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## Draft Instructional Framework in Service-Learning for Elementary School

Maryland Student Service Alliance

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Maryland State Department of  
**EDUCATION**

*Schools for Success*

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State Superintendent of Schools

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May 1992

Dear Champion of Service:

We are pleased to learn of your interest in starting or enhancing your school's service-learning program. Students can make a tremendous difference in their schools and communities--if they are given opportunity to use their enthusiasm, energy, and ideas.

The enclosed draft instructional framework includes activities to help students prepare for service and reflect on their experiences. The framework's activities are experiential; the community and its citizens become the students' classroom and resources.

It would be helpful to hear about your successes with service-learning as well as your comments on how this material could be improved. As part of your review process, please let us know, on the attached form which follows, how you think the units could become more useful and effective.

We appreciate your interest in creating service-learning programs for students.

Sincerely,

Nancy S. Grasmick  
State Superintendent of Schools

NSG\RLR

Attachment

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#184

**Maryland Student Service Alliance**

**DRAFT INSTRUCTIONAL FRAMEWORK  
in  
SERVICE-LEARNING  
for  
ELEMENTARY SCHOOL**

**Evaluation Form**

Please let us know if this manual helps you. Which segments are useful? What's missing? What needs improvement? We'd especially like to hear of any service activities you're doing with your students. Please send your responses to:

Maryland Student Service Alliance  
200 West Baltimore Street  
Baltimore, MD 21201

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From July 15-19, 1991, the following people worked to create this draft instructional framework. They are champions of service in their schools and communities. Thanks to them, Maryland's school-based service-learning is a model for the nation.

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**Anti-Defamation League of B'nai B'rith**  
New York, NY

**Association of Junior Leagues**  
New York, NY

**Baltimore Jewish Council**  
Baltimore, MD

**Constitutional Rights Foundation**  
Los Angeles, CA

**Education of Homeless Children and Youth**  
Maryland State Department of Education  
Baltimore, MD

**Facing History and Ourselves National Foundation**  
Brookline, MA

**Maryland Food Committee**  
Baltimore, MD

**Maryland Office on Aging**  
Baltimore, MD

**National Crime Prevention Council**  
Washington, D.C.

**San Francisco School Volunteers**  
San Francisco, CA

**StarServe**  
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Pittsburgh, PA

**Maryland Student Service Alliance**

**DRAFT INSTRUCTIONAL FRAMEWORK  
in  
SERVICE-LEARNING  
for  
ELEMENTARY SCHOOL**

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## FOREWORD

Students have enormous energy, enthusiasm, and intelligence that they will devote to our communities if only they are asked and given the opportunity. Schools are now doing the asking and they are creating opportunities, both in courses and as part of their extracurricular activities.

Students have weather stripped and rehabilitated houses and tended animals at the zoo. They have planted marsh grass to save the Chesapeake Bay and tested streams for pollutants. They have created plays about drug and alcohol abuse and put on fashion shows for senior citizens. These are not simply nice things to do. They contribute to an individual's development of the strong, active character crucial to a vibrant national life.

Student service-learning is now an item on the national agenda. President Bush has initiated the Points of Light Foundation to promote his belief that "any definition of a successful life must include serving others." Senators Edward Kennedy and Barbara Mikulski were instrumental in obtaining passage of the "National and Community Service Act." The best test of a program, however, is the actions taken at the local level. Maryland, which has often been called "America in miniature," has the opportunity to demonstrate just how good a service-learning program can be.

The ethic of service has been a hallmark of our democratic heritage since America's inception, enlisting the spirit and energies of old and young alike. Thomas Jefferson wrote in 1793 that "a term of duty in whatever line he can be most useful to his country is due from every individual."

In truth, Jefferson saw this duty not as a burden but as the joyful exercise of freedom. To be, in his famous phrase, "a participator in public affairs" was not only a self-evident right, but the source of a happiness far greater than what could be attained by pursuit of private interest only. Today, too few are finding the happiness of participation.

Now the United States is a nation at risk. We are at risk, but not because of our mathematic or scientific frailty, which are serious problems. The more serious threat results from caring too much about ourselves.

Individualism unchecked can be like an infection run wild. The same business that gives prosperity to a community may later be discovered to have poisoned its waters. Today the yearning for mere material success breeds a moral emptiness in our youth. Designer clothes are more important than the drought in Ethiopia; school courses or summer activities are chosen almost exclusively on the basis of whether they will enhance a resume or college application. This relative disengagement or disconnectedness from deeper moral values has terrifying results: escalating teen

pregnancy rates; a higher proportion of high school students using drugs in the United States than in any other industrialized nation; increasing delinquency rates, up by 130% since 1960; increasing teen suicide to frightening proportions; growing barriers between races and classes.

The unraveling of common bonds threatens our economy as well as our sense of community. Overwhelmed at the prospect of never overcoming this disintegration, many people feel paralyzed, unsure of where to start and what to do. Reversing these trends is easier said than done, for the struggle is over nothing less than the nation's soul.

In the past, we have turned to the church and the family to build character. But involvement in religious institutions is not nearly as robust as it was a generation ago. Nor is the family as strong.

Thus, it is time for us in education to rededicate ourselves to the original purposes for which schools were founded--not only to teach reading or math, but to go beyond in the quest to produce conscientious participants in our democracy, to make the virtues of citizenship a habit.

One of the most effective ways to do this is through a student service-learning program. As Aristotle knew, virtue is best taught by instilling correct habits in the young.

Service-learning, by teaching to give of one's self, encourages youth to reach to a greater community, one beyond themselves. By alerting young people to problems and giving them the opportunity to solve the problems, a service-learning program instills a sense of responsibility and purposefulness.

By demonstrating that goals can be accomplished, service-learning can build the courage young students will need to tackle life's tough issues. And courage, as Winston Churchill said, is "the most important virtue, for it is the one virtue which makes all others possible."

Student service-learning has great potential both to meet unmet needs and to build a cadre of dedicated and committed young people. It will be most effective if projects are chosen with care, and if young people are given adequate supervision and training. Most important, however, is the need for reflection and thought. In this way students will learn to integrate their own service experiences into a complete concept of good citizenship duties.

Service-learning should not, however, be viewed merely as an interesting experience for young people and cheap labor for the community. A service-learning program will be most effective if it is regarded as a fundamental part of being a good citizen.

Each program of student service-learning is, after all, an act

of faith. It is based on the belief that young people are eager to serve, and when given the opportunity, they will use their energy to do what is necessary to make Maryland a better place. They will develop habits of good citizenship and demonstrate courage to tackle tough problems.

This framework is intended to help teachers and administrators infuse service-learning into their courses in order to engage students' interest and enthusiasm and instill in them a life-long commitment to service.



## INTRODUCTION

MSSA wants to ensure that all Maryland students can make a difference in their schools and communities by learning to be responsible citizens. We published the draft instructional framework to help teachers develop a broad range of service-learning experiences.

Section I is a brief history of student service-learning in Maryland.

Section II describes what students should have learned after they have been involved in a series of sustained service experiences. The outcomes were created by teachers who had developed and managed service programs. This section should be a useful guide in helping a teacher consider which outcomes she or he should concentrate on teaching.

Section III emphasizes the need for preparation and reflection for a service program to be an optimum learning experience. Examples of activities are included.

Section IV details strategies for gaining support for service-learning activities. Included is a variety of "how to" exercises for approaching the principal, faculty, staff, parents and the community at large.

Section V (Part A) is an introduction to service-learning. Numerous exercises help students think about the relation between good citizenship and service, as well as help them refine their skills of communication, information gathering and need assessment. Teachers can use all or just some of these exercises to prepare their students for a particular service project.

Parts B, C, D and E of Section V provide a variety of projects, both curricular and co-curricular, concerning senior citizens, people in poverty, the environment, and numerous other school and community needs. The projects may be easily adapted. Most may be incorporated into specific subject areas such as social studies, language arts/English, math, science, art and vocational education. Such projects give students the chance to see first-hand how they can use their academic skills to help others. Thus, the benefits are twofold: Not only will students learn service, but they may gain deeper appreciation for their studies.

Following is a breakdown of subject areas that could be covered by various projects in this manual.

### Science:

environmental studies  
nature, biology  
aging process

health education  
sanitation  
pollution

genetics/disabilities  
public health/health regulations

nutrition

Social Studies:

political/historic/economic aspects  
political awareness  
cultural sensitivity

social awareness  
local government  
citizenship

Math:

measuring  
problem solving  
graphing  
budgeting

estimating  
calculating  
surveying  
analyzing

English/Language Arts:

research components--explore issues, gather data  
language experience stories  
writing letters, poems, journal entries, stories

Vocational Education/Job Skills:

communication skills  
job tolerance  
appropriate behavior  
personal appearance

socialization  
work ethics  
work habits

This list is only the beginning. All of the projects contain opportunities for students to learn and practice many academic and life skills. They also include ideas for preparation and reflection, as well as extensive resource lists.

Section VI provides examples of student service-learning programs that are already successful. If you have questions or encounter obstacles in your program, it's a good idea to contact these schools that have already addressed such issues.

Section VII simply lists general resources pertaining to service-learning, which could be used in connection with a particular service activity.

We hope this framework is helpful. Please let us know how it could be improved. Of course, we would love to hear about your successes so that they may be included in our next edition.

# **Service-Learning in Maryland**

## SERVICE-LEARNING IN MARYLAND

### History

Schools in Maryland have always provided some opportunities for students to volunteer. There have been walk-a-thons, canned food drives, visits to senior citizens on holidays and tree planting projects. Building on this tradition, in 1985 the State Board of Education enacted a bylaw that required all school systems to offer courses and programs in community service for elective credit. These courses were to be "open to all students."

Following the adoption of the community service bylaw, it became apparent that local school systems would need technical assistance in order to develop effective service-learning programs. In response to this need, the Abell Foundation, in 1988, provided a two-year grant to support the initial implementation of the bylaw. With this support, a service-learning specialist was hired and the Maryland Student Service Alliance was launched.

As of January 1992, over 2,500 students have participated in service-learning projects for credit. MSSA has trained over 1,000 teachers and produced a teacher training video and guide, draft instructional framework for high school, middle school and special education students, and a volume of readings from the Great Books.

In the last few years, growing numbers of elementary schools have demonstrated interest in involving their students in service. A number of teachers would like to infuse service into the curriculum, while others are choosing to make service a co-curricular activity. This manual is an effort to help teachers provide a variety of service experiences for students.

### Service-Learning Definition

Service-learning can be defined in a number of ways. After considered experience and discussion, the Maryland Student Service Alliance developed the following definition:

Actions by caring through personal contact, indirect service, or advocacy, either in school or in the community, with preparation and reflection.

This definition of service-learning should be understood in the light of the goals of encouraging service. The purpose of a service-learning course is to provide opportunities for students to experience the joy of making a difference in their communities. We want students to reach beyond themselves to help others.

Ideally, a student experiences the three kinds of service-learning in a progression. First, the student grasps the problem through face to face contact with people in need. He or she visits with a senior citizen or tutors a child.



## Service-Learning in Maryland

Next, the student performs indirect service by, for instance, recruiting other tutors or putting up a display concerning the senior citizens. Although many service programs start with indirect action--collecting coats for the homeless or canned food for a soup kitchen, it is better to work first with the homeless or the hungry. Then the collecting will be more meaningful.

Finally, the student may engage in civic action. This could range from writing a letter to the editor, to lobbying for a cause, to engaging in a political campaign.

Service-learning programs are not vocational education. While the student may be learning job skills, the major goal should be to see the work as service to the school or community, making a difference. For example, working at a legal aid office where the lawyer is helping poor people would count, whereas interning at a corporate law firm would not.

Other examples of school-based activities which would not count as student service are playing in the band or on a sports team. While each of these is a valuable activity, neither meets the criteria for student service-learning.

# **Outcomes of Service-Learning**

## OUTCOMES OF SERVICE-LEARNING

### Rationale for Service-Learning

"We learn to build houses by building houses; to play the harp by playing the harp; to be just by doing just acts."

- Aristotle

Service-learning teaches students the citizenship skills necessary for a vital democracy. Students develop the habits of acting effectively in the community.

The ultimate outcome of service is the individual's assumption of citizenship responsibility. Service-learning is the best way to accomplish this goal.

Recent reports on educational reform have pointed out that traditional teaching methods have not effectively engaged students socially, personally, or intellectually. The National Assessment of Educational Progress criticizes the teacher-centered lecture/exam approach, and recommends more hands-on learning. The National Association of Secondary School Principals issued a recent report which found that eighth grade instruction is overwhelmingly boring and passive for students. Students spend their time listening to teachers, copying from the chalkboard, or reading assignments and taking tests. Mr. Lousbury, senior author of the report, notes that the traditional school program is "cold and canned" and is viewed by the students as a thing apart from their struggle to become independent young adults. NASSP has endorsed student service-learning.

The National Association of Social Studies recommends that service-learning be infused into social studies classes, and further urges that every school offer a service-learning course.

Service-learning has been recommended by the Carnegie Foundation for the Advancement of Teaching in both its high school and middle school reports. The Educational Commission of the States has strongly endorsed its use. The National Governor's Association has set for its year 2000 goal that every student be engaged in community service.

The commitment to service-learning on the national level has not grown just because educators are rereading their Aristotle. Their commitment is based on documented evidence of success. As cited in the Harvard Educational Review, students engaged in service-learning--action accompanied by structured preparation and reflection within the school curriculum--demonstrate growth in three areas: social and political development, personal development, and intellectual development. For instance, one researcher at Cornell found that students who worked in a government setting all semester outperformed students who had simply stayed in the classroom. The time on task that was most effective was the action component.

## **Outcomes of Service-Learning**

Students who engage in service-learning develop the social, personal and intellectual skills necessary to make a positive contribution to the community. They develop those values which help them make a difference. The specific outcomes which follow have been developed based on extensive readings of the literature, careful examination of the studies on what students learn, and the experience of teachers who engage students in service-learning.

### **Service-Learning Outcomes**

#### **I. Outcomes for social growth and development**

By performing service a student will demonstrate principled decision-making which is necessary to assume civic and political responsibility.

##### **A. Outcome: Demonstrate social and civic responsibility in service settings.**

###### **Sub-outcomes:**

1. Assume responsibility for influence of own behaviors on others in service settings.
2. Demonstrate commitment to a service project.
3. Expect to contribute to and receive from a larger human community through service.
4. Establish connections with a wide range of people, issues, and places by performing service projects.
5. Experience feeling of personal growth which comes from performing service.
6. Help others in service settings learn to solve their problems.

##### **B. Outcome: Demonstrate political efficacy in service settings.**

###### **Sub-outcomes:**

1. Direct concern for fellow human beings into political action.
2. Demonstrate understanding that one person can make a difference by performing service.
3. Demonstrate understanding that making a difference by performing service brings a feeling of satisfaction.

## **Outcomes of Service-Learning**

4. Find and use government resources to improve the community.
5. Find and use non-government organizations, foundations, and other community resources to make the community better.
6. Participate in democratic processes; seek involvement; make presentations.
7. Develop an ethic of political involvement.

### **II. Outcomes for personal growth and development**

#### **A. Outcome: Demonstrate proficient use of service skills.**

##### **Sub-outcomes:**

1. Use nonverbal and verbal communication skills that are needed to perform service.
  - a. Work well with others in service settings.
  - b. Be a positive role model for others in service settings.
  - c. Persuade people to act in the public interest.
  - d. Be able to converse with a variety of people.
2. Develop capacity to help in service settings: listening, supporting, interviewing, tutoring.
3. Demonstrate caring for others in service settings, enabling others to care for themselves.
4. Solve problems and be productive in service settings: accomplish tasks, manage, assess, and redirect one's own performance.
5. Demonstrate teamwork in service settings: contribute to accomplishment of team goals; work smoothly with others.
6. Identify tasks that need doing in service settings.
7. Perform leadership tasks in service settings: persuade people to act in the public interest, ask people to act.

## Outcomes of Service-Learning

### **B. Outcome: Demonstrate personal development through performing service.**

#### Sub-outcomes:

1. Demonstrate self-esteem in service settings.
  - a. Identify and acknowledge one's skills, abilities, and gifts, and recognize potential for growth.
  - b. Maintain a positive attitude, confidence, and competence in service situations.
  - c. Share self with others in service settings through conversing, active listening, supporting, and helping.
2. Demonstrate personal efficacy in service settings.
  - a. Expect to succeed at service.
  - b. Demonstrate ability to make a significant difference through service.
  - c. Demonstrate ability to persevere and complete difficult tasks in service activities.
  - d. Try new experiences, accept new challenges, and take new risks by performing service.
  - e. Explore new and unfamiliar roles and career interests by performing service.
  - f. Demonstrate independent action and self reliance by performing service projects.
  - g. Direct own behaviors, be appropriately assertive, accomplish goals in service settings.

### **C. Outcome: Demonstrate moral development by acting ethically in service settings.**

#### Sub-outcomes:

1. Demonstrate empathy with others in service settings.
  - a. Recognize and understand the importance of the principle of human equality by performing service.
  - b. Perceive viewpoints of others in service settings.

## **Outcomes of Service-Learning**

- c. Show ability to distinguish thoughts and feelings of self from thoughts and feelings of others by engaging in service activities.
  - d. Show ability to imagine oneself in the social role of the other by performing service.
  - e. Respect and appreciate people of diverse backgrounds, ages, and life situations, especially those served.
2. Demonstrate capacity for independent principled choice in service settings.
    - a. Use a process of reasoning (principled thinking) when making decisions in service settings.
    - b. Take responsibility for one's own behaviors and accept consequences of own actions in service settings.
    - c. Show capacity to consider welfare of the community over self interest.

### **III. Outcomes for intellectual growth and development**

- A. **Outcome: Practice basic academic skills in real life situations by engaging in service.**

#### **Sub-outcomes:**

1. Demonstrate verbal skills in service activities: read, communicate (listen and speak), and write.
2. Demonstrate mathematical skills in service settings: formulate a problem, estimate, and calculate.
3. Demonstrate research skills in service activities: explore an issue and service opportunity, survey, interview, gather data, conduct library research. Learn where to seek new information and experience.
4. Share verbal, mathematical, and research skills by carrying out a service project.

- B. **Outcome: Demonstrate increasing ability to do higher order thinking through performing service.**

#### **Sub-outcomes:**

1. Analyze the social, historical, political, economic, and environmental factors which impact on

## Outcomes of Service-Learning

the people being served.

2. Develop theses about what action should be taken by which groups to improve the situation.
3. Evaluate the impact various courses of action would have on the people served and on the community as a whole.
4. Judge which actions would be the best given the interdependence among problems and solutions.

### C. Outcome: Learn by reflecting on service experience.

#### Sub-outcomes:

1. Discuss service experience and information with others, seeking significance.
2. Draw on literature, biography, philosophy, visual arts and music to make sense of one's service experience.
3. Construct a meaningful philosophy of life by integrating facts, ideas, and service experiences.
4. Evaluate the meaning of one's service experience with what others have understood.
5. Create a mission.



# **Effective Service-Learning**

## EFFECTIVE SERVICE-LEARNING

School-based service-learning programs have two equally important and inseparable purposes: to perform useful service and to learn from the experience of serving. Programs that accomplish these purposes explicitly link service and learning. Effective student service-learning programs use three critical elements: preparation, action, and reflection.

### Preparation

Preparation involves four steps: identifying and analyzing issues, choosing a project, learning skills needed to perform service, and planning the service project.

#### A. Identify and Analyze Issues

To identify the issues in need of service, students and teachers may watch news programs, read the newspaper, scan the community, and hold discussions. Units in this manual cover some of the most commonly mentioned issues: senior citizens, people living in poverty, and the environment.

To analyze these issues, students might talk to experts--social workers, police officers, medical professionals, scientists--to discover how they tackle tough problems. Students could invite experts to school or they could take a field trip to work with them for a day. Students might also elicit suggestions for service projects from the experts. (For further information on choosing service projects, see pp. 39-48.)

#### B. Choosing a Project

Learning about the issues helps students select a project. Students might decide to volunteer at an existing agency, such as a senior center, soup kitchen or homeless shelter. Or they might develop a new project to meet a need: setting up a recycling center, organizing a tutoring program at the library, or undertaking beautification of the school grounds. Students may choose to serve the community or the school itself.

Another aspect of choosing a project is selecting the kind of service activity: direct/personal contact, indirect service, or advocacy. Personal contact, or direct service, is helping people or environments first-hand: serving meals at a soup kitchen, tutoring, planting trees, etc. These kinds of activities seem most rewarding for young people, especially those new to service.

Indirect service activities involve channeling resources to a problem. Some examples of these activities are collecting items for a shelter or raising money for a cause. These activities are popular in schools because they are easy to organize and can involve large numbers of students. However, they are also often

## Effective Service-Learning

the least valuable kind of service because students often remain far removed from the need and do not see the benefit of their efforts. When indirect service projects grow out of direct experience, they can be more meaningful for students.

Once having helped an individual, a student may decide to take civic action, or advocacy. This involves working to eliminate the causes of a problem and to inform the public about the issues involved. Third and fourth graders in New York attacked litter by getting their mayor and city council to ban styrofoam food packaging. This kind of action is particularly effective if students have previously had direct experience with the issue.

### C. Learning Service Skills

The third preparation activity is for students to learn the skills necessary to perform service for the project they select. Basic skills, such as communication and problem-solving, can be taught and practiced in class. Useful skills include learning to listen attentively, asking open-ended questions, using ice-breakers for first meetings and being assertive rather than aggressive. (Fun and helpful exercises for learning communication skills can be found on pp. 49-54.)

Training specifically to an issue (i.e. the aging process or the effects of poverty) could be handled through orientation activities at a community agency, the use of guest speakers or experiential sensitivity training. For example, the Department of Aging can help teachers set up workshops which allow students who plan to work with senior citizens to experience some of the ailments of aging. Students could try to read through glasses smeared with Vaseline to simulate cataracts or wear gloves while threading a needle to simulate a decline in sensitivity to touch.

Following are several other activities for sensitivity training which students can use to prepare for any service project. They will educate students about issues and help them discover why their service is needed. Most of these activities will also allow for more effective reflection upon completion of a project.

### ACTIVITIES FOR PREPARATION

- **True or False?** To dispel students' myths and misconceptions about an issue, start a discussion with a true or false test (i.e. Some students may be surprised to learn that all homeless people are not alcoholics and drug addicts.)
- **Collage.** Students could make a collage to describe what they know about their chosen issue. (For reflection, they could make another collage and compare it to the first.)
- **Diary.** Students keep a diary for a few days in which they describe all of their routine activities (brushing teeth,

## Effective Service-Learning

making bed, eating breakfast, watching TV, etc.). They could then rewrite their entries as if their lives are different--as if they are senior citizens, as if they are homeless, or as if no one in the world knew how to recycle.

- **Role-play.** Invite someone outside of the class to bring an issue alive for students. He or she could pretend to be homeless, elderly, or upset about the environment. Students could also perform role-plays to express their beliefs and feelings about an issue.
- **Crosswords.** In big letters, write a key word vertically on a chalkboard or posterboard (i.e. homeless, hungry, poverty, environment, senior citizen, drugs, crime). For each letter of the key word, write a new word (horizontally) that describes or relates to your key word. This exercise can help students start thinking about an issue.

### D. Planning Service Activities

The final element of preparation is planning service activities. This can be accomplished in class or with the agency where service will occur. Students in Prince George's County who visited nursing home residents worked with the home's director to develop conversation generating activities.

### Action

Perform the service as planned. Make adjustments to the initial plan as new information is gained and new circumstances are encountered.

### Reflection

The third element of an effective service-learning program is reflection. Reflection encourages students to learn from their service experience. Reflection is most effective when regularly scheduled during the course of the service project, and as soon as possible after students perform their service.

Reflection should be a balance of individual and group activities. Individual reflection enables students to analyze the personal impact of their experience. Journals--whether in written, tape recorded, or pictorial form--help students think about their service. Asking students to write or talk about their impressions of people, best and worst experiences, and opinions of an agency provides a format for reflection. Students could keep a scrapbook of their service activities.

Another method of individual reflection is face-to-face meetings between a student and the teacher or agency supervisor. The meetings would give students a chance to voice their opinions about their service experience. Teachers and supervisors could

## Effective Service-Learning

assess students' performance and modify the project if needed.

Group reflection activities are important for students to learn from each other and work together to solve problems. Students can discuss and share their experiences, learn more about the people they are serving, and learn more about the issues pertaining to their project. For example, reflection could include students exploring global perspectives of their service. They could learn how other countries are addressing the same problems, or why different cultures do not have the same problems.

