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>> I do want to make one note and that is this webinar is being recorded. That means that when we do open up for Q&A, which we'll do with raising our hands process that our technical advisor will tell you about -- when we do open it up for Q&A, you will be recorded. So, if you are not willing to be recorded, please don't ask a question. I think at this point I'll turn it over to [inaudible], our technical advisor for just a second to talk us through the little bit of technology we need.

>> Hello, this is Larry from the National Service Learning Clearinghouse and I just want to tell you that if you have any questions you can either click the little icon that looks like a hand. Your name will show up with the hand next to it. So, basically, you're raising your hand or, if there's really a question that you have at the beginning of the webinar and you just don't think you are going to remember it by the end, you can always type it in the Q&A section and we'll be able to read it and answer that question later. When we get to the Q&A section, at the end, the last ten or fifteen minutes, we'll call your name, if your hand is raised and then to unmute your phone you will press star seven to ask your question and then press star six to mute it again. I'll repeat these later. Thanks.

>> We also have with us Tracey Seabolt from Learners from America. She is going to talk to us for just a second about the [inaudible] America Act priorities that are influencing some of what we are doing in the country and some of what Kathy will be talking with us about today, and then Kathy will take it away after that.

>> Great. Thanks Liberty. I would just like to echo Liberty's thanks to everyone for taking time out of your Veterans Day acknowledgements and celebrations, and also thank Kathy for being here to present this wonderful information, and also to thank the National Service Learning Clearinghouse for hosting the webinar and the National [inaudible] and Partnership for co-sponsoring this event with the Clearinghouse as part of the 2010 National Learning [inaudible] Outreach. We are all hoping that the content presented will help you align your service learning activities with these national service priorities that I'll be discussing, and deeply engaged throughout the learn and serve challenge and develop high quality service learning that produces fabulous results. So, thank you all for being here. As I said, and as Liberty said, I'll give you a little bit of an overview of these national priorities that are referenced in the title. They were pulled directly from the Edward M. Kennedy for America Act that was signed into law April of 2009, and the Serve America Act stipulates that National Service should focus on areas of national need and specifically, identified education, energy conservation, health, economic opportunity and disaster services as top priority. And it also stated that engaging veterans as participants in and recipients of are a priority. So, as a corporation for national community services looking to increase our impact in communities, we're focusing the efforts of all of our programs in these six key areas. And with that in mind, and with input from experts and front leaders from across the field, we have developed draft key objectives for these social impact focus areas. And again, these are drafts and subject to change over the next several months until they are made final, but right now, what we're working on in the way of education is to improve graduation rates for students and improve grade level performance. Under Healthy Futures, our goal is to improve the health and wellness of individuals in the areas of obesity prevention, aging in place and access to health services. Environmental Stewardship our focus is on reducing the consumption of fossil fuels and improving at risk eco systems. Looking at veterans, the objective is to increase economic, education and health opportunities for veterans and military families by leveraging national service, including veterans serving veterans. and in the way of opportunity, we want to try to improve financial stability, access to affordable housing and employment opportunities for economically vulnerable families. And then the last category Disaster

Services, we want to increase the capacities communities to serve vulnerable populations in the event of disaster and improve communities [inaudible] in impacted areas. So, in order to help the service servatorium field address these priorities. Katherine has offered to present today's content. Much of this is conveniently aligned to her recently published second edition of the Complete [inaudible] Learning, and it provides to merge specific ideas that again, are aligned to these special impact focus areas, and I think it will help you implement service learning in these various areas. So, in order to get this information out to you, I am going to stop talking and pass the speaker on to Kathy, So, without further ado I present you with Katherine Berger Kaye.

>> Katherine Berger Kaye: Greetings everyone. Can you hear me? Let's see. Hello. I am hoping that I can be heard.

>> Yes Katherine.

>> Katherine Berger Kaye: Okay. Thanks. Welcome and thank you very much for your time and thanks to all the folks who helped make this happen. It is wonderful to be here and to be sharing these ideas, and as Theresa said, we're going to be looking at the complete guide to service learning as a vehicle to help [inaudible] meet these priorities. And to do so, we're going to look at specifically, the five stages of service learning, because as a process we know this works and the research affirms that this is part of what we can do to make sure that students are involved with whatever grade level we're working at, and how to really make sure the process maximizes the kind of results you want in terms of student engagement, which is drop out and all the rest. So, to start with, we're going to talk just briefly about the idea, and what we're looking at here is that we're really looking at how we take words. That's what we use with students every day, it's the concept of words and language, and that used to be enough with school. We used to have a lot of words floating around the young people and our students whether in third grade or college, and that can give you the focus. But what we see is that words really do need to create ideas, and that's what we've been working on for many years, but then we've learned in the service field, that even ideas aren't enough, but what we really want to do is to move young people to action. And I see that word action was actually supposed to be elsewhere, but that's part of the changes we might see in this PowerPoint. Action is supposed to be on another side, but we get the idea. So, the idea that words leads to ideas and actions is what we want to emphasize as we're moving to the service learning process and how we can do that. Now, one of the vehicles for getting there is the recent book that is Now, on its second edition. And if you have a copy of the book with you, do have it in your hands, as we are going to be going through different pages and different resources in the book that will help you with your service learning process. Now, the book is divided into three parts. Part one is a service learning handbook in three chapters. It talks about what is service learning and really reviews the process systemically So, you can really see what the different standards are, what the stages are, and different questions that most people have as they're really implementing service learning. How do you engage young people? How do you make sure academic curriculum is being met and So, forth? The second chapter is a blueprint and it takes it to a more advanced level. It really looks at what is the process breakdown to be in more bite size pieces? So, that really brings out all the different nuances of service learning from how do you create community partners. How do you maintain [inaudible] and So, on. Then there is a third chapter, it really talks about when you look at the themes of service, six of which have been discussed as being the national priorities, how do you really look at that and use this book? And also how do you tie in literature using books, whether it's fiction or non-fiction, as you will see is really an imperative part of the service learning process. The second part of the book is [inaudible] chapters, including topics such as the environment, healthy life, healthy choices, safe and strong communities, which we have aspects about veterans and their involvement in what we're doing.

