

The Process of Service Learning

Meeting National Priorities and
Improving Results

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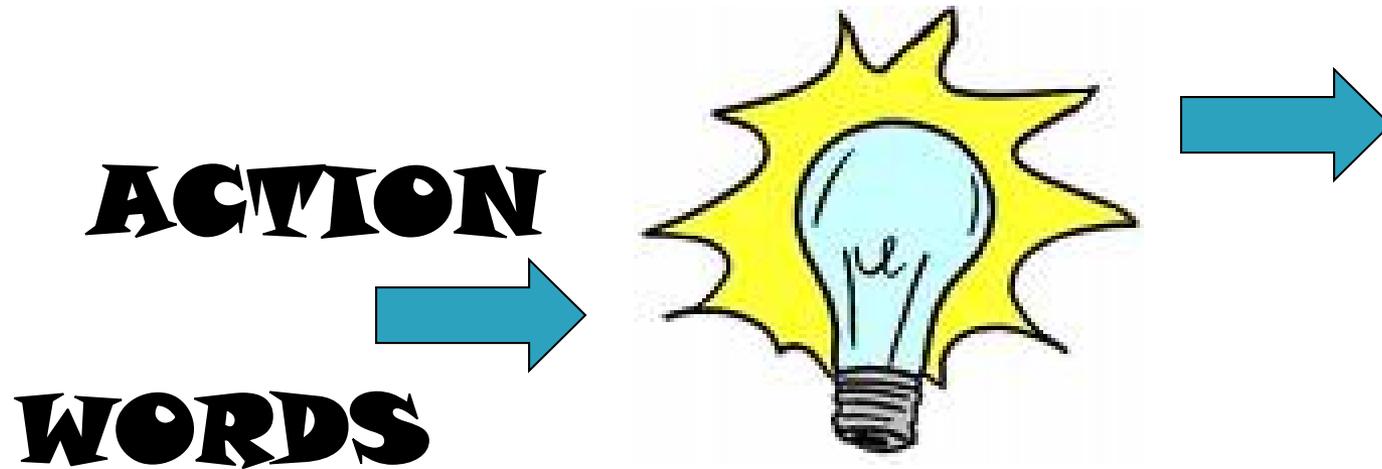
MAKING CONNECTIONS

- ▶ Education
- ▶ Healthy Futures
- ▶ Environmental Stewardship
- ▶ Veterans
- ▶ Opportunity
- ▶ Disaster Services
- ▶ Investigation
- ▶ Preparation & Planning
- ▶ Action
- ▶ Reflection
- ▶ Demonstration

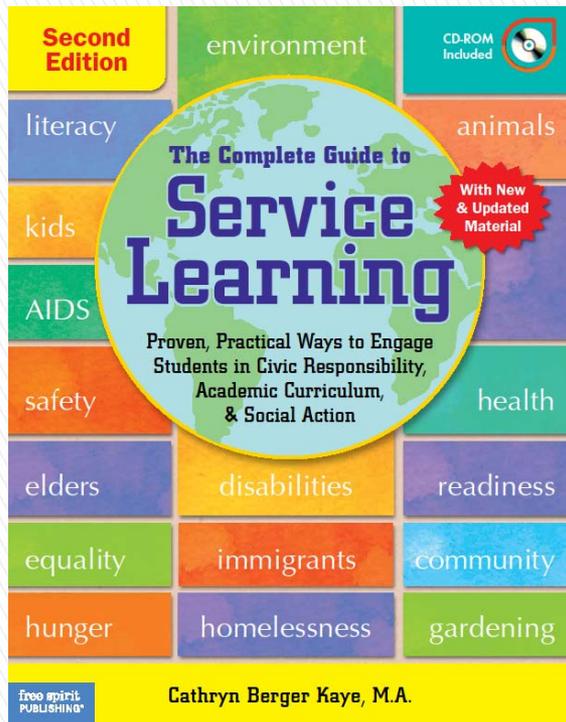


Words matter – they move us in one direction or another.

Deena Metzger, author



Complete Guide to Service Learning



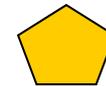
- ▶ Part One: S L Handbook
 - What is Service Learning?
 - Blueprint
 - Themes and Books
- ▶ Part Two: Themes
 - 13 Thematic Chapters
- ▶ Part Three: Creating a Culture
 - Advanced Theories
 - Professional Development

Revised, Updated Second Edition

CD-ROM ... 200+ pages



SERVICE



LEARNING

Aristotle:

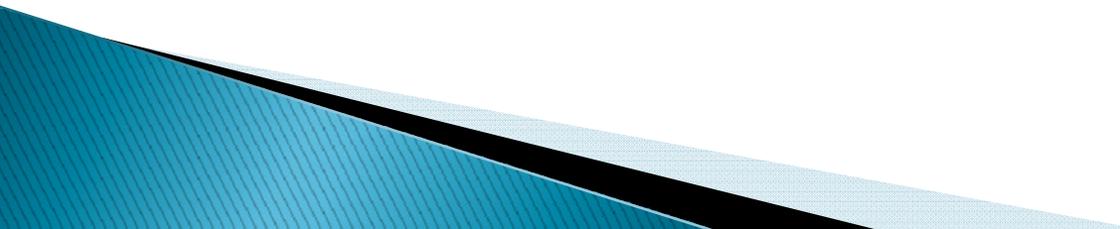
Education of the **mind** 
without education of the
heart  is no education
at all.

Skills students need to be successful learners

CGSL 241

- ▶ To ask questions
- ▶ To listen and retain
- ▶ To be observant
- ▶ To identify similarities and differences
- ▶ To work independently, with partners, and in groups
- ▶ To identify and apply their skills and talents
- ▶ To acquire assistance as needed
- ▶ To be resourceful
 - To gather & manage information
 - To summarize & take notes
- ▶ To effectively solve problems:
 - Test hypotheses
 - To follow-through with reasonable steps
- ▶ To have **Transferable Skills**

Academic Connections



POINTS OF ENTRY

CGSL 241

- ▶ Identify an Existing Event
- ▶ Begin with Content and Skills
- ▶ Begin with Theme
- ▶ Student Voice
- ▶ Community Need

Opportunity

The Canned Food Drive!