Reflection activities such as reading the newspaper and talking with politicians could encourage students to theorize about the relationship between the problems they are addressing and other problems. Relations between poverty and poor school performance, for instance, might be explored.

Students could also reflect on the effectiveness of their service. They could determine if they are addressing the symptoms of bigger problems or if they are really getting at the causes of problems. This might lead to exploring alternative ways to tackle the same issues.

Reflection inspires students to stick with a project. Students could look to "servant heroes" for role models--they could read about people who have made a difference in their communities and the world by serving, or they could invite contemporary servant heroes to visit their class.

An exciting part of reflection is discovering the meaning of citizenship in a democracy. Students could discuss the importance of participation. They could talk about the rights and duties of citizenship and the meaning of politics in the context of service. They could learn about politics as an effective way to address problems. (See pp. 28-33 for further information and exercises about service and citizenship.)

In addition to students' regularly scheduled times for reflection, opportunity should be available to evaluate students' service as well as the overall program. Students, teachers and agency supervisors should evaluate each aspect of the program and continue to make improvements if necessary.

Mid-point evaluation of a service project will help keep everyone on track and allow time for any needed modifications. Final evaluation gives service projects closure and can be helpful in future planning.

The following page lists various ways for students to reflect on their service ...

## Effective Service-Learning

### ACTIVITIES FOR REFLECTION

- **Creative writing.** Submit articles and poems to school newspaper, literary arts magazine, or the local media.
- **Journal.** Reflect on service through journal writing. This activity is most effective if carefully structured: ask students detailed questions, encourage them to share their thoughts with each other.
- **Discussion.** Use Pair-Share strategy for students to talk about service experiences.
- **Stories, books, quotes.** Read and discuss stories or case studies related to service.
- **Guest speaker.** Invite a community member to share his or her service experiences with students. Suggest that the speaker have a theme, such as "How service makes us better citizens." Have students prepare questions to ask the guest.
- **Classwork assignments.** Reflect on service in regular assignments (weekly essays, research papers, oral presentations, etc.).
- **Art.** Express feelings about service through art. Be creative--draw, paint, etc.
- **Scrapbook.** Create a scrapbook about service experience. It could include pictures of service sites; newspaper articles; samples of students writing (i.e. letters to editor, essays, poems, etc.); mementoes of service project, etc.
- **Music.** Listen to music lyrics to stimulate discussion. Ask students to lead this session--they know today's music!
- **Role-play.** Act out problem situations that may have occurred during service project. Brainstorm solutions.
- **Mock talk-show or city council meeting.** Students create a scenario to discuss the issues they've chosen to address.
- **Video.** Tape students as they serve. Watch and discuss.

Getting the Most Out of Service

**A. Don't Wait to Reflect**

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

Keeping track of what they learn is good way for students to constantly reflect. During preparation, they could create a chart with three columns:

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

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

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

Motivate students to think throughout their service--and keep the great ideas coming!

**B. Celebrate Service**

Students should know their community recognizes and appreciates their efforts. Effective service-learning takes time to celebrate students' contributions.

Celebration ties in nicely with final reflection, too. It's a fun way for students to think about how they worked with each other and to commend each other on their accomplishments.

The service projects outlined in this manual include several suggestions for celebrating students' work. The following page lists additional ideas ...

## Effective Service-Learning

### ACTIVITIES FOR CELEBRATING STUDENT SERVICE

- **Publicity.** Publicize students' service in school paper and local media.
- **Pins, buttons, certificates.** Award students with a token that says "I made a difference."
- **Party.** Have a party to celebrate and reflect on service. Possibly hold party at service site.
- **Photographs.** Take pictures of students serving and display them in school and community (churches, local library, etc.).
- **Video.** Videotape students as they serve. Show tape to other classes, PTA, school board, community groups, etc.
- **Formal recognition.** Invite school principal, PTA, school board or an elected official to commend students via an announcement in school, a letter to the community, an awards ceremony, etc.
- **Letters of thanks.** Display thank you letters the students may receive from service recipients, elected officials, principal, school board, community groups, etc.







**Building Support for Service-Learning  
in Your School**

## **BUILDING SUPPORT FOR SERVICE-LEARNING IN YOUR SCHOOL**

No matter how dedicated you are, your service-learning class or club will be much more successful if you garner support in the school and community at large. It's also a comfort to have friends with whom you can commiserate as well as celebrate.

Think about ways to approach the principal, fellow teachers, staff, parents, community and press.

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

### **School Principal**

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

#### **Ask Yourself:**

Is this a principal who wants to know everything (i.e. No action without prior approval)?

Is this a principal who would prefer to be approached with a well-developed plan?

Would your principal prefer students to be part of the initial approach? If so, get the students excited and have them approach the principal with their ideas.

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

#### **What interests your principal the most?**

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

## Building Support for Service-Learning in Your School

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

- 1) Set up a time for an appointment--make sure it is long enough to discuss issues.
- 2) Prepare yourself:
  - Why do you want to get involved?
  - What do you see as the advantages?
  - What do you see as the pitfalls and how are you going to overcome them?
  - Write out important points.
  - Practice your presentation and make sure that no other faculty member is already doing this.
- 3) Go in with a specific service project, with details worked out--regardless of whether or not you believe your principal will want to hear them at this time.
- 4) Clarify in your own mind what you aim to accomplish.
- 5) Be open to input from the principal. Have a question so that the principal can have some input.
- 6) Choose a project that includes only your class. Don't expect other teachers to be involved until you demonstrate success.
- 7) There are exceptions to the "start small" advice. It might be a good idea to do a school-wide service day that would coincide with other activities around the state. (Note: If you decide to do this, provide a number of choices to everyone about ways they can get involved. People like to feel that they have options, and can be creative if they desire.)
- 8) When you implement the project provide updates to principal (written), to faculty, and to parents. Spread as much credit to other people as you can.

### Fellow Teachers

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

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

One way to get the teachers excited is to have the students approach them. Get the students to go to each class and make a presentation about service. They should use creative approaches - rap, song, poem, skit, commercial, game show theme. Not anything longer than three minutes.

Icing on the cake: Service project is to praise, applaud and thank the teachers. Make them feel great. Give them signs that say

## Building Support for Service-Learning in Your School

"you light up my life", or lollipops because they are so "sweet." Students can survey teachers to discover what they care about--so that the students can help.

### Staff

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

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

### Parents

Many parents recognize the value of service-learning--but it's up to you and your students to get them involved. Inform parents of the philosophy, goals and activities of your service-learning program. Invite them to work with students in the classroom. They could help teach service-learning materials. Invite them to accompany students to a service site. After all, the actual experience of helping another person can turn even the biggest doubters around.

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

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

**Inform parents of service plans.** Send parents a letter describing your plans and suggesting ways they can help. Update them on projects by sending them samples of students' work, such as something from a reflection activity (creative writing or art) to illustrate how students feel about serving.

**Talk about caring.** Following a discussion on what they care about in their community, have students ask a parent or family member, "What do you care about in our community?" Students could report on what they discover.

## Building Support for Service-Learning in Your School

**How have our families served others?** Students compile a family and neighborhood history. They work with their parents to answer: "How have members of our family helped others?" Each student documents his/her information on a page of a class book.

**Identify community needs and resources.** Students ask parents for suggestions as to where they should serve in their community. If you need extra library books about a certain topic, see if parents will help obtain them.

**Presentations for parents.** Students give presentations to PTA meetings and other community groups. This gives students the opportunity to improve communication skills, inform parents, and directly request support for their service projects.

**Include parents in recognition and celebration of service.** Invite parents to help reward students for their service efforts. Or invite them to a school assembly on service. Give them the opportunity to listen as the students testify enthusiastically about their accomplishments and insights.

**Make service visible in your school.** Decorate your school so that parents who visit can see the benefits of the students' service-learning. Display posters, bulletin boards, photos, students' artwork and essays, and letters from recipients of the students' service. The trophy cases in the front hall need not be limited to athletic achievements.

### Press

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

A more extensive press strategy can be found in the Teacher's Manual, also published by the MSSA.

### Additional Hints

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

**Set an example:** Start a small project with your class and publicize its successes around the school.

**Testimonials:** Bring in students, service recipients and community members to speak about the benefits of service.

## Building Support for Service-Learning in Your School

- Curriculum:** Incorporate service into course curriculum. Let other teachers know how you have met course objectives by engaging students in service.
- Team:** Discuss options for team-teaching/service-learning across courses with your department chair and fellow teachers. Form a core group of teachers from different grade levels to coordinate service.
- Hidden service:** Look for service activities being performed in your school that aren't labelled as service, and play them up.
- Documentation:** Present written support for the benefits of service-learning to the administrators at your school or to the PTA.
- Creativity:** Prepare a brief, entertaining presentation regarding the benefits of community service (i.e. skits, songs, poems). You may want to perform a rap about recycling, portray elderly people before and after a student visits, or make up a play about deforestation. These have all been created by groups of teachers at a workshop who were given 15 minutes to come up with something to present.
- Publicity:** Write a press release or article about your service project or about service in general.
- Applause:** Arrange recognition for all who are willing to participate.
- Co-curricular:** Start a service club, and arrange for students to receive a "letter" for service (like a sports letter) or a spirit pin.
- Announcements:** Include "service news bulletins" with the daily announcements.

### Trouble Shooting

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

#### **Lack of Money?**

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

## **Building Support for Service-Learning in Your School**

### **Lack of Time?**

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

### **Students' Schedules Conflict?**

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

### **Parents Have Reservations about Service?**

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

### **Lack of Transportation?**

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

### **Limited Teacher Energy?**

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



**Unit: Introduction to Service-Learning**

## INTRODUCTION TO SERVICE-LEARNING

This introductory unit is intended to provide you and your students with basic skills needed to perform school and community service. As service can be done in a variety of ways, this unit allows considerable flexibility for you to decide which activities are most appropriate. The activities are labelled by grade level, but may be adapted for students of any age.

This unit seeks to:

- introduce the concept of volunteerism,
- explain the role volunteers play in a democracy,
- help students identify projects that are important to both them and their community,
- teach communication and interpersonal skills.

Familiarity with each of these topics is crucial to developing a rich, educational experience from service-learning. The amount of time spent on each topic will vary with the particular needs of students.

The sections of this unit, which are listed below, feature an overview for teachers and several activities for students.

	Page
1. Service and Volunteering	25
2. Service and Citizenship	28
3. Determining Skills and Interests	34
4. Choosing a Project	39
5. Communication Skills	49
6. Power Skills	55



# Introduction to Service-Learning

## SERVICE AND VOLUNTEERING

### Overview

Before we ask students to volunteer, it is helpful if they first become familiar with the idea. The purpose of this section is to acquaint you and your students with the concept of volunteering and to show you the many ways volunteer activities impact a community.

### Activities in this section

- |                                      |           |
|--------------------------------------|-----------|
| A. Defining Service and Volunteering | p. 25     |
| B. Learning from Volunteers          | p. 26     |
| C. Volunteer News                    | pp. 26-27 |

### Activity A: Defining Service and Volunteering

Grade Level: K - 5

Procedure:

#### Service

Have students think of the various ways the word "service" is used: service station, military service, community service, church service, etc. Discuss the meaning of service in each context. Formulate a definition of service that will be appropriate for this class.

#### Volunteering

Begin by asking students to discuss or jot down on a piece of scrap paper what they think is the meaning of the term "volunteer." To generate ideas, suggest that they think about their own experiences with volunteering or those of others. Allow about 3-5 minutes for students to think about the word and make a few notes. Ask them to then share their ideas with each other.

The definition which your students generate may contain all the important concepts and should look something like this:

To do a job or give something because you want to help a person or a group of people even though you don't have to do it and won't get paid.

## Introduction to Service-Learning

### SERVICE AND VOLUNTEERING

#### Activity B: Learning from Volunteers

Grade Level: K - 5

##### Procedure:

1. Visit volunteers at their work sites or invite them to class. Encourage students to ask questions such as:
  - Where do you volunteer? What do you do there?
  - How often do you volunteer?
  - Why do you volunteer?
  - What special things have happened to you when you've volunteered?
  - What things have you learned from volunteering?
2. Ask students to share their own volunteer experiences. Talk about why they got involved, what they liked and disliked about volunteering. Point out that almost everyone has had rewarding, short-term volunteer experiences.
3. Discuss the skills students used when they volunteered. Help them to see that service is a good way to use many of the skills they learn in school (i.e. writing, counting, sorting, reading, public speaking, working with others, etc.).

#### Activity C: Volunteer News

Grade Level: 3 - 5

Materials: Several copies of local newspapers  
Copies of the worksheet: "Volunteer News" (p. 27)

##### Procedure:

1. Students search through papers to find news of volunteer efforts in their community. List findings on the "Volunteer News" worksheet.
2. Discuss:
  - What types of work are volunteers doing?
  - Why do you think volunteers are tackling these problems?
  - What other things can and should volunteers do for your community? What other needs do you see?

# VOLUNTEER NEWS

*Write findings in space below*

List any articles, ads, or announcements about volunteer group activities

*Use any recent newspaper issue as a resource.*

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How do these activities help solve problems or meet needs?

## Volunteers are hard at work in your community

The local newspaper is a great source of information about what volunteers are doing and why



List newspaper stories about individual volunteers and their work:

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Why is the story newsworthy enough to be in the newspaper?

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## Introduction to Service-Learning

### SERVICE AND CITIZENSHIP

#### Overview

What motivates a person to help others? Ask yourself and your students: Why should we serve our community? Why do we want to serve? This section will help you and your students think about the role volunteers play in a democracy.

It's probably safe to assume that most students will initially answer with the obvious: to help others. Students know that helping others is a good thing to do.

If students have actually been involved in service they may add that they serve because "it makes me feel good." A service-learning program gives students the opportunity to experience the personal reward of helping someone else, and in doing so, the students may start habits of service that will last a lifetime.

But that's not all a service program can do. What students may not realize is that by serving their community, they are actively supporting the American experiment in democracy. If students connect their actions to the notion of civic responsibility, they can begin to understand what it means to be a good citizen.

In a service-learning experience, students have the opportunity to practice and understand democratic principles and to appreciate the power of self-government. They will also see first hand the need to take responsibility. If the United States is to continue to have a government "of the people, for the people and by the people," each and every citizen should strive to participate in the American experience.

Different political systems require different kinds of citizens. Good citizens recognize their role within a democracy. In the first democracy, Athens, all citizens were expected to be involved, to take an active part in political decisions. They voted and acted on the jury. In fact, the Greek word for idiot is someone not involved in public affairs. The Roman empire fell when its citizens became lazy and more interested in their own wealth, when they began hiring mercenaries instead of acting in their own defense, and when they spent their time in vomitoriums rather than taking responsibility for their governance.

For hundreds of years, the idea of active citizenship was suppressed. Emperors and priests made the decisions for the common people. People saw themselves as part of a family, clan or religious group. Loyalty to the group was the primary virtue--not any sense of an overarching principal.

What was so revolutionary about the American experience was that citizens insisted they could govern themselves. The American citizen was a new type of public person--one who tried to do something that few had imagined, much less dreamed of

## Introduction to Service-Learning

### SERVICE AND CITIZENSHIP

accomplishing. While many people were deliberately excluded from participation, the principle of public or civic parties has been a constant challenge to everyone.

Community service is an excellent way to get involved in public life and to contribute to society. Discuss with your students the qualities which they feel describe a good citizen. Attempt to define citizenship for yourselves. You may wish to use the following definition as a guide:

#### Good Citizens ...

- work out problems in their schools, neighborhoods and communities.
- work with others to improve group life.
- take responsibility to get involved.
- recognize that what is good for one person may not be good for all.
- understand the principles of a democracy.
- accept the challenge of conflicts and disagreements with others.

It is no secret that the United States does not possess an ideal democracy. Despite its shortcomings, however, the American democratic principle remains a constant challenge to U.S. citizens. By learning of our nation's past mistakes and by accepting the responsibilities of upholding a democracy, students will discover that they can make a difference. They will discover yet another reason for why they serve.

#### Activities in this section

A. Build a Citizen	p. 29
B. Tell a Story	p. 30
C. How Do These Children Help?	p. 30
D. Famous Citizen Presentations	p. 31
E. Citizenship News	p. 32
F. Citizenship Case Studies	pp. 32-33

#### Activity A: Build a Citizen

Grade Level: K - 5

#### Procedure:

Divide students into small groups. Discuss common characteristics of good citizenship. Give each group a pre-drawn outline of a human body on poster board. Ask groups to "build a citizen" for 20 minutes by adding body parts that represent an aspect of good citizenship (i.e. a heart for compassion, intestines to filter out the bad, hands to reach out to others).



## Introduction to Service-Learning

### SERVICE AND CITIZENSHIP

#### Activity B: Tell A Story

Grade Level: K - 2

#### Procedure:

Use a scenario such as the one which follows to tell a story that highlights an act of good citizenship. Discuss.

Two neighbors: One cleans up the garbage in her own yard, and that's it. This girl sees the garbage across the street at the park, but says: That's not mine, I didn't put it there. She goes in the house to finish some other jobs her parents have asked her to do. Another child cleans her own yard, and then cleans the park across the street--even though it isn't her mess either. She gets two other friends to help her make a sign: Please keep our park clean!

1. Both girls have done good things here, but which one has done more to be a good citizen? Why?
2. If you saw someone throw trash on the ground and then walk away, what would you do?

#### Activity C: How Do These Children Help?

Grade Level: 3 - 5

#### Procedure:

Present the following case study to students. Discuss.

At Somerset School, a first grade class learned about poverty in the Washington area. They decided to collect canned food, and organized a monthly food drive in their class. Their parents went with them to Greentree Shelter, an all-day facility that provides food and classes for women and children. Different students were able to deliver the food each month. Some students decided to write letters to elected officials describing their ongoing commitment to helping the homeless. They asked the officials what they were doing to help.

1. What are the three ways the children helped the hungry and homeless?
2. Why did they write to their elected officials?
3. What else could the students do to help?

# Introduction to Service-Learning

## SERVICE AND CITIZENSHIP

**Activity D: Famous Citizens Presentations**

**Grade Level: 3 - 5**

**Procedure:**

Read stories of famous citizens such as Dorothy Day, Benjamin Franklin, Mother Jones, Martin Luther King, Jr., Abraham Lincoln, John Marshall, Thurgood Marshall, and George Washington.

In small groups, have students develop presentations about their person, emphasizing how his or her actions demonstrated good citizenship. (Students could dramatize a "Today's Citizen" television game show, act out a significant event in the person's life, or discuss a current issue in a mock interview setting.)

### Possible Resources

Church, Carol Bauer. Dorothy Day, Friend of the Poor. Greenhaven Press, 1976.

Kurland, Gerald. Benjamin Franklin: America's Universal Man. 1972.

Meltzer, Milton. Benjamin Franklin: The New American. 1988.

Atkinson, Linda. Mother Jones, The Most Dangerous Woman in America. 1978.

Greene, Carol. Martin Luther King, Jr.: A Man Who Changed Things. Childrens Press, 1989.

Millender, Dharathula H. Martin Luther King, Jr.: A Young Man With A Dream. Bobbs-Merrill, 1983.

D'Aulaire, Ingrid and Edgar. Abraham Lincoln. Doubleday, 1957.

Martini, Teri. John Marshall. Westminster Press, 1974.

Aldred, Lisa. Thurgood Marshall. Chelsea House, 1990.

McGowen, Tom. George Washington. 1986.

Meltzer, Milton. George Washington and the Birth of Our Nation. 1986.

Bennett, Wayne. The Founding Fathers. 1975.

## Introduction to Service-Learning

### SERVICE AND CITIZENSHIP

#### Activity E: Citizenship News

Grade Level: 3 - 5

#### Procedure:

Students determine the characteristics of good citizenship by finding examples in local news. Discuss news articles, TV stories, etc.

Students could also invite elected officials to speak to class about citizenship and effective ways to perform service in the community. Students could identify specific ways in which they can continue to work with the officials as they develop service projects throughout the school year.

#### Activity F: Citizenship Case Studies

Grade Level: K - 5

#### Procedure:

Present a case study of a community problem to students. What would they do? Be sure to discuss how the students featured in the study solved their dilemma.

#### Case Study Resources

Lewis, Barbara. The Kid's Guide to Social Action. Free Spirit Publishing, 1991. An excellent resource that highlights numerous service projects completed by kids across the nation. To name a couple:

- Elementary students in Utah rid their community of a hazardous waste site.
- Ninth graders in Pennsylvania form a "Forest Healers" information campaign about forest fires.

Lewis, Barbara. Kids With Courage. Free Spirit Publishing, 1992. Relates the stories of kids who made a difference in their school, neighborhood, community or the world by helping in such areas as crime, life-saving and the environment.

StarServe Spotlight: "Young Texans With A Mission."  
(StarServe is a not-for-profit, national education organization in Santa Monica, CA.)

\*\* See following page for the whole story ...

## Introduction to Service-Learning

### SERVICE AND CITIZENSHIP

#### Young Texans With a Mission

The two fifth grade classes at Holiman Elementary in San Angelo, Texas, want you to remember one important message:

**DON'T MESS WITH THE TEXAS HORNED LIZARD!**

Social studies teacher Katrina Oliver is using the Civic Achievement Award Program as her text, and the StarServe materials complement her educational plan for her classes to combine research with civic action. Students listed issues to address in their community: drug abuse, AIDS, and endangered animals.

After they selected endangered animals, the students wanted to find an animal that was close to home so they could work directly in the community. Enter the Texas Horned Lizard. Library visits soon revealed that little study has been done on this desert animal who is often run over by cars. With their keen interest, Holiman youth are becoming the San Angelo lizard experts.

The students developed a four part plan that is well-integrated into their classroom course of study, with social studies, language arts, science and other disciplines.

- Students wrote an original Constitution describing what they want to accomplish; they especially want their descendants to be able to see a Texas Horned Lizard!
- Students designed and produced "Don't mess with the Texas Horned Lizard!" posters.
- They prepared fact sheets to tell all there is to know about the Texas Horned Lizard.
- Sets of their Constitution, a poster and information page, along with a letter encouraging protection of the Texas Horned Lizard, were sent to every fifth grade class in their school district.

Every student completed the StarServe assignment of writing letters to President Bush. Ms. Oliver was surprised with the student interest in putting their commitment on paper: "They were really going to town. They wrote lengthy descriptions about their concern."

The plan keeps growing! Students hope to speak to the local Sierra Club, and appear on a local morning talk show. In the meantime, they have invaded the school office, much to the delight of the administrative staff, to make needed calls for their research and action plan.

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## Introduction to Service-Learning

### DETERMINING SKILLS AND INTERESTS

#### Overview

Before students choose a volunteer site, it's a good idea for them to determine which kinds of activities might be of greatest interest to them. This section aims to help students identify their interests and strengths.

#### Activities in this section

- A. Personal Interest Inventories pp. 34-38
- B. Stories Of My Accomplishments p. 34

#### **Activity A: Personal Interest Inventories**

**Grade Level:** 3 - 5

**Materials:** Copies of interest inventories (pp. 35-37):  
"Working with People"  
"Working with Things"  
"Working with Ideas"  
Worksheet "Putting It All Together" (p. 38)

#### **Procedure:**

Students answer the questions on the three interest inventories and then analyze their answers to decide whether they would work better with people, things, or ideas. Use the "Putting It All Together" worksheet to help with analyses.

#### **Activity B: Stories of My Accomplishments**

**Grade Level:** 3 - 5

#### **Procedure:**

Students clarify their past accomplishments - to help them determine the types of service they'd like to do now and in the future. (The best volunteer experiences are those that match the experience, talents and interests of the volunteer with the needs of the service agency.)

Students write five short stories about themselves. Each story should be about how they accomplished something and what they gained from doing it (personal satisfaction, greater insight into something, new skills, new friendships, etc.). Students could write about working hard at something, such as winning a place on the track team or improving report card grades.

---

**WORKING WITH PEOPLE**

Circle the number (1, 2 or 3) that best describes how you feel.

	<b>NO</b>	<b>SOME</b>	<b>YES</b>
I like talking with people.	1	2	3
I like supervising others.	1	2	3
I like to teach other people how to do things.	1	2	3
I like to work with lots of other people.	1	2	3
I like to share ideas with people.	1	2	3
I am comfortable with many different kinds of people.	1	2	3
I want to work as a team.	1	2	3
I try to understand how people feel and try to help them.	1	2	3
I feel comfortable with old people and young people.	1	2	3

---

Add the numbers you have circled: \_\_\_\_\_ **TOTAL**

---

---

**WORKING WITH THINGS**

Circle the number (1, 2 or 3) that best describes how you feel.