Hunger, homelessness and poverty which deals with economic opportunity and emergency readiness. Also literacy, which deals with education. You'll see that those themes have many resources in the book that you can keep referring to again and again. Part three is brand new in this edition and it's how do you create a culture of service? In here you find advanced theories and many resources for ongoing professional development. Now, in each book there is also a CD-ROM that has an additional 200 plus pages. These are a lot of the forms that you're going to see in a moment, and the forms are extremely useful as organizers. The CD-ROM also offers author interviews and many other resources you can use. So, you can really end up between [inaudible] five hundred page appendix of service learning. So, what we're going to be looking at Now, is what is the time saving insights and tools you can find in this book that will help you in the process? And this will really get you the skills you need to meet all of these priorities in a more effective way. So, when we look at the overall, let's just start with the concept of service learning, and we see here that there is a heart over the word service, and I always start with that because what we know is the service aspect connects to the [inaudible] of the learner. So, what we really wanted to be sure that we are aware of that. However, we must include that academic piece of learning and that little design there, that pie shaped pentagon is supposed to represent the crown. [Inaudible] learning is a crowning experience in this process. It keeps us open minded as the crown, and these two go together. Now, we look at theory of brain research we can find out that all throughout adolescence and adolescence goes up to age twenty-five, adolescence from children through all the way to college if they are graduating by twenty-five, young people take in information from their [inaudible] to the cognitive. So, that's part of why service learning works so well. The service is like a portal, like a Harry Potter portal where we take things in from that angle we really want to learn more. I was recently actually just two days ago working with students in Hong Kong, and I asked the students when you care about the subject matter you are going to be learning about in school, how much more are you involved, and they said, completely, and I said if you don't care what happens, if they don't want to give their all, they don't want to give hardly anything, so, we know that if students or any of us care about what we are learning, that our learning will be of a higher caliber. Now, it would be great if the service learning movement could take kind of credit for this concept, but I think Aristotle said it best several years ago when he stated, "Education of the mind without education of the heart is no education at all." So, when we think of that, we see how service learning really does tie in that [inaudible] in the cognitive part and really brings this together.

The other key piece of service learning that I would like to keep in mind is while we always want to make sure that [inaudible] is going on, we also want to be aware that this is very skill driven. Now, what we want to do, especially give young people [inaudible]in school, engaged in the institution and being successful is we want to use service learning as a vehicle to learn skills that are tangible to other academic situations and to real life as well. So, you'll see on page two forty one in the book that there is a list of these skills, and when we keep this in mind as we're moving through the process we'll be talking about, we'll see exactly how service learning does this. In all my workshops I always have teachers brainstorm what are the skills needed in order to be successful, and when we focus our service learning in part on developing those skills, we really do make a tremendous impact and give kids the abilities they have, that they need, in order to succeed. I will be going through different content areas of the work to make sure we get there. One of the key areas that I said I would address is the academic connections that are necessary for service learning success, and we know that these are part of the K-12 standards is working to the curriculum. Now, where we approach this there are five different areas for entry into service learning. We will be looking at curriculum. The first, is we look at identifying an existing event that is already going on your campus or in your school, and you want to take that and turn that into a real service learning. We all know that we can have an event on campus whether it's a [inaudible] or a food drive that has very little to do with the real service learning experience and the learning part. So, how do we do that? How do we make that transformation? We also can begin with

[inaudible]. What is themes of my study, and what skills do I want to do this to make sure they master, and also we can begin with themes. A theme of interdependence, or a theme of leadership, or a theme of environmental impact. So, when we have a theme that's another way to launch into service learning. Two additional points of entry are student voice and also a community need. A student voice might come in and say, "There's a fire in my neighborhood. What can I do about it?" And the teacher says, "Well, we really can't address that. Now, open your book to page three [inaudible] for your lesson." That would miss a huge opportunity, that learning moment, for a teacher to take what is on page thirty five and weave that into the needs that the student has expressed. So, they studied that emergency readiness and weave in the science or math or English that they plan to do. Also when there is a community need if students identify something going through a newspaper article or from something they've observed, or from an ongoing community contact, that's another way in. Now, you will note that on these pages you'll see in red CGSL. That notes a page that this is referenced in the Complete Guide to Service Learning for additional information. In this case, it's page two forty one. Now, I would like to take a moment to look at an opportunity that could present itself for an existing event and how you would transform that. In this case, we are going to look at the classic canned food drive. Now, in a canned food drive, there is often in schools all around America and all around the world is that all too often the food drive is set up as a community service experience. In that case, it very often looks like students bring in food, just because it's an announcement on a PA system, everybody brings in food and that's all that's told. Just drop it in the box by the office, and they bring in the food and then it is often said that there is a competition. I am sure many of you have seen it happen, and So, the food drive is set up as competition and the winning class gets a pizza party, and what we find when it's done that way is that students are thinking more about winning and about themselves than the actual situation of hunger that is going on that they're trying to address in the community, and this really doesn't work, and we know that in the service learning field that it's not effective. So, what are the ways that we can address that? One of the tools that I use very often in helping teachers really understand the concept of academic connections is this tool that we will see here. On the left is a tool called across the curriculum, and this is one of my favorite tools to use and you can reference it on the CD-ROM, and you'll see them it is explained on page 249 how you use this in professional development. What I do typically is I get teachers, let's say [inaudible] some are with tables and they are sitting usually in small groups, and we could take the concept of hunger, homelessness and poverty and write that right in the middle, and then during that four or five minutes I just asked teachers to brainstorm. If we wanted to transform the food drive into something related to academics, how could we do this? In a moment, in the upper left hand corner it says English and Language Arts. The upper one in the middle is Social Studies and History. To the right is Languages. You have math, science, computer and technology, physical education, theater, music and visual arts. In a few minutes of teachers brainstorming you will find high quality ideas there and what's most important is that it's their ideas. It's not what another teacher told them to do, or an administrator or an expert or a consultant that comes in. So, it is their ideas that are generated. Now, if the teacher teaches a subject that is not listed on the page, I say just add another box because that can happen in many cases. Now, in the book, The Complete Guide to Service Learning are thirteen of these across the curriculum documents already filled out, like the one you see here. There are a lot of ideas that are presented in the book, but what is most important is people start creating their own ideas. Now, altering this webinar, I really do hope that if you have questions that come up while I'm discussing and presenting these ideas, please list in the Q&A and I'll do my best to read them and integrate your questions and answers as we move forward. So, if you were doing an in service or want to influence teachers right Now, about the food drive that's about to get started in many, many schools, use this document in a staff meeting, and you'll see very quickly, we can drop the competition and move to collaboration, which is what we wanted in the first place. We really do need to remove the competitive element for service learning and get down to the theme of service that we

are discussing. Now, when we look at the K-12 service learning standards as you will see noted here, we do know that all of these are effective in making services happen, and in my book I have these listed on page fourteen. Now, the they're listed in here is not the order that is typically represented by the National Leadership Council in their documents or even in the book, but this is the sequence that I learned from researchers have the greatest impact on the service learning results starting with duration and intensity, which really translate into the five stages of service learning. Now, we talked a bit about linking the curriculum and the next topic we are going to discuss is youth, voice and choice and how important it is. Now, when I do workshops with teachers and I present these eight concepts, what I often do is say at the very beginning, which of these seem most important? You have them just check off on their document, which ones seem to matter the most and So, often the topic they pick is youth, voice and choice. Bringing that into life can be very difficult. One of the most challenging things for teachers is releasing of the control. Most often I think we will find that teachers are control freaks and they really do like to have charge over what is going on in their room. Service learning does challenge teachers to release some of that and step with that into the unknown, and that's what is really necessary in order to meet the opportunity for young people to truly get involved. Now, what we also want to notice is that in each of the five stages of service learning, there are opportunities for students to show this kind of leadership, and for teachers to release that kind of control. What we want to do is how do we find that? How do we start identifying it? One of the best ways to do that is to start with clarifying the roles for success with service learning. This is a new document in this specific book that I find is very helpful, and this evolved because I was asking teachers in workshops, think of an example of the service learning experience you've actually created for students or done with students, and who's done most of it? What's been the percentage done by teachers, and what percentage of my student? The ratio is so high of what teachers have done over students -- a great deal more. I've had teachers say it's ninety ten, or eighty twenty, and that's quite outstanding when you think what we really want to get to is at least 50-50 or 30-70, and eventually to 90-10 where students are already doing the [inaudible], so, how do we break that down? First, we've said appreciate that this is where we want to go, and teachers have to recognize this. This document challenges teachers to think about which are ways that students can really be in charge of acts of services that they may not have considered before. So, you really want to look at that. Now, in the book there are lists of examples of these [inaudible] on page two forty three, and on page twenty nine we talk about leaving room for youth voice. Now, this is very important. One of the ways I like to do that is give students roles within the experience of service learning. So, in this document, in the book on page twenty nine is a section that's called "How Can I Plan Ahead While Leaving Room for Youth Voice?" It gives examples and then says, "Think about the way the experience is set up for students," and how would you break down who could be doing what. For example, you can have students as communication specialists, other groups as photographers, other groups as publicists, other groups as thesaurians, and this is one of the ways you can build in the skills that students need in order to do communication well, to learn how to make a phone call appropriately, or make a meeting with the principal to get their sign off on the documents that you need. So, helping students learn the skills they need to meet these roles can be very impactful. Now, one of the other resources that I want to give you is brand new. It's just been out for two weeks. It's the Water Plant Challenge, and it's a program designed through Earth Echo International, which is a program that is led by Phillippe Cousto, and he and I recently wrote a book together called "Going Blue." Now, on this website, you can download "Take Action Guides," and one of the first ones I wrote is called "Clean Up." In there, is models of five stages of service learning and gives examples of these kinds of roles that students can take to really do a great job with their service learning. So, if you are looking for a good model of giving students voice, there are examples in the book. However, the examples that are set up in this Take Action Guide, Clean Up can be very helpful. There are two guides right Now, that you can download, and also videos about myself and Philippe discussing service learning and that can be helpful

for ongoing professional development. Now, as we are getting started, one of the most important ways to get students involved in having a voice themselves is doing an experience called personal inventory, and this is described on page sixteen and also on page 25, and it's a downloadable organizer on the CD-ROM. What I do is I get students in pairs and I have them interview each other, and in the process of doing an interview, they are learning active listening, asking questions and taking notes, and there is actually a document on the CD-ROM called "Getting Ready for Personal Inventory," that reviews these skills before you actually get started with the interview, and what I find is we cannot assume students know how to do any of these skills. I've had high school seniors who [inaudible] with me, and that is appropriate because you can imagine many high school students could get to grade twelve and never conduct an interview. Here what we are capturing is what are your interests? What are your skills and talents? When is a time you helped someone, and when is a time someone has helped you? This is a great place to begin. Students need to feel valued, and also once I do this inventory with the students and I create a list of that on the wall, we can keep referring to those as we're developing the service learning concepts. Students who like to organize, it can really help you with logistics. Students who really like to read or watch television can help with some of the research. Students who like to play an instrument. All these skills come into play, and we can be patient with students in terms of sharing those skills because in some cases, they've already been kind of short down for sharing who they are in school, and we need to bring that back, and doing personal inventory is a key way to make that happen. This to me is the most important way to get started with service learning. To find out whether their skills, interests or talents can keep that going. So, again, interests, skills and talent, and when we discuss when's a time you've been helpful and received help, this also introduces the concept of [inaudible].