- ▶ As COMMUNITY SERVICE may look like

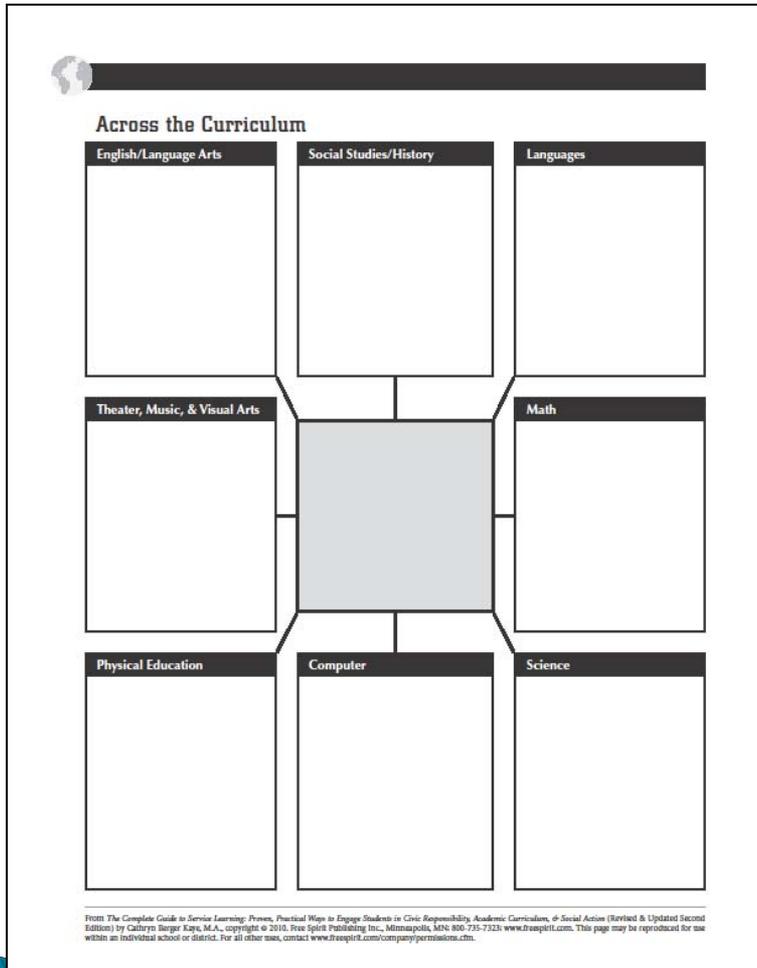


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Activity: Linking to the Curriculum

CGSL 249 & 160



Hunger, Homelessness and Poverty Across the Curriculum

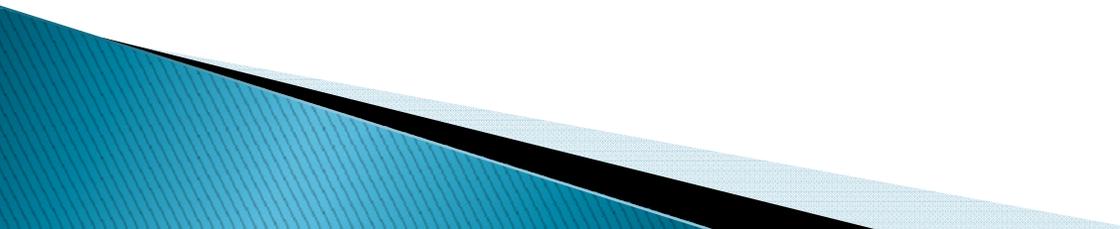
<p>English/Language Arts</p> <ul style="list-style-type: none"> Define "home" and its attributes; contrast with "homelessness" Research myths and facts about homelessness and use them in a persuasive writing piece to share information Find examples of how people who are homeless or living in poverty are depicted in literature 	<p>Social Studies/History</p> <ul style="list-style-type: none"> Study historical events that led to hunger or homelessness such as the Irish famine Interview a city council member or deputy about the government's role in providing services for people in need Conduct a demographic and economic study of people who are hungry or homeless in your community 	<p>Languages</p> <ul style="list-style-type: none"> Look at and compare the statistics for poverty and hunger in different countries Discuss issues of poverty and government programs in a country where this language is spoken Study the different kinds of structures used for homes in different countries and learn the associated vocabulary
<p>Theater, Music, & Visual Arts</p> <ul style="list-style-type: none"> Adapt literature that features a person who is homeless into a performance piece with opportunities for discussion with the audience Compose simple songs that teach basic concepts like numbers or colors; record and distribute them to a family shelter Research what art supplies are needed at a local shelter and prepare art kits 	<p>Hunger, Homelessness and Poverty</p>	<p>Math</p> <ul style="list-style-type: none"> Read food labels to find out serving quantities and nutritional values Create a statistical chart to compare national and local statistics on hunger; discuss how statistics can be used in a food drive campaign Chart how many cans or pounds of food are needed and received by the local food bank in order to serve their target population
<p>Physical Education</p> <ul style="list-style-type: none"> Discuss the effects of malnutrition on physical health and well-being Create a child-friendly exercise video for a family shelter Visit a food bank and "get physical" while sorting cans and stocking shelves 	<p>Computer</p> <ul style="list-style-type: none"> Develop a brochure for a local food shelter Type résumés for people who are looking for work and have no computer access On the Internet, find slogans and quotes to use in a marketing campaign for a food drive 	<p>Science</p> <ul style="list-style-type: none"> Learn about the food pyramid and nutritional needs of children and adults Study the effect of hunger on student achievement in school and on adults trying to enter the workforce Compare the nutritional value of different foods and the associated costs

K-12 Service Learning Standards

CGSL 14

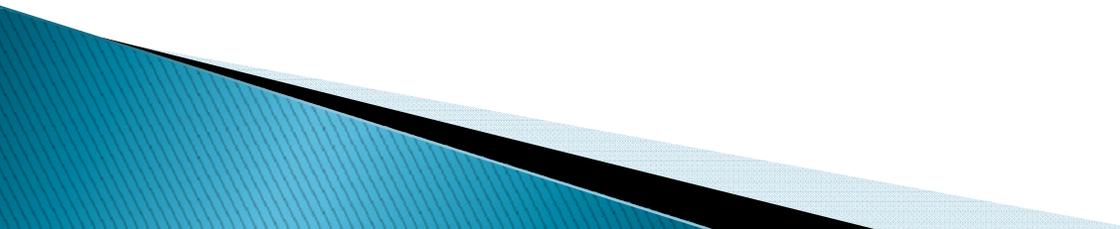
- ▶ Duration & Intensity
- ▶ **Linking to Curriculum**
- ▶ Reciprocal Partnerships
- ▶ Meaningful Service
- ▶ **Youth Voice & Choice**
- ▶ Reflection
- ▶ Diversity
- ▶ Progress Monitoring