	<b>NO</b>	<b>SOME</b>	<b>YES</b>
I like to think of ideas and make things.	1	2	3
I like working with my hands.	1	2	3
I like to work and not be interrupted.	1	2	3
I am good at fixing things.	1	2	3
I can do 3 or 4 things at the same time.	1	2	3
I like working with machines.	1	2	3
I like finishing projects I start and seeing what they look like.	1	2	3
I like arts and crafts.	1	2	3
I like to work by myself.	1	2	3

---

Add the numbers you have circled: \_\_\_\_\_ **TOTAL**

---

---

**WORKING WITH IDEAS**

Circle the number (1, 2 or 3) that best describes how you feel.

	<b>NO</b>	<b>SOME</b>	<b>YES</b>
I can change plans quickly.	1	2	3
I like to think of new ways to do things.	1	2	3
I can plan different ways to do things.	1	2	3
I mostly think of my own ideas for things to do.	1	2	3
I like helping other people learn new things.	1	2	3
I can understand things quickly.	1	2	3
I like thinking about different ideas and deciding which one is best.	1	2	3
I can think of lots of ideas and work on all of them.	1	2	3
I like to learn about other people's ideas.	1	2	3

---

Add the numbers you have circled:

\_\_\_\_\_ **TOTAL**



---

**PUTTING IT ALL TOGETHER....**

If students scored highest in the **Working With People** section, some good volunteer experiences might include:

- \*Working with senior citizens (retirement homes, nursing homes)
- \*Working with children (day care, peer tutoring)
- \*Volunteering at a hospital, a hot-line for teens, a clinic.

If students scored highest in the **Working With Things** section, some good volunteer experiences might include helping to:

- \*Fix up and clean a neighborhood park for kids.
- \*Repair beat-up and run-down homes in the community.
- \*Build a picnic area or even a house.

If students scored highest in the **Working With Ideas** section, some good volunteer experiences might include:

- \*Designing a project that will clean up the school or community.
  - \*Organizing a Neighborhood Watch program for your community.
  - \*Organizing a group of friends to put on anti-drug and safety plays for other kids in school and community.
  - \*Designing posters, buttons, shirts, etc. for your community service group or some local charity drive.
-

# Introduction to Service-Learning

## CHOOSING A PROJECT

### Overview

In choosing a service project, it is helpful for students to first recognize their options. This section offers several exercises to help students lead effective brainstorming sessions, assess the needs for service in their school and community, and interview service agencies which may assist them with choosing and/or performing a project.

Many of the issues students may wish to address are in their school, such as peer tutoring, beautification, mainstreaming special education classes, vandalism, school violence, drugs, etc.

For serving the community, students can contact numerous agencies--hospitals, governmental departments, advocacy organizations such as The Chesapeake Bay Foundation--for information about performing service. Before choosing a project, students may want to understand not only what an agency does, but what their duties at a particular volunteer site would be.

The decision to perform a service project should be based on information and realistic expectations. We would hope that by this stage students would have a clearer understanding of not only which issues they care about, but where they feel they can make the greatest impact. For instance, a student may not want to solve the tropical rainforest problem, but may believe it better to plant marsh grass on the Chesapeake Bay.

The following activities should help students identify a service project. Some may decide to volunteer in a service agency. This requires learning where the services are located, what they do, and what students would be expected to do.

Another approach is for students to develop their own projects in their school or community, in which case they could conduct a needs assessment to help them decide what service is best.

### Activities in this section

- |                                     |           |
|-------------------------------------|-----------|
| A. Brainstorming Potential Projects | p. 40     |
| B. Conducting a Needs Assessment    | pp. 41-43 |
| C. Interviewing Agencies            | pp. 44-48 |

## Introduction to Service-Learning

### CHOOSING A PROJECT

#### Activity A: Brainstorming Potential Projects

Grade Level: K - 5

##### Procedure:

1. Ask students: Do we live in a perfect world? Ask them to name all problems they see or know about. List on chalkboard.
2. Decide which problem to tackle. Hold a vote or break into groups to work on several problems.
3. Students come up with as many ideas as possible for how to solve the listed problems. Don't stop to think which ones will and won't work--list all of them, no matter how silly they may be!
4. Choose the best idea. Consider the following questions:
  - Which idea do we like the best?
  - Which idea might be the most possible to do?
  - Which idea will help the most people?
  - Which idea might cost the least to do?
  - Which idea might help us learn the most?

#### Activity B: Conducting a Needs Assessment

Grade Level: 2 - 5

Materials: "Needs Assessment Introduction" (below) and hand-outs of survey forms (pp. 41-43)

##### Procedure:

Use the following information to introduce students to needs assessments:

By completing a school or community needs assessment, you can better understand where your service will be most effective.

#### Defining a Needs Assessment

A needs assessment is a gathering of information about the needs of a specified group or place at a particular time. One common way to gather information is through an opinion survey that asks people to state what they think about the questions you ask them. You record their responses on a survey form.

#### Conducting Needs Assessments

1. Determine who you will survey--a sample population. Create a survey form (or modify an existing form) with questions for them. See survey forms (pp. 41-42).
2. Gather data by asking sample population to complete survey.
3. Analyze data. See "Tabulation of Survey Results" (p. 43).

**SURVEY FORM**

This survey form can be used for many people's responses to the same question.

**QUESTIONS**

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

**RESPONSES**

SA-STRONGLY AGREE    A-AGREE    D-DISAGREE    SD-STRONGLY DISAGREE

	SA	A	D	SD	UNDECIDED
1.	*				
2.					
3.					
4.					
5.					

\*Mark a line for each response (    ).

**SURVEY FORM**

**This survey form is for one person's responses to many questions.**

**Write your questions on the longer lines. Write responses (SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree) on the shorter lines to the left of the question numbers.**

\_\_\_\_\_ 1. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 3. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 4. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 5. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 6. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 7. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 8. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 9. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ 10. \_\_\_\_\_  
\_\_\_\_\_

**TABULATION OF SURVEY RESULTS**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>UNDECIDED</b>
1.	*				
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**SA-STRONGLY AGREE    A-AGREE    D-DISAGREE    SD-STRONGLY DISAGREE**  
 \*Write the number of people who strongly agree with question #1

**COMMENTS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Introduction to Service-Learning

### CHOOSING A PROJECT

#### Activity C: Interviewing Agencies

Grade Level: 2 - 5

Service agencies can provide good advice and information for students wishing to perform community service. Many agencies, such as soup kitchens or nursing homes, will offer to let students directly serve in their facilities. Others, such as the Maryland Food Committee, will assist students by giving them information and helping them find different ways to serve (i.e. providing lists of local food pantries, clothing drives, shelters, etc.).

In order to receive help from agencies, students must first contact them--either by writing a letter, phone calling, or visiting them in person.

Materials: Hand-outs (pp. 45-48)  
Telephone book

#### Procedure:

- Option 1 -- You, the teacher, may decide to write various service agencies, requesting that they assist your students. See hand-out on p. 45. Be sure to request an interview with agency to find out how it would work with your students.
- Option 2 -- Students may choose to write agencies. Page 46 may prove useful for following proper letter format.

Upon hearing from the agencies you have contacted via letters, use hand-out on p. 47 to guide you in interviewing them. Should you or your students conduct an interview via telephone, the hand-out on p. 48 may be of some help to you.

## CHOOSING A PROJECT

### Sample Letter to Service Agencies

Date \_\_\_\_\_

Dear \_\_\_\_\_,

The Community Service Program of \_\_\_\_\_ High School is looking for volunteer service opportunities for its participants. The Community Service Program provides high school students with the skills necessary for intelligent decision making as related to themselves and their community.

The program accomplishes this goal with two strategies: peer support groups and volunteer placement in community agencies. Program participants have successfully completed their volunteer assignments in a variety of agencies.

Each participant must volunteer a minimum of \_\_\_\_\_ hours distributed over a period of \_\_\_\_\_ weeks. Most volunteer commitment begin in November and end in May. The majority of the participants can be placed in your agency. We have \_\_\_\_\_ active and willing participants.

Your role would be to provide the volunteer with exposure to the day-to-day operations of your agency. The volunteer should be assigned specific tasks which he or she will be responsible for completing. We would hope that these tasks range from those requiring minimal skill to those that require responsibility appropriate for high school age volunteers.

We encourage the volunteers to discuss their interest with you and to take an active role in developing a relationship with the agency. Task assignment, however, is left entirely up to your discretion.

As a host agency, you would also be asked to provide supervision and to complete evaluations on the participants' performance which we will send you. We want each volunteer to have a realistic experience in your agency; therefore, all rules that apply to your employees apply to the volunteer.

I will call your office the week of \_\_\_\_\_ and arrange a mutually convenient time for us to discuss Community Service. Thank you for your cooperation.

Very truly yours,







**PHONE FORM**

"Hello. May I please speak to \_\_\_\_\_ or someone in public relations?"

"My name is \_\_\_\_\_ and I'm from \_\_\_\_\_  
YOUR NAME YOUR SCHOOL/GRADE/ORG.

1. PURPOSE (What you're going to say or ask:) \_\_\_\_\_

---

---

---

---

2. INFORMATION (write down what your contact tells you): \_\_\_\_\_

---

---

---

---

---

"THANK YOU VERY MUCH"

---

YOUR NAME

DATE OF CALL

SCHOOL/GROUP PHONE

SCHOOL/GROUP ADDRESS

CONTACT'S NAME

TITLE

CONTACT'S PHONE

CONTACT'S ADDRESS

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# Introduction to Service-Learning

## COMMUNICATION SKILLS

### Overview

This generation has been called the Age of Computers and Information Systems. Never before have information accessibility and communication been more important; complex systems reach almost any place in the world. At the same time, society is experiencing problems which are partly the result of "communication breakdown." Substantial parts of the population live in isolation; young people feel unaccepted and misunderstood; marriages drift apart; people escape into drug and alcohol abuse; teenage suicide is rising.

Communication is a vital aspect of everyone's life, as it affects interpersonal relationships and success at work. Developing friendships, experiencing closeness with others, and building stable families require the ability to communicate well.

Meaningful communication is more than the transfer of information. It is the appropriate expression of feelings, thoughts and needs. Effective communication allows people to look at the world from a different perspective and to better understand others' opinions and experiences. Thus, communication is a primary way of building feelings of closeness and relation. Improving communication builds self-esteem, self-worth, and the feeling of being a contributing member of society.

This section aims to improve students' communication skills by engaging them in activities which will help them become aware of themselves as communicators.

### Activities in this section

- |    |                               |           |
|----|-------------------------------|-----------|
| A. | Understanding Communication   | p. 50     |
| B. | One Way/Two Way Communication | p. 50     |
| C. | Be a Better Listener          | p. 51     |
| D. | A - B Communication           | pp. 52-53 |
| E. | Killer Statements             | p. 54     |

# Introduction to Service-Learning

## COMMUNICATION SKILLS

### Activity A: Understanding Communication

Grade Level: K - 5

#### Procedure:

Use the following information to explain communication to students:

Communication can be described as sending and receiving messages: **SENDER**                      **MESSAGE**                      **RECEIVER**  
One person (the sender) sends a message to another person (the receiver).

Communication is a complex process that leaves a lot of room for misunderstanding. In many cases, people code their messages-- they hide their true feelings behind their words, or they don't say exactly what they mean to say. Problems with communication occur because all people are unique. They look at the world from different perspectives. They don't always interpret something the same way. For example ...

"I don't want to go to that stupid party" could mean:

- I don't want to go because the people at the party are stupid and they'll be doing stupid things, OR
- I don't want to go because I wasn't invited and I feel hurt and left out.

To avoid miscommunication, receivers must tell senders how they interpret messages they hear. This lets senders correct their messages if receivers have misinterpreted them. This is called feedback.

### Activity B: One Way/Two Way Communication

Grade Level: K - 5

#### Procedure:

1. Give students oral directions for drawing a design. Students are not allowed to ask questions.
2. Do exercise again, this time allowing questions. Compare results, discuss exercises:
  - Which way was harder? Why?
  - How did you feel during each exercise?
  - How did it feel to not be able to ask questions? What happened if you didn't understand something? What did your design look like?
  - What does this activity tell you about communication?

# Introduction to Service-Learning

## COMMUNICATION SKILLS

### Activity C: Be a Better Listener

Grade Level: K - 5

#### Procedure:

1. Present photos that depict people in conversation--talk about what kind of listening seems to be going on.
2. Play a listening game. Seat students in a circle, whisper a very short story (1 or 2 sentences) to one of the students. Have them pass story around circle. Have the last person to hear story tell everyone what he or she has heard--compare to original story. Discuss:
  - If the two stories were different, why?
  - Why is listening important?
3. Review the following:

#### Ways to Be a Better Listener

- Put your body into a listening attitude; be alert! Sit straight!
- Look at the other person.
- Try hard to understand what the person is saying. What is the meaning of what he or she is saying?
- Don't judge what the person is saying until he or she is finished speaking.
- Concentrate! Focus on the speaker--not on what else is around you.
- Listen for main ideas.
- Don't interrupt--let the speaker finish his or her thought.
- React to what is being said. Nod, make comments, ask questions to let the speaker know you're listening.
- Ask questions about what is being said if you're not sure.
- Get rid of things that distract you. Shut out noise, close the door or window, etc.

## Introduction to Service-Learning

### COMMUNICATION SKILLS

**Activity D: A - B Communication**

**Grade Level: 4 - 5**

This activity deals with the different factors that influence the communication process. Messages can be distorted by feelings, situations, environment, past experiences, and body language. Understanding what affects communication will help students become more perceptive in identifying ways to improve their communication skills.

**Materials: Instruction Sheets A and B (p. 53)**

**Procedure:**

1. Students divide into two groups (A and B). Pair up into couples of A and B.
2. Distribute Instruction Sheet A to A students, B sheet to B students. Remind students to keep instructions to themselves.
3. Give students 8 minutes to work in pairs and complete activity (2 minutes per situation).
4. Students discuss their reactions to activity:

Questions for Group A Students

- How did it feel to look away as you talked to your partner?
- Was it different when you and your partner looked at each other?
- How did it feel to interrupt your partner? Do you find that you do this when you talk to your friends?

Questions for Group B Students

- How did it feel when your partner did not pay attention to you?
  - Did you like being interrupted?
  - When did you feel important?
5. Point out that eye contact is an effective way of paying attention to someone--and showing interest in him or her.
  6. Discuss how non-verbal actions communicate (i.e. fidgeting, frowning, yawning, smiling).

# Introduction to Service-Learning

## COMMUNICATION SKILLS

---

### Instruction Sheet A

You may talk about any topic, such as hobbies, family, sports, or school.

- Situation 1: Talk about any topic. Look at your partner and really pay attention.
- Situation 2: Talk to your partner, look around the room, act restless and avoid looking at your partner.
- Situation 3: Listen to your partner, but act bored. Move around on your chair. Look around the room.
- Situation 4: Listen to your partner for a short time. Then interrupt him/her and start talking about a totally different topic.
- 

### Instruction Sheet B

You may talk about any topic, such as hobbies, family, sports or school.

- Situation 1: Listen and look at your partner. Really pay attention.
- Situation 2: Listen and look at your partner. Show your interest by nodding your head and using other body language, especially facial expressions.
- Situation 3: Talk to your partner; try to get his/her attention.
- Situation 4: Talk to your partner about something that made you really unhappy.
-



## Introduction to Service-Learning

### COMMUNICATION SKILLS

#### Activity E: Killer Statements

Grade Level: K - 5

Certain ways of talking turn people off immediately. All of us have had a feeling or thought "killed off" by someone's negative comments. This activity will help students become aware of the ways they express themselves. Stress to them that there's more than one way to say something.

#### Procedure:

1. Present the following "killer statements" to students:

<u>Yelling:</u>	Pick up those shoes right now!
<u>Threatening:</u>	If you don't come this minute, you're grounded!
<u>Demeaning:</u>	That stuff is for sissies.

2. Ask students to rephrase the killer statements. What are some nicer things we could say instead?
3. Brainstorm other common killer statements that students often hear from their family, friends, teachers, etc. Record on poster or chalkboard and discuss.

# Introduction to Service-Learning

## POWER SKILLS

### Overview

Service projects require a lot of determination and creativity. Students might encounter unexpected obstacles along the way, such as lack of funding or lack of support for a particular cause.

This section provides some helpful tools for students to use, should they come across any stumbling blocks. Consider, for example, some students who want to remove a hazardous waste site from their community. Writing one letter to their local elected official most likely won't get the job done. Rather, the students will have to prove to the official that the site is dangerous. How? By investigating the issue of toxic waste and collecting information which shows the site should be removed. The students also must prove that the community wants the site removed. How? A petition.

Should students need to request funding or materials for their project, this section contains two forms which may prove useful.

### Forms

- |    |                             |       |
|----|-----------------------------|-------|
| A. | Petition Form               | p. 56 |
| B. | Proposal Form               | p. 57 |
| C. | Grant Application Checklist | p. 58 |

**PETITION**

\_\_\_\_\_  
(Title of Petition)

**A Petition of:** \_\_\_\_\_

**Addressed to:** \_\_\_\_\_

**WE THE UNDERSIGNED WOULD LIKE TO BRING YOUR ATTENTION THE FOLLOWING PROBLEM, WITH RECOMMENDATION(S):**

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

**AGREED UPON BY THE FOLLOWING PEOPLE:**

	<b>NAME</b>	<b>ADDRESS/GROUP/SCHOOL</b>	<b>PHONE</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____

**PROPOSAL**

\_\_\_\_\_  
(Title of Proposal)

**Presented to:** \_\_\_\_\_

**Presented by:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **School/Organization:** \_\_\_\_\_

**DESCRIPTION OF PROPOSAL:**

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

**ORGANIZATION PLAN:**

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

**NEEDS:**

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

**BUDGET:**

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

## GRANT APPLICATION CHECKLIST

Most grant applications ask you to provide the following information (some ask for even more). Check off each item as you complete it.

- \_\_\_\_\_ 1. Write a statement that explains your problem. Include strong facts and/or a story to support your statement.
- \_\_\_\_\_ 2. Describe your goals. Tell how your project will help to solve your problem. How will it improve on what has already been done by others?
- \_\_\_\_\_ 3. Describe your project.
- \_\_\_\_\_ 4. Tell how long you think your project will take.
- \_\_\_\_\_ 5. Tell how you plan to achieve your goals. Describe your method or list the steps you will take.
- \_\_\_\_\_ 6. Include a budget (how much money you will need, and how you plan to spend it). Include a list of what you think your expenses might be. Include any donations of time and materials you hope to receive.
- \_\_\_\_\_ 7. Tell how you plan to evaluate your progress-how you will show that you are achieving your goals.
- \_\_\_\_\_ 8. Include a statement of how your project might benefit the grantors (the organization or foundation you are asking to give you a grant). They like compliments as much as you do. For example, is there any way you can advertise that they funded your project?
- \_\_\_\_\_ 9. If you really want to get fancy, you might try using charts, graphs, videos, slides, audio tapes, or other creative ideas to make your grant stand out from the rest. How about a splash of color?
- \_\_\_\_\_ 10. Make and keep a copy of your grant application, in case the grantors lose the original. (It happens).
- \_\_\_\_\_ 11. Send your application by registered mail. You will get a receipt saying that it has been received. Or, if possible, hand-carry it into the grantor's office.

**Unit: Serving Senior Citizens**

## SERVING SENIOR CITIZENS

The projects in this unit engage students in providing service to senior citizens. They are labelled by grade level--either lower (K-2) or upper (3-5) elementary--but may be adapted for students of any age.

While most of the projects involve students in direct service, some are also designed for indirect service and advocacy activities. The projects range from one-time events to activities with ongoing interaction between students and seniors.

Perform the following projects as they're written, adapt them, or use them to spark new ideas:

	Page
1. Companionship With Senior Citizens (K-5)	61
2. Sending Service to Seniors (K-5)	65
3. Presenting a Cultural Fair (K-5)	69
4. Biography of a Senior Citizen (K-5)	73
5. Exercise for Seniors (K-2)	77
6. Pen Pals for Senior Citizens (3-5)	80
Other Service Ideas	84

Included at the end of this section on pp. 85-87 is a list of resources (guidebooks, stories, videos, organizations) to assist you and your students.

**Hint:** It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.





## **Serving Senior Citizens**

**PROJECT IDEA: COMPANIONSHIP WITH SENIOR CITIZENS**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART**

**TYPE OF SERVICE: DIRECT**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students serve as companions to senior citizens by regularly visiting a nursing home, retirement community or a senior citizens center.

### **I. OBJECTIVES/OUTCOMES**

- A. Gain appreciation and respect for senior citizens.
- B. Gain appreciation for history.
- C. Heighten sensitivity toward senior citizens by encouraging ongoing personal relationships.
- D. Develop awareness of community services for senior citizens.

### **II. FRAMEWORK**

- A. Skills to be learned and used
  - 1. interpersonal communication
  - 2. artistic, creative skills
  - 3. analytical skills--comparing/contrasting generations
- B. Concepts
  - 1. Historical perspective differs from person to person, generation to generation.
  - 2. Senior citizens are productive members of society and a valuable resource--they have experiences to share, from which everyone can benefit.
  - 3. Senior citizens can gain new perspective on life from today's youth.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see list on pp. 85-87.

- A. Books, stories, videos, etc.

1. How Does It Feel To Be Old?
2. Wilfrid Gordon McDonald Partridge
3. Tuck Everlasting
4. A Very Small Miracle

**B. Community people, organizations**

1. local nursing home, retirement community or senior citizens center
2. local church groups
3. local hospitals
4. American Association for Retired Persons
5. Maryland Office on Aging

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Confront feelings about senior citizens.  
Role-plays: Students pretend to be their grandparents or a senior citizen who they know or may have just seen. They should ask themselves: When we pretend to be old, what things about the way we act make us laugh? What things make us sad? or mad? Why?
2. Read stories, watch movies about senior citizens. Invite director of service site to speak to class. Focus on the types of services the community offers seniors.
3. Contemplate loneliness: Students sit alone for 10 to 15 minutes, doing nothing. Then sit together for same amount of time and talk. Discuss and/or write about the two experiences.
4. Activities to simulate physical problems of seniors:
  - vision loss--mask wax paper over eyes or vaseline over glasses
  - loss of motor skills--wrap fingers and parts of hands in tape
  - walking problems--use a cane or walker to aid in mobility
5. Discussion: How will our spending time with senior citizens help them? Why are we doing this project?

**Amount of time: 1 - 2 weeks**

## **B. Action**

1. Contact service site, coordinate schedule of visits. (Try to make visits at least every other week.)
2. Brainstorm activities to do with senior citizens. Think of fun things to do, things that will spur conversation. Think of ways that students and seniors can serve together, such as making table favors for a soup kitchen or arts and crafts for people living in shelters. Other ideas:
  - Play bingo or simple board games.
  - Sing songs.
  - Make arts and crafts.
  - Read books, tell and create stories.
  - Interview seniors about their childhoods. Create biographies of them. (See project on pp. 73-76.)
  - Share pictures of family and friends.
  - Bake cookies--use seniors' favorite recipes.
  - Have a luncheon. (Students could bring bag lunches to eat with seniors.)
  - Perform a play or a music concert for seniors.

**Amount of time: 1 hour per activity**

## **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:
  - Did we enjoy this activity?
  - Have our opinions of senior citizens changed from before we visited them?
  - What was the most important thing for us in this project?
  - How is life today different and/or the same as it was when the seniors were our age?
  - Has our spending time with these seniors helped them? Have we made an impact on them?
2. Students compare/contrast their lifestyle to the childhoods of the seniors. Draw a picture, write a paragraph, make a scrapbook--be creative!
3. Express feelings about this project through poems, articles, pictures, oral reports.

**Amount of time: 1 week**

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Videotape visits, have a class party, invite the seniors (or visit them again), and watch the tape together.
- B. Display students' and seniors' projects in the school to heighten student interest and awareness.
- C. If students work on reflection projects such as writing stories or drawing pictures about the seniors, plan to visit site again and share the projects. Or present the seniors with the projects.
- D. Include publicity of the projects in local and school newspaper or any newsletter a nursing home/retirement community may publish.
- E. Present students with volunteer certificates.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping senior citizens are listed on page 84.

- A. Advocate for seniors. Make a videotape that encourages other students to appreciate senior citizens. The tape could attempt to dispel any myths which today's youth may believe about seniors.
- B. Start a "Senior Citizen Appreciation" program in school.
- C. Make something to give to seniors during each visit. (See project on pp. 65-68 for ideas.)
- D. Start a pen pal program with seniors. (See project on pp. 80-83.)