Now, the next piece is community need. As we look into all these topics that we do want to develop, we want to make sure that we authenticate there's a real need and established ownership. Now, one of the hazards we have when students are doing research on any topic is first of all, if you ask any student at any grade level what I find is they think research equals Google, or any kind of web search, and that's what they think. In fact, when I asked students recently at a high school, I showed this on the board, I said, "Do you think this is true? Research equals Google." They said well we know it's not true but we act as if it is. Now, this is really not research as you know. It's what I do dramatically with students and with teachers in workshops I show them that research does not equal Google. What we want to do is do active research, and there are four ways to do this. Research boils down to using media, yes, but that includes not just the internet. That also includes television, radio, primary source journals and so forth. We can also do observation and experience. Where have you seen this before, or where could we go together to go see the situation in a landfill, or how do we go to a home that has a lot of veterans in it that we can interview? It involves survey, and of course, interviews. These are four ways that you could do research, and this is true whether you are in second grade, eighth grade or twelfth grade, or doing a PhD, these are the modalities. But students aren't exposed to this in a way that it really makes it concrete to learn, and this is a critical part of social analysis. This allows students to authenticate what the need is. Of course there is hunger in America, but where is it in our community? These four methods start to reveal that and in the process of learning [inaudible] skills and help them do research in any other subject, all too often kids ask when given a research assignment, "How long does it have to be?", or "What's the word count?" I don't want to hear that anymore. What I want to get from students is "Which methods can I use?" Recently I was in a school district, and we're in Texas, and we're [inaudible] K-12 this research method: elementary, middle and high school. So, that's the vocabulary. If the entire district and by doing so, by the time students get to sixth or eighth grade, they will understand the process of research and that carries right over. You'll see there's two organizers gathering information about a community need, and I heard you use them. They will be so helpful in helping students break down what research is and get so excited by the process. Students jump out of their seats with this method, so, give it a try, and again, if you have questions, you can post them here or

you can e-mail me following the webinar. Now, the second stage of service learning there is preparation. So, always more questions evolve during the whole process of gathering information about a community need, and we want those questions. That can help eliminate the further course of study. Now, I advise teachers that in preparations [inaudible] academics, all the different work you were planning to do, that now, in the context of a purposeful study that will lead to action. One of the key documents that I developed this last year is who is helping. What is the role of government in community groups? Now, students can take this organizer and look at what are the roles of these different organizations, go to their websites in ways that students can get involved. Now, even if they are not going to work on a national or international level, helping students to start think of what organizations are out there working in these different ways helps them think broader and may lead down the road to doing things when they are coming up with their own ideas. Even after college or after high school, when they are being a little bit more entrepreneurial, but this kind of an organizer takes what they are doing in the classroom into very [inaudible] form of research. Also, anytime they connect with a community partner, there's a document called, "Community Contact Information" that they can fill out, and this can help create a database for the school so, you always know the name of the convalescent home or the local school where kids are tutoring, or the environmental agency that's your partner, and you keep a running list of how that communication is ongoing, and that really helps in future years or with other teachers getting started. So, doing this kind of process helps the students with finding out, making calls and keep track and the process of organizing their thinking. Very often we'll say once students get organized, but organized is only one part. You have to be able to retrieve it, and having a retrieval system really works. How many of us have cleaned up our house and can't find anything? So, organizing is only one part of it. We want to be able to organize and retrieve and use the material well. Now on the CD-ROM, one of the key things I added this time is [inaudible] voices from the field. These are essays from experts who have been doing service learning for a long time and had a real story to tell. So, for example, on the CD-ROM, one of the voices is Susan Brevell from Youth Service America, whose an expert in creating sustainable partnerships. You can find her essay, the beginning part of it, and an excerpt of it on page two forty six in the Complete Guide, and the complete essay on the CD-ROM. Now, the next stage of service learning we know is action, and of course, there are four ways to do action: direct, indirect, advocacy and research. How do we get student voice more involved? There are some organizers in the book. The first is taking action. Once a student has identified a community need, they can use this organizer to start sticking to the parts who else do they need to learn from and with, and what roles they will have as they are planning for action. Students want to go right into action, and our job is to pull it back a little bit and make sure the plans are in place. Once they have their taking action organizer done, they are ready to prepare an actual proposal. Now, I actually designed this in the 1980's if you can believe it, and this proposal was designed on the same format as writing for a grant application, because I always thought that students should and can get grants, so, this teaches them the process of identifying what the need is, what's the purpose of their action, what are the roles, all the different [inaudible] them, teachers to other students to organizational partners. What outcomes are they going for, and then what supplies they need and resources and get it signed off by a teacher or administrator or a community partner, or someone they're going to provide this service to. Having a written proposal has more credibility to who they are and what they are going to accomplish. The next document there is progress monitoring, and as you'll note, that's one of the different standards, but I don't think it's done well. I've not seen students doing progress monitoring. To clarify, I created an organizer that starts with the date. Let's say the students were starting November 11th, so, they would write the baseline there. So, for example, if it was on the issue of hunger, if it's our baseline if we found out that the food bank is really short on these kinds of food, we are doing a campaign, so, then along the way, there are three more markers to note what change do they perceive from this process, and the last one is the summary of what they found. This is what progress monitoring is and it

is very important that students identify markers for change and know how to really read that and how to really make it happen. Now, I said I would give you time saving tools and my favorite one is this organizer that I developed starting around 1985 for teachers who wanted a page that they could start jotting down their service learning ideas, and those of you who are familiar with my work or have seen the first book, "The Complete Guide to Service Learning," know that this was a one page organizer, but we can [inaudible] the field and added more components so, grew to two pages of time. So, in this organizer, you can know the grade level involved, the essential purpose or question. You can note in any order the ideas that start following. So, for example, a teacher might note what book she wants to read in an English class or a history program, and note that under other books and media used and from there bounce around the page, so, that it's really a process of filling it out. So, my only suggestion is that you don't sit down and do one of these alone. You grab a few colleagues, even if those were not experienced with service learning will be able to more easily make sense of this kind of organizer and help you fill it out. Now, things that I added specifically, you'll see on page one of the document, on the left is walks you through the stage of service is the place for the need and for the service ideas. On the right it make use of voice choice is eliminated and then the curriculum connections books, skills and community partner. Now, page two is quite different. It really then goes back to the standards of how are students going to be exploring diversity? What are ways they can have leadership? How will they make global connections? Now, while this is not one of the standards I think this is very important. How will they learn about careers? Because we found in research students with affinity careers are less likely to drop out. Also, it asks for the duration, teacher collaboration and so, forth. Having this kind of planner really helps teachers organize their thinking and later can go back and really know what happen and know there will be changes along the process. This really keeps them organized and can help find roles for other teacher partners as well. Now, in the book on Chapter Two I do include three or four of these examples already filled out. On the CD-ROM you will find 39 of these plans that are completed. An elementary, middle and high school examples for every one of the 13 [inaudible] of service. So, make sure you download those and use those and reference them. If you're a teacher leader in your school or doing coaching or professional development have a print out of the entire CD-ROM when you go to work with the teacher. As to say we like to do something around environment, you can open the notebook and have three plans right at the ready that you can show them even if their elementary [inaudible] or high school example that really helps them start in their planning. It may not be exactly what they're doing but it will get them started and give them the confidence that other teachers have done this with success. So, please print these out and have them at the ready and be able to use them again and again and share them with teachers. Now, the fourth stage of service is reflection. Now, starting on page 38 in my book I have so many ideas about reflection. Now, when I think about reflection I think about multiple intelligence and really varying the reflection process. In the book on page 38, I also discuss the four squares reflection tool. Now, this has been developed actually with teacher input. My daughter's eighth grade teacher was the one that had a two square document. When students in service or service learning they would come back and reflect on what happened. That was really a description of what happened that's like the reporting part that needs to happen. The second piece was on the right how do I feel? Now, if we use this organizer you will start finding a better kind of thinking in the reflection process. All too often students don't have any experience they come back and say we've been to the convalescent home, we've been to the veterans, and it was good. Now, that's not reflection. We really want to break it down in aspectative and the cognitive and what you'll find as a teacher or a leader in this experience is that sometimes students don't really know how to differentiate between aspectative and cognitive. We need to give them an emotional vocabulary so they can start connecting you know what do I feel box and have both as two discreet areas. Now, I was doing this workshop with teachers years ago and someone said well if we have two squares maybe we should have four. They can talk about what are the ideas and what are the questions and that teacher

was right on the money. When we look at what are our ideas we're telling students we welcome their ideas and we encourage them to have ideas. Sometimes teachers say to me have ideas about what? It could go in any direction. It could be ideas about the topic of emergency readiness. It could be an idea about how to better organize the time when they go to a site. What we want to do is start generating idea and also their questions. What are the questions they have about hunger? What are the questions they have about employment rates and why they are what they are? We want students to generate questions. That's very key in this whole process of service learning. Now, the fifth stage of service learning in demonstration. This is when you take the [inaudible] of what the students have done and really have students express it. So, for example, what we want there is the process of learning articulated. I think all too often students don't know how they learn. How many times has a teacher been asked after giving an assignment, what do you want me to do? That is not the question we want. That makes it apparent that students have not discussed the whole process of learning enough. So, what we want to do is make learning explicit. I want a student to be able to say when asked well how did you learn about this topic and I want them simply interviewed on an extra on veterans affairs and then we went to a convalescent facility or we went to a elder center and we were able to interview some elders and then I read a book on the topic. This is what I want students to be able to do is know how they learned. So, in a new situation they can learn again. Now, we also want them to talk about the findings. What they discovered in the process. Having done the progress monitoring document will help the students know what their baseline was and what they discovered along the way. Also doing that community needs in the manner that I described will get media survey observation experience and interviews helps much and eliminates different kinds of learning. We want that to be discussed as well. Then in some form students publically communicate this information. It could be a letter home to parents, a photo display that's out as people are entering a football game. It could be an article in a newspaper. It could be so, many different ways we communicate but we want students to take the lead. Again going back to their skills and talents, we draw upon those again in demonstration as we do all thru the service learning process. We want to make sure we articulate how they learned, articulate the findings and public communications. I just want to mention I did receive a question will we get a copy of this power point and of the material? There is suppose to be a few documents that are available for download and this will be put within two weeks into a YouTube video and you will have access to that. That will include my commentary and the Power Point. So, you will get a copy of this following this in a few weeks. Again as we do demonstration it's so, critical to integrate the skills and talents. This becomes the thread throughout the service learning process. People say how do you keep students involved? How do you keep them motivated? You just go back to the skills and talents. As students see that they are people of value and that their skills and talents are being integrated we know that their attachment to the process will be stronger, with good reason. Now, in the book there are other things discovered that will help you in the process of service learning. One is that there is a blueprint that will use the process and all the different forms and documents on page 22 and 23. So, those two pages really help you look at okay where do I start, and what do I do next? It's fabulous if you're leading a teacher education program for example. You're pre-service teachers will need a real step by step guide on the CD-ROM's that document is also provided as a discreet handout. On page 22 and 23 you'll see there's an overview. It talks about step one point of entry, step two review the standards, step three map out your plans, step four clarify partnership, step five review plans and gather resources, step six begin the process of service learning action and step seven assessment. So, you'll see this whole blueprint that goes on and on and explains these steps and what documents in the book that can help you get there. Another key part is different examples of ways to improve education in general. I've done a whole curriculum called Strategies with Success with Literacy a learning [inaudible] that really aluminates for the teacher's different ways to engage students in everyday strategies. That really helps students keep the irrelevance alive in the learning process. So, for example if you're having success with

speakers you can sell it with resumes. How many times has a speaker come in that you've really not prepared for that the students think of the speaker as a sleep time? We want students to get the resume ahead of time develop their own questions and so forth. So, there's a whole explanation on success of speakers on page 24 and also on that page in that book you'll find boxes with wonderful tips on education strategies you can use in a variety of ways in service learning and other methods that you're teaching. Also it's important to go global even with ideas. So, you'll see two pages discussing this starting on page 43. In Chapter 17 I just want to reintegrate this is a chapter all about moving your school or district forward with a key concept of really infusing service learning within that culture and climate of your school. So, this really takes the whole idea of service learning to a sustainable level and that's something that we really want to reach. So, make sure you look at Chapter 17 for that. All of this process brings learning to life. Now, what I'd like to do is take a moment and review some dramatic chapters and make sure what you're going to find in each of those themes. Then we're going to look at how this can really translate with the different topics that we talked about those six topics, specifically with literature. Now, if you open for example there's an example on the environment, or on safe and strong communities, healthy life healthy choices, emergency readiness or the literacy chapter. You will see that they each begin with a quote. For example let's take the one on environment; it begins with a quote from John Year, "When one tugs at a single thing in nature one finds it attached to the rest of the world". Now, I'm big on quotes, you'll find quotes throughout this book and as you do if you'll look on page 57 there's a whole series of ideas on how to use the quotes. Use them in many different kinds of ways with students. It's great for literacy skills building and so, forth. Following the opening quote is a short narrative that just really gives you some ideas on why I selected that topic and why it's framed in this way. Then there are two preparation activities. For example in the environment chapter there is one section on moving from litter reduction to simply using less. It gives you five bullet points on ideas that you can do starting from creating a school survey to identifying litter hot spots, choosing certain books, establishing a litter free zone, having students come up with ideas for reusing rather than buying more. The second part is on the climate change and global warming challenge. It gives facts and a process to get students engaged in looking at local issues related to climate change and global warming. So, each somatic chapter will have these ideas for you healthy life and healthy choices and so on. Also in the book is a website that can give you and your students more resources to learn more. Following that is the cross curriculum rev that we talked about earlier across the curriculum for that specific area and following that are service learning scenarios. From kindergarten to grade 12 there's 15 to 20 examples of what teachers have done whether it's turning students in a middle school in Louisiana to environmental heroes, to a project all about water use, to a service and experience students did in reclamation of water, to students establish a mobile science class room to lessen some trash. Each of these gives us an option of what teachers have done and are just great for generating ideas within your classroom. Also there is literature and that's really key. I would like to talk about that for a few minutes. Each somatic section has a bookshelf, a list of books that will get your students reading and thinking about literature in big ways. We all know the statics on reduction of reading for pleasure, this is not good. We really need to get students reading and the way to do it is to get books in their hands that can excite them. So, I'd like to share with you a bit about that whole process and how we can do it. Now, in each bookshelf and if you read Chapter 3 you'll get so much more literature. There's a chart with sub-scenes, so for example if I just said there's a whole set of books on the environment that would be quite difficult for you. But if I break it down into categories such as learning from history, overview of the environment, natural resources, recycling, and appreciation and activism into six different categories it's going to make it easier for you to find the books you need. Also each book is listed as N for non-fiction, P for picture book, F for fiction and G for graphic novels. Students love graphic novels and all of these are handpicked books. I work with publishers to make sure I get the books that are the newest ones that are really engaging for students. I read every book and for each one then I write a synopsis.

An annotation of what the book is about and I tell you what grade level it is appropriate for. Grades are not listed for picture books but please note that picture books are great for every grade level. Now, on the CD-ROM there are more books because we ran out of room in the chapters. So, there are more books even new books made into the CD-ROMs. So, make sure you look at that and along with them are more annotations and recommendation. I have taken about 20 of the books and with help from colleagues written descriptions of how these can really translate into service learning. So, if you're reading Make way for ducklings, or Romeo and Juliet, or The Road, you will find examples of how they can be used in service learning all on the CD-ROM. Also you will find author interviews with 28 authors on why they wrote their book and that's fantastic for getting students involved in the whole idea of being a writer as they read why an author wrote a book especially one on the service learning theme. So, I'd like to share with you a couple of examples of books, this one is The Wizard, one of my favorites and it can be really [inaudible] to get kids of all ages engaged. It's about a fellow named the wizards on [inaudible] and the author says it's really about him. It's about someone so fed up about trash that Mother Nature finally gives pity on him and all he has to do is point at the trash and it actually goes and sticks to the person who threw it. Now, this is a hilarious [inaudible] and people love this book at all grade levels. I've actually written four picture books as plays and you're welcomed to email me at my address and I'll show that on the last slide. You can email me and I'll be glad to send you copies of all my plays. Two ongoing, one is on the can food drive and one is on loneliness, great for Valentine's Day. But this book I will not write as a play because kids have. Middle school students in Oklahoma have turned it into a play said it was an exercise in Velcro and fishing line and every student wanted to be the teenager. Students in Albany, New York wrote a play as a musical and this is their cast photo just to show you how exciting service learning can be when you turn it into a theater. You can see the girl with the trash on her behind on the side on the left. You will see that using theater with kids is a great way for them to do the messaging on issues that matters. They have a great time. There's a tremendous amount of learning going on in writing a book into a play. The school is actually located close to where the author lives and they invited him to come but instead he sent an illustrated drawing of the owl from The Wizard. Now, on the theme of environmental I would like to share with you three more books...

>> Excuse me Kathy, can I interrupt you for just one second because I know we're getting close toward the end of time for the webinar and I just wanted to make sure that you were aware of the time and had time to really allow folks to see how this tool can be used to help them connect with the national priorities as well as address some of the questions that might come from the audience. I just wanted to make sure you were aware of the time.

>> Yes, I am I'm just going to take another two minutes and fly thru some books because I think they'll be helpful with the priorities and then we'll get started with questions.

>> Thank you.

>> Just wanted you to know these three books are extremely helpful. The Suzanne Wayne book called Empty is brand new and it's a histopia novel and deals with fossil fuel and how that is at risk. We've got two books on the way, Veterans Love Lizzy Letters to a military mom and a novel about a young man serving in Falushia. We have books on the left Hurricane Song, it's about a young man and his father living in New Orleans during the hurricane and being in the Super Dome and example Tsunami and how volunteers have been helpful in international crisis. Three great books on educational highlight two [inaudible] book on Jake man and how we can learn to read. It shows students in and out of school thru time thru slavery, thru Elvis have learned how to read and we have issues of health that are very important. We've got seed books here which are on gardening which I think is an excellent book. We've

got food for thought which shows the history of food. And Last Night I Sang To The Monster which is a book which really highlights drug use and how young people are needing to understand the dangers and perils there. Then An Opportunity Messed Up is about a young man struggling to gain his education, a young girl struggling with the idea of living in a shelter, and If I Had A Hammer is chronically a habitat for humanity situation. Now, in the book you'll find other resources and ways people have used this to advance the service learning. I would like to open this up to questions now. Trace did you want to get that started and we'll see what else we can resolve here in answer?

>> Absolutely and thank so, much Kathy. Yes and we have had one question during the presentation and from Peter Culler So, Peter if you want to unmute your line and ask your question.

>> To unmute your line Peter you can press star seven.

>> Peter are you there?

>> Well we may have lost him, anyone else with a question at this point?

>> If anyone else has a question you can click on the raised hand icon and we will call on you.

>> Hi this is Liberty with a question and I didn't raise my hand So, I'm one of those bad. Kathy I know you get to travel all over the country and all over the world presenting this material. I wonder if you can give us just a couple of examples of how you've seen folks connecting with any of those focus areas. Especially the ones that is least familiar to some of us perhaps the veterans.

>> Yes with the veterans there's been some wonderful work done. For example in Hawaii students, there are some centers that veterans go to all the time almost every day and students have gone there to keep them company. They play cards to get to know them and also to gather their history. I know we've hear that a lot gathering history but that's really imperative at this point. That we look at, every community has a story that must be told or it could be lost in the passing of generations. When students really take that on we really get some great examples in libraries and archives on internet sites. I remember years ago actually in the early 80's a teacher called, actually it was the early '90s when a teacher called from Tennessee and she said she had first grade students and for 18 years they had been chronicling the lives of elders in their community and putting them in the library for 18 years. Gathering the stories of our veterans is really critical to honoring who they are and also can make keepsakes for their families. So, of all the examples that you can do I think that really matters. Also [inaudible] Middle School in Alma Texas put on this photo display for their community and honored all of their veterans. Working with a fellow from Michigan who had taken photographs of the last surviving World War I veteran, there is still on fellow Frank Bellows living in the D.C. area and as part of that they were raising money to make sure the monument is refurbished for World War I veterans. So, there are things students can do around veterans, honoring who they are, remembering their stories and doing things that create tribute. In Albany New York they actually created a monument for veterans and held classes to get diplomas for some of the veterans who were not able to graduate because of the war. So, those were great, all of those examples you can do at many grade levels. Now, in terms of healthy lives healthy choices and dealing with issues of health. I think that is also imperative right now. I've seen students study exercise programs in their community, getting kids walking, creating walking paths, working with local parks and recreation and creating gardens. Creating awareness, I've even seen students helping working with local supermarkets to make the displays more friendly for fruits and vegetables. A group in Hawaii just did this with six graders went into a supermarket and worked with

the manager there to make the displays of locally grown food more attractive for customers. I love that idea. Should I keep going with ideas or are there any more questions out there, I'm glad to keep going with that. Anyone else?

>> I don't see any additional hands raised right now. Does anyone else have a question if not then Kathy can definitely keep sharing how we can connect with these various areas?

>> This is Liberty quickly; I have seen one more question come in about the four square reflection tool. Can you just tell us Kathy one more time about what those squares contain?

>> Yes the four squares contain each square; the first one says what happened. Students do need to report what happened. So, for example if students were doing tutoring which is always important in communities, they really do need to however in tutoring skills. I'm not a big fan of let's just go teach the younger kids without reviewing the skills and in the chapter I wrote on literacy in the section on preparation there's tips on how to do tutoring programs so, students are really involved. So, for example you do a personal inventory experience which is a key to know what their interest skills are and talents are so, you can incorporate those. So, when students come back from having some experience or even in the planning process of service learning we can stop and do these reflections. So, the first part is what happened, that's where we want students to report what they did and the different, we went on a field trip to this park, and we actually started cleaning up or whatever that was. The other side you need is how I felt. This is really critical I remember years ago when my daughter actually did this form, on the what happened side it sounded like everything had went very well but on how she felt I got to see that she was disappointed on certain aspects. So, it's very important that we talk about what happened. It gives students a place to express their emotions So, what happened and how do I feel. Now, the last two boxes asks for ideas, questions question mark and questions mark. What is the ideas I have for having this experience or in the planning process what are my ideas that will keep me going? What questions do I have? Always having these four articulated are great. Now, students don't come up with these ideas they're either filling it out and they're not clear, have them work in small groups and think together. Often I do the one minute think tank, turn to the person next to you and you have one minute to create and come up with an idea or come up with a question. I often use that to engender that process of coming up with new ideas. Kids all too often in our schools are told what to think and not given opportunities to think. So, it's not really surprising that they're not really sure how to answer. But I found this form and teachers have used this form for years and it's extremely effective in getting kids to look at reflection from four different angles. Are there any other questions? Most of you are doing a great job at questions, anyone else?

>> This is Peter, can you hear me now?

>> Yes.

>> Okay great so, my question was is there a current site available for students to connect with each other and talk about similar projects that they're doing?

>> That's a great, great question. There's a brand new website that just went up. It's called randomkid.org. We're still getting some kinks out but it's a great place for students to post some of their projects and get tips from around the world working together on the same projects. That's kind of exciting. So, randomkids.org. There's going to be more portholes for kids to talk and share what they're doing. Right now, it's still coming in later so, that's one place. I'm not aware of a lot of other places that

you will find that but if you do email me that question and there's my email address up there. I'm very glad to get back to you and do a little digging in and see what's really up right now, for that process. I know there's a couple out there but we can find them and get back to you.

>> Thank you.

>> Peter this is Tracy [inaudible] I would actually like to add to Kathy's answer and encourage you to send your students to youth site which is on National Learning Service houses site. It is a youth porthole that has contents for youth, it is designed by youth and one of the things that we've tried to do is capture stories about service learning and get young people to talk about their experiences. So, as that grows that will definitely be another one of these areas where folks can go to talk about their projects.

>> Great thank you.

>> That's a great question Peter; we're really need more of those. That has good controls on it so kids are safe to share what they're doing and so forth. So, I know smaller groups have them around certain things and project ideas. Do something dot org has long been a porthole for teenagers but I'm not sure if they really have the conversation aspect up though. Any other questions?

>> I don't see any other ones listed here at this point. If anybody else has another quick question we can certainly address it in the few minutes that we have left here. If not, Kathy if you have any closing thoughts, by all means.

>> Well I think what we're finding is these six areas are so, important. We really need to find ways to get kids involved and thoughtful examples, thoughtful actions. One that I would like to share with you that I didn't mention before is disaster services one of my favorite examples that came out of Florida an area that is hit by hurricanes. This is an example of how service learning can easily be and how sensible and this was in a third grade class. The students were thinking what they could really do to make something meaningful for their families. As you know hurricanes hit almost every week for awhile there. So, the students realized that the families didn't have their documents or important documents in a safe place. So, they took a giant envelope, they designed a giant envelope that they could get things printed on it. They printed on this giant envelope and they made thousands of them for the community, the documents that you should have inside there. So, it was like a check list, you have your insurance papers, and this paper and that paper. So, it was just great. So, since kids often care about animals they had all this information that they had gathered about how to take care of animals in case of an emergency. On the other side they had other tips of gain of how you can pack an emergency kit so kids don't get bored if they have to go to a shelter. This was a two sided envelope that was so helpful and so smart and then the students had copies made and distributed it throughout the school community and the larger community. So, here again these were third graders who came up with something authentic that they knew would be helpful and distributed all throughout the community and it made a tremendous impact. So, I think what we have to see is that in every case student's can be the ones to come up with good ideas. We just have to sometimes step out of the way and give them the opportunity to think about the needs. To examine them from different vantage points and give them the background information from literature and other ways so that they can really come up with something that can be meaningful. In my book The Complete Guidance to Service Learning there's tons of ideas. I'm glad to provide additional ideas in future webinars and also if you email me any specific questions. I'm really glad to be involved. So, I'd like to thank you all for signing up and joining us today and if there are any other questions I'll this back over to Tracy.

>> Great thank you Kathy and again I still don't see any additional questions. I would like to tag on to what we were talking about earlier for opportunities for young people to share what they're doing. Some of you may already be familiar with the online service orientated [inaudible]. There was the first version of that that took place last spring. The next version of that is going to be launching in ten days, six hours and 25 minutes and 36 seconds literally. You can find out more about that at playinterrobang dot com. Its playinterrobang.com. It is an online problem solving game that has learning missions still within. Young people are creating a lot of these missions and they are having an opportunity to dialog about them and reflect on what they're doing to improve their communities. So, I encourage you to look at that space as well. In addition obviously the National [inaudible] is definitely your go to place for additional information and for replace of disks and the documents that we shared, and the Power Point, and the links for You Tube video as well or the You Tube version of it. Then the other piece that I would like to just remind you is that we're in the midst of the National Learn and Serve challenge and so, if you haven't already I encourage you to accept the challenge and engage in ways to promote service learning throughout these next several months as the challenge gets underway and grows and culminates in the spring. Spread the word about power learning and grow those service learning programs so that we are definitely in need of practice. Keep up the fabulous work and again my deep thanks to Kathy [inaudible] and the clearinghouse and to the partnership for making this webinar a reality. I appreciate everything that you all have done to make today happen and thank you again to all of you for participating. This has been great.

>> Thank you all. Take good care.

>> All right, bye-bye.

>> Sayonara.

>> The chair person has disconnected. The conference will now end.

^E01:02:31