Increase Youth Voice



Five Stages of Service Learning

CGSL 15

- ▶ INVESTIGATION
 - ▶ PREPARATION & PLANNING
 - ▶ ACTION
 - ▶ REFLECTION
 - ▶ DEMONSTRATION
- 

Clarifying Roles

CGSL 250



Clarifying Roles for Success with Service Learning

Service Learning Experience: _____

Current Percentages of Engagement: _____ Teacher _____ Students

Desired Percentages of Engagement: _____ Teacher _____ Students

**Role of Teacher—K–12
Service-Learning Standards
for Quality Practice**
MEANINGFUL SERVICE

LINK TO CURRICULUM

REFLECTION

DIVERSITY

YOUTH VOICE

PARTNERSHIPS

PROGRESS MONITORING

DURATION AND INTENSITY

**Role of Students—Five Stages
of Service Learning**

INVESTIGATION & INVENTORY

Personal Inventory:

Media:

Survey:

Interview:

Observation/Experience:

PREPARATION & PLANNING

ACTION

Direct:

Indirect:

Advocacy:

Research:

REFLECTION

Journal:

Discussion:

Visual:

Kinesthetic:

Creative Nonfiction:

DEMONSTRATION

Talents/Skills Utilized:

▶ **Examples of Youth Initiative**

CGSL 243

▶ **Leaving Room for Youth Voice**

CGSL 29

Another Resource
Take Action Guides:
CleanUP
www.waterplanetchallenge.org

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Investigation: Personal Inventory

CGSL 16

CGSL 25



Personal Inventory

Interests, skills, and talents—we all have them. What are they?

Interests are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others. Then, compile a class chart of your findings. This will come in handy on your service learning journey.

Interests: I like to learn and think about ...

Skills and talents: I can ...

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.

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- ★ **Interests** What you like to learn and think about
- ★ **Skills and Talents** I can
- ★ **Being helpful** ... when you helped someone
- ★ **Receiving help** ... when someone helped you

Active Listening
Asking Questions
Taking Notes

Getting **READY** for **PERSONAL INVENTORY** reviews skills **BEFORE** the Inventory

Community Need???



- ▶ Education
- ▶ Healthy Futures
- ▶ Environmental Stewardship
- ▶ Veterans
- ▶ Opportunity
- ▶ Disaster Services

Research = GOOGLE

Research ≠ GOOGLE

**AUTHENTICATE:
Establish OWNERSHIP**

Meaning & Purpose

Gathering Information About a Community Need

CGSL 36 & 247

- ▶ Media
- ▶ Observation/Experience
- ▶ Surveys
- ▶ Interviews

Gathering Information About a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area. Form small groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school or in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

1. _____
2. _____
3. _____
4. _____

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Gathering Information About a Community Need (continued)

Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

1. _____
2. _____
3. _____

Observation and Experience

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

Next Step Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Complete the information you learn into a list of community needs.

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Social Analysis
ACTION RESEARCH =
Applied
TRANSFERABLE SKILLS

PREPARATION: Partnership



CGSL 16

Who is Helping? Government & Community Groups

Who is helping with the community need you've identified? Learning about who addresses this need in the world can help you plan your service learning experience, find partners to work with, and make your contributions count.

Government agencies and community organizations are two kinds of groups that help with community needs. They work to meet immediate needs and to find long-term solutions. Government agencies and community organizations are:

- **local**—in your town and city
- **regional**—in your state or province
- **national**—across your country
- **international**—across the globe (While no single government agency is "international," the United Nations organization is one way the governments of many nations work together to meet needs.)

Where to begin? To learn about government and community groups, contact social service departments or the office of an elected official in your area. You might also start with an organization such as a food bank or animal shelter that helps with the problem.

Research Tips

Phone banks—also from pages often for local, state, and national government offices.

The Internet—government offices and many community organizations have easy-to-use Web pages with information about issues and how to learn more.

School officials—ask if there are local community organizations the school works with already.

Elected officials—they often have people on staff to answer questions and provide contact information and resources.

Please Call Tips

1. Write a list of questions you want to ask.
2. Practice with a friend before making calls.
3. Begin by introducing yourself and briefly describing what you're working on. Then ask if this is a good time to talk.
4. Let the person know how long the call will take.
5. Follow up with a thank-you note or an email.

Complete the chart on the next page to see how government and community groups help with the need you've chosen. You may decide to work on your own, with a partner, or in small groups.

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Who is Helping? Government & Community Groups (continued)

What Government and Community Groups are Doing About

Identify a Group That Is	Key Issue	Web Sites/ Other Contact Info	What They Are Doing	How Kids Can Help
Local:				
Regional:				
National:				
International:				

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Community Contact Information

Name of agency: _____

Key individual: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Location (note proximity to school): _____

Service needs (note ongoing versus short term): _____

Learning opportunities: _____

Date contact made: _____

Contact made by: _____

Follow-up information (record all calls, visits, etc.; continue on back or new sheet as necessary): _____

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- ▶ Who is Helping?
- ▶ Community Contact

Finding Out
Making Calls
Keeping Track

On the CD-Rom:
10 Voices from the Field
*Building Sustainable
Partnerships ...* **CGSL 246**

ACTION ACTION ACTION CGSL 16

Taking Action

Step 1: Think about the needs in our community. Make a list.

Step 2: Identify what you know.

- Select one community need:
- What is the cause?
- Who is helping?
- What are some ways we can help?

Step 3: Find out more.

- What do we need to know about this community need and who is helping?

- How can we find out?

Step 4: Plan for action.

- To help our community, we will:
- To make this happen, we will take on these responsibilities:

Who	will do what	by when	Resources needed

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Service Learning Proposal

Students or class: _____

Teacher: _____

School: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Need—Why this plan is needed:

Purpose—How this plan will help:

Participation—Who will help and what they will do:

Students: _____

Teachers: _____

Other adults: _____

Organizations or groups: _____

Outcomes—What we expect to happen as a result of our work:

How we will check outcomes—What evidence we will collect and how we will use it:

Resources—What we need to get the job done, such as supplies (itemize on back):

Signatures:

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Progress Monitoring

What progress monitoring methods will you use?

- Observation
- Data Collection
- Interviews
- Surveys

Other Methods:

- _____
- _____

Date _____

Step One: Establish your baseline—what is the need?

Date _____

Step Two: What noticeable changes have been made?

Date _____

Step Three: What other changes have taken place?

Date _____

Step Four: Describe evidence of your progress.

Date _____

Step Five: Provide a summary of your findings.

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Time-Saving Tool for PLANNING 27

Planning for Service Learning

Grade level(s): _____

Essential Purpose or Question:

Content—Learning About:

Service Need:

Service Idea:
Investigation of the Need:
Preparation and Planning:
Action:
Reflection Methods:
Demonstration to Others:

Youth Voice and Choice:

Curricular Connections:

English/Language Arts:

Social Studies/History:

Mathematics:

Science:

Languages:

Art and Music:

Technology:

Other:

Skills Being Developed:

Books and Other Media Used:

Community Partners:

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Planning for Service Learning (continued)

Opportunities for Students to:

- Experience and explore diversity:

- Participate in progress monitoring:

- Learn about careers:

- Strengthen social, emotional, and character traits:

- Make global connections:

- Develop leadership:

Duration of the Service Learning Experience (approximate timeframe):

Teacher Collaboration:

Public Awareness or Presentations Planned (including media, alerting public officials, recognition, and celebrations):

Tangible Product(s) from the Experience:

Additional Notes:

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For EVERY Theme = 3 Plans

Planning for Service Learning Example: *Elementary, Emergency Readiness*

Grade level(s): 5 (with grades 2 and 3)

Essential Purpose or Question:

Develop and refine communication skills while fostering an appreciation of the many possible modes of communication; mentor and guide second and third graders in their communication skills.

Content—Learning About:

- Causes of many kinds of natural disasters
- Myths and legends

Service Need:

Many children need a better understanding of the causes of natural disasters.

Service Idea: Weather—Amazing Facts and Original Folktales

Write a book for elementary children to inform about natural disasters and integrate a creative aspect. For every disaster report, include both facts and an original folktale about the cause; produce in English and Spanish.

Investigation of the Need:

Fifth-grade students asked first- through fourth-graders what caused hurricanes and the responses from children in grades 1–3 often were more amusing than accurate.

Preparation and Planning:

Research natural disasters by using the Internet, books, and speakers. Study about the influence of folktales on both science and culture. Work with third graders to write original folktales about eight different natural disasters. Work with second graders to produce related illustrations. Translate into Spanish.

Action:

Finalize the copy, integrate disaster images, and add original art and translations to complete the book *Weather: Amazing Facts and Original Folktales*.

Reflection Methods:

Work in triads to reflect on each disaster; create team journals, digital photographs, and skits. Design reflection activities for partner classes. The book included a reflective acoustic poem written by fifth graders on “Communication” and also included a page of “Notes and Reflections.”

Demonstration to Others:

At a book launch, students shared their publication with other classes and sent a copy to every school in the district.

Youth Voice and Choice:

Students selected their teams, and brainstormed and reached consensus on book layout and involving the partner classes.

Curricular Connections:

✓ *English/Language Arts:*

Read examples of myths from many cultures; write lists of amazing facts and creative stories

✓ *Social Studies/History:*

Create world maps of where the natural disasters being studied most frequently occur; read a newspaper article about current incidents and their impacts

✓ *Mathematics:*

Apply geometrical patterns and designs studied

✓ *Science:*

Research eight natural disasters—their causes and impact

✓ *Languages:*

Work with ELL students to translate the facts and folktales into Spanish

☐ *Art and Music:*

✓ *Technology:*

Create collages using Web site images

☐ *Other:*

Skills Being Developed:

- Cause and effect
- The writing process
- Communication in various forms
- Drawing and writing

Books and Other Media Used:

Natural Disasters: Hurricanes, Tsunamis, and Other Destructive Forces

Tsunami: Helping Each Other

Eyewitness: Hurricane & Tornado

Eyewitness: Volcanoes & Earthquakes

Community Partners:

Social Services (Emergency Preparation)

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Opportunities for Students to:

• Experience and explore diversity:

Students learned about the value of knowing multiple languages: “It helped everyone to learn that English isn’t the only language in the world . . . if only our book could be in every language!”

• Participate in progress monitoring:

Students developed a step-by-step sequence for this service process and saw when progress was obvious and when variations needed to be made.

• Learn about careers:

• Strengthen social-emotional and character traits:

Students developed communication skills, originality, and enthusiasm. In their own words: “I learned other people may be shy, outspoken, or speak directly.” “I learned to put myself in someone else’s position.” “I learned not to judge a book by its cover.”

• Make global connections:

Students did global mapping.

• Develop leadership:

Students developed initiative, planning skills, resourcefulness, and follow-through.

Duration of the Service Learning Experience (approximate timeframe):

One semester.

Teacher Collaboration:

This service required teacher collaboration across three grades.

Public Awareness or Presentations Planned (including media, alerting public officials, recognition, and celebrations):

The resulting student-made book has been used in workshops across Florida and the United States as an exemplary service learning product in which youth voice was integral and the process met multiple academic state standards.

Tangible Product(s) from the Experience:

Weather: Amazing Facts and Original Folktales.

Additional Notes:

This service experience received funding from Florida Learn and Serve and also from a local foundation.

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REFLECTION

CGSL 38



Four Square Reflection Tool

What happened?	How do I feel?
Ideas?	Questions?

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DEMONSTRATION

CGSL 18



Once You Know It, Show It!

You've put your plan into action and seen the results. Now it's time for demonstration—the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration of your service learning can take any form you like: letter, article, video, pamphlet, artistic display, performance, or PowerPoint presentation.

To help you make the most of your demonstration, answer these questions:

Who is your audience?

What do you most want to tell about what you've learned?

What do you most want to tell about how you provided service?

Are there any community partners who you might like to participate in the demonstration?

What form of demonstration would you like to use?

On a separate sheet of paper, write your plan for demonstration.

If you are part of a class or youth group, share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?

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Process of Learning Articulated

Findings are illuminated “Public” communication

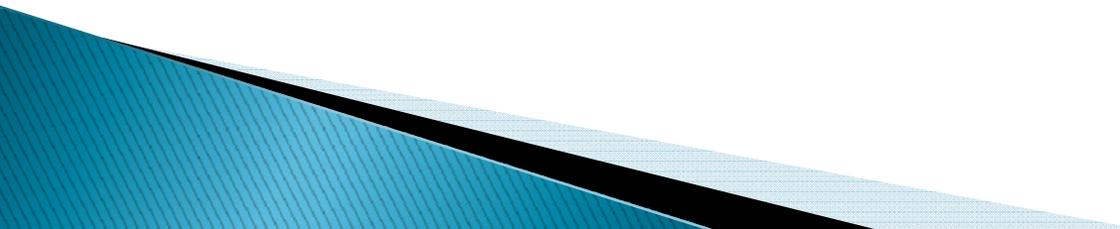
Integrate Skills & Talents

MORE TO DISCOVER!!

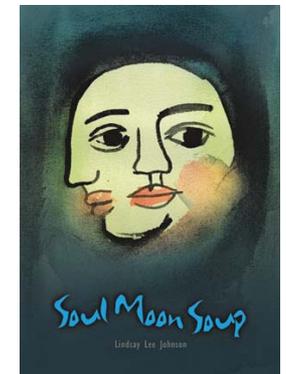
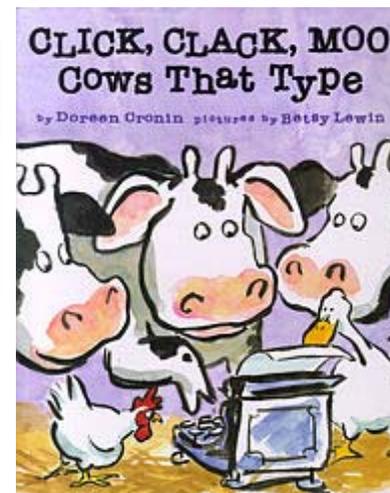
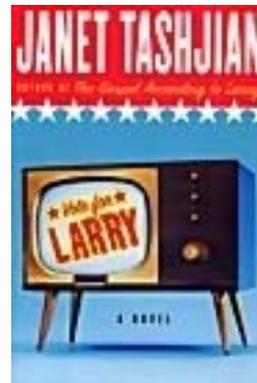
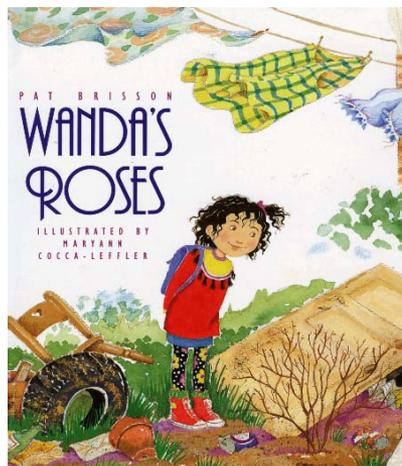
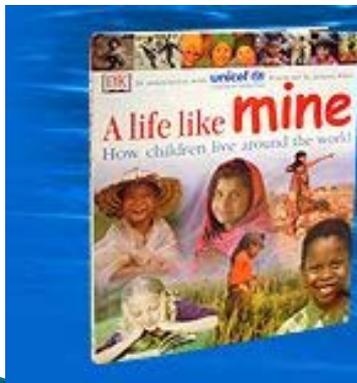
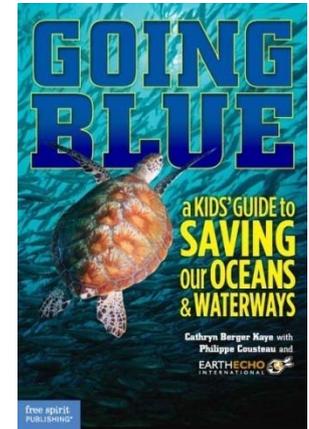
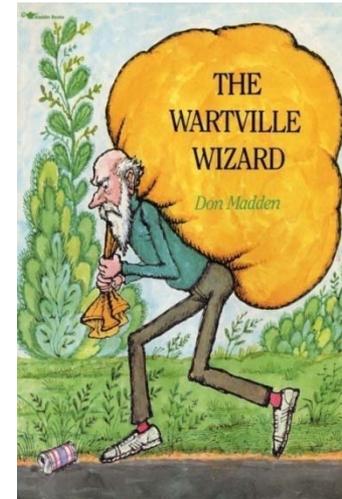
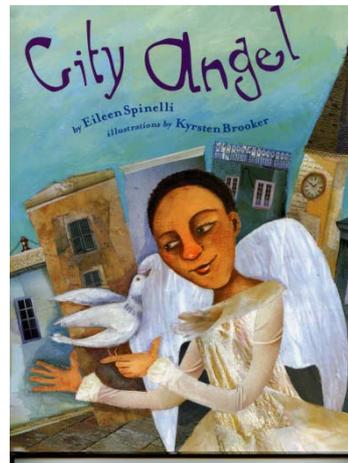
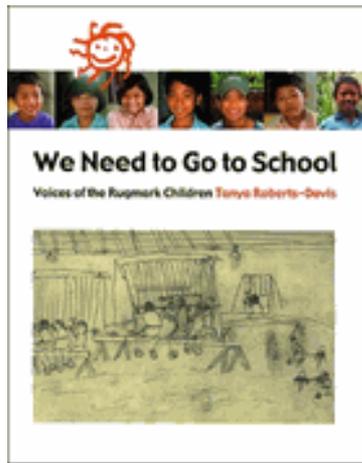
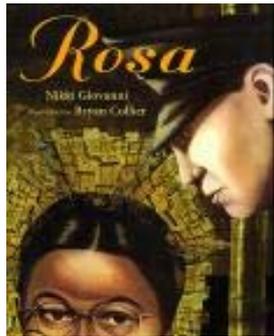
- ▶ A **Blueprint** – review of process & forms **22–23**
- ▶ Success with Speakers – Start with Resumes! **24**
- ▶ Going Global – Ideas **43** 
- ▶ Key Concepts for Moving Forward with your School Culture **Chapter 17**

Bring Learning to LIFE!

THEMATIC CHAPTER REVIEW

- ▶ Opening Quote (pg 57 for quote ideas)
 - ▶ TWO PREPARATION ACTIVITIES
 - ▶ Websites
 - ▶ Cross Curricular Web
 - ▶ Service Learning Scenarios – K–12
 - ▶ And then . . .
- 

Thematic Service Learning BOOKSHELF



Each Bookshelf . . . (read **Chapter 3**)

- ▶ **CHART with Sub Themes**
- ▶ **Categorized as**
 - N Nonfiction
 - P Picture Book
 - F Fiction
 - GN Graphic Novels
- ▶ **Annotations & Grades**

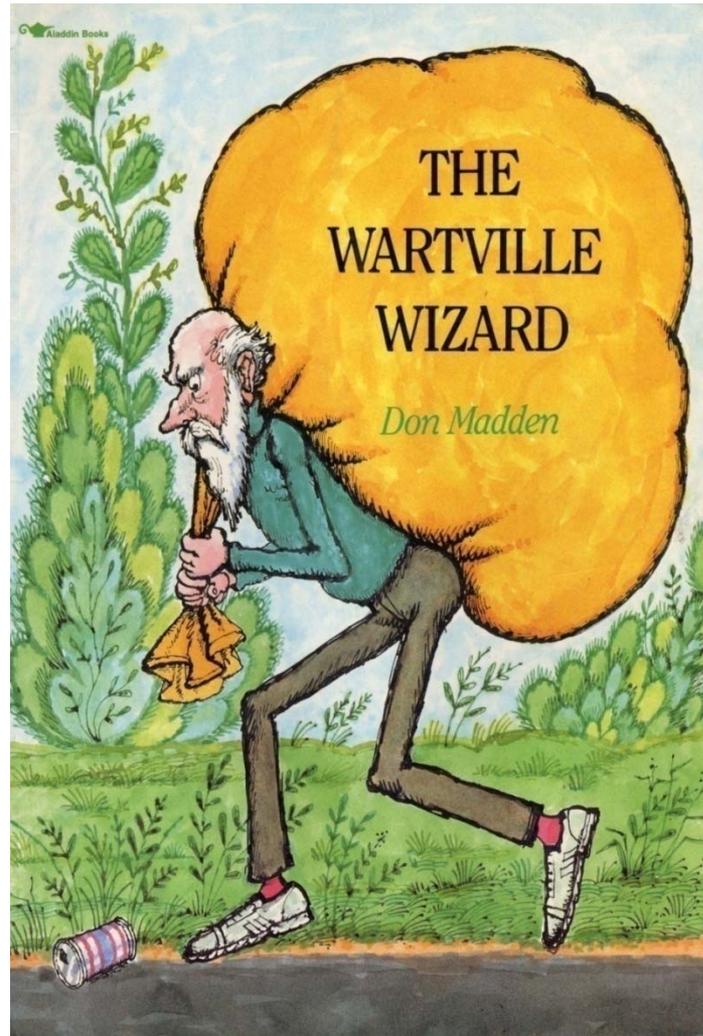
ON THE CD-ROM

More Annotations

Recommendations

Author Interviews

Environment



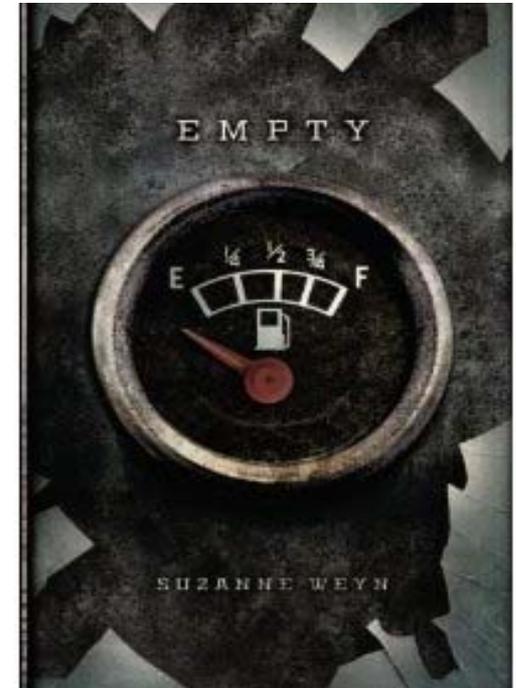
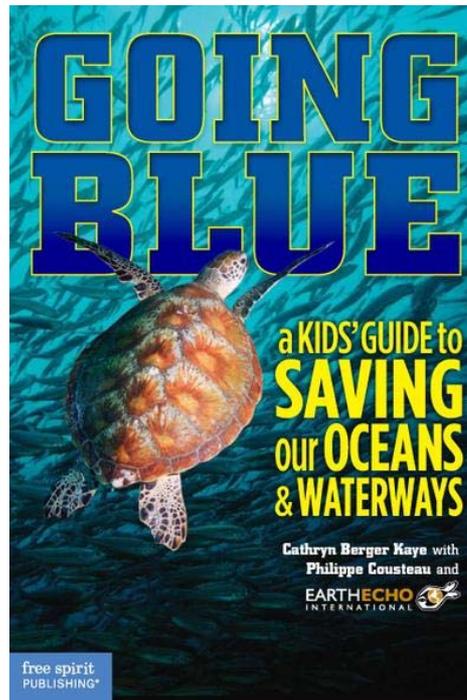
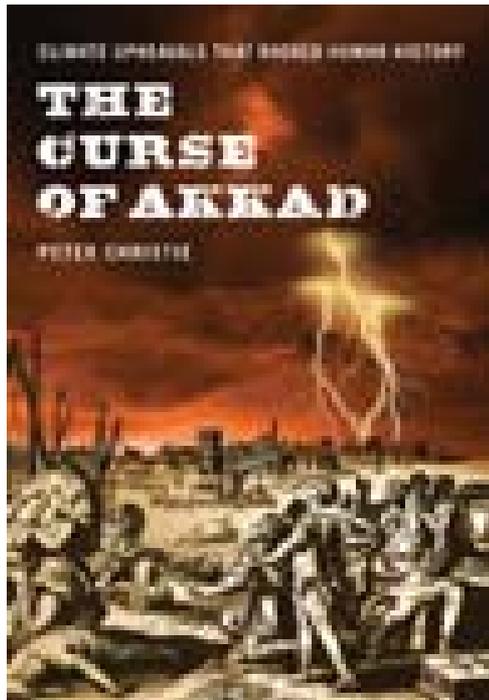




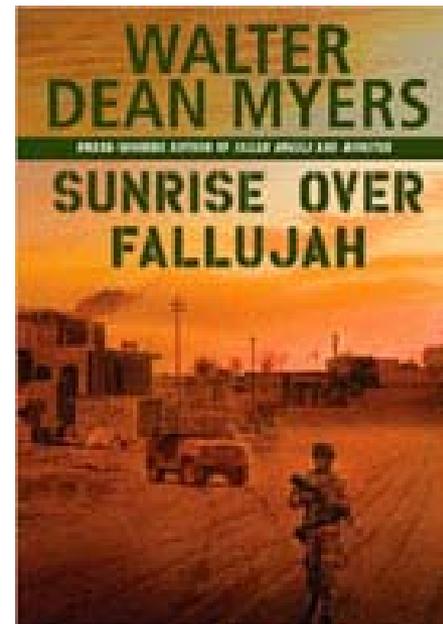
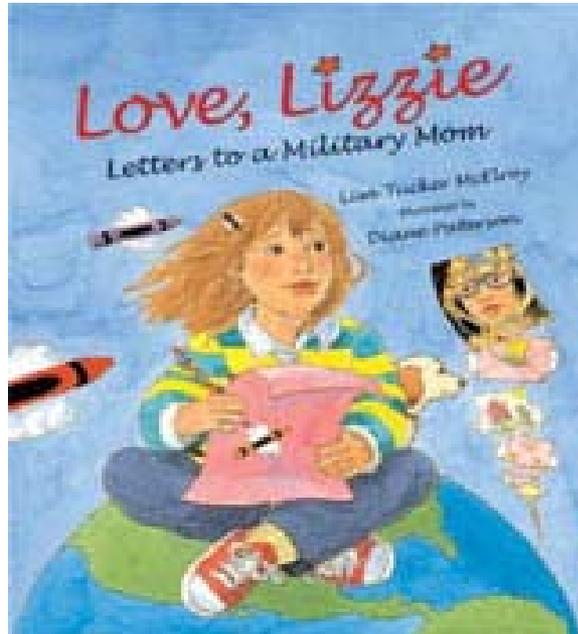


Peter Christie

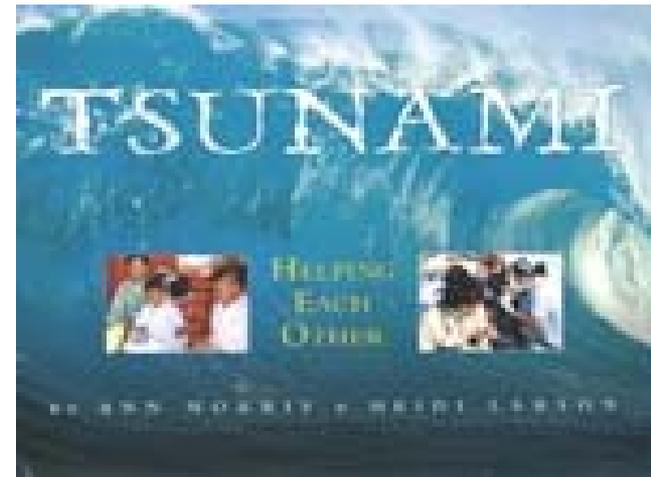
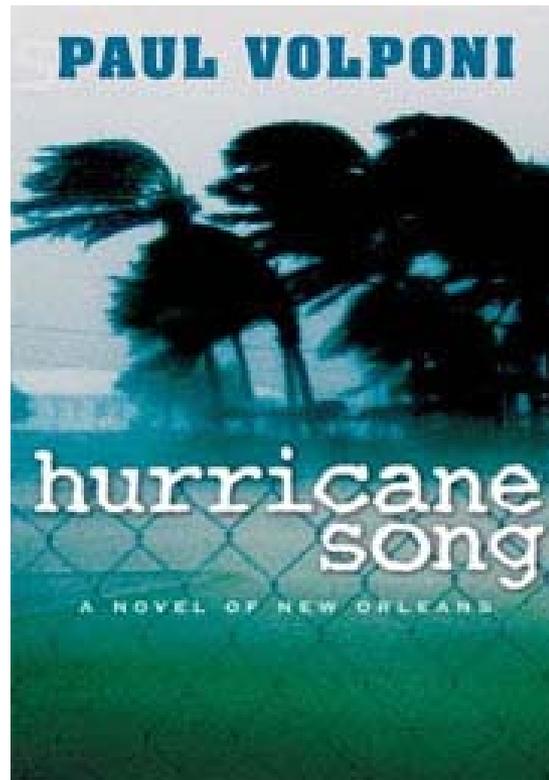
Cathryn Kaye w/ Philippe Cousteau, Suzanne Weyn



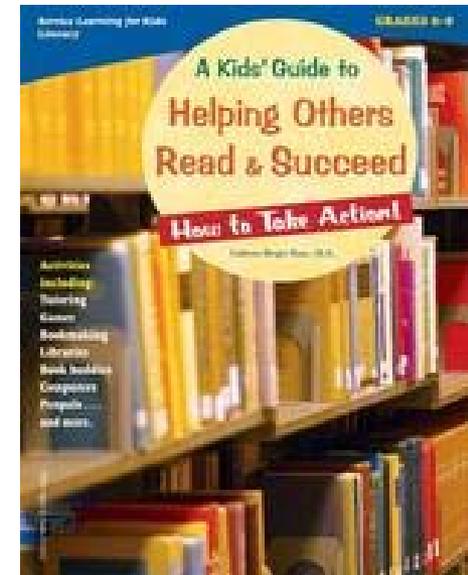
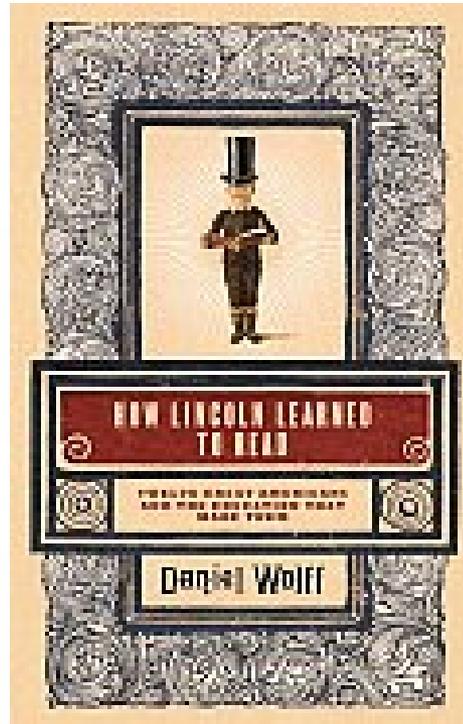
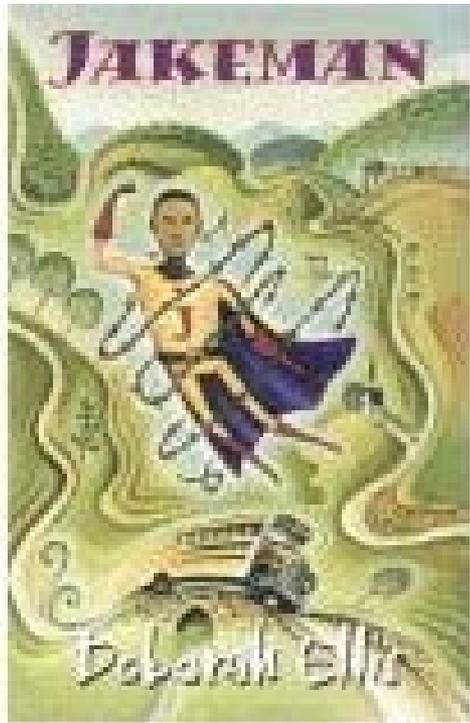
Safe & Strong Communities -- Veterans (Love Lizzie) Meyers



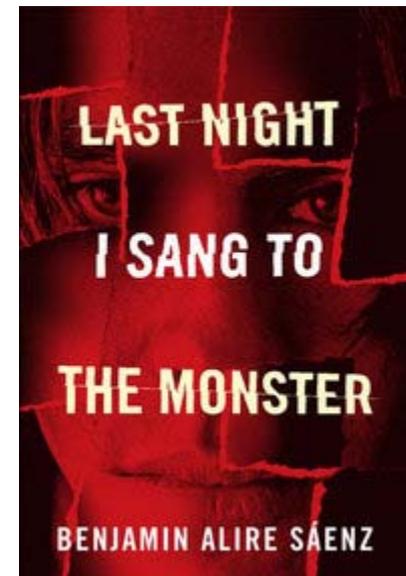
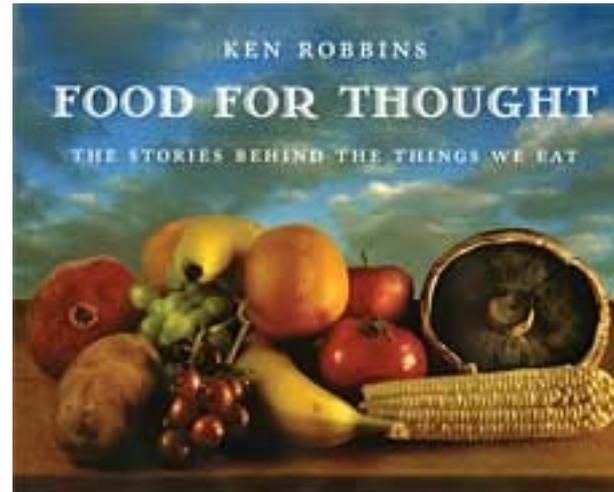
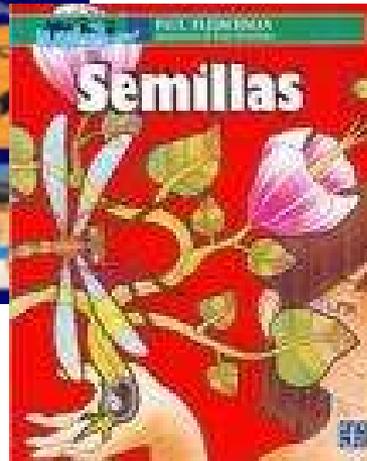
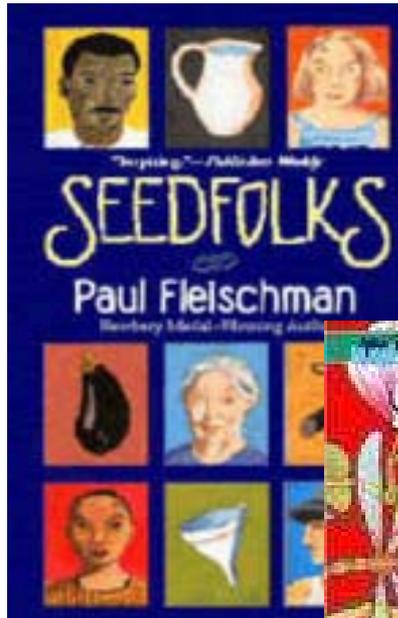
Emergency Readiness



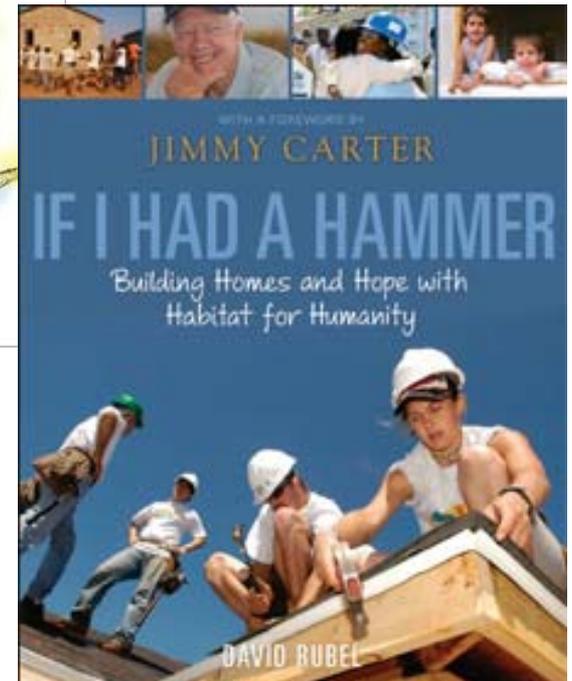
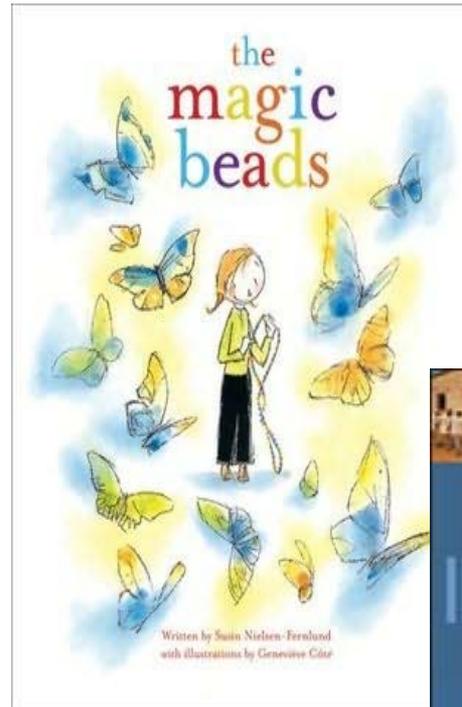
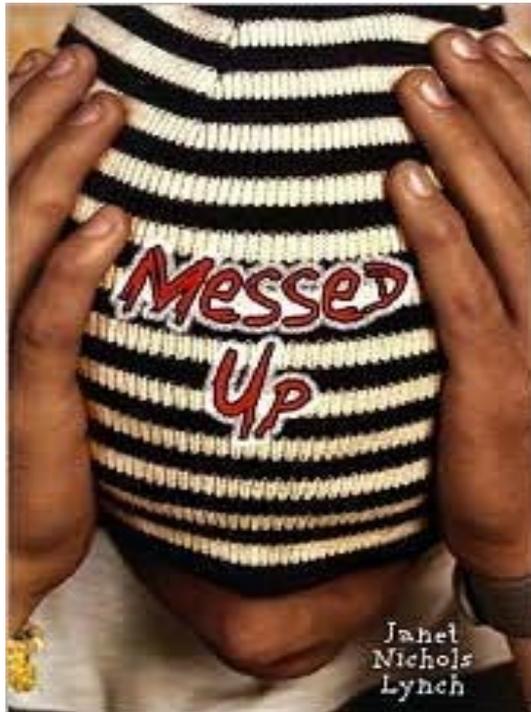
Education



Healthy Lives, Healthy Choices



Opportunity



Complete Guide to Service Learning

- ▶ All Teacher Summer Read
 - ▶ Professional Learning Communities – Study Guide
 - ▶ For New Hires, part of School/District Orientations
 - ▶ Professional Development
 - ▶ Create a Common Language and Purpose for Service Learning
- 

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- ▶ www.ABCDBOOKS.ORG
- ▶ www.FreeSpirit.com

The purpose of
life is having
a life of purpose.