## **Serving Senior Citizens**

**PROJECT IDEA: SENDING SERVICE TO SENIORS**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART**

**TYPE OF SERVICE: INDIRECT**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students indirectly serve senior citizens by sending them things they make during fun and creative classroom activities.

### **I. OBJECTIVES/OUTCOMES**

- A. Gain appreciation and respect for senior citizens.
- B. Gain appreciation for history.
- C. Heighten sensitivity toward senior citizens by encouraging ongoing personal relationships.
- D. Develop awareness of community services for senior citizens.

### **II. FRAMEWORK**

- A. Skills to be learned and used
  - 1. interpersonal communication
  - 2. artistic, creative skills
  - 3. analytical skills--comparing/contrasting generations
- B. Concepts
  - 1. Students can provide meaningful service to senior citizens.
  - 2. Senior citizens are productive members of society and a valuable resource--they have experiences to share, from which everyone can benefit.
  - 3. Senior citizens can gain new perspective on life from today's youth.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see list on pp. 85-87.

- A. Books, stories, videos, etc.

1. How Does It Feel To Be Old?
2. Wilfrid Gordon McDonald Partridge
3. Tuck Everlasting
4. A Very Small Miracle

**B. Community people, organizations**

1. local nursing home, retirement community or senior citizens center
2. local church groups
3. local hospitals
4. American Association for Retired Persons
5. Maryland Office on Aging

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Confront feelings about senior citizens.  
Role-plays: Students pretend to be their grandparents or a senior citizen who they know or may have just seen. They should ask themselves: When we pretend to be old, what things about the way we act make us laugh? What things make us mad? or sad? Why?
2. Read stories, watch movies about senior citizens. Invite director of service site to speak to students. Focus on the types of services the community offers seniors.
3. Contemplate loneliness: Students sit alone for 10 to 15 minutes, doing nothing. Then sit together for same amount of time and talk. Discuss and/or write about the two experiences.
4. Activities to simulate physical problems of seniors:
  - vision loss--mask wax paper over eyes or vaseline on glasses
  - loss of motor skills--wrap fingers and parts of hands in tape
  - walking problems--use a cane or walker to aid in mobility
5. Diary: Students keep a journal in which they describe their routine activities. After several days, they rewrite their entries as if they had been senior citizens.
  - What things about our day would we have to do

differently?

- Do we have a better idea of what it's like to be a senior citizen? How does it feel?

6. Discussion: How will our project help senior citizens? Why are we doing this project?

Amount of time: 1 - 2 weeks

#### B. Action

1. Contact service site, ask for suggestions of things to make for seniors. Try to establish an ongoing schedule for your service.

2. Brainstorm ideas for activities. Think of fun things to do, things that will brighten up seniors' lives. Ideas:

- Make holiday favors (Christmas ornaments or stockings, Easter eggs, Valentine's Day cards).
- Make arts and crafts (tray decorations, door hangings, paintings, flower boxes, etc.).
- Study nutrition. Learn why many seniors have restricted diets. Bake a healthy treat for seniors.

Amount of time: 1 - 2 hours per activity

#### C. Reflection

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- What was the most important thing for us in doing this project?
- How have we made an impact on the seniors? How have we helped them?

2. Express feelings about this project through poems, articles, pictures, oral reports.

Amount of time: 1 week

### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

A. Publicize. Take pictures of students as they work on projects. Display in school, service site and community.

- B. Present students with volunteer certificates.

## VI. STUDENT INITIATIVE

Additional ideas for helping senior citizens are listed on page 84.

- A. Plan regular visits to service site. Deliver projects in person. (See project on pp. 61-64 for ideas.)
- B. Advocate for seniors: Make a videotape that encourages other students to appreciate senior citizens. The tape could attempt to dispel any myths that today's youth may believe about seniors. It could also describe and explain the different services which your community offers to seniors.
- C. Start a "Senior Citizen Appreciation" program in school.
- D. Start a pen pal program with seniors. (See project on pp. 80-83.)



## Serving Senior Citizens

**PROJECT IDEA: PRESENTING A CULTURAL FAIR**

**SUBJECT AREA: ALL SUBJECTS**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Through interviews and research students and senior citizens present a cultural fair for the school and community.

### **I. OBJECTIVES/OUTCOMES**

- A. Define and understand culture.
- B. Study and appreciate different cultures--those within America as well as those of other nations.
- C. Gain appreciation for senior citizens of different cultures.
- D. Understand how differences in age and generation are similar to cultural differences--they both can cause people to misunderstand each other.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. cooperation, organization
2. interpersonal communication skills
3. research skills, interviewing techniques
4. creativity
5. artistic and cooking skills

#### **B. Concepts**

1. The general attitude of society toward aging is not the same in all countries.
2. A people's culture is its way of life--its customs, morals, values, beliefs, work ethic, leisure activities, eating preferences or habits, etc.
3. People of different cultures should attempt to understand and appreciate each other--just as should people of different ages and generations.
4. Different cultures exist within the United States; America is the "melting pot" nation.
5. Students can be a moving force in educating their community on the importance of building

cultural awareness and appreciation/respect for senior citizens.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see list on pp. 85-87.

#### A. Books, stories, videos, etc.

Books for teacher or service project coordinator:

- Cowgill, Donald O. Aging Around the World. Wadsworth Publishing, 1986.
- The Cultural Context of Aging: Worldwide Perspectives. Bergin & Garvey, 1990.
- Holmes, Lowell Don. Other Cultures, Elder Years. Burgess Publishing, 1983.

#### B. Community people, organizations

1. elderly neighbors, grandparents
2. local senior citizen center or retirement community

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Students confront their feelings about senior citizens. Role-plays: Students pretend to be their grandparents or a senior citizen who they know. They should ask themselves: When we pretend to be old, what things about the way we act make us laugh? What things make us mad? or sad? Why?
2. Diary: Students keep a journal in which they describe their routine activities. After several days, they rewrite their entries as if they had been senior citizens.
  - What things about our day would we have to do differently? Why?
  - Do we have a better idea of what it's like to be a senior citizen? How does it feel?
3. Discussion: How will this fair affect senior citizens? the general public?

Amount of time: 1 - 2 weeks

## **B. Action**

1. **Brainstorm where fair will be held, what activities/events will take place.**
  - **Consider location large enough to invite general public. Possibly a retirement community or senior citizen center with an auditorium. Local churches may have a roomy fellowship hall. Or have people come to you--use the school stage or gymnasium.**
  - **Food: Have an international table - "Food From Around the World." Or a "Secret Recipes" table--students work with senior citizens, grandparents to make special family dishes handed down from generations ... call it the "Hand Me Downs" table.**
  - **Costumes: Research traditional and modern clothing of different countries.**
  - **Games/sports/leisure activities: Research what senior citizens do in other countries for fun.**
  - **Decorations: Research customs, holidays of countries.**
  - **Skits/Presentations: Students write and act out skits conveying friendship and acceptance between people of different age and culture.**
  - **Music: Give a short concert of songs and instruments from around the world. Or find recordings of international music.**
2. **Group students to research, plan and coordinate different segments of fair.**
3. **Interviews: (Review interviewing skills)**
  - **Plan trip to participating senior citizen center for students to speak with residents of different cultures and race. Prepare questions according to brainstorming ideas above.**
  - **Homework: Interview neighbors, relatives, elderly friends or friends of different nationality/race/culture.**
4. **Invite senior citizens to participate in presenting fair (cooking, skits, demonstrating games, hobbies).**

**Amount of time: 4 - 6 weeks**

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- What did we find was the most interesting thing about this project?
- How did we feel about interacting with people of other cultures?
- Do we feel differently now about our own culture, lifestyle and generation? Do we appreciate certain things more now? What things do we wish were different?
- How has our working with senior citizens helped them? What was the best part about working with them?

#### **2. Express feelings about this project through a poem, story, article, picture.**

**Amount of time: 1 - 2 class sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. **Publicity:** Before, during and after event. Try to get TV coverage of fair. Send press releases with photos of students and seniors to local papers.
- B. Invite local celebrity or elected official to fair. (Hint: It's a convincing way to get TV coverage.)
- C. Present students with certificates.
- D. Videotape fair - have a class party and watch it. Invite seniors who helped with fair.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping senior citizens are listed on page 84.

- A. **Keep in touch with the seniors:** Visit them, send them photos and letters about other projects students may be doing.
- B. **Make fair an annual event.** Make it school-wide in the future: Declare a "Cultural Awareness Day" or a "Fill in the Gaps Day" (generation gaps!).

## **Serving Senior Citizens**

**PROJECT IDEA: BIOGRAPHY OF A SENIOR CITIZEN**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students create biographies of senior citizens after completing a series of interviews with them. The interviews take place over several visits to a retirement community, senior citizen center or nursing home.

### **I. OBJECTIVES/OUTCOMES**

- A. Develop respect for senior citizens and dispel myths about them.
- B. Gain appreciation for history.
- C. Develop awareness of community services for senior citizens.
- D. Heighten sensitivity toward senior citizens by encouraging ongoing personal relationships.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. interpersonal communication
- 2. interviewing techniques
- 3. organizational skills
- 4. listening

#### **B. Concepts**

- 1. Historical perspective differs from person to person.
- 2. Written and oral history differ.
- 3. Senior citizens are a valuable resource--they have experiences to share, from which everyone can benefit.
- 4. The way a question is phrased may affect the way it is answered.
- 5. People make history just by living their lives. Sometimes people make history by participating in extraordinary events.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see list on pp. 85-87.

#### A. Books, stories, videos, etc.

1. biographies from local or school library
2. Old is Beautiful, Too!
3. A Special Trade
4. A Gift for Tia Rosa

#### B. Community people, organizations

1. local nursing home, retirement community or senior citizens center
2. local church groups
3. local hospitals
4. American Association for Retired Persons
5. Maryland Office on Aging
6. theatrical make-up artist

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Familiarize students with the concept of passing time:
  - Draw a timeline. Mark students' ages on one end, seniors' on the other end. Students describe how people age.
  - Invite make-up artist to "make up" students to look gradually older along the timeline.
  - Confront feelings about senior citizens.  
Role-plays: Students pretend to be their grandparents or a senior who they know. They should ask themselves: When we pretend to be old, what things about the way we act make us laugh? What things make us mad? or sad? Why?
2. Develop interview format. Discuss interviewing techniques, brainstorm questions to ask seniors, conduct mock interviews for practice.
3. Arrange 3 to 4 weekly trips to visit senior citizens.

Amount of time: 1 - 2 weeks

**B. Action**

1. Visit seniors and interview them. Ask to see their family pictures, ask them to tell stories about their past.

2. Compile information into desired format for biographies. Ideas:

Lower Elementary

- Make a picture book with captions about important people and events in a senior's life.

Upper Elementary

- Write a story, setting the main character (the senior) back in a particular time of his/her life.

- Make a collage that depicts aspects or events of a senior's life.

3. Share biography with classmates.

4. Visit seniors to present biographies to them.

Amount of time: variable

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- How did seniors react to our questions?
- What is the most important thing I've learned from my senior friend? the most interesting thing? funniest thing? saddest thing?
- Do we feel differently about senior citizens now that we have visited with them?

2. Express through creative writing or art: How are our lives different from life when the seniors were our age?

Amount of time: 1 week

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

A. Share biographies with seniors during an afternoon party.

- B. Display biographies in media center, school display case, or local library.

#### **VI. STUDENT INITIATIVE**

Additional ideas for helping senior citizens are listed on page 84.

- A. Advocate for seniors: Students could make a presentation at school to tell other classes what they learned during their visits with the seniors. Encourage more students to spend time with seniors.
- B. Create a "Senior Citizen Appreciation" program for school and community. People could work together once a week or twice a month to visit and make things for seniors. (See projects on pp. 61-68).



# Serving Senior Citizens

PROJECT IDEA: EXERCISE FOR SENIORS

SUBJECT AREAS: PHYSICAL EDUCATION, SCIENCE (HEALTH), MATH

TYPE OF SERVICE: DIRECT

GRADE LEVEL: LOWER

## DESCRIPTION OF PROJECT:

Students develop and lead an exercise class for residents of a local nursing home, retirement community or senior citizen center.

### I. OBJECTIVES/OUTCOMES

- A. Gain appreciation for senior citizens.
- B. Establish special relationships with senior citizens.
- C. Understand how exercise helps people stay in good health.

### II. FRAMEWORK

#### A. Skills to be learned and used

1. interpersonal communication skills
2. creativity
3. leadership
4. athletic skills

#### B. Concepts

1. Senior citizens need exercise just as much as children do; exercise helps people stay in good health.
2. People can exercise in many different ways. It's important for a person to exercise in a way that's best for his or her body and health.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see list on pp. 85-87.

#### A. Books, stories, videos, etc.

1. Now One Foot, Now the Other
2. How Does It Feel To Be Old?
3. Aging

## **B. Community people, organizations**

1. local nursing home, retirement community or senior citizens center
2. American Association for Retired Persons
3. Maryland Office on Aging

## **IV. PROJECT PROCEDURES**

### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Discuss the aging process. Have students assess what they feel are senior citizens' needs, wants, obstacles, etc.
  - How will our exercise class help senior citizens?
  - Will our class help them in any other way besides improving their physical health?
2. Invite someone to speak to students about the aging process. Possibly someone from a nursing home or retirement community who can help students develop empathy for seniors.
  - Conduct a sensitivity training session for students (i.e. students experience using a wheelchair, simulate loss of vision by looking through plastic wrap, etc.).
  - Discuss basic health issues related to senior citizens (i.e. heart rate, blood pressure). What types of exercises would be good for seniors?

**Amount of time: minimum 3 sessions**

### **B. Action**

1. Arrange schedule with service site. (It may be easier for seniors to come to the school--class could be held in the gym.)
2. Develop exercise program. Brainstorm exercises to teach seniors, create a routine. Think of fun chair exercises--for seniors to do while sitting. Figure out how to conduct class (i.e. who will lead, who will demonstrate, etc.).
3. Develop health experiments to go along with routine, such as checking each other's pulses.

4. Math or science activity: Record pulse rates on a chart. Graph and analyze results. Present graphs to seniors.
5. Create physical fitness awards, certificates or T-shirts to present to seniors.

Amount of time: once a week

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- Have we helped our senior friends with this exercise class? How? Have we seen any changes in their personalities or dispositions since our class began? Do any of the seniors seem more energetic? happy?
- How do we feel after we exercise? How does exercise affect us and our health?

2. Express through a story or art: How did seniors react to the exercise class? Did they seem to have fun?

Amount of time: minimum 1 class session per month

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize. Invite local TV station to film class.
- B. Present students with certificates.

**VI. STUDENT INITIATIVE**

Additional ideas for helping senior citizens are listed on page 84.

- A. Study nutrition. Students could make a healthy snack to bring to seniors each time they go to lead exercise class.
- B. Advocate for seniors. Write letters to local athletic clubs, encouraging them to offer more services to senior citizens. The clubs' fitness instructors could volunteer to lead easy classes in aerobics, muscle-toning, swimming, etc.

## **Serving Senior Citizens**

**PROJECT IDEA: PEN PALS FOR SENIOR CITIZENS**

**SUBJECT AREAS: LANGUAGE ARTS, SOCIAL STUDIES**

**TYPE OF SERVICE: DIRECT**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students adopt a local nursing home, retirement community or senior citizen center whose residents would like to participate in a pen pal project. Students write to their pen pals at least once a month in addition to recognizing special occasions, holidays, birthdays, etc.

Project should be conducted for at least three months to give pen pals time to establish friendships that may encourage them to write each other indefinitely.

### **I. OBJECTIVES/OUTCOMES**

- A. Gain appreciation for senior citizens.
- B. Develop empathy for residents of nursing homes.
- C. Learn the importance of being responsible, dependable, and conscious of others' needs.
- D. Establish special relationships with senior citizens.

### **II. FRAMEWORK**

- A. Skills to be learned and used
  - 1. interpersonal communication skills
  - 2. writing
  - 3. organization (keeping track of important dates such as pen pal's birthday)
- B. Concepts
  - 1. Many senior citizens often feel as if they've been forgotten by their families and friends. They need and deserve constant, dependable attention.
  - 2. Students can provide meaningful service to senior citizens.
  - 3. Not only can students and seniors learn from each other, but they can be special friends.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see list on pp. 85-87.

#### A. Books, stories, videos, etc.

1. Somebody Loves You, Mr. Hatch
2. A Very Small Miracle
3. A Gift for Tia Rosa

#### B. Community people, organizations

1. local nursing home, retirement community or senior citizens center
2. American Association for Retired Persons
3. Maryland Office on Aging

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Discuss the aging process. Have students assess what they feel are senior citizens' needs, wants, obstacles, etc.
  - How will our being pen pals help senior citizens?
  - Why would senior citizens want a pen pal?
2. Contemplate loneliness: Students sit alone for 10 to 15 minutes, doing nothing. Then sit together for same amount of time and talk. Discuss and/or write about the two experiences.
3. Work with service site to coordinate pen pal pairs. Ideas:
  - Devise a form for all students and seniors to fill out, indicating their interests, likes, dislikes, etc. Match pairs according to responses.
  - Make two videotapes--one of seniors introducing and talking about themselves (one by one), and one of students doing the same. To decide pen pal pairs, draw names randomly ("from a hat"), then watch videos to see who has been matched with whom.
4. Invite someone to speak to students about the aging process. Possibly someone from a nursing home or

retirement community who can help students develop empathy for seniors.

5. Conduct a sensitivity training session for students (i.e. students experience using a wheelchair, simulate loss of vision by looking through plastic wrap, etc.).
6. Brainstorm things for students to write about in their letters.
7. Stress the importance of students remaining committed to this project. For some seniors, the students' letters may become the highlight of their months. They should not be let down.
8. Hold discussions after reading books/watching movies about aging and senior citizens.

**Amount of time: minimum 3 sessions**

#### **B. Action**

1. Designate pen pal pairs. Filling out interest forms should take one class session. Allow for more time if you choose to use videotape idea.
2. Students write pen pals once a week.

**Amount of time: 1/2 hour - one hour per week**

#### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Give students a chance to share with each other any letters they may have received.
2. Discussion and/or journal writing. Think about:
  - things my pen pal and I have in common
  - what I like best about my relationship with my pen pal
  - what I have learned from my pen pal; what my pen pal has learned from me
  - how I have helped my pen pal; how my pen pal has helped me
3. Pictures of pen pals--students draw how they feel about their pen pals.
4. Write about the life and interests of senior pen pals; present stories to classmates and senior

citizens. (See project on pp. 73-76).

Amount of time: minimum 1 class session per month

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Plan a class trip for pen pals to meet in person. (Bring polaroid camera, poster board and a roll of tape.) Take photos of pen pals; have everyone work together to make a collage of pictures for seniors to display.
- B. Invite senior pen pals (those who are able) to visit classroom. Have a celebration lunch if possible.
- C. Publicize. Present students with certificates.

#### VI. STUDENT INITIATIVE

Additional ideas for helping senior citizens are listed on page 84.

- A. Visit pen pals regularly.
- B. Expand program to other classes and other nursing homes.

## Serving Senior Citizens

### OTHER SERVICE IDEAS

- **Serve with seniors.** Whatever service project you may be doing, invite seniors to serve along with you.
- **Dance!** Bridge generation gaps by teaching each other your favorite dance moves. Seniors could learn the latest moves of the 90s; students could learn the waltz, jitterbug and the polka!
- **Liven up your history lessons.** Don't just study history from a textbook--add personal accounts of past times to your lessons. Invite seniors to class to discuss different periods in history. Or hold history class at a senior citizen center or retirement community.
- **Clean up.** Beautify the yard of nursing home, senior citizen center or retirement community. Plant trees and flowers, pick up litter. Make decorations to brighten the place up inside.
- **Video/Presentation.** Make a video or give a presentation which explains how and why it's important to help senior citizens. Present to school and community. (A good way to advocate!)
- **Business partnership.** Work with a local business. Invite its employees to serve with you in a project for senior citizens. Or encourage the business to start a senior volunteer program in which seniors might offer their time and services to the business.



# Serving Senior Citizens

## RESOURCES

### Organizations

Administration on Aging, Department of Health and Human Services,  
330 Independence Ave, S.W., Washington, D.C. 20201 (212) 619-0724

American Association for Retired Persons, 601 E. Street, N.W.,  
Washington, D.C. 20049 (202) 434-2277

### Geriatric wards of local hospitals

Interages, 9411 Connecticut Avenue, Kensington, MD 20895  
(301) 949-3551

### Local nursing homes, senior citizen homes

Maryland State Office on Aging, 301 W. Preston St., Room 1004,  
Baltimore, MD 21201 (410) 225-1100

The National Council on the Aging, Inc., 600 Maryland Avenue S.W.,  
West Wing 100, Washington, D.C. 20024 (202) 479-1200

Volunteer Plus, 5470 Beaver Kill Road, Columbia, MD 21044  
(410) 313-7213

United Way of Central Maryland, 22 Light St., Baltimore, MD 21201  
(410) 547-8000

### Written Material

#### Informational Pamphlets, Guides, Books, Etc.:

Ventura-Merkel, Catherine and Lorraine Lidoff. Community Planning for Intergenerational Programming. The National Council on the Aging, Inc., 1983. (202) 479-1200. (47 pages, \$8, Order #294).

Facts and Myths About the Aging. The National Council on the Aging, Inc., 1981. (202) 479-1200. (16 pages, free, Order #4158).

Ross, Lorraine N. and George Thomas Beall. Intergenerational Programming: Opportunities for National Organizations. The National Council on the Aging, Inc., 1985. (202) 479-1200. (24 pages, \$2, Order #2005).

#### Children's Stories:

##### -- Lower Elementary --

Buckley, Helen E. Grandfather and I. Lothrop, Lee & Shepard, 1959. Shares the relationship between a boy and his grandpa. (K).

Bunting, Eve. The Wednesday Surprise. Clarion Books, 1989. Anna and Grandma share a secret they will reveal at Dad's birthday party: Someone has learned to read. Who has been the teacher? (Grades K-2).

Depaola, Tomie. Now One Foot, Now the Other. G.P. Putnam, 1981. (Grades K-2).

Farber, Norma. How Does It Feel To Be Old? Unicorn Books, 1979. (Grades K-2).

Fox, Mem. Wilfrid Gordon McDonald Partridge. Kane/Miller Book Publishers, 1985. A moving story of a boy trying to discover the meaning of "memory" so he can restore the memory of an aging friend. (K-4).

Fox, Nancy Littell. Old Is Beautiful, Too! Geriatric Press, 1984. A child's eye view of later life. (Grades K-2).

Johnston, Tony. Granpa's Song. Dial Books, 1991. Grandpa's memory becomes fuzzy. He worries that his grandchildren won't love him if he can't remember their favorite songs. But the children have a surprise for Grandpa! (Grades K-2).

Klein, Leonore. Old, Older, Oldest. Hastings House, 1983. (Grades K-2).

Miles, Miska. Annie and the Old One. Little Brown & Co., 1971. (Also available on film). (Grades K-2).

Silverstein, Alvin. Aging. F. Watts, 1979. (Grades K-2).

Spinelli, Eileen. Somebody Loves You, Mr. Hatch. Bradbury Press, 1991. When Mr. Hatch receives an anonymous valentine, he changes from his usual grumpy self to a happy, jolly man--until the postman tells him the valentine was meant for someone else. Mr. Hatch then thinks no one loves him, until his neighbors come up with a great idea! (Grades K-2).

Wittman, Sally. A Special Trade. Harper and Row, 1978. As years go by, a little girl helps an aging friend as he had helped her when she was very young. (Grades K-3).

-- Upper Elementary --

Babbitt, Natalie. Tuck Everlasting. Is living forever such a great thing? (Grades 4 and up).

MacKeller, William. A Very Small Miracle. Crown, 1969. An orphan boy's efforts to help a feeble dog change a lonely old man who is feared by his neighbors. (Grades 3-5).

Pevsner, Stella. Keep Stompin' Till the Music Stops. The Seabury Press, 1977. Emphasizes respect for age. A boy with dyslexia has

a special relationship with his great-grandfather. (Grades 3-5).

Stevens, Carla. Anna, Grandpa and the Big Storm. (Grade 3).

Taha, Karen T. A Gift for Tia Rosa. Dillon Press, 1986. Carmela is saddened by her aging friend's illness and death, but finds a way to express her love when Tia's grandchild is born. A moving story friendship between young and old, giving and receiving. (Grades 3-5).

#### Films, Videos

Miles, Miska. "Annie and the Old One," 16mm film, Green House Film.

"On Golden Pond"

"Driving Miss Daisy"

"Peege"



**Unit: Serving People in Poverty**

## SERVING PEOPLE IN POVERTY

The projects in this unit engage students in serving people who live in poverty. They are labelled by grade level--either lower (K-2) or upper (3-5) elementary--but may be adapted for students of any age.

Each project aims to educate students about poverty and to motivate them to fight such things as hunger, homelessness, AIDS and illegal drug use in their communities. Preparation and reflection activities within the projects stress the importance of treating people in poverty with sensitivity and respect.

Perform the following projects as they're written, adapt them, or use them to spark new ideas:

	Page
1. Kindergarten/Fifth Grade Partnership for the Homeless	91
2. Shelter Birthdays (K-2)	95
3. "Why We Like School" Book and Presentation (K-2)	99
4. Learning Center for Homeless Children (3-5)	103
5. Goody Bags for Women in Shelters (3-5)	107
6. Care Closet (K-2)	111
7. Service to a Soup Kitchen (K-2)	115
8. Helping a Food Bank (3-5)	119
9. Quilts for Boarder Babies (3-5)	122
Other Service Ideas	125

Included at the end of this section on pp. 126-129 is a list of resources (guidebooks, stories, videos, organizations) to assist you and your students.

**Hint:** It's a good idea to consult with community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.



## Serving People in Poverty

**PROJECT IDEA: KINDERGARTEN/FIFTH GRADE PARTNERSHIP  
FOR THE HOMELESS**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: LOWER AND UPPER**

### **DESCRIPTION OF PROJECT:**

Kindergartners and fifth graders visit a shelter for the homeless and work to advocate the needs of people who are homeless.

### **I. OBJECTIVES/OUTCOMES**

- A. Develop empathy for people who are homeless.
- B. Understand how a shelter for the homeless operates; assess the shelter's needs.
- C. Learn to advocate effectively.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. interpersonal communication
- 2. problem solving
- 3. persuasive writing
- 4. creativity
- 5. need assessment

#### **B. Concepts**

- 1. Having a home is something many people take for granted; homeless people are in need of help.
- 2. Shelters are an effective way of helping homeless people, but funding and supplies are limited.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see list on pp. 126-129.

#### **A. Books, stories, videos, etc.**

- 1. "Trevor's Dream" (video)
- 2. What You Can Do To Help the Homeless
- 3. Come the Morning
- 4. Fly Away Home



## **B. Community people, organizations**

1. representatives from local shelters
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on shelters and/or the homeless.)
3. local coalition for the homeless
4. National Alliance to End Homelessness
5. National Coalition for the Homeless
6. Interagency Council on the Homeless
7. Homeless Information Exchange

## **IV. PROJECT PROCEDURES**

### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Arrange a schedule for kindergartners and fifth graders to meet regularly, such as once every two weeks.
2. At first meeting:
  - Conduct several "ice-breaker" activities for students to get to know each other (i.e. name games, learn a song together, etc.).
  - Discuss homelessness. Invite representative from a local shelter to lead discussion. What are students' images of "the homeless?" of shelters? An adult could visit class and role-play that he/she is homeless.
  - Plan a way to get entire school involved in helping the homeless. Students could build a "caring cart" to pull to every classroom and collect supplies for shelters.
3. Plan field trips for students to regularly visit a local shelter, such as once every 2 weeks. Students break into small groups (i.e. 3 fifth graders, 3 kindergartners) to take turns visiting shelter. Each student should visit shelter at least once.

**\*\*While one group visits the shelter, the other groups remain in class and discuss service. Use activities listed on pp. 23-58, the "Introduction Service-Learning" unit.**

Groups who have already visited shelter should use this time to advocate for the homeless and organize

a way to present what they learned at the shelter to the rest of the students. (Presentations will be made by all groups at end of unit.)

**Amount of time: variable**

**B. Action**

1. Students belonging to the group that will visit shelter take turns pulling caring cart around school every morning.
2. One group visits shelter and delivers goods; others work in classroom, learning about service, advocating for the homeless, and preparing their presentations:

**Advocacy Ideas--**

Kindergarten--Make a book about visiting shelter. Include pictures, captions, artwork, etc.

Fifth grade--Write letters advocating needs of the homeless. Send to elected officials (local, state and national). Each letter should include:

- a. introductory paragraph to grab reader's attention,
  - b. explanation of themselves, what they've done,
  - c. their observations and concerns,
  - d. a challenge and inquiry into what reader has been doing about homelessness and will do in the future.
3. After all groups have visited shelter and completed advocacy activities, meet once more to give presentations. Invite other classes, parents, principal, shelter director and residents, and the community. Presentations should reveal what students learned at the shelter, how they advocated for the homeless, and how they have reflected on the experience.

**Amount of time: variable**

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Group discussion:
  - How well have we worked together? Did we have any problems because of our difference in age? If so, how did we solve them?

- How has this partnership been good for us? What have we learned from each other?
  - How did we feel as we visited the shelter? What were we thinking then? Did anything surprise us? Do we feel differently now about the homeless?
  - What else might we do to help the homeless?
2. Individual reflection: Express feelings about service through journal writing, art, scrapbook, music, etc.

Amount of time: variable

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Invite school principal, shelter director or an elected official to commend students following presentations.
- B. Have a party. Hold it at the shelter to celebrate students' accomplishments for the homeless.

#### VI. STUDENT INITIATIVE

Additional ideas for helping people living in poverty are listed on page 125.

- A. Continue advocating. Make posters or a video that explain how to help the homeless.
- B. Make presentations before community groups.
- C. Focus on the needs of children who live in shelters, such as tutoring, school supplies, positive role models. (See projects on pp. 95-106 for ideas.)

Read about this project in action: Oakland Terrace Elementary in Montgomery County has a great partnership for the homeless. See p. 205.

## Serving People in Poverty

**PROJECT IDEA: SHELTER BIRTHDAYS**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART, HOME ECONOMICS**

**TYPE OF SERVICE: DIRECT, INDIRECT, ADVOCACY**

**GRADE LEVEL: LOWER**

### **DESCRIPTION OF PROJECT:**

Students organize monthly birthday parties for children in a shelter for the homeless.

### **I. OBJECTIVES/OUTCOMES**

- A. Develop awareness of homeless children.
- B. Develop respect for all people--regardless of socioeconomic status.
- C. Become aware of different levels of poverty.

### **II. FRAMEWORK**

- A. Skills to be learned and used
  - 1. interpersonal communication
  - 2. organization
  - 3. letter writing
  - 4. creativity
- B. Concepts
  - 1. Everyone needs special recognition.
  - 2. Being homeless affects every part of a child's life.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 126-129.

- A. Books, stories, videos, etc.
  - 1. What You Can Do To Help the Homeless
  - 2. Responding to the Needs of the Homeless and Hungry
  - 3. Mr. Bow Tie
  - 4. Fly Away Home

## **B. Community people, organizations**

1. directors of local shelters
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on shelters and/or the homeless.)
3. local coalition for the homeless
4. National Alliance to End Homelessness
5. National Coalition for the Homeless
6. Interagency Council on the Homeless
7. Homeless Information Exchange
8. Habitat for Humanity
9. National Low Income Housing Coalition

## **C. Other**

1. art and party supplies
2. baking supplies (if students wish to make cake or cookies)
3. camera and film

## **IV. PROJECT PROCEDURES**

### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Select shelter that houses a large number of children, contact director, discuss idea.
2. Contact businesses for donation of food, balloons--involve students in writing letters to solicit donations.
3. Invite representative from shelter to speak to class.
4. Study poverty, homelessness--its causes, effects; read stories about people who are homeless.
5. Have someone (a parent, another teacher, a high school student, etc.) visit students and tell them he/she is a homeless person. Encourage students to ask questions: Where do you live? What do you do during the day? Where do you sleep and eat? What do you like to eat? This exercise can help students see that the homeless are people.
6. Discuss transience (homeless people often move from shelter to shelter) and other problems associated with homelessness (lack of stability, continuity in education and friendships, medical treatment and

future planning).

**Activity:** Students keep a diary in which they describe their daily activities. After several days, they rewrite their entries as if they had been homeless.

- What things about your day would you have to change?
- Does this activity give you a better idea of what it's like to be homeless? How does it make you feel?
- How do you think children who are homeless celebrate their birthdays? How do they do their homework? Do they have a place to study? to play? to sleep?

**Amount of time:** 8 - 10 class sessions

#### **B. Action**

1. By the 15th of each month, ask shelter director for list of children who have had or will have a birthday in that month--first names and ages. (For summer birthdays, plan a party in June.)
2. Identify students' responsibilities:
  - Prepare food (make little bags of candy, bake cookies or cake, etc.).
  - Make cards for each child, create decorations.
3. Arrange transportation to shelter. (See "Trouble Shooting" on pp. 21-22 for suggestions.)
4. At the shelter:
  - Sing "Happy Birthday" to children. Have cake, candles, etc.
  - Take pictures or videotape party.
5. Write thank you notes to businesses who donated to project. Enclose pictures of the parties in the notes.

**Amount of time:** 3 - 5 class sessions/month

#### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- What have I learned about people who are homeless?
- Do I feel any different about celebrating birthdays? about living in my home?
- Are the children I met any different from me?
- How else can I help people who are homeless?

2. Write a story or poem or draw a picture about visiting the shelter.

Amount of time: 1 - 2 class sessions/month

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Display pictures of students working together in the classroom and visiting children in the shelter.
- B. Publicize in local media, school paper, yearbook.
- C. Award with spirit pins, volunteer certificates.

**VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Speak with shelter director about other needs homeless children may have. What else can we do to help? (See projects on pp. 95-106.)
- B. Celebrate holidays at shelters.
- C. Provide shelters with school supplies or toiletry kits.
- D. Start a pen pal program with kids in shelters.
- E. Develop care closet at school. (See project on pp. 111-114.)
- F. Send birthday cards to adults in shelters.
- G. Students could perform for shelter residents--give a presentation about why they like school, or act out a skit about a certain holiday.

## Serving People in Poverty

**PROJECT IDEA:** "WHY WE LIKE SCHOOL" BOOK AND PRESENTATION

**SUBJECT AREAS:** SOCIAL STUDIES, LANGUAGE ARTS, ART, MUSIC

**TYPE OF SERVICE:** DIRECT, INDIRECT

**GRADE LEVEL:** LOWER

### DESCRIPTION OF PROJECT:

Students create a book that tells why they like school and why school is important. They then present the book to children living in a shelter for the homeless.

#### I. OBJECTIVES/OUTCOMES

- A. Develop awareness of homeless children and their needs.
- B. Develop respect for all people--regardless of socioeconomic status.
- C. Become aware of different levels of poverty.

#### II. FRAMEWORK

##### A. Skills to be learned and used

1. interpersonal communication
2. creativity
3. organization
4. cooperation
5. public speaking/acting

##### B. Concepts

1. Children who are homeless often have to switch schools five or six times a year.
2. Being homeless affects every part of a child's life.

#### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 126-129.

##### A. Books, stories, videos, etc.

1. Educating Homeless Children and Youth: How Are We Measuring Up?
2. What You Can Do To Help the Homeless
3. Helping the Homeless in Your Community



## **B. Community people, organizations**

1. directors of local shelters
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on shelters and/or the homeless.)
3. local coalition for the homeless
4. National Alliance to End Homelessness
5. National Coalition for the Homeless
6. Interagency Council on the Homeless
7. Homeless Information Exchange

## **C. Other**

art supplies

## **IV. PROJECT PROCEDURES**

### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Select a shelter that houses a large number of children, contact director, discuss idea.
2. Invite representative from shelter to speak to class. Discuss needs of homeless children, transience (moving from shelter to shelter) and other problems associated with homelessness (lack of stability, continuity in education and friendships, medical treatment and future planning).
3. Read stories about people who are homeless.
4. Have someone (a parent, another teacher, a high school student, etc.) visit students and tell them he/she is a homeless person. Encourage students to ask questions: Where do you live? What do you do during the day? Where do you sleep and eat? What do you like to eat? This exercise can help students see that the homeless are people.
5. Activity: Students keep a diary in which they describe their daily activities. After several days, they rewrite their entries as if they had been homeless.
  - What things about your day would you have to change?
  - Does this activity give you a better idea of what it's like to be homeless? How does it

- make you feel?
- How do you think children who are homeless do their homework? Do they have a place to study? to play? to sleep?

**Amount of time: 8 - 10 class sessions**

## **B. Action**

1. Divide students into groups to work on book, or each student could create a page.
2. Brainstorm things to include in book: Why do we like school? Why is school important?
3. Create and compile book.
4. Think of a way to present book to children at shelter. Make it fun and creative! Ideas:
  - Each student could explain his or her page.
  - Students could write and perform a skit about school.
  - Make a video ("A day in the life of an elementary school student ...")
  - Write and perform a rap about school ("School is Cool!").
5. Visit shelter, make presentation, give book to children.

**Amount of time: variable**

## **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:
  - What have I learned about people who are homeless?
  - Do I feel any different about living in my home?
  - Are the children I met any different from me?
  - How else can I help people who are homeless?
2. Write a story or poem or draw a picture about visiting the shelter.

**Amount of time: 1 - 2 class sessions**

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Display pictures of students working together in the classroom and visiting children in the shelter.
- B. Publicize in local media, school paper, community newsletter.
- C. Award students with spirit pins, volunteer certificates.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Speak with shelter director about other needs homeless children may have. What else can we do to help? (See projects on pp. 91-98 and 103-106.)
- B. Celebrate holidays at shelters.
- C. Provide shelters with school supplies or toiletry kits.
- D. Start a pen pal program with kids in shelters.
- E. Develop care closet at school. (See project on pp. 111-114.)

## Serving People in Poverty

**PROJECT IDEA:** LEARNING CENTER FOR HOMELESS CHILDREN

**SUBJECT AREAS:** SOCIAL STUDIES, LANGUAGE ARTS, ART

**TYPE OF SERVICE:** DIRECT, INDIRECT, ADVOCACY

**GRADE LEVEL:** UPPER

### DESCRIPTION OF PROJECT:

Students help to create a learning center for children living in a shelter for the homeless.

#### I. OBJECTIVES/OUTCOMES

- A. Develop awareness of homeless children and their needs.
- B. Develop respect for all people--regardless of socioeconomic status.
- C. Become aware of different levels of poverty.

#### II. FRAMEWORK

##### A. Skills to be learned and used

1. interpersonal communication
2. creativity
3. organization
4. cooperation

##### B. Concepts

1. Children who are homeless often have to switch schools five or six times a year.
2. Being homeless affects every part of a child's life.

#### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 126-129.

##### A. Books, stories, videos, etc.

1. Educating Homeless Children and Youth: How Are We Measuring Up?
2. What You Can Do To Help the Homeless
3. Come the Morning

**B. Community people, organizations**

1. directors of local shelters
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on shelters and/or the homeless.)
3. local coalition for the homeless
4. National Alliance to End Homelessness
5. National Coalition for the Homeless
6. Interagency Council on the Homeless
7. Homeless Information Exchange

**C. Other**

art supplies

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Select a shelter that houses a large number of children, contact director, discuss idea. Discuss how and where a learning center can be established in the shelter.
2. Invite representative from shelter to speak to class. Discuss needs of homeless children, transience (moving from shelter to shelter) and other problems associated with homelessness (lack of stability, continuity in education and friendships, medical treatment and future planning).
3. Read stories about people who are homeless.
4. Have someone (a parent, another teacher, a high school student, etc.) visit students and tell them he/she is a homeless person. Encourage students to ask questions: Where do you live? What do you do during the day? Where do you sleep and eat? What do you like to eat? This exercise can help students see that the homeless are people.
5. Activity: Students keep a diary in which they describe their daily activities. After several days, they rewrite their entries as if they had been homeless.
  - What things about your day would you have to change?

- Does this activity give you a better idea of what it's like to be homeless? How does it make you feel?
  - How do you think children who are homeless do their homework? Do they have a place to study? to play? to sleep?
6. Brainstorm things to include in learning center (i.e. children's books, games, puzzles, pillows, bean bag chairs, carpet or throw rugs, coloring books, crayons, school supplies, chalk board, tables, chairs).
  7. Brainstorm people in community (family, friends, neighbors, businesses, merchants) to whom students can write and request donations.

**Amount of time: 8 - 10 class sessions**

#### **B. Action**

1. Divide students into groups to advocate for a learning center and to request donations. Each group could do one of the following:
  - Write letters to elected officials.
  - Write a speech to present to the PTA, school board, churches and community groups.
  - Write letters to local businesses.
  - Design posters to request donations from school and community.
  - Design ads to place in local media.
2. Create a way to collect donations. Build a "caring closet" for storing supplies--ask community to deliver goods to school or shelter. Build a "caring cart" to pull around school. (See project on pp. 111-114.)
3. Make decorations for center (signs, pictures, maps, posters, flowers, alphabet and number charts--make it look bright and colorful--like a fun classroom!)
4. Plan trip to deliver supplies and decorations to shelter and to set up learning center. Take pictures!
5. Write thank-you notes to people who donated money or items for the center.

**Amount of time: variable**

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- What have I learned about people who are homeless?
- Do I feel any different about living in my home?
- Are the children I met any different from me?
- How will this learning center help the children?
- How else can I help people who are homeless?

#### **2. Write a story or poem or draw a picture about visiting the shelter.**

**Amount of time: 1 - 2 class sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Have a party at the learning center to celebrate its "opening." Play with the children and familiarize them with the center. \*\*Invite local media, or videotape party. The more publicity, the more donations you may receive in the future.
- B. Display pictures of students working together in the classroom and visiting children in the shelter.
- C. Publicize learning center in local media, school paper, community newsletter.
- D. Award students with spirit pins, volunteer certificates.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Help put the learning center to use--serve as tutors and mentors to the children. Plan to visit shelter once a week or twice a month and work with the children. Help them read, play and talk with them, etc.
- B. Speak with shelter director about other needs homeless children may have. What else can we do to help? (See projects on page 91-102.)

## Serving People in Poverty

**PROJECT IDEA:** GOODY BAGS FOR WOMEN IN SHELTERS

**SUBJECT AREAS:** SOCIAL STUDIES, ART, LANGUAGE ARTS

**TYPE OF SERVICE:** INDIRECT, ADVOCACY

**GRADE LEVEL:** UPPER

### **DESCRIPTION OF PROJECT:**

Students make "goody bags" for women living in shelters. They advocate for the needs of women's shelters by writing letters to local elected officials and informing their school and community of the issue.

### **I. OBJECTIVES/OUTCOMES**

- A. Gain awareness and understanding of the plight of women living in poverty.
- B. Learn what services are offered by shelters for women.
- C. Understand how advocacy can be an effective tool for making changes within a community.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. artistic skills
- 2. creativity
- 3. persuasive writing
- 4. letter writing

#### **B. Concepts**

- 1. Shelters for women are needed because women are more at risk of living in poverty, as they must deal with certain problems that most men do not have to face (i.e. lower work wages, child support, abuse).
- 2. Different types of shelters are provided for women, depending on their needs (i.e. difference between shelters for women living in poverty and shelters for battered women).

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 126-129.



**A. Books, stories, videos, etc.**

1. What You Can Do To Help the Homeless
2. Responding to the Needs of the Homeless and Hungry
3. Helping the Homeless in Your Community
4. Working With Homeless People

**B. Community people, organizations**

1. directors of local shelters for women
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on shelters and/or the homeless.)
3. local coalition for the homeless
4. National Alliance to End Homelessness
5. National Coalition for the Homeless
6. Interagency Council on the Homeless
7. Homeless Information Exchange
8. Habitat for Humanity
9. National Low Income Housing Coalition

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Say the word "homeless" aloud to students or write it on a chalkboard. Ask students:
  - What images initially enter your minds about the word?
  - What kinds of people are "the homeless?"
2. Discuss the need for women's shelters. Invite shelter director or representative of local department of social services to speak to students.
  - Why do you think some shelters are just for women?
  - Activity: Have a woman visit the classroom and role-play that she is homeless and has turned to a women's shelter for help. Encourage students to ask her questions.
  - Differentiate between types of shelters for women. (i.e. Some shelters help a woman because she lives in poverty; others help any woman who needs to get away from a man who is physically hurting her.)
3. Discuss the needs of women who live in shelters. List things to include in a "goody bag"--things with

which women can pamper themselves (i.e. brush, comb, make-up, nail polish, hand lotion, perfume, scented soap, powder, shampoo).

4. Think of which local businesses and community members might donate items to include in goody bags.

5. Brainstorm:

- To which elected officials (local, state and national) should we write letters advocating the need for women's shelters?
- How else might we advocate their needs (i.e. posters, skits, writing to local papers)?

**Amount of time: 3 - 5 class sessions**

## **B. Action**

1. Collect items for goody bags. If need be, write letters to local businesses requesting donations. Review persuasive writing techniques.

2. Design and fill goody bags. (Use paper lunch bags. Decorate them. Write messages to the women. Tell them the ways you have chosen to advocate their needs.)

3. Advocate! Put your preparation ideas into action!

**Amount of time: variable**

## **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- Have my impressions of "the homeless" changed since this project?
- What have I learned from this project?
- How might my efforts be affecting the women in the shelters?

2. Express feelings about this project through a story, poem, drawing, music, etc.

**Amount of time: 1 - 2 class sessions**

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Photograph students as they make goody bags. Display in school and shelter.
- B. Present certificates to students.

**VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Plan a field trip to a shelter for women.
- B. Brainstorm other ways to advocate issue. What else might we do to help?
- C. Give a presentation to other students which explains the problems often faced by women living in poverty.
- D. Many shelters for women accomodate children as well. Visit such a shelter and play with the children. Read to them, tutor them, tell them about your school. For Mother's Day, help the children make gifts for their mothers.

# Serving People in Poverty

## PROJECT IDEA: CARE CLOSET

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART

TYPE OF SERVICE: INDIRECT, ADVOCACY

GRADE LEVEL: LOWER

### DESCRIPTION OF PROJECT:

Students design and make a care closet in which they store items they collect for people living in poverty. Items may be distributed to soup kitchens, shelters for the homeless, clothing closets, etc.

### I. OBJECTIVES/OUTCOMES

- A. Learn about the needs of people who are living in poverty.
- B. Understand the different levels of poverty.
- C. Understand what it means to be homeless or hungry.

### II. FRAMEWORK

#### A. Skills to be learned and used

- 1. creativity, artistic skills
- 2. organization
- 3. writing

#### B. Concepts

- 1. Small efforts can make big differences.
- 2. Organization and cooperation are needed for a successful group effort.
- 3. Caring without doing does not solve problems.
- 4. People who are homeless have the same basic needs as everyone.
- 5. Hunger is not always visible.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 126-129.

#### A. Books, stories, videos, etc.

- 1. What You Can Do To Help the Homeless

2. Responding to the Needs of the Homeless and Hungry
3. Kids for Kids. A Maryland Food Committee curriculum.

**B. Community people, organizations**

1. directors of local shelters and soup kitchens
2. local department of social services (Consult child and family services or community relations divisions. Request latest written report on poverty, soup kitchens, shelters, the homeless, etc.)
3. local coalitions for the homeless and hungry
4. National Alliance to End Homelessness
5. Maryland Food Committee

**C. Other**

art supplies

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Read books about people living in poverty. Discuss or write: What does poverty mean to me?
2. Say the words "homeless" and "hungry" aloud to students or write them on chalkboard. Ask them:
  - What images initially come to mind about the words?
  - What kinds of people are "the homeless?" "the hungry?"
3. Invite a representative from the Maryland Food Committee or a local soup kitchen to speak to students. Discuss hunger.
4. Have someone (a parent, another teacher, a high school student, etc.) visit students and tell them he/she or is a homeless person or a person who needs to eat at a soup kitchen. Encourage students to ask questions: Where do you live? sleep? What do you do during the day? What do you want or like to eat?
5. Acquire materials needed to design and create your care closet. Seek help from art teacher, parents, community members. Ask them to donate materials. If need be, write letters to people for their help.

6. Identify local shelters, soup kitchens, churches who have clothing closets. Contact directors to inform them of care closet.
7. Develop a system of delivering donations to them. Parents may help with delivery or directors may arrange for items to be picked up at school.

**Amount of time: variable, 1 - 3 weeks**

## **B. Action**

1. Create your care closet. Options:
  - Build an actual closet. Ask art teacher, parents, community members for help.
  - Decorate a corner of classroom or school and designate it as your care closet.
  - Involve entire school in project: Create a "care cart" by decorating a wagon or a grocery shopping cart. Each day, one or two students could push cart to every classroom to collect items for the care closet.
2. Create posters and notices informing school and community of care closet. Encourage everyone to donate. Make the signs informative. Consider this project advocacy as well as indirect help.
3. Develop a schedule to sort and store items collected.
4. Deliver items.

**Amount of time: variable**

## **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:
  - Has this project been worth our effort?
  - How are we helping people who live in poverty?
  - How are we making a difference?
  - What have we learned about poverty?
2. Write a story about a person who might receive something from the care closet.

**Amount of time: variable**

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Award pins, certificates to students.
- B. Publicize in local and school papers, television.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Plan a field trip to a shelter or soup kitchen to deliver care closet items directly.
- B. **ADVOCACY**--Write a letter to the Governor or to a local elected official, asking for more help with fighting poverty in your community.
- C. Inform school and community about poverty by acting out a skit or making a video.

## Serving People in Poverty

**PROJECT IDEA: SERVICE TO A SOUP KITCHEN**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, HOME ECONOMICS, ART**

**TYPE OF SERVICE: INDIRECT, ADVOCACY**

**GRADE LEVEL: LOWER**

### **DESCRIPTION OF PROJECT:**

As the majority of soup kitchens do not permit children under the age of 14 to directly assist them, students indirectly help by working on projects such as:

1. collecting food
2. making placemats and table favors
3. making sandwiches and snacks
4. creating shoebox gifts at holiday times

A field trip could be planned for students to visit a soup kitchen. Students could also advocate the fight against hunger.

### **I. OBJECTIVES/OUTCOMES**

- A. Develop understanding and empathy toward people in poverty.
- B. Learn the operations of a soup kitchen.
- C. Reach an awareness of the needs of people in poverty, and also of what can be done to relieve and end hunger.
- D. Learn about the health consequences of hunger.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. creativity
2. cooking, sewing
3. letter writing
4. public speaking

#### **B. Concepts**

1. Hunger is not always visible.
2. Relieving hunger and ending it are two different things.



### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 126-129.

#### A. Books, stories, videos, etc.

1. Kids for Kids. An excellent K-12 curriculum on hunger. Published by the Maryland Food Committee.
2. Uncle Willie and the Soup Kitchen
3. Tight Times

#### B. Community people, organizations

1. local soup kitchens
2. Maryland Food Committee
3. local food banks

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Invite a nutritionist to teach students about the health consequences of hunger and poverty.
2. Have students express their images of people who are hungry. Are they young? old? homeless? What do they wear? How can you tell if they're hungry?
3. Read books about people who live in poverty.
4. Visit a soup kitchen or invite someone to explain how a soup kitchen operates.
5. Brainstorm ways to help people who are hungry. Be sure to contact several soup kitchens to find out exactly what they need.

Amount of time: 1 week

#### B. Action

1. Make project ongoing: Establish a schedule for students to regularly help a soup kitchen, such as once a week or twice a month. Do a different activity each time. Ideas:
  - Each week have an "Extra Bag Lunch Day" or a "No Dessert Day." Each student could bring in

an extra lunch or their favorite snack to give to a soup kitchen.

- Start a food pantry in classroom. Publicize it around school and community, asking for donations. Make a caring cart to pull around to classrooms each morning to collect food. (Project on pp. 111-114 may give you some ideas.)
- Make table favors and placemats.
- At holiday times, decorate shoeboxes and fill with food, a friendly note, snacks, candy, etc.
- Work in a sandwich-making assembly line. Pack bagged lunches. Write to grocery stores and request donations of fruit, bread, peanut butter, etc.

2. Advocate: Write letters to local elected officials and newspapers to request help from community.

**Amount of time: ongoing, 1 hour per week**

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing. Describe experiences of working at kitchen:
  - Have my attitudes about poverty changed?
  - How would I feel if I had to be fed at a soup kitchen?
  - Who is hungry in my community? What else can I do to help?
2. Express feelings about poverty and hunger through a poem, story, song or drawing.

**Amount of time: ongoing**

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Display pictures of students working on projects.
- B. Award students with volunteer certificates.
- C. Publicize in local and school papers.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Present an informative seminar about poverty and hunger to other students. Create and perform a short skit for the school.
- B. Food gleaning: Contact nearby farmers to see if students could pick food that remains in their fields after they've harvested their crops. Donate food to soup kitchens.

# Serving People in Poverty

PROJECT IDEA: HELPING A FOOD BANK

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS

TYPE OF SERVICE: DIRECT, INDIRECT, ADVOCACY

GRADE LEVEL: UPPER

## DESCRIPTION OF PROJECT:

Students help sort and package food at a local food bank.

### I. OBJECTIVES/OUTCOMES

- A. Develop understanding and empathy toward people in poverty.
- B. Learn the operations of a food bank.
- C. Reach an awareness of the needs of people in poverty, and also of what can be done to relieve and end hunger.
- D. Learn about the health consequences of hunger.

### II. FRAMEWORK

- A. Skills to be learned and used
  - 1. cooperation
  - 2. organization
  - 3. sorting, packaging
  - 4. letter writing
- B. Concepts
  - 1. Hunger is not always visible.
  - 2. Relieving hunger and ending it are two different things.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 126-129.

- A. Books, stories, videos, etc.
  - 1. Kids for Kids. An excellent K-12 curriculum on hunger. Published by the Maryland Food Committee.
  - 2. Noonday Friends
  - 3. The Hundred Dresses

**B. Community people, organizations**

1. local food banks
2. Maryland Food Bank
3. Maryland Food Committee

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Have students express their images of people who are hungry. Are they young? old? homeless? What do they wear? How can you tell if they're hungry?
2. Invite a nutritionist or someone from the Maryland Food Committee to speak to students about the health consequences of hunger and poverty.
3. Contact local food bank to arrange schedule for students to help. Try to make project ongoing. Also ask what things the bank needs--so students can donate items as well.

**Amount of time: 1 week**

**B. Action**

1. Develop system of collecting donations for the food bank:
  - Start a food pantry in classroom. Publicize it around school and community. Make a caring cart to pull around to classrooms each morning to collect food and supplies. (Project on pp. 111-114 may give you some ideas.)
  - Advocate: Write letters to local elected officials and newspapers to request donations from community.
2. Deliver donations to food bank; work at bank regularly, helping to sort and package food.

**Amount of time: ongoing, 1 hour per week**

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing. Describe experiences of working at food bank:
  - Have my attitudes about poverty changed?
  - How would I feel if I had to be fed at a soup kitchen?
  - Who is hungry in my community? What else can I do to help?
2. Express feelings about poverty and hunger through a poem, story, song or drawing.

Amount of time: ongoing

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Display pictures of students working at the food bank.
- B. Award students with volunteer certificates.
- C. Publicize in local and school papers. Invite media to film students as they work at the food bank.

#### VI. STUDENT INITIATIVE

Additional ideas for helping people living in poverty are listed on page 125.

- A. Present an informative seminar about poverty and hunger to other students. Create and perform a short skit for the school.
- B. Food gleaning: Contact nearby farmers to see if students could pick food that remains in their fields after they've harvested their crops. Donate food to soup kitchens.
- C. Canning: Contact churches or food pantries to see if students might assist with canning food.
- D. Help at a soup kitchen. Fifth graders may be able to assist directly. Otherwise, see project on pp. 115-118 for ways to advocate and help indirectly.

# Serving People in Poverty

**PROJECT IDEA: QUILTS FOR BOARDER BABIES**

**SUBJECT AREAS: SOCIAL STUDIES, ART, LANGUAGE ARTS**

**TYPE OF SERVICE: INDIRECT**

**GRADE LEVEL: UPPER**

## **DESCRIPTION OF PROJECT:**

Students design and stitch quilts for boarder babies--babies whose parents leave them at hospitals indefinitely, often due to their inability to adequately care for them. This inability may be a result of parents' drug addictions. Foster placements can be difficult to find; babies are left to board at hospitals until homes can be found for them.

### **I. OBJECTIVES/OUTCOMES**

- A. Develop awareness and understanding of boarder babies and related social concerns (AIDS, prenatal drug addiction, child abuse, poverty).
- B. Develop empathy for boarder babies.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. artistic and sewing skills
- 2. creativity
- 3. writing

#### **B. Concepts**

- 1. Children need individual care and attention to grow and develop.
- 2. Parents may be unable to care for their children for various reasons.
- 3. The use of drugs and alcohol can be detrimental to family life.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 126-129.

#### **A. Books, stories, videos, etc.**

"For Our Children" (audio cassette)

**B. Community people, organizations**

1. Representatives of At-risk Babies' Crib Quilts (ABC Quilts). Contact: Susan Hanson at (410) 881-3258 or Louray Hwang at (410) 881-3258 for information on quilt-making processes as well as on AIDS and prenatal drug addiction.
2. Expert on children with AIDS. Contact: Clare Siegal at Baltimore City Head Start HIV Program, (410) 396-7179.
3. local department of social services

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Students learn about boarder babies:
  - Invite AIDS expert to speak to class.
  - Discuss readings.
  - Focus on parents' reasons for leaving babies in hospitals' care (drug/alcohol dependency, AIDS, poverty, etc.).
2. Visit a hospital to see babies.
3. Discuss purpose of making quilts:
  - Why should we do this project?
  - How will we be helping our community?

(Representative from ABC Quilts could visit class to further explain reasons for making quilts. This person could also help students gather correct materials for making quilts, such as type of fabric, colors to choose, sewing tools, etc.)

**Amount of time: 1 week**

**B. Action**

1. Gather materials for quilts.
2. Design and sew quilts.
3. Deliver quilts. Possibly plan trip for students to hand-deliver them to babies.

**Amount of time: variable**



### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- When you saw or heard about boarder babies, how did you feel?
- Was this project a good idea?
- What is the most important thing you've learned from this project?
- What have you learned about AIDS? about boarder babies?

#### **2. Express your feelings about this project by drawing a picture, writing a poem or story, etc.**

**Amount of time: 3 - 5 class sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Photograph students with quilts. Display in school and hospital.
- B. Publicize.
- C. Present certificates to students.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping people living in poverty are listed on page 125.

- A. Start a Big Brother/Big Sister program between students and boarder babies. Contact hospitals to see they would permit students to visit babies and help care for them.
- B. Give a school-wide presentation on AIDS awareness, drug prevention or poverty.

## Serving People in Poverty

### OTHER SERVICE IDEAS

- **Advocate.** Fight for a drug-free school and community. Make posters, give presentations that encourage people to say NO to drugs. Advocate for any issue that concerns you.
- **Welcome packets.** Make them for homeless children who are new to your school.
- **Video.** Make a video which explains how to help the homeless in your community. Show to other classes and community.
- **"Soup Kitchen Day."** Invite residents of a local shelter for the homeless to a luncheon prepared and served by students at school.
- **Partnership.** Work with a local business. Invite its employees to serve with you in a project. Ask for donations.
- **Inservice awareness session.** Speak to your school's faculty, administration and PTA. Students could tell of their service experiences and their service goals for the year. Ask for funding and support.
- **Daily announcements.** Inform your school of an issue (hunger, homelessness, AIDS, drugs, etc.) every morning or afternoon. Get everyone involved!
- **Clean up.** Beautify the yard of a homeless shelter or soup kitchen. Plant trees and flowers, pick up litter. Make decorations to brighten the place up inside.
- **Clothing closet.** Help sort and fold clothes at a clothing closet or the Salvation Army.
- **Increase low-income housing.** Volunteer to work with Habitat for Humanity or other local coalitions for low-income housing. If students are too young to serve directly at work sites, see if you can advocate for them.

# Serving People in Poverty

## RESOURCES

### Organizations

**Action for the Homeless**, 2539 St. Paul Street, Baltimore, MD 21218  
(410) 467-3800

**Advocates for Children and Youth**, 300 Cathedral Street, Suite 140,  
Baltimore, MD 21201 (410) 547-8690

**American Red Cross**, National Headquarters: 17th and D Streets,  
N.W., Washington, D.C. 20006 (202) 639-3610  
**Baltimore Chapter Headquarters:** 4700 Mount Hope Drive,  
Baltimore, MD 21215 (410) 764-7000

**Children's Defense Fund**, 122 C Street N.W., Suite 310, Washington,  
D.C. 20061 (202) 628-8787

**Department of Social Services** (Local department may have  
information specific to your community.)

**Education of Homeless Children and Youth**, Maryland State Department  
of Education, 201 W. Baltimore Street, Baltimore, MD 21201  
(410) 333-2445. Contact Peggy Jackson-Jobe.

**Emergency Food and Shelter**, National Board Program, 601 N. Fairfax  
Street, Suite 225, Alexandria, VA 22314-2088 (703) 683-1166

**Food Research and Action Center**, 1875 Connecticut Avenue, N.W.,  
Suite 540, Washington, D.C. 20009-5728 (202) 986-2200

**Habitat for Humanity International**, Habitat and Church Streets,  
Americus, GA 31709-3498 (912) 924-6935  
**Chesapeake Habitat for Humanity**, 5615 The Alameda, Baltimore,  
MD 21239 (410) 435-0082

**Health Care for the Homeless**, 232 North Liberty Street, Baltimore,  
MD 21201 (410) 837-5533

**Homeless Information Exchange**, 1830 Connecticut Avenue, N.W.,  
Washington, D.C. 20009 (202) 462-7551

**Interagency Council on the Homeless**, 451 7th Street, S.W.,  
Washington, D.C. 20410 (202) 708-1480

**Maryland Department of Health and Mental Hygiene**, 201 West Preston  
Street, Baltimore, MD 21201 (410) 225-6860

**Maryland Food Bank, Inc.**, 241 N. Franklinton Road, Baltimore, MD  
(410) 947-0404

**Maryland Food Committee, Inc.**, 204 East 25th Street, Baltimore, MD  
21218 (410) 366-0600.

**National Alliance to End Homelessness, 1518 K Street, N.W., Suite 206, Washington, D.C. 20005 (202) 638-1526**

**National Coalition for the Homeless, 1439 Rhode Island Avenue, N.W., Washington, D.C. 20005 (202) 659-3310 or 105 East 22nd Street, New York, NY 10010 (212) 460-8110**

**National Low Income Housing Coalition, 1012 14th Street, N.W., Suite 1006, Washington, D.C. 20005 (202) 662-1530**

**Our Daily Bread (soup kitchen and social services), 411 Cathedral Street, Baltimore, MD 21201 (410) 659-4000**

**People's Homesteading Group, 410 East North Avenue, Baltimore, MD 21202 (410) 889-0071**

**United Way of America, 701 North Fairfax Street, Alexandria, VA 22314-2045 (703) 836-7100 (Local branches may prove more helpful.)**

### **Written Material**

**Informational Pamphlets, Guides, Books, Etc.:**

**Educating Homeless Children and Youth: How Are We Measuring Up? A Maryland State Department of Education progress report for the school year 1990-91.**

**Helping the Homeless in Your Community. Washington, D.C.: Homeless Information Exchange, 1989.**

**Kids for Kids. Maryland Food Committee curriculum (grades K-12) on hunger.**

**Responding to the Needs of the Homeless and Hungry. Washington, D.C.: American Red Cross, 1989.**

**What You Can Do To Help the Homeless. Philip Lief Group, 1991. A publication of the National Alliance to End Homelessness.**

**Working With Homeless People. New York: Columbia University Community Services, 1988.**

**Children's Stories:**

**-- Lower Elementary --**

**Alexander, Lloyd. King's Fountain. (Grades K-3).**

**Barbour, Karen. Mr. Bow Tie. Harcourt Brace Jovanovich, 1991. A family befriends a homeless man and helps him find his own family. (Grades K-2).**

Bonsall, Crosby. It's Mine! A Greedy Book. Harper & Row, 1964. Patrick and Mabel Ann each want all the toys, but finally they learn to share. (Grades K-2).

Bunting, Eve. Fly Away Home. Clarion Books, 1991. A boy who lives in an airport with his father is given hope when he sees a trapped bird find its freedom. Moving pictures. (Grades K-2).

Charlip, Remy and Burton Supree. Harlequin and the Gift of Many Colors. (Grades K-2).

DiSalvo-Ryan, DyAnne. Uncle Willie and the Soup Kitchen. William Morrow and Company, 1991. Working in soup kitchen helps a boy see what it means to make a difference in people's lives. (Grades K-2).

Hazen, Barbara Shook. Tight Times. (Grades K-2).

Miska, Miles. Gertrude's Pocket. (Grades K-2).

-- Upper Elementary --

Ackerman, Karen. The Leaves in October. (Grades 3-5).

Cleaver, Vera and Bill. Where the Lilies Bloom. (Grades 3-5).

Estes, Eleanor. The Hundred Dresses. Harcourt Brace Jovanovich, 1944. No one believes Wanda really has 100 dresses - especially when she wears the same faded blue dress every day to school. (Grades 3-5).

Gates, Doris. Blue Willow. (Grades 3-5).

Harris, Mark Jonathon. Come the Morning. Bradbury Press, 1989. Ben ends up living among the homeless when he and his family arrive in Los Angeles to look for his father. (Grades 4 and up).

Herzig, Alison. Sam and the Moon Queen. (Grades 3-5).

Holman, Felice. Secret City U.S.A. (Grades 3-5).

Hurmence, Belinda. Tough Tiffany. (Grades 3-5).

Lenski, Lois. Strawberry Girl. (Grades 3-5).

Schlee, Ann. Ask Me No Questions. (Grades 3-5).

Stolz, Mary. Noonday Friends. Harper, 1965. Being poor, wearing old clothes and having a free lunch pass given to needy children nags and 11-year-old Franny Davis. (Grades 3-5).

Thrasher, Crystal. The Dark Didn't Catch Me. (Grades 3-5).

Films, videos

"America's New Homeless." United Way video.

"Shelter Boy." 15 minute video, Fox Broadcasting. Depicts homelessness of a boy and his family. To order, contact Peggy Jackson-Jobe, Education of Homeless Children and Youth (Maryland State Department of Education) (410) 333-2445.

"Trevor's Dream." Video. A boy creates a project to help the homeless.



**Unit: Serving the Environment**



## SERVING THE ENVIRONMENT

The projects in this unit engage students in helping to improve and save the environment. They are labelled by grade level--either lower (K-2) or upper (3-5) elementary--but may be adapted for students of any age.

While the projects provide some information on environmental issues, students take the challenge of going out into their communities and finding the problems themselves. They are encouraged to talk to people and survey their surroundings to assess the environmental needs of their particular communities.

Perform the following projects as they're written, adapt them or use them to spark new ideas:

	Page
1. Recycling Awareness (K-5)	133
2. Save the Earth Lunch Bags (K-2)	137.
3. Gadgets From Garbage (3-5)	140
4. A Community of Smart Shoppers (K-5)	145
5. Plant Sensation (K-2)	150
6. Planting Marsh Grass (3-5)	153
7. Adopt-A-Stream (K-5)	156
8. Building a Nature Trail (3-5)	160
9. Preserving Rainforests (K-5)	165
10. Saving Endangered Species (3-5)	168
Other Service Ideas	172

Included at the end of this section on pp. 173-178 is a list of resources (guidebooks, stories, videos, organizations) to assist you and your students.

**Hint:** It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.



## Serving the Environment

**PROJECT IDEA: RECYCLING AWARENESS**

**SUBJECT AREA: ALL SUBJECTS**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students initiate a school-wide recycling program.

### **I. OBJECTIVES/OUTCOMES**

- A. Learn how recycling positively affects the environment.
- B. Develop creative strategies for motivating people to recycle.
- C. Understand how advocating important issues and concerns can bring about positive change.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. research
2. creativity
3. advocacy
4. writing
5. public speaking

#### **B. Concepts**

1. People must take action if they want to make positive changes in their community.
2. Before people can be motivated to do something such as recycling, they must be informed of the facts.
3. Recycling is vital to the preservation of the environment.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

#### **A. Books, stories, videos, etc.**

1. Adventures of the Garbage Gremlin
2. The Lorax
3. It Zwibble and the Greatest Cleanup Ever

## **B. Community people, organizations**

1. local recycling center
2. Environmental Defense Fund
3. Environmental Protection Agency
4. Kids for a Clean Environment
5. Kids for Saving Earth
6. Project P.E.O.P.L.E.

## **IV. PROJECT PROCEDURES**

### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Research recycling. Read books, watch films, invite speaker to class.
2. Visit local recycling center. Interview its employees. Seek to understand how the center operates.
3. Investigate: Tabulate the amount of trash accumulated in just one day at school. Ask custodians to hold off on emptying trash cans until students have sorted through them. (Be sure to wear gloves!)
  - Determine how much of the trash is recyclable (i.e. white paper, newsprint, cardboard, aluminum, plastic, glass. etc.).
  - Graph findings on a chart. Analyze.
4. Discuss how to start a recycling program in school. Keep in mind that people are more apt to recycle if they are first given the facts.
  - How can we motivate everyone to recycle?
  - What things will they need to understand?
  - How can we make it easy and convenient for people to recycle?

**Amount of time: 1 - 2 weeks**

### **B. Action**

1. Develop system for recycling:
  - Contact local recycling centers to see which one(s) will take your collections. Each center has specific rules, which may affect the way

- you develop your system.
- Investigate how you will transport collections to recycling center. Be sure to call around--some centers will deposit a dumpster at your school and send a truck to empty it.
  - Write or call local businesses--ask them to donate large and small cardboard boxes.
  - Try to get enough small boxes--one for every classroom--in which people can save white paper.
  - Pairs of larger boxes could be set at two or three main locations in school--one box in which classrooms deposit white paper, one for aluminum cans.
  - Divide into teams to decorate boxes. Make them bright and eye-catching--and be sure they tell everyone to RECYCLE!
  - Set all boxes next to trash cans--make recycling as convenient as possible for people.
  - Develop schedule for students to empty all classrooms' white paper boxes once or twice a week into the larger containers. (OR, see if your school's custodians will help--they may be willing to empty classrooms' white paper into a separate container each day as they empty all trash cans.)
2. Hold a school-wide presentation to inform everyone of the need to recycle. Introduce recycling system to school. Presentation should:
- present the findings from investigation of recyclable trash (see #3 under Preparation). Let everyone know exactly how much they've been throwing away.
  - explain how and why everyone should begin using the recycling containers.
3. Publicize recycling system in other ways:
- morning announcements
  - articles in school newspaper
  - posters, fliers (use recyclable paper!)
4. Develop system for monitoring amount of recyclable trash collected (i.e. Weigh containers each week, record and graph results.).
5. After several weeks, analyze data. Have people in the school improved their recycling habits? Record results on a big, visual chart to display for entire school.
6. Give a follow-up presentation in school to inform everyone of their progress in recycling.

7. Write letters to local papers, churches and businesses, encouraging them to recycle. Send them copies of school's results to prove to them that an organized program will work. (Use recycled paper!)

**Amount of time:** 1 - 2 weeks for informing school and establishing program; chart data for at least 3 - 4 weeks.

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- How is our recycling program helpful to the environment?
- What was the most challenging aspect of this project?

2. What will our world be like if no one ever recycles? Express through creative writing, poetry, music, art, etc.

**Amount of time:** 3 - 5 sessions

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Present awards, certificates.
- B. Have a party using all recyclable materials.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Expand work to community. Give presentations to local businesses and community groups, encouraging them to recycle. Make an informative video for the library.
- B. Don't just recycle--reuse! (See projects on pp. 137-149 for ideas.)
- C. Start a ban on the use of styrofoam in your school.
- D. Recycle aluminum--save aluminum foil and cans and build a giant aluminum ball.

## Serving the Environment

**PROJECT IDEA: SAVE THE EARTH LUNCH BAGS**

**SUBJECT AREAS: SCIENCE, ART, LANGUAGE ARTS**

**TYPE OF SERVICE: INDIRECT, ADVOCACY**

**GRADE LEVEL: LOWER**

### **DESCRIPTION OF PROJECT:**

Students make "Save the Earth" lunch bags to reduce their use of paper bags.

#### **I. OBJECTIVES/OUTCOMES**

- A. Understand the environmental need to reduce waste.
- B. Break the bad habit of disposing and start a good habit of reusing.

#### **II. FRAMEWORK**

##### **A. Skills to be learned and used**

- 1. creativity
- 2. artistic skills

##### **B. Concepts**

- 1. Everyone is responsible for the environment; all should make the effort to reuse and recycle.
- 2. With a little creativity, many things which are labelled "disposable" can be reusable.

#### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

##### **A. Books, stories, videos, etc.**

- 1. The Lorax
- 2. Just a Dream
- 3. It Zwibble and the Greatest Cleanup Ever

##### **B. Community people, organizations**

- 1. local recycling center
- 2. Environmental Defense Fund
- 3. Kids for Saving Earth

#### **IV. PROJECT PROCEDURES**

##### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Investigate: Tabulate the amount of trash accumulated in just one day at school. Ask custodians to hold off on emptying trash cans until students have sorted through them.
  - Determine how much of the trash is unnecessary waste, such as paper lunch bags or cardboard drink boxes.
  - Count how many paper lunch bags were thrown away during each lunch time. Record results on a big, visual chart.
2. Invite someone from a local recycling center or environmental group to speak to students about the importance of reducing, reusing and recycling.
3. Discuss how making reusable lunch bags will help the environment.

**Amount of time: 1 week**

##### **B. Action**

1. Plan how to make lunch bags. Students could:
  - bring in an old sewing bag or plastic/canvas bags from home. Decorate with environmental messages.
  - bring in old pieces of fabric to sew together. If fabric is big enough, sew a drawstring around its edges to make it a sack.
  - write to local businesses, asking them to donate reusable bags.
2. Eat lunch! Show off the bags and spread the message: Reduce, Reuse, Recycle!
3. Give a presentation, make an announcement or send a flier to all students in school that reports how many paper lunch bags they throw away every day. Encourage them to make reusable bags, too.

**Amount of time: variable**



### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- Have we delivered a message to our school and community?
- Have we given people some good ideas about how to reuse things they buy?
- Will people begin to think twice before they dispose of something?
- Why is it so hard to get people to reuse and recycle?

#### **2. What will our world be like if no one ever reuses or recycles anything? Express through creative writing, poetry, music, art, etc.**

**Amount of time: 1 - 2 sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Take pictures of students making and using their lunch bags. Display in school and community.
- B. Award students for breaking their habit of disposing.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Propose new ideas to local businesses, churches and community groups about ways to reduce waste. Students could make a video in which they show how they made their bags. The video could motivate people to use fewer disposable items and to ban the use of styrofoam.
- B. Start a school-wide recycling program. (See project on pp. 133-136.)
- C. Reduce waste by encouraging families and neighbors to start compost heaps in their yards. It'll save them time and money while they save the environment! (See activity on page 144.)
- D. Teach community to shop wisely to save the environment. (See project on pp. 145-149 for ideas.)

# Serving the Environment

**PROJECT IDEA: GADGETS FROM GARBAGE**

**SUBJECT AREAS: SCIENCE, ART, MATH, LANGUAGE ARTS**

**TYPE OF SERVICE: INDIRECT, ADVOCACY**

**GRADE LEVEL: UPPER**

## **DESCRIPTION OF PROJECT:**

Reduce, recycle, REUSE!! Students invent ways to use discarded materials--particularly non-recyclable materials. Inventions must have a specific purpose and will be entered into a "Gadgets From Garbage" contest.

## **I. OBJECTIVES/OUTCOMES**

- A. Develop an understanding of recycling process.
- B. Learn which materials can and cannot be recycled.
- C. Create ways for people to stop disposing and start reusing.

## **II. FRAMEWORK**

### **A. Skills to be learned and used**

- 1. creativity
- 2. artistic skills
- 3. research
- 4. written and oral communication

### **B. Concepts**

- 1. Everyone is responsible for the environment; all should make the effort to recycle and reuse.
- 2. With a little creativity, many things which are labelled "disposable" can be reusable.

## **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

### **A. Books, stories, videos, etc.**

- 1. The Lorax
- 2. Just a Dream
- 3. Brother Eagle, Sister Sky--A Message from Chief Seattle.

4. "A Kid's Eye View of the Environment" (audiotape)

**B. Community people, organizations**

1. local recycling center
2. Environmental Defense Fund
3. Environmental Protection Agency
4. Project P.E.O.P.L.E.

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Investigate: Tabulate the amount of trash accumulated in just one day at school. Ask custodians to hold off on emptying trash cans until students have sorted through them.
  - Determine how much of the trash is recyclable (i.e. white paper, newsprint, cardboard, aluminum, plastic, glass, etc.).
  - Determine which types of trash could be saved and reused--especially materials that are not recyclable.
  - Graph findings on a chart and analyze.
2. Invite someone from a local recycling center or environmental group to speak to students about the importance of reducing, reusing and recycling.
3. Establish date, location, rules and prizes for contest. Determine criteria for judging inventions.
  - Students must prepare both a written and brief oral explanation of invention.
  - Establish rules as to what materials may be used, size of inventions, number of students allowed to work together, etc.

**Amount of time: 1 - 2 weeks**

**B. Action**

1. Students research and experiment with recyclable materials; create gadgets.
2. Inform media, community members and school of contest.
3. Prior to displaying gadgets for viewing, students

give brief oral presentations of their inventions to judges.

4. Display gadgets at contest along with written explanations for viewers to read. Students should be present to demonstrate gadgets and answer questions.

**Amount of time:** variable, depending on requirements for gadgets

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- How has this contest been beneficial?
- Have we delivered a message to our school and community?
- Have we given people some good ideas about how to reuse things they buy?
- Will people begin to think twice before they dispose of something?
- Why is it so hard to get people to reuse and recycle?

2. What will our world be like if no one ever reuses or recycles anything? Express through creative writing, poetry, music, art, etc.

**Amount of time:** 1 - 2 sessions

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Award prizes for outstanding inventions. Award all students with certificates. (Be sure to use recycled paper!)
- B. Invite school principal, a local elected official, or an environmental activist to speak and formally commend students at the contest.
- C. Display gadgets at local mall, library, recycling centers.

## **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on

page 172.

- A. Propose new ideas to local businesses, churches and community groups about ways they could be reusing their materials. Students could make a video in which they present their gadgets to give businesses some basic ideas.
- B. Research community concerns about waste of natural resources. Conduct a survey; derive a formal response from findings; present to public officials.
- C. Start a school-wide recycling program. (See project on pp. 133-136.)
- D. Reduce waste by encouraging families and neighbors to start compost heaps in their yards to recycle at local recycling centers. It'll save them time and money while they save the environment! (See activity on page 144.)

### COMPOST COLUMN

Each year, Americans throw away 28.6 million tons of yard waste, then turn around and buy 2.1 million tons of fertilizer. Students can help reduce waste by encouraging their families and neighbors to start backyard compost heaps to save time and money.

Rather than throwing away dead leaves, dirt and grass clippings after cleaning up their yards, families can take the waste to a recycling center or grind it up themselves to use as fertilizer.

Upper elementary students can do the following activity to understand how using compost saves the environment.

**Objective:** Discover the amount of energy that exists in the last trophic level of a food chain.

**Materials:** Two 2-liter soda bottles  
Dead leaves and other compost materials  
Thermometer (soil thermometer if available)  
Graph paper

**Procedure:**

1. Cut top off of one soda bottle, and the bottom off of the other.
2. Fit the two "cut" ends of the bottles together to form a tall compost column.
3. Fill column with compost materials.
4. Record temperature of compost daily.
5. Describe any changes in the compost.
6. Graph temperature readings.

**Analysis:**

1. What happens to the temperature in the column?
2. What causes the changes in temperature?
3. What changes occurred in the compost's appearance?
4. What provides energy in a compost pile?
5. How does a compost pile recycle nutrients?

Adapted by Jacque Sansone, Magothy River Middle School, Anne Arundel County.

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## Serving the Environment

**PROJECT IDEA: A COMMUNITY OF SMART SHOPPERS**

**SUBJECT AREAS: SCIENCE, SOCIAL STUDIES, LANGUAGE ARTS, ART**

**TYPE OF SERVICE: ADVOCACY, INDIRECT**

**GRADE LEVEL: LOWER AND UPPER**

### **DESCRIPTION OF PROJECT:**

Two elementary classes--one lower (K-2) and one upper (3-5)--form a partnership to advocate a clean, uncluttered environment. Together, students discuss the need to reuse materials they often throw away. They also investigate their families' shopping habits.

**Age-appropriate activities:** Younger students make reusable grocery bags for their families. Older students visit a grocery store to investigate how products are packaged.

**Joint activity:** Students give a presentation to their parents, other students and the community. Younger students display their grocery bags, older students report their findings. Together, the students suggest ways for people to shop wisely and send important messages to their local grocery store owners.

### **I. OBJECTIVES/OUTCOMES**

- A. Learn how reducing waste positively affects the environment.
- B. Develop creative strategies for motivating people to reuse and recycle.
- C. Understand how advocating important issues and concerns can bring about positive change.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. research
- 2. creativity
- 3. advocacy
- 4. writing
- 5. public speaking

#### **B. Concepts**

- 1. People must take action if they want to make positive changes in their community.
- 2. People often need to know facts before they can be motivated to change their habits.

3. Reducing waste is vital to the preservation of the environment.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 173-178.

#### A. Books, stories, videos, etc.

1. Adventures of the Garbage Gremlin
2. The Lorax
3. It Zwibble and the Greatest Cleanup Ever

#### B. Community people, organizations

1. local recycling center
2. Environmental Defense Fund
3. Environmental Protection Agency
4. Kids for a Clean Environment
5. Kids for Saving Earth
6. Project P.E.O.P.L.E.

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Arrange a time for the two classes to meet regularly.
2. Discuss the need to reduce waste. Focus on shopping wisely:
  - Shop with reusable grocery bags.
  - Buy in bulk.
  - Buy products packaged in recycled paper.
  - Avoid throwaway products (i.e. single-use items such as plastic razors, non-refillable pens, foil baking pans, disposable diapers).
  - Avoid excess packaging (products packaged in single servings or with a lot of gimmicks).
3. Brainstorm ways to advocate waste reduction to the community. Plan basic structure of presentation.

Amount of time: 1 week



## B. Action

### Lower Elementary

1. Make reusable grocery bags. Each student could make at least one for his or her family to use, depending on availability of materials. (One bag usually isn't enough for a weekly trip to the grocery store, but this project can help motivate families to ban their use of paper and plastic grocery bags--and start using bags similar to those made by the students.)

To make the bags, students could:

- bring in an old, sturdy bag (canvas, nylon, plastic), if available. Decorate with environmental messages.
  - write to local businesses, asking them to donate money or materials. (A fabric store might donate sturdy fabric; industrial businesses may have extra plastic or canvas.)
  - work in groups to make just one or two bags to display during presentation.
2. Investigate at home: How many grocery bags does my family use each week? Do they use paper or plastic? Share findings with each other; record results on visual chart.
    - What is the total number of bags used by everyone's families in just one week?
    - How does this affect the environment?
    - How would reusable grocery bags help?
  3. Plan how to present idea of reusable grocery bags to community. (i.e. Perform a skit about shopping at a grocery store.)

### Upper Elementary

1. Visit a local grocery store. Break into small groups; each group surveys one or two aisles to examine how products are packaged. Note:
  - Do any products have a lot of excess packaging?
  - How many products are packaged in recyclable materials? non-recyclable materials?
  - How many products are disposable? packaged in single servings?
2. Return to classroom, record and graph data on visual charts. Discuss:
  - How could manufacturers package some products

- more efficiently to reduce waste?
- If we refuse to buy the products that are packaged poorly, what effects will this have on our local grocery store owner? on the products' manufacturers?
3. Investigate at home:
- How many products does my family buy in bulk?
  - How many disposable products do we use? single-serving products? products packaged in non-recyclable materials?
4. Individual activity: Students chart or graph their findings from their home investigations. Analyze chart and figure out some solutions:
- How can my family and I shop wisely to save the environment?
  - Which foods could we buy in bulk?
  - Which products could we start using in order to reduce waste (i.e. two-liter soda bottles instead of six-packs; one big box of cereal instead of individual assortments; washcloths instead of disposable cleansing pads, etc.)?
5. Plan how to present information to parents, school and community. Ideas:
- Make a list of poorly packaged products which people should not buy. (If you plan to give one to everyone, use recycled paper!)
  - Perform a skit about what could happen if everyone agreed to ban certain products to save the environment.

### Joint Activities

1. For presentation, all students could:
  - paint a mural or sign advocating a clean, uncluttered environment
  - perform a skit, song or rap
2. Write letters to school and local newspaper, encouraging people to shop wisely.
3. Give presentation.

Amount of time:        variable

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- Why has this project been important?
- Did people seem to really listen to us? Will they start shopping to save the environment?

#### **2. What will our world be like if no one ever reuses or recycles? Express through creative writing, poetry, music, art, etc.**

**Amount of time: 3 - 5 sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Videotape presentation, have a party (using recyclable materials, of course!) and watch tape together.
- B. Publicize presentation. Invite local media.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Give video of presentation to local and school libraries.
- B. Start a school-wide recycling program. (See project on page 133-136.)
- C. Start a ban on the use of styrofoam in your school.
- D. Recycle aluminum--save aluminum foil and cans and build a giant aluminum ball.
- E. Promote waste reduction in other ways. (See projects on pp. 137-144 for ideas.)

## Serving the Environment

PROJECT IDEA: PLANT SENSATION

SUBJECT AREAS: SCIENCE, MATH

TYPE OF SERVICE: DIRECT

GRADE LEVEL: LOWER

### DESCRIPTION OF PROJECT:

Students grow plant clippings and send them to beautify a place in their community (hospital, nursing home, soup kitchen, shelter, park, church, etc.).

### I. OBJECTIVES/OUTCOMES

- A. Learn the parts of a plant.
- B. Understand the importance of plants to the environment.

### II. FRAMEWORK

#### A. Skills to be learned and used

- 1. scientific method
- 2. planting

#### B. Concepts

- 1. Plants help keep our air clean.
- 2. Working with the environment first-hand is an excellent way to understand it, appreciate it, and recognize its needs.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 173-178.

#### A. Books, stories, videos, etc.

- 1. The Riddle of Seeds?
- 2. We Read About Seeds and How They Grow

#### B. Community people, organizations

- 1. local nursery or gardening store
- 2. Kids for a Clean Environment
- 3. Kids for Saving Earth

#### **IV. PROJECT PROCEDURES**

##### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Discuss the importance of plants to the environment.
2. Discuss the things that plants need in order to grow (light, water, soil).
3. Students could pretend to be seeds in the ground. Have them grow slowly into plants as they pretend to get rain, sun and food from nutrients in the soil.
  - If we were seeds in a polluted environment, what kind of plants would we become? Would we even be able to become plants?
  - What would we look like (as plants) if our environment was completely clean?
4. Decide where to send plant clippings.

**Amount of time: 3 - 5 sessions**

##### **B. Action**

1. Plant seeds in individual cups or a window box.
2. Develop a schedule for students to water plants.
3. Students make plant measuring sticks. Cut a 12" strip of cardboard or construction paper and decorate one side.
4. As the plants grow, students measure them every few days. Record measurements on a growth chart. Or draw pictures in journals.
5. When plant clippings are ready to be transferred, arrange a way for students to either visit service site and plant them, or send them with friendly notes to the site.

**Amount of time: variable**

##### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Students could name their plants and write creative stories about them.

2. What would the Earth be like if all plants died? Express through creative writing, art or discussion.
3. How will our plant clippings make a difference at the service site? How do plants affect people? Do they make people happy?

Amount of time: 1 - 2 sessions

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

1. Take pictures of students as they plant their seeds and as they later stand next to their plants. Display in school.
2. Award students for contributing to a healthy environment.

#### VI. STUDENT INITIATIVE

Additional ideas for helping the environment are listed on page 172.

- A. Adopt a nearby stream and keep it clean. (See project on page 156-159.)
- B. Take a field trip to a local nursery or park to learn more about plants, trees and the environment.
- C. Write letters to local papers, encouraging people to plant more trees and flowers in their yards.
- D. Start a nature trail for your school--to help everyone better understand the environment. (See project on pp. 160-164 for ideas.)

## Serving the Environment

**PROJECT IDEA: PLANTING MARSH GRASS**

**SUBJECT AREA: SCIENCE**

**TYPE OF SERVICE: DIRECT**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students plant marsh grass along the shore of the Chesapeake Bay to prevent erosion of the beaches. Students also collect trash caught in areas of thick marsh grass.

### **I. OBJECTIVES/OUTCOMES**

- A. Understand how marsh grass can prevent beach erosion.
- B. Gain awareness of water and beach pollution problem.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. marsh grass planting process
- 2. cooperation, team work

#### **B. Concepts**

- 1. Individuals are responsible for the environment.
- 2. Marsh grass is vital for beaches, plants and animals to survive and flourish.
- 3. Working with the environment first-hand is an excellent way to understand it, appreciate it, and recognize its needs.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

#### **A. Books, stories, videos, etc.**

Resources explaining the functions of marsh grass or wetlands (i.e. flood control, water cleansing, water reservoir, storm buffering, wildlife "pantry", shelter for animals).

Contact the Chesapeake Bay Foundation for its teaching packet. It contains helpful information about creating

wetlands.

**B. Community people, organizations**

1. Maryland Eastern Shore Resource Conservation and Development Council, 274 N. Washington St., Easton, MD 21601 (410) 822-9481. Contact Executive Director Dave Wilson.
2. Chesapeake Bay Foundation
3. Kids for a Clean Environment
4. Save Our Streams

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Discuss environmental problems facing the Chesapeake Bay. Emphasize role of marsh grass in alleviating the problems.
2. Contact Eastern Shore RC&D to set up time and place to plant grass.
3. Break into small groups of marsh grass planters and beach cleaners.

**Amount of time: 3 - 5 sessions**

**B. Action**

1. Once you arrive at planting site, rotate groups to give students a chance to do both jobs. Note difference between thick areas of marsh grass and sparse areas where grass needs to be planted.
2. Beach cleaners: Walk along water's edge and collect litter. Wear gloves and use large trash bags (RC&D provides them).
3. Marsh grass planters: Follow directions of RC&D instructor. Cooperate and develop efficient system to plant grass together (i.e. Form a line, each person doing one duty: measure distance between holes, dig holes, fill holes with seedlings and fertilizer, place grass in holes).

**Amount of time: 2 - 3 hours**



### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion: How have we helped the Bay? the environment?
2. What would happen to our environment if all marsh grass disappeared? Express through a picture, poem, story, photo, etc.

Amount of time: 1 - 2 sessions

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize students' trip to the site.
- B. Take students back to site after grass has grown, or send them before and after pictures of their work. Display pictures in school and community.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Brainstorm other ways to protect the Bay.
- B. Write letters to school and local papers to inform people of Bay's problems. Encourage people to stop littering.
- C. Adopt a nearby stream and keep it clean. (See project on pp. 156-159.)

# Serving the Environment

**PROJECT IDEA: ADOPT-A-STREAM**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, SCIENCE**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: LOWER AND UPPER**

## **DESCRIPTION OF PROJECT:**

Lower (K-2) and upper (3-5) elementary students serve together in an Adopt-A-Stream Clean-up program (organized by Maryland Save Our Streams). From this experience, students develop a survey concerning the stream they clean, which they conduct in their community. Students then analyze their findings and present a formal response to school, elected officials and general public.

### **I. OBJECTIVES/OUTCOMES**

- A. Gain awareness of pollution problems in community.
- B. Gain awareness of community members' attitudes toward pollution.
- C. Learn how to create and conduct a survey.
- D. Understand how a survey can be an effective tool in determining--and shaping--public opinion.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. research
- 2. observing, investigating
- 3. process evaluation, need assessment
- 4. setting of long and short range goals
- 5. interpersonal communication
- 6. surveying
- 7. advocacy--writing, giving speeches

#### **B. Concepts**

- 1. Individuals are responsible for the environment.
- 2. People often feel indifferent toward an issue until they are made aware of the facts.
- 3. The environment will not improve unless we take action to change the way society treats it.

### III. MATERIALS/RESOURCES

For information on the following, as well as additional resources, see pp. 173-178.

#### A. Books, stories, videos, etc.

1. statistics, information developed by Maryland Save Our Streams
2. Lewis, Barbara. The Kid's Guide to Social Action. Provides excellent advice for kids interested in advocacy (surveys, petitions, phone calls, etc.).
3. Waterman's Boy
4. Just a Dream

#### B. Community people, organizations

1. Maryland Save Our Streams
2. people to survey
3. local elected officials
4. local environmental activists

### IV. PROJECT PROCEDURES

#### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Determine nearby streams to clean up.
2. Contact Maryland Save Our Streams for guidance in organizing Clean-up day.
3. Arrange for representative from Save Our Streams to visit class to discuss environmental issues with students. This person should advise students on appropriate and effective questions to include in their survey.

Amount of time: 1 week

#### B. Action

1. On Clean-up day: While cleaning stream, students make mental notes of things they should report to their community (i.e. amount and types of litter found in stream, highly polluted areas, etc.).

(It may be most effective for students to work in pairs--an older student with a younger student.)

2. Following Clean-up:

- Discuss Clean-up. What did we discover? Students could make an information sheet to distribute to people they will survey.
- Write survey together. Brainstorm questions that will make community members aware of the pollution issue:

Have you seen pollution in our streams?

YES NO

How does this make you feel?

VERY ANGRY ANGRY DON'T CARE

3. Develop system and schedule for conducting survey. (Younger and older students could work in pairs.) Determine which areas of community to question; conduct survey in school (visit classrooms); talk to family members.
4. Conduct survey in community. (Should take one or two afternoons.)
5. Organize survey responses in a chart, report or visual. Analyze and form a response to present to school, community and elected officials.
6. Develop ways to present survey response:
  - Write letter to editors of school and local papers.
  - Perform skit for school and community.
  - posters
  - Make a TV documentary. Encourage local TV stations to air tape.
  - Write letters to elected officials requesting cleanup aid for local streams.
  - Speak to public officials. Advocate clean streams in community.
  - Lobby legislature about a proposed pollution law; propose a new law.

Amount of time: variable, depending on type of advocacy project chosen

C. Reflection

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:

- What is the most important thing we have discovered from our research?

- How has our survey affected our community?
  - Will people start to care for their streams? for their environment in general?
  - Which part of this project was the most fun? Cleaning the stream? Surveying? Advocating? Why are all three stages necessary?
2. Upper elementary activity: Write an essay or narrative about conducting the surveys. What were people's reactions as they were surveyed? How did they make you feel?
  3. Lower elementary activity: What would the world be like if no one ever cleaned up after themselves? What would happen to our environment? to our health? Express through art or creative story.

Amount of time: 3 - 5 class sessions

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize. If students choose to perform skit or give speeches advocating pollution control, encourage media coverage.
- B. Take pictures of students cleaning stream and surveying. Display in school, send to local papers.
- C. Have a class picnic by the stream to celebrate its clean surroundings.

#### VI. STUDENT INITIATIVE

Additional ideas for helping the environment are listed on page 172.

- A. Clean other nearby streams. Encourage community members to help.
- B. Determine other polluted areas in community which need attention (i.e. highways, playgrounds, parking lots). Follow same process to clean them and inform community about them.
- C. Don't just clean up a stream--test its water for pollutants! For fifth graders at Chevy Chase Elementary this was only the beginning--read about their exciting service project on pp. 203-204.

# Serving the Environment

**PROJECT IDEA: BUILDING A NATURE TRAIL**

**SUBJECT AREA: ALL SUBJECTS**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: UPPER**

## **DESCRIPTION OF PROJECT:**

Some schools are located near a wooded area, which provides a unique opportunity for students and the community to design and create their own natural resource and conservation trail.

Students create a nature trail, increase forest buffer by planting more trees (if needed) and develop other activities.

## **I. OBJECTIVES/OUTCOMES**

- A. Develop an appreciation for nature, particularly for the importance of trees in helping to save the environment.
- B. Realize how a joint effort such as building a nature trail can foster school and community spirit.
- C. Learn to use government resources to improve the community.

## **II. FRAMEWORK**

### **A. Skills to be learned and used**

1. research
2. problem-solving
3. setting of long and short range goals
4. process evaluation, need assessment
5. application of knowledge gained through research to develop trail and plant appropriate types of trees.
6. letter writing

### **B. Concepts**

1. Individuals are responsible for the environment.
2. Trees are important for a healthy environment.
3. Working with the environment first-hand is an excellent way to understand it, appreciate it, and recognize its needs.

## **III. MATERIALS/RESOURCES**

For information on the following, as well as additional

resources, see pp. 173-178.

**A. Books, stories, videos, etc.**

1. field guides that identify trees, flowers, insects, amphibians, birds, reptiles, mammals, etc.
2. magazines and newspaper articles relating to forest buffering
3. Trees for the Chesapeake
4. Trees. Ranger Rick's Nature Scope.
5. The Simple Act of Planting a Tree
6. The Riddle of Seeds?
7. We Read About Seeds and How They Grow

**B. Community people**

1. Tree-Mendous Maryland, Department of Natural Resources
2. local nurseries

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Set goals and objectives. What do we want to learn from building and using this trail? Brainstorm ways to use trail (i.e. different things to observe, investigate, improve, etc.).
2. Contact community groups and resources. Someone from local nursery could help design trail. Nurseries might also donate equipment, supplies, extra hands to help. Invite and encourage them to get involved. Ask parents to participate.
3. Survey site to determine trail path. Look for area with a variety of nature forms (different tree types, various plants and wildlife, changes in terrain, streams, etc.)
4. Map out trail using blue prints.
5. Determine a budget. Raise funds, request grants, seek donations, etc. Write letters to the community. (i.e. Many forest sites with streams have the serious problem of sediment run-off into the Chesapeake Bay. Money can be obtained by requesting grants from organizations such as the Chesapeake Bay Trust and Green Shores.)

6. Obtain materials to clear, line and cover trail (i.e. wood chips, gravel, work gloves, shovels, pails to carry chips, wheel barrels, etc.). Ask parents, community members, local hardware stores and nurseries for donations.
7. Identify types of trees in area. Research to determine if more need to be planted to maintain proper forest buffering, or if any new types need to be added to area. Consider size, topography, slope.

Amount of time: 2 - 3 weeks (Fundraising may take longer.)

## B. Action

1. Clear and line trail.
2. Develop a guide for trail. Mark sites with numbers or signs. Use wood or aluminum plates.
3. Devise a schedule for students to maintain trail regularly.
4. Use trail for age-appropriate activities to enhance curriculum goals:

### Science

- a. Provide students the opportunity to study current environmental issues.
- b. Analyze relationships within the woodland ecological community.
- c. Construct food webs.
- d. Classify and examine variation in the plant kingdom.
- e. Determine effects of weathering on erosion and soil composition.
- f. Conduct experiments on photosynthesis.

### Math

- a. Record and graph year-round temperature readings of the soil, air and water (if present).
- b. Construct a map to scale.
- c. Use the metric system to determine various measurements such as perimeter and area.

### Language Arts

- a. Write a nature myth or poem.
- b. Use directed guided imagery to write a narrative from the viewpoint of an insect or other animal.
- c. Develop ideas for futuristic writing based on environmental concerns.



- d. Write short stories involving conflict of man vs. nature.

#### Social Studies

- a. Develop skills in map reading.
- b. Explain relationship between environment and people.
- c. Demonstrate how people interact when attempting to control the environment.
- d. Study surrounding geographic area and analyze its environmental impact.

#### Technology Education

- a. Build bird houses or bat houses.
- b. Help build benches for rest stops and observation points along the trail.
- c. Make markers for the trail.
- d. Analyze types of wood in area.

Art: Sketch nature scenes.

Clubs: Student Government Association, Science Club and service clubs can work together to help with maintenance of trail and fundraising.

Amount of time: ongoing

### C. Reflection

For additional reflection ideas, see pp. 11-14.

1. Discussion:
  - What responsibilities have we taken on by building this nature trail?
  - How will our trail help us? the community? to the environment?
2. Journal Writing. Students express their feelings about building and using the trail. What have we learned? Has this project been worthwhile thus far?

Amount of time: 1 - 2 sessions

## V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize. Invite media to televise students' construction of trail.
- B. Hold a special opening ceremony for the trail when it is

completed. Present students with certificates of achievement.

- C. Display pictures taken throughout stages of building process. Present to school and community.

## VI. STUDENT INITIATIVE

Additional ideas for helping the environment are listed on page 172.

- A. Students continue to survey trail and assess its needs. In addition to forest buffering, what can be done to improve it?
- B. If experiments on improving the trail yield positive results, expand service efforts to improving other areas of school and community which need environmental attention. Beautify your school's grounds, clean up a stretch of highway or a local park, adopt a nearby stream (see pp. 156-159) or plant marsh grass (see pp. 153-155).
- C. Encourage all classes to find a reason to use trail, to expose all students to environmental concerns.

## Serving the Environment

**PROJECT IDEA: PRESERVING RAINFORESTS**

**SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS**

**TYPE OF SERVICE: ADVOCACY, INDIRECT**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students initiate a project to help preserve rainforests.

#### **I. OBJECTIVES/OUTCOMES**

- A. Describe the characteristics and locations of rainforests.
- B. Identify problems associated with rainforests.

#### **II. FRAMEWORK**

##### **A. Skills to be learned and used**

- 1. geography
- 2. need assessment
- 3. problem solving
- 4. research, investigating

##### **B. Concepts**

- 1. Before people can take a stand on an issue and attempt to make positive changes, they must be informed.
- 2. Rainforests are in danger of becoming non-existent.

#### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

##### **A. Books, stories, videos, etc.**

- 1. classroom textbooks and maps
- 2. The Great Kapok Tree, a Tale of the Amazon Rain Forest
- 3. One Day in the Tropical Rainforest
- 4. The Vanishing Rainforests Educational Kit
- 5. The Rainforest Book

**B. Community people, organizations**

1. Children's Rainforests
2. Children's Tropical Forests

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Research rainforests. Read books, watch films, invite speaker to class. Determine problems facing the rainforests.
2. Use individual and classroom maps to locate the rainforests of the world.
3. Investigate U.S. companies whose products exploit the rainforest.
  - What can we do to send these companies a message?
  - How can we get them to stop harming the rainforests?

**Amount of time: 1 - 2 weeks**

**B. Action**

Decide most effective ways to raise concern for rainforests. Ideas:

1. Write letters to the editors of magazines, newspapers, embassies of countries with rainforests.
2. Perform a play or skit to make school and community aware of rainforests' problems. Emphasize ways people can help (boycotting harmful products, recycling).
3. Speak to elected officials, ask for their support and help.
4. Make daily announcements in school about rainforests. Raise student concern.

**Amount of time: variable**

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Discussion and/or journal writing:
  - How will our efforts affect the rainforests?
  - Are we making a difference? If so, how?
2. What would the world be like without rainforests? How would life change? Express through a picture, creative story, poem or drawing.

Amount of time: 1 - 2 sessions

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Award students with certificates.
- B. Publicize students' efforts and achievements.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Start a school-wide recycling program. Encourage school and community to stop disposing and start reusing. Convey how such action will help save rainforests. (See projects on pp. 133-149 for ideas.)
- B. Protect other aspects of nature. Adopt a stream (see pp. 156-159) or help endangered species (see pp. 168-170).

## Serving the Environment

**PROJECT IDEA: SAVING ENDANGERED SPECIES**

**SUBJECT AREAS: SCIENCE, LANGUAGE ARTS**

**TYPE OF SERVICE: ADVOCACY, INDIRECT**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students develop a school and community awareness campaign on the plight of Maryland's (or any other state's) endangered species.

#### **I. OBJECTIVES/OUTCOMES**

- A. Develop appreciation and respect for endangered wildlife.
- B. Learn which wildlife species are endangered in their state.

#### **II. FRAMEWORK**

##### **A. Skills to be learned and used**

- 1. geography
- 2. need assessment
- 3. problem solving
- 4. research, investigating

##### **B. Concepts**

- 1. Endangered species stand a better chance of surviving if the public remains well-informed of their predicament.
- 2. Advocacy can be an effective tool for making positive changes in a community.

#### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 173-178.

##### **A. Books, stories, videos, etc.**

- 1. classroom textbooks and maps
- 2. The Great Kapok Tree, a Tale of the Amazon Rain Forest
- 3. Ibis, A True Whale Story
- 4. Brother Eagle, Sister Sky--A Message from Chief Seattle

**B. Community people, organizations**

1. National Wildlife Federation
2. National Aquarium in Baltimore
3. Environmental Protection Agency
4. Chesapeake Bay Foundation
5. local Sierra Club
6. local environmental/animal rights activists
7. local park services, zoo

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Research endangered species in community or state.  
Discuss:
  - Why is it important to advocate on the behalf of endangered species?
  - What things could be done to prevent the possible extinction of endangered species? How can we help? How can the general public help?
2. Make a classroom display of endangered species.
3. Choose one or several species on which to focus service.

Amount of time: 1 - 2 weeks

**B. Action**

Develop an awareness campaign. For some good ideas, read about the work of fifth graders in San Angelo, Texas (see page 33): "Don't Mess With the Texas Horned Lizard!"

Some other ideas:

- Write letters to school and local newspapers, magazines, newsletters, etc.
- Perform a play or skit to make school and community aware of their endangered species. Emphasize ways people can help.
- Speak to elected officials, ask for their support.
- Make daily announcements in school. Raise student concern.

Amount of time: variable

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

#### **1. Discussion and/or journal writing:**

- How will our efforts affect endangered species?
- Are we making a difference? If so, how?
- How might we be affecting our community?
- Why is it important to involve the community in this issue?

#### **2. What would the world be like without the species we're protecting? How would life change? What if no one tried to protect wildlife? What would happen? Express through a picture, creative story, poem or drawing.**

**Amount of time: 1 - 2 sessions**

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Award students with certificates.
- B. Publicize students' efforts and achievements.

### **VI. STUDENT INITIATIVE**

Additional ideas for helping the environment are listed on page 172.

- A. Make an informational video about endangered species. Give to school and local library.
- B. Protect other aspects of nature. Adopt a stream (see pp. 156-159) or help to preserve rainforests (see pp. 165-167).
- C. Study the importance of habitat to wildlife. See page 171 for a helpful introductory exercise, "How Many Robins Can Your Yard Support?"



## Serving the Environment

Interested in preserving wildlife? The following scenario can help students see the importance of improving available habitat.

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### How Many Robins Can Your Yard Support?

Wildlife habitat is the place where wildlife lives and may be thought of as the "address" of an organism. Habitat provides food, water, shelter and space, all well interspersed within a given area. Habitat requirements vary from species to species and only vary with a species as seasons change. In order to insure "a place for wildlife," habitat must be maintained. If habitat changes faster than the species can adapt, the species will become extinct.

In this activity, we will use a familiar wildlife species, the robin. As with many birds, the normal mortality (death) rate of robins is about 80% a year.

Do you have robins nesting in your yard? How many pairs of robins do you have? one pair? Why is there only one pair of robins nesting in your yard each year?

To answer these questions, let's examine what happens to a nest (clutch) of robin eggs. Suppose six eggs are laid; all hatch. The adult robins are busy feeding the young, but food is scarce in your yard. One of the young robins fails to get enough to eat. It becomes weak and starves or is crowded out of the nest. The remaining five young fledge (grow large enough to leave the nest on their own) and spend their time busily searching for food in your yard.

In addition to food, these birds need water which is not available in your yard. However, the neighbor across the street waters his lawn heavily. There is always a puddle in the gutter. The young birds begin to cross the street to obtain water. One day as the birds are drinking, along comes a delivery truck and a robin is run over. The original six young are now reduced to four.

Your backyard doesn't have a lot of areas where a robin can escape from danger. One day while the birds are searching for food, the neighbor's cat pounces on a robin; predation has eliminated a third robin from our population. In late summer we find ourselves with 3 young and 2 adult birds. One afternoon a late summer hailstorm rolls in and catches the robins out feeding. They flee for cover but cover is so sparse and far away that one bird is struck and killed by a hailstone.

With the onset of fall the two remaining young and adults migrate south to find that storms and accidents occur there as well. The cats seem to be larger and hungrier than their northern cousins. By spring only two robins are left to return and nest in your yard.

#### How can we make room for more robins?

- Plant a vegetable garden--food for us, insects for the birds.
- Add a bird bath or small pond.
- Supply cover by planting trees, shrubs and hedges.

National Wildlife Federation's "Save a Place for Wildlife," March, 1980. Adapted by Jacque Sansone, Magothy River Middle School, Anne Arundel County.

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## Serving People in Poverty

### OTHER SERVICE IDEAS

- **Advocate.** Encourage community to carpool, walk or bike more often. Hold a "bike fix-up day" in neighborhood.
- **Ban toxic products.** Inform school and community of toxic common household products. Switch to non-toxic ones.
- **Organic food.** Grow an organic vegetable garden. Serve an organic lunch or dinner.
- **Adopt-A-Highway.** Work with State Highway Administration to clean up a stretch of nearby roadway.
- **Beautify school and community.** Pick up litter, plant trees and flowers, re-paint signs ... make your surroundings more appealing to the eye.
- **Fight water pollution.** Paint "Don't Dump" signs on storm drains.
- **Energy conservation.** Develop a school energy conservation action plan. Investigate how much water is used--and wasted--in one day; check faucets and toilets for leaks; monitor room temperatures--determine difference in temperatures with lights on and off; make posters and announcements or perform a skit to teach school how to conserve energy. Conserve energy at home, too!
- **Outdoor education.** Work with local park service to build an outdoor education park in your community. Build walking/jogging trails, a bird study area, an amphitheater for outdoor classes, a soil erosion study area, a rock study area, small ponds for studying fish, a picnic area, vegetable garden, tree orchard, a wildlife habitat study area ... use your imagination!
- **Volunteer opportunities in Maryland:** The great outdoors is calling you ...

**Soldiers Delight Natural Environment Area,** 5100 Deer Park Road, Baltimore County, (410) 795-6521.

**Camp Hidden Valley,** Jarrettsville, Harford County, (410) 557-9576.

**Jug Bay Wetlands Sanctuary,** Anne Arundel County, (410) 741-9330.

**Conservatory,** Druid Hill Park--next to Baltimore Zoo, (410) 396-0180.

**Oregon Ridge Nature Center,** Cockeysville, Baltimore County, (410) 887-1854.

**Carrie Murray Outdoor Education Campus,** 1901 Ridgetop Road, West Baltimore, (410) 396-0808.

**Carroll County Farm Museum,** 500 South Center St., Westminster, (410) 876-2667.

## Serving the Environment

### RESOURCES

#### Organizations

Baltimore City Zoo, Druid Hill Park (410) 366-5466

Chesapeake Bay Foundation, 162 Prince George St., Annapolis, MD 21401 (410) 269-0481

Children's Rainforests, PL 4471, 13800 Va Sterhainge, Sweden

Children's Rainforests, P.O. Box 936, Lewiston, ME 04240  
(207) 784-1069, (207) 777-1370. Information on the Children's Project to save the rainforest in Costa Rica.

Children's Tropical Forests, The Old Rectory, Market Deeping, Peterborough, PE6 8DA, England, United Kingdom

Environmental Defense Fund, Inc., 257 Park Avenue South, New York, NY 10010

Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460 1-800-424-9346

Food and Drug Administration, Department of Health and Human Services, 5600 Fishers Lane, Rockville, MD 20857 (301) 443-3170

K.A.P. (Kids Against Pollution), Tenakill School, 275 High Street, Closter, NJ 07624 (201) 768-1332. A national environmental network begun by young people. \$6 membership fee.

Kids for a Clean Environment, P.O. Box 158254, Nashville, TN 37215 (615) 331-7381. Organization started by 9-year-old Melissa Poe. Open to any child, no membership fee. Members receive book, Our World, Our Future: A Kid's Guide for a Clean Environment, plus a bimonthly newsletter.

Kids for Saving Earth, P.O. Box 47247, Plymouth, MN 55447-0247 (612) 525-0002. Contact for information on how to start a Kids for Saving Earth club. Materials available include books, buttons, registration cards.

Kids S.T.O.P. (Kids Save the Ozone Project), P.O. Box 471, Forest Hills, NY 11375. Join and receive an Environmental Action Kit. Send a self-addressed, 9" x 12" envelope with \$2 in stamps.

Maryland Department of the Environment, Public Education and Media Office, 2500 Broening Hwy, Baltimore, MD 21224 (410) 631-3014

Maryland Environmental Service, 60 West St., Annapolis, MD 21401 1-800-492-9188

National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 (410) 576-3810

**National Wildlife Federation, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-800-432-6564**

**Natural Resources Defense Council, 122 E. 42nd St., 45th Floor, New York, NY 10618 (212) 727-2700**

**Project P.E.O.P.L.E. (People Educating Other People for a Long-lasting Environment), P.O. Box 932, Prospect Heights, IL 60070. Started by sixth graders. Send a self-addressed stamp for information.**

**Project W.I.L.D., Salina Star Route, Boulder, CO 80302 (303) 444-2390. An interdisciplinary, supplementary environmental and conservation education program.**

**Save Our Streams, 258 Scotts Manor Dr., Glen Burnie, MD 21061 (410) 969-0084, 1-800-448-5826**

**Sierra Club, 703 Polk Street, San Francisco, CA 94109 (415) 776-2211**

**Tree-Mendous Maryland, Department of Natural Resources, Tawes State Office Building, Annapolis, MD 21401 Main #: (410) 974-3990, Forestry Division: (410) 974-3776**

**University of Maryland System Extension Services  
Baltimore County: (410) 666-1020  
Baltimore City: (410) 396-1753**

**Wilderness Society, 1400 Eye Street N.W., Washington, D.C. 20005 (202) 833-2300**

### Community People to Contact

If your service project entails advocating for an environmental cause, these people could be good to contact. Write to them for advice or to express your opinions. Encourage them to support your cause.

**The Honorable Edward M. Kennedy, Chairman, Senate Labor and Human Resources Committee (Education, Arts and Humanities). 315 Russell Senate Building, Washington, D.C. 21510**

**The Honorable Edward Madigan, Ranking Minority Member, House Energy and Commerce Committee. Subcommittee on Health and the Environment, Room 2424, RHOB, Washington, D.C. 20515**

**William Reilly, Administrator, Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460**

**The Honorable Henry Wasman, Chairman, House Energy and Commerce Committee. Subcommittee on Health and the Environment, Room 2424, ROB, Washington, D.C. 20515**

**Clayton K. Yeutter, Secretary of Agriculture, U.S. Department of Agriculture.** 14th and Independence Avenue, S.W., Washington, D.C. 20250

**Frank E. Young, M.D., Commissioner, Food and Drug Administration, Department of Health and Human Services,** 5600 Fishers Lane, Rockville, MD 20857

### Written Material

#### **Informational Pamphlets, Guides, Books, Etc.:**

Adventures of the Garbage Gremlin: Recycle and Combat a Life of Grime. OSW Publications, Office of Solid Waste, U.S. Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460. 1-800-424-9346. Free pamphlet in cartoon fashion.

Aquatic Education Activity Guide. Project WILD, Salina Star Route, Boulder, CO 80302 (303) 444-2390

Build A Bat House. National Wildlife Federation, Correspondence Division, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-800-432-6564

Decision Making: The Chesapeake Bay. Maryland Sea Grant College, The University of Maryland, 1222 H.J. Patterson Hall, College Park, MD 20742 (301) 405-6372. An Interdisciplinary Environmental Education Curriculum Unit.

Earth: The Water Planet. National Science Teacher Assoc., 1989. NSTA, 1742 Connecticut Ave., N.W., Washington D.C. 20009 (202) 328-5800. Examines water - its scarcity/abundance, location, physical properties, movement, and how it reshapes the Earth. Discusses problems due to water's limited availability.

How To Protect Your Child Against Pesticides. National Resources Defense Council, 40 West 20th St., New York, NY 10011 (212) 727-2700. Advocacy "how to" book that provides helpful forms and activities.

Living in Water. National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 (410) 576-3810. Curriculum guide covering fresh and marine water habitats.

MUD Pollution Action Guide ... In Search of Private Eyes. Maryland Save Our Streams, 258 Scotts Manor Dr., Glen Burnie, MD 21061 (410) 969-0084, 1-800-448-5826. Pamphlet dealing with sediment pollution.

The Rainforest Book. Natural Resources Defense Council, 40 West 20th Street, New York, NY 10011 (212) 727-4486. \$5.95.

The Simple Act of Planting a Tree. Jeremy P. Tarcher, Inc., 5858 Wilshire Blvd., Suite 200, Los Angeles, CA 90036. Activity book

with ideas and forms to run a successful community service project.

Trees. Ranger Rick's NatureScope, National Wildlife Federation, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-800-432-6564. Interdisciplinary guide to forest and tree activities for classroom use.

The Vanishing Rainforests Educational Kit. Order from World Wildlife Fund, 1250 24th Street N.W., Washington, D.C. 20037 (202) 293-4800. \$29.95 plus \$5 shipping. A kit for elementary students. Includes: "Rainforest Rap" video; 2 rainforest posters; teacher's guide; products to touch, see, smell and taste that represent dead trees (disposable chopsticks, rosewood picture frame, balsa spoon) and live trees (Rainforest Crunch Candy; cashews; recycled toilet paper); coloring books; The Lorax by Dr. Seuss; The Rainforest Book; information and a letter-writing suggestion on behalf of American Northwest ancient forests.

What Kids Can Do To Save The Planet. An All-School Musical Revue by Roger Emerson. Can be used for entire school, class or interdisciplinary team. Teacher's Manual, \$19.95; Preview Tape, \$9.95; Rehearsal Tape (one side vocal, one side instrumental), \$45; Cast Books, \$15 for set of 5. Can be obtained through music stores or: Clarus Music Lmt., 340 Bellevue, Yonkers, NY 10703. (914) 591-7715, (914) 375-0864, (914) 591-7716.

#### Children's Stories:

##### -- Lower Elementary --

Burningham, John. Hey! Get Off Our Train. Crown Publishers, 1989. A child and dog take a trip on a toy train and rescue several endangered animals. (Grades K-2).

Cherry, Lynne. The Great Kapok Tree, a Tale of the Amazon Rain Forest. Gulliver Books/Harcourt Brace Jovanovich, 1990. Animals living in a great kapok tree in the Brazilian rain forest try to prevent a man from cutting down their home. (Grades K-2).

Glimmerveen, Ulco. A Tale of ANTARCTICA. Scholastic, Inc., 1989. A moving story about penguins in Antarctica shows how their environment is threatened by pollution. (Grades K-4).

Hammond, Winifred G. The Riddle of Seeds? Coward-McCann, Inc., 1965. Shows the importance and usefulness of seeds through simple experiments. (Grade K).

Himmelman, John. Ibis, A True Whale Story. Scholastic Inc., 1990. A humpback whale is entangled in a fishing net off the Massachusetts coast and freed by some whale watchers. Based on a true story. (Grades K-2).

Kraus, Robert. How Spider Stopped the Litterbugs. Scholastic Inc., 1991. Silly pictures join a comical text to tell a story of litterbugs who turn into jitterbugs! (Grades K-2).

Seuss, Dr. The Lorax. Random House, 1972. An irresponsible "once-ler" ignores the needs of the environment and its inhabitants. (Grade K).

Tannenbaum, Harold E. We Read About Seeds and How They Grow. Webster Publishing, 1960. (Grades K-2).

Van Allsburg, Chris. Just a Dream. Houghton Mifflin Co., 1990. Walter doesn't care whether he recycles or picks up litter - until a bizarre dream takes him on a eye-opening adventure. Excellent illustrations. (Grades K-3).

Werenko, Lisa V. It Zwibble and the Greatest Cleanup Ever. Scholastic Inc., 1991. Zany animals have fun figuring out what to do with all the junk at Sycamore and Pond. (Grades K-2).

-- Upper Elementary --

Blackistone, Mick. The Day They Left the Bay. (Grades 3-5).

Carrick, Donald. Harold and the Great Stag. (Grades 3-5).

Dahl, Robert. The Magic Finger. (Grades 3-5).

Fine, Ann. My War With Goggle Eyes. (Grades 3-5).

George, Jean Craighead. One Day in the Tropical Rainforest. Thomas Crowell, 1990. The future of the Rain Forest in Macaw depends on a scientist and an Indian boy as they search for a nameless butterfly. (Grades 3-5).

George, Jean. Who Really Killed Cock Robin. (Grades 3-5).

Harder, Eleanor. Darius and the Dozer Bull. (Grades 3-5).

Hicks, Clifford. Alvin Fernald, Superweasal. (Grades 3-5).

Jeffers, Susan. Brother Eagle, Sister Sky--A Message from Chief Seattle. Dial Books, 1991. As he negotiates for Indian lands, Chief Seattle asks, "How can you own the sky? How can you own the rain and the wind?" Illustrations help children understand his powerful message. (Grades 3-5).

Sharpe, Susan. Waterman's Boy. Ben wants to be just like his dad and work as a waterman on the Chesapeake Bay. But with the water becoming more polluted, it's tough for watermen to make a good living. When Ben discovers someone dumping oil into the Bay, he and friend take a risk to help their community. (Grades 5 and up).

Turkle, Brinton. The Fiddler of High Lonesome. (Grades 3-5).

**Audiotape**

Mish, Michael. "A Kid's Eye View of the Environment," Mish Mash Music, 1989. Songs address children's concern and desire to act; includes "Recycle It!" and "Write To Your Senator." Based on interviews with children. (Order from local record store or Mish Mash Music, 15237 Sunset Blvd, Pacific Palisades, CA 90272, \$10.)



**Unit: Serving the School**

## SERVING THE SCHOOL

The projects in this unit engage students in serving a variