____	_____
d. Willingness to learn	_____	_____	_____
e. Met expectations	_____	_____	_____
f. Communication skills	_____	_____	_____
g. Interest in assigned tasks	_____	_____	_____
h. Workplace demeanor	_____	_____	_____
i. Creativity	_____	_____	_____
j. Overall performance	_____	_____	_____

4. What was the nature of the service(s) provided?

5. Do you think the service learners were adequately prepared for the service project? Please explain.

6. How could the service learners have been even more helpful?

7. Will you be interested in utilizing service learners from the Yonkers Public Schools in the future?

Yes

No (Please indicate why you will not accept service learners next year.)

6. Additional Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CLIENT SATISFACTION SURVEY

Please be kind enough to take a few minutes to complete this survey.

I. Write the answer to question 1 on the line. Check the answer to question 2.

1) What service(s) have you been receiving from the service learning students?

\_\_\_\_\_

2) How many times have you received these services?

\_\_\_\_\_ A) this is the first time      \_\_\_\_\_ B) 2 - 5 times  
\_\_\_\_\_ C) 5 - 10 times                      \_\_\_\_\_ D) more than 10 times

II. Read each statement and circle the response that best expresses your feelings.

**1 = strongly agree   2 = agree   3 = do not agree or disagree   4 = disagree   5 = strongly disagree**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1) The services being provided are needed in our community. | 1 | 2 | 3 | 4 | 5 |
| 2) The services are important for our community.            | 1 | 2 | 3 | 4 | 5 |
| 3) The services being provided are of high quality.         | 1 | 2 | 3 | 4 | 5 |
| 4) The students are knowledgeable about their service.      | 1 | 2 | 3 | 4 | 5 |
| 5) The students act professionally.                         | 1 | 2 | 3 | 4 | 5 |
| 6) The students are caring and concerned                    | 1 | 2 | 3 | 4 | 5 |
| 7) The students are helpful and reliable.                   | 1 | 2 | 3 | 4 | 5 |
| 8) The students use good judgment.                          | 1 | 2 | 3 | 4 | 5 |
| 9) I will continue to use these services.                   | 1 | 2 | 3 | 4 | 5 |
| 10) My attitude toward students has improved .              | 1 | 2 | 3 | 4 | 5 |

Suggestions/comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to participate in our survey. We appreciate your input.

# **RESOURCES: MARKETING TOOLS**

**Included in this section (in order according to text reference):**

GIVE Brochure.....	79
GOFF Garden Brochure .....	81
BOCES newsletters.....	83

## GIVE

*Governor's Initiative for Voluntary Excellence*

GIVE is a student-run Service Learning program in which students perform volunteer service and take classes to help them reflect on that service. GIVE brings students together to share their reflection and service experiences, helping them to make real choices, solve real problems, and keep real commitments. GIVE demands that students connect their academic learning to an expanded awareness of the outside world, including the needs of the handicapped, the elderly, the poor and the environment.

### REFLECTIONS

Reflections are classes that help students understand social concerns and how they relate to their volunteer service. Each GIVE participant must complete six reflection credits each quarter in order to remain in GIVE. In order to receive credit a response document must be turned in for each class attended.

### PORTFOLIOS

A portfolio is a record of each GIVE participant's volunteer service and reflections throughout their high school career. Portfolios contain reviewed response documents from reflections and any mementos the student would like to add. At the end of the year, all students in GIVE must participate in a portfolio review.

Scotia-Glenville High School  
GIVE Program

One Tartan Way  
Scotia, NY 12302  
Phone 518.386.4357  
Fax 518.386.4356  
bkohout@sgcsd.net

Bruce Kohout  
Program Coordinator



SCOTIA-GLENVILLE  
HIGH SCHOOL

# GIVE

A Nationally Recognized  
Service Learning Program



Building Community  
Through Service



## GIVE PROGRAMS

**Adaptive Sports:** Students volunteer on weekends with the Tops Soccer and Fast Break Basketball program helping youths with disabilities participate in sports.

**ARC:** Groups of students spend one evening per week at group homes for the mentally challenged. They play games, create crafts, and establish and maintain good friendships with home residents.

**Bridge to Friendship:** Students visit elders at Baptist Retirement Center every other Sunday afternoon to play games, share activities and make friends.

**Buddies:** Groups of dedicated students spend at least one study hall per week assisting in the High School's BOCES classroom.

**Community Connections:** High school students and community elders meet monthly to discuss issues relating to the community and participate in service activities.

**Dance:** Students with an interest in dance go once per week to Glen-Worden Elementary School to teach students the basics of dance.

### Elementary Homework Clubs:

Students help elementary students with their homework twice per week after school. They form lasting relationships as they see the growth they foster.

**Holyrood:** Students visit the Holyrood House for adults once per week after school. They plan and carry out a variety of activities with the elders.

**Key Calls:** High school students call senior citizens on a daily basis, providing a check on their daily welfare and fostering long-lasting, warm relationships. In case of emergency, students must notify proper authorities.

**My Soldier:** Students write a letter once a week to soldiers serving overseas. Throughout the year students participate in fundraisers and supply drives.

**Recycling:** GIVE students coordinate a year round school wide paper-recycling program.

**Regional Food Bank:** Twice a month, students go to the Regional Food Bank in Latham to help sort and package food; students will also go to a food pantry to distribute food and interact with the people that they are helping.



**Ronald McDonald House:** Students volunteer at the Ronald McDonald House in Albany. The house offers a home-like atmosphere for families of seriously ill children.

**Secondary Mentoring:** Twice weekly, high school students go to the middle school to help students with their homework.

**Service Dog Companions:** Students help with the training and upkeep of service dogs for a man who is physically disabled.

**Sisters:** High school students interact with Sacandaga Elementary School students who may need a friend.

**Spanish Tutors:** High school students teach introductory Spanish at a local elementary school.

**Sunnyview:** Students visit a local rehabilitation facility to work with children and young adult residents for two hours on a weekly basis.

## GIVE PROJECTS

**Helping Hands:** High school students conduct safety surveys of senior citizen's homes and make necessary improvements.

**1,000 Book Club:** Students oversee and maintain a literacy program for 3 to 6 year olds at local elementary schools.

TOURS - Learn what "organically grown" really means. With the help of large colorful display boards, our students will lead you through the garden and explain how organic agriculture works.

FARMERS MARKET - Students run an on-site farmers market during the summer. Visitors are welcome to purchase all kinds of organic vegetables and flower arrangements, as well as fresh and dried herbs. All proceeds provide the funding for tools and seeds.



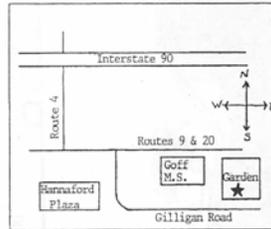
COMMUNITY SERVICE

The Goff Organic Garden donates over a ton of organic produce to soup kitchens and food pantries in the Capital District each year!

Directions - From Albany, head east on Route 90. Get off at exit 9, East Greenbush. Make a right onto Route 4, then take a left onto route 20 heading east. Make a right at your second light onto Gilligan Road. The garden will be a  $\frac{1}{2}$  on your left.

For more information contact:

Mark Warford  
Goff Middle School  
East Greenbush, NY 12061  
(518) 477-7158



Goff Organic Garden is a school based garden project that provides meaningful community service and raises environmental awareness.

Are you conscious of what you consume?

Goff Middle School  
ORGANIC GARDEN



Community service and environmental awareness through sustainable agriculture.

Capital Region Service Learning



### AIM Class works on Service Learning Projects

My students have worked on a few Service Learning projects. We deliver weekly for Meals on Wheels to Providence Hall in Hudson, delivering door to door to 20-25 seniors and people with disabilities. Every fourth Thursday of the month, we pack food for low income families with the Columbia County Food Bank through Columbia Opportunities in a garage across from Bliss Towers in Hudson with other community volunteers. We pack between 180 -220 bags of non-perishable and frozen foods.

Recently we helped out the City of Rensselaer Youth Bureau with their Easter in the City festivities by matching 1300 plastic egg bottoms and tops for the children's Easter egg hunt. It was quite the sight!



On Thursday April 8th we are



delivering 50 handmade centerpieces to Barnwell Nursing Home, one for each dining room table on every floor for their Easter dinner,

and 100 Easter greeting cards the students assembled that the staff give to the many seniors who do not have family or friends to celebrate with. To make the centerpieces and cards, QIII staff donated all of the materials.

On April 26th my students are walking to Karen Milstein's preschool program to donate small paper books, laminated poems and children's pictures, laminated alphabet rings, and playdough they are in the process of making. We recycled parts of student workbooks that were being discarded at 1070 and made all of the items listed above.

The kids in the AIM program located at Ichabod Crane High School has been very busy since the last newsletter!

The Festival of Trees at the Albany Institute of History and Art...The students chose a theme of Northern Lights and used holographic paper from the \$ Store to create mini scenes from Alaska with snowflakes against a changing multi-colored background. The students cut all the pieces from templates and assembled the ornaments in teams. It was an experience that used math, vocational, and OT skills to create over 100 ornaments. The Festival is a fund-raiser for the museum. The students received a letter of congratulations from the Board of Trustees of the museum.

The Shaker Museum in Chatham raises money for their programs by soliciting donations and selling handmade items in an on-site gift shop that mimic the daily objects used by the Shakers. Our class completes mailings for the museum to raise money. This year the students completed a 300 piece mailing highlighting the Christmas gifts available in the gift shop.

#### State Office of Emergency Services

Students organized and collated over 80 individual materials to fill 50 training folders for an upcoming conference on preparedness.

The student s adopted a family of four for the Holidays, providing 6 gifts each for a Mom and her 3 children. All of the gifts were wrapped in the classroom and delivered in time for Santa to deliver to the youngest child!

Valentines Day can be a lonely celebration for some of the seniors in our community who do not have family or loved ones close by. The students created and completed 150 Valentine's Day cards for the seniors at Barnwell Nursing Home. The staff give the Valentines to residents who do not receive greetings form family or friends.

Once again the students were able to help out the City of Rensselaer and the Rensselaer Youth Center to host the annual Easter Egg Hunt for the children who live in Rensselaer. The students matched up over 1000 tops

and bottoms to be filled by seniors. Many hours were spent enjoying the colors and sorting by size!

Barnwell Nursing Home residents were given a lift at easter from the students in the class who created 150 cards to brighten rooms and share the joy of the holiday.

The students continue to help Columbia County Office for the Aging and Columbia Opportunities on a weekly and monthly to deliver hot/cold meals to Seniors and adults with disabilities in Hudson and pack food with other community volunteers to be purchased by community members in need of good nutrition at a reduced price.

# **RESOURCES: STUDENT WORK**

**Included in this section (in order according to text reference):**

My Book of Responsibilities, from BOCES AIMS class.....	87
Tonawanda Birds.....	88
Weinberg Collage, from Tonawanda Reaches Out.....	91
Weinberg Journals.....	92
BOCES Reflection Summary.....	94

MY  
BOOK  
OF  
RESPONSIBILITIES

FIGHTING OR ARGUING

1. Everyone fights or argues once in awhile
2. Talk about what is making you angry
3. Listen to the other person
4. Never stay angry

4. Drink lots of water

MANNERS

1. Say PLEASE and THANK YOU
2. Wait your turn
3. Say excuse me
4. Share
5. Follow the rules

FRIENDS

1. Are nice to each other
2. Do things together
3. Share their toys or games
4. Can disagree with each other
5. Care about each other

HELPING OTHERS

1. Makes me feel good about myself
2. Makes others feel good that someone cares about them
3. Is being responsible
4. Is the right thing to do

TRUTH

1. Always tell the truth
2. Someone always finds out about the lie
3. Lying gets you into trouble

## BANK Swallows

- *Eggs:* 4-5, that are white eggs.
- Laying begins about June 1 and nesting operations continue through the first week of August.
- Common seen during the summer.
- It normally appears in the first half of May.



## Eagles

- *Eggs:* 2-3 white eggs
- The male eagle is smaller than the female. He weighs about 10 lbs. and the female tips the scales at about 14 lbs.
- Summer bird and winter bird.



## Northern Cardinal

- *Eggs:* 1-5 white with red spots
- They eat Seeds, fruits, buds, and insects.
- The habitat areas with shrubs and small trees, including forest edges, hedgerows, and suburbs.
- This are winter bird and fall bird.



© Marie Flood

## Mallard Ducks

- *Eggs:* 9-13 eggs are white with brown spots
- They eat various seeds including corn, wheat, barley, bulrushes, wild rice, primrose, willow, seeds of water elm, oak, hackberry, trees of swamps or river bottoms.
- They will also eat mollusks, insects, small fish, tadpoles, freshwater snails, fish eggs, and frogs.
- Summer birds and spring birds.



## Western New York Birds

By  
Neal  
Larson



## Robins

- *Eggs:* 3 - 4 eggs that are light blue.
- Baby robin birds eat up to 100 meals a day!
- Spring Birds.



## Blue Jays

- *Eggs:* 2-7 eggs are light blue.
- Very vocal; make a large variety of calls. Most frequent call is a harsh "jeer." Also clear whistled notes and gurgling sounds.
- Blue Jays eat Arthropods, acorns and nuts, fruits, seeds, small vertebrates.
- Spring Birds and Summer Birds.



## Sea Gulls

- *Eggs:* 3 eggs that are light brown with dark markings
- Adults measure about 18-20"
- Sea gulls are mainly nuisance pests around harbors, landfills, agricultural areas, and when begging for food.
- Summer Birds.



## Wild Turkeys

- *Eggs:* 110 - 115 eggs during a 28-30 week period. They lay them in big nests.
- Turkey eggs are light tan with brown specks and are larger than chicken eggs.
- A turkey egg weighs from 80 grams to 100 grams (3 to 4 ounces).
  - A turkey has 157 bones
  - Spring birds.



## Canadian Geese

- *Eggs:* 3 - 6 eggs with as many as 12 eggs. Eggs are brown with white spots
- There are at least eleven different species of Canadian geese.
- An adult goose eats up to 4 lbs of grass daily.
- Life Span of up to 24 years.
- Summer and Spring Birds.



## Red-Winged Black-bird

- *Eggs:* 3-4 eggs are brown with white spots
- Male black with red shoulders, female brown and striped all over.
- The song that it makes is "oak-a-lee." Call a dry "chek" and "cheer."
- Insects, seeds, and grain.
- Summer and Fall Birds.



# Tiff Nature Preserve

What was your favorite part of the trip? Why? Taking pictures of different birds. They were beautiful.

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Here is a picture of it:



Would you have changed anything about the day? Yes No

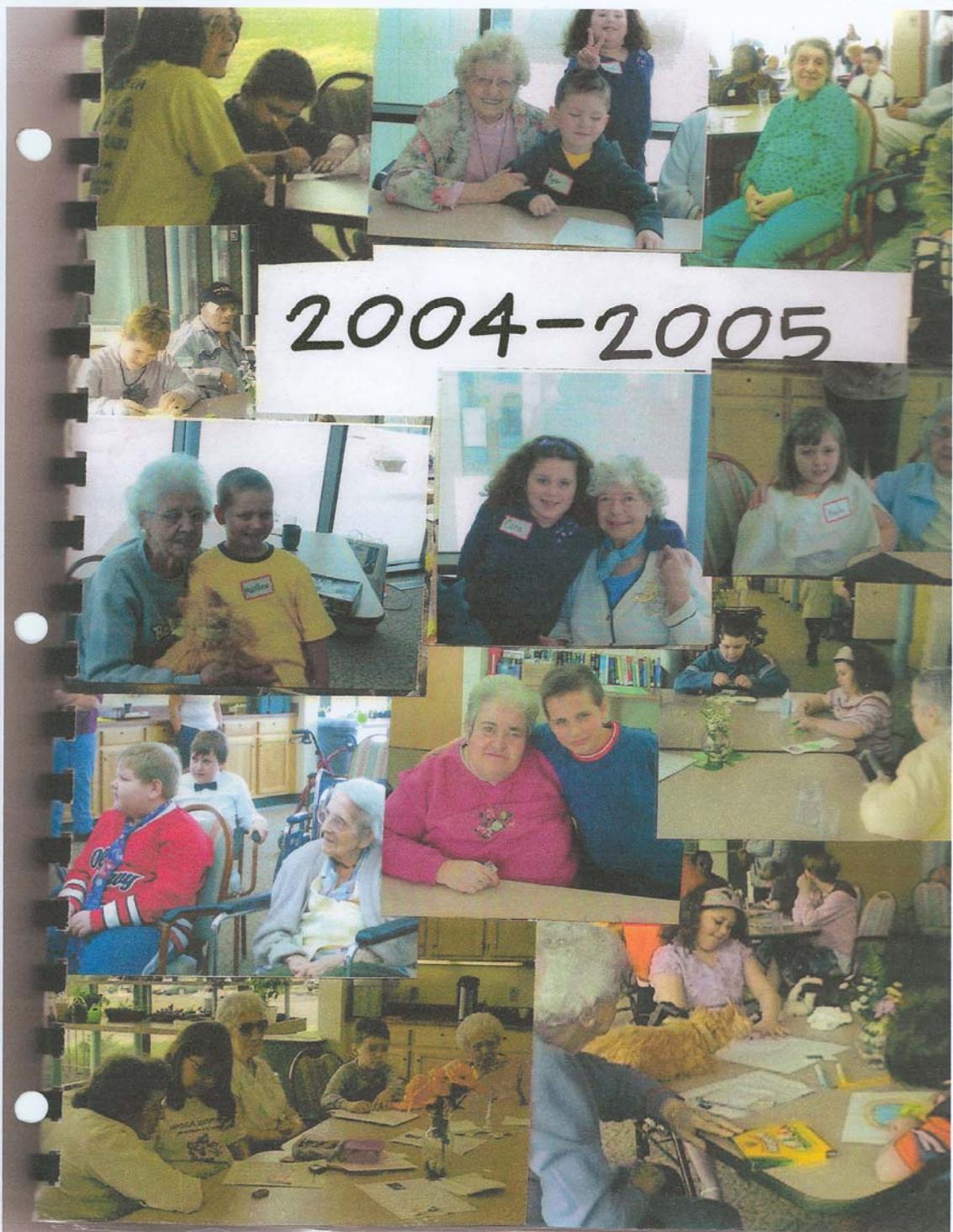
It was fun.

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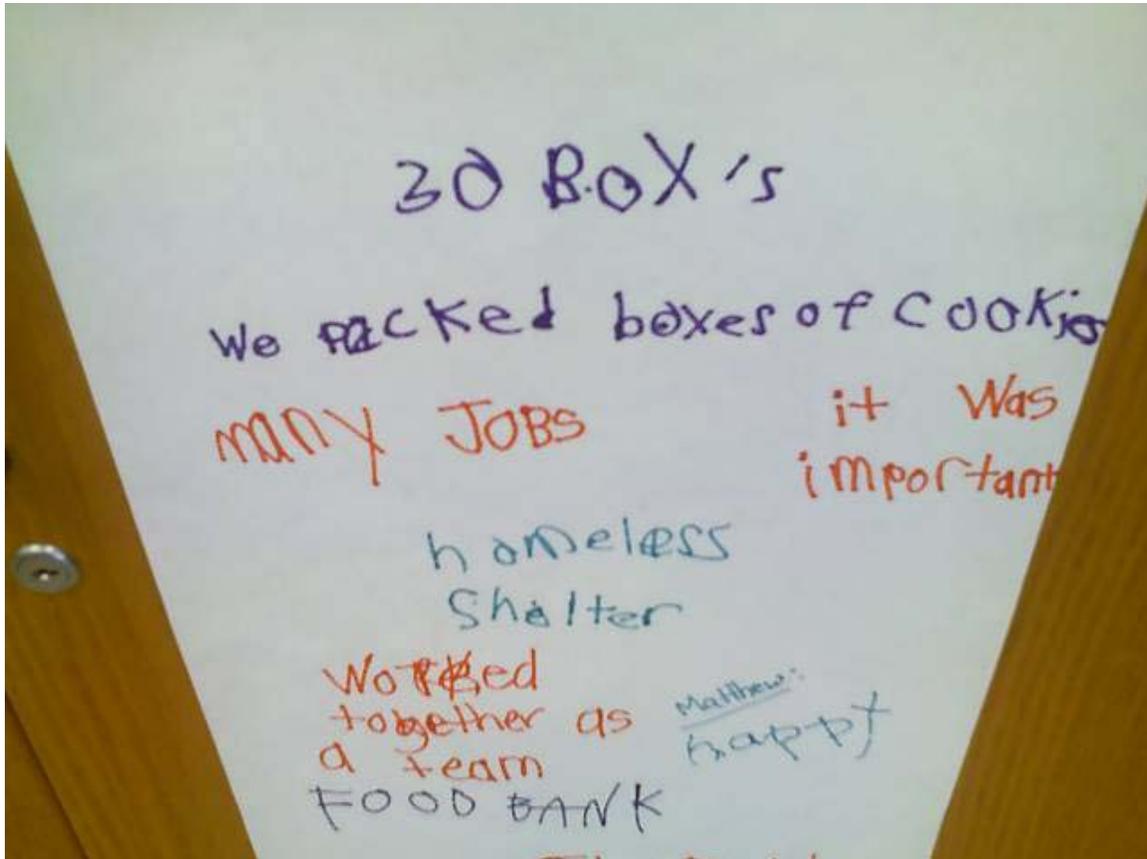
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Reflection Summary from BOCES program



## **Examples of Linking Standards to Service Learning from East Greenbush**

### **The Organic Garden Project**

This project grew out of the assistant principal's interest in gardening, as well as a strong need in the local food pantries for fresh produce. In 2004, the Goff Middle School donated 1829 pounds of fresh produce to local pantries; in 2005 the school donated 2539 pounds. Staff from two different food pantries joined others in the community to come to the on-site Farmer's Market, staffed by students from the school. The students put together a brochure that they distributed at the Market.<sup>35</sup> The Garden, which includes a well-organized barn for tools and supplies and student-designed scarecrows, was initially funded by a \$3000 grant from the PTO, followed by two \$2000 grants from Hannaford and Fleet, a \$1000 grant from WalMart and a \$1000 Community-Service Learning grant. Assistant Principal Mark Warford is hoping to use future CSL funds to expand the growing season by building a solar greenhouse, which will be run by the BOCES and Life Skills students. This will help to solve the challenge of making the harvest before the end of school. Mark also says that planting by April 1<sup>st</sup> and making the garden part of the summer school help to deal with nature's challenge. Goff houses a summer school for students with developmental disabilities. In the spring, students with disabilities are paired with buddies to do weeding, planting, picking and washing of vegetables. They also weigh the produce and sell produce at the Farmer's Market stand.

As an example of how one project can generate others under that same theme, parents came to the school suggesting that students compost. The school purchased a round composter that keeps the mice out. Once a day, students weigh and put in compost from kitchen scraps and food wastes.

Goff has added a marketing component to the garden project. In addition to the brochure, students create display boards showing the rotation of crops which are displayed at Farmer's Market. Flyers are sent out to staff as crops come in, and students deliver to staff in the school. Other schools regularly come to visit the program.

One of the most useful resources for Goff has been the work of Cathryn Berger Kaye on connecting reading and writing to service projects (see Bibliography for some of these resources.) Teachers now assign appropriate adolescent literature for units on the environment during the growing season. The math teachers have been using the garden to measure total square footage and perimeter in connection with their measurement units.

When I interviewed the students in the Life Skills class, they identified the garden as a fun place. One student said that he likes to sing while he works in the garden. Others said they liked the task of peeling the exterior paper off the onions, as they prepare the food for the Market. When asked if they knew what the word "service" meant, one boy answered, "It means giving people what they need."

### **Solar Energy Project**

Solar panels were built on the side of the building near the garden, funded through the New York State Energy Research and Development Authority. The purpose of the program is to show students how energy can be produced by solar power and the effect of this conservation on state and national energy resources. Assistant Principal Mark Warford is now planning a major linking to the science and technology curriculum. He has purchased software that connects to the panels and measures system output in

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<sup>35</sup> Resources: marketing tools, pp. 90-91. Goff Garden Brochure.

kilowatts in real-time. Students and teachers can also see in real-time avoided emissions, i.e., the amount of pollution that has been avoided due to electricity generated by the solar panels. At any given moment, data can also be plotted automatically on graphs, alongside other meteorological measurements such as outside temperature, wind speed and solar intensity.

In the summer of 2006, curriculum planning centered on the integration of the solar energy project with learning standards across the content areas at Goff Middle School. The seventh grade science curriculum includes a unit on energy, so that was the centerpiece. It is likely that several service learning projects on energy will spin off from this project. For example, students might conduct a letter-writing campaign to increase funding for renewable energy sources or travel to the elementary school to educate younger students about renewable energy. The sky's the limit when many teachers are involved from across the content areas and when they have training and motivation in inclusive service learning.

Mark Warford, the coordinator of all these projects, emphasizes several important elements necessary to ensure inclusion. Both the recycling and garden work happen on a regular basis. The Garden Club meets two days a week after school and recycling is completed three days a week throughout the entire school year. This consistency allows for greater follow-through and helps students to "get in a groove" and really work together. He suggests finding short times when students can meet together often.

Another important element is the type of work, Mark adds. Gardening and recycling easily lend themselves to adaptation. The tasks of planting a straight row of seeds, harvesting and weighing produce, or picking up recycled paper can be completed by students with disabilities as well as regular students. "Students can easily work together and both can play a role. Hands-on projects that allow movement are easier to get student buy-in."

### **Footnotes to Assist in Linking Standards**

1. Career Development and Occupational Studies, Standard #1, 2 and 3a

"Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions...students will demonstrate how academic knowledge and skills are applied in the workplace and other settings...Student will demonstrate mastery of foundation skills and competencies essential for success in the workplace." Additionally, standards from the Learning Standards and Alternative Performance Indicators for Students with Severe Disabilities are well-addressed (standard 3a) "Thinking skills lead to problem solving and allow the application of knowledge to new and unfamiliar settings...personal qualities include appropriate daily living skills, social skills and positive behaviors for success in the workplace...positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social and work situations."

2. ELA Standard #4, *Language for Social Interaction*

"As students receive and follow instructions, ask for and receive feedback, they are listening, speaking, reading and writing for social interaction, as the standard requires. The standard also mandates that students follow the accepted conventions of the English language for effective social communication with a variety of people."

3. Health, Physical Education and Home Economics, #2, *Safe and Healthy Environment*

"Student will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment."

4. Health, Physical Education and Home Economics, #3, *Resource Management*

"Students will understand and be able to manage their personal and community resources."

5. Mathematics, Science and Technology, #1, *Analysis, Inquiry and Design-Alternative Level, Engineering Design*

"...finding the best solution to problems within given constraints."

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# Print, Web and Video Resources

## Print Resources

An Asset Builder's Guide to Service Learning, A Search Institute Publication, 2000  
For copies contact: Search Institute, 1-800-888-7828, [www.search-institute.org](http://www.search-institute.org)

Bartsch, Julie, Ed., Community Lessons: Integrating Service Learning into K-12 Curriculum, For copies contact: Massachusetts Department of Education, Learning Support Services, 350 Main Street, Malden, MA 02148 (781) 338-6306

Duckenfield, Marty and Jan Wright, Curriculum Integration of Service-Learning.

Everington, Caroliine and Thea Stevenson, "A Giving Experience-Using Community Service to Promote Community Living Skills and Integration for Individuals with Severe Disabilities," Teaching Exceptional Children, pp. 56-60, Spring 1994.

Eyler, Janet S. and Dwight D. Giles, Jr., A Practitioner's Guide to Reflection in Service-Learning: Student Voices & Reflections, Nashville, TX: Vanderbilt University, 1996.  
For copies: [www.servicelearning.org](http://www.servicelearning.org)

Feder-Feitel, Lisa, "Teaching About Responsibility," Creative Classroom, pp. 41-49, November/December 1993.

Kay, Cathryn Berger, Strategies for Success A Learning Curriculum That Serves: Teacher Guide and Student Guide.

Kay, Cathryn Berger, The Complete Guide to Service Learning, Free Spirit Publishing, Inc., 217 Fifth Avenue North, Suite 200, Minneapolis, MN, 55401-1299 800-735-7323

Laplante, Lisa J. and Carol W. Kinsley, Eds., Things that Work in Community Service Learning, For copies contact: The Community Service Learning Center, Inc. 333 Bridge Street, Suite 83, Springfield, MA 01103 (413) 734-6857

Silcox, Dr. Harry C., Community Service Detective Handbook, For copies contact: PA Institute for Environmental and Service Learning, 1600 Woodland Road, Abington, PA 19001 (215) 887-8170

Wade, Rahima C., Ed., Community Service Learning: A Guide to Including Service in the Public School Curriculum, Albany: State University of New York Press, 1997.  
(From back cover) This book is a comprehensive resource that will be valuable for all those involved with K-12 service-learning programs: administrators, classroom teachers, parents, students, program coordinators, and university teacher education programs. Each of the book's four parts provides a different scope and purpose. Part 1 addresses the components of quality service-learning programs; Part 2 introduces diverse models of service-learning programs at the elementary, middle, and high school levels; Part 3 allows students, agency members, and administrators to tell their own stories of service-learning involvement, to discuss issues with other individuals who share their roles, and to offer recommendations for effective action; and Part 4 asks readers to consider the future of service-learning in public schooling. A large emphasis should be placed on Chapter 6 entitled "Reflection."

Waldman, Jackie, Teens with the Courage to Give: Young People Who Triumphed over Tragedy and Volunteered to Make a Difference, Conari Press, Berkeley, CA: 2000. While this book includes inspiring accounts of teenagers who turned their life around through community-service, service-learning is not discussed. This book does, however, provide extensive contact lists of volunteer agencies and service organizations in which adolescents might get involved. Might also be a good book to read in class.

## **Web Resources**

[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/0d/bc/06.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/bc/06.pdf)

Excellent compilation of articles and essays on service learning. This collection includes the article, "Curriculum Integration of Service Learning," by Marty Duckenfield and Jan Wright, as well as their article, "Preparation for Service Learning."

<http://wvde.state.wv.us/lessons/sllessonplans.pdf>

PDF file with 238 pages of lesson plans for students with disabilities, produced by the West Virginia Department of Education. Cited as an excellent resource by the BOCES-Questar 3 service-learning coordinator.

[www.ca.uky.edu/agcollege/4h/resource/servlern.htm](http://www.ca.uky.edu/agcollege/4h/resource/servlern.htm)

A 4-H Community Service Learning website that offers useful planning guidelines, project examples, legal information, recognition opportunities, and evaluation guidelines.

[www.csuchico.edu/psed/servicelearning/index.html](http://www.csuchico.edu/psed/servicelearning/index.html)

This site offers an online course that prepares teacher candidates to teach with service learning. Useful tools for teachers include video clips on Collaboration, Student Voice and Civic Responsibility; classroom forms; and various links and articles.

[www.freespirit.com](http://www.freespirit.com)

Cathryn Berger Kay can be reached for feedback, comments, or for additional information at [cbkaye@aol.com](mailto:cbkaye@aol.com)

[www.igesl.org](http://www.igesl.org)

Excellent resources on service learning used extensively by the Yonkers program.

[www.learnandserve.org](http://www.learnandserve.org)

Website of Learn and Serve, a program of the Corporation for National and Community Service, offering grants, resources, legislative updates, research materials and awards for K-12 service learning projects.

[www.nichcy.org](http://www.nichcy.org)

This bilingual website of the National Information Center for Children and Youth with Disabilities lists publications on educational programming for students with disabilities. Fact sheets are available with resources tailored for specific states.

[www.nylc.org](http://www.nylc.org)

The National Youth Leadership Council advocates service learning and national service in its programs that aim to build youth leadership, reform education, and guide youth-oriented public policy. Sponsors annual National Service-Learning Conference.

The 2002 National Youth Service Day Planning Tool Kit has some particularly useful lessons plans for identifying community needs.

[www.powerwithin.com](http://www.powerwithin.com)

Inspirational video of Lance Armstrong's extraordinary inner strength can be ordered from Power Within Inc, 462 Wellington St. W., Suite 201 Toronto, Ontario M5V 1E3  
416.591.4000

[www.serviceandinclusion.org](http://www.serviceandinclusion.org)

The National Service Inclusion Project is a training and technical assistance provider funded by the Corporation for National and Community Service. NSIP offers individualized technical assistance (on site, phone, or email) and resources on service and disability issues such as

recruitment, ADA accommodations, and training, including fact sheets and an Inclusion Handbook.

[www.servicelearning.org](http://www.servicelearning.org)

Website of the National Service-Learning Clearinghouse. To subscribe to the K-12 Service Learning Listserv, send an email to [join-k12-sl@lists.etr.org](mailto:join-k12-sl@lists.etr.org) following these instructions: Leave the subject line blank; the message text should read: Subscribe k12-sl (First Name Last Name); Remove any appended signatures.

**\*\*Particular attention should be paid to the following website:**

<http://www.servicelearning.org/librarv/bibliographies/disabilitv.html>

The first section of this bibliography contains citations about students with disabilities and service-learning in the form of research articles, reports and examples of programs. Section Two is a more general source on students with disabilities. Section Three covers some of the literature on learning-disabled students. This section draws its information from journal articles, resource reviews and drafts of articles. Section Four lists some websites and resources to inform the researcher and practitioner.

[www.service-learningpartnership.org](http://www.service-learningpartnership.org)

The Partnership is a national leadership organization dedicated to advancing service learning as a core element of the educational experience of every elementary, middle and secondary school student in the United States.

## **Video Resources**

From “You Can’t” to “You Can”, Service Learning for Students with Disabilities, produced by WGBY Springfield for the Hampshire Educational Collaborative.

Each videotape contains two programs and a training guide.

A Brief Introduction: This short presentation is designed to inspire support for service learning projects that use an inclusion model. It is the true story of a high school student with significant disabilities who participates fully in a water quality testing project.

Length: 12 minutes.

A Training Guide: This instructional presentation is for teachers wanting to set up inclusive service learning projects. It walks you through the basic steps involved in service learning: Preparation, Acton, Reflection, Recognition – with extra attention to the elements needed in an inclusive model. These include careful integration into the curriculum, connection to IEP goals, making accommodations, and alternative reflection methods. Length: 44 minutes.

To order copies @ \$15 each plus shipping: Contact HEC/CSL-Outreach to Individuals with Disabilities, Attn: Lynn Barclay, 97 Hawley Street, Northampton, MA 01060.

800-278-4244, X121 [csl@collaborative.org](mailto:csl@collaborative.org)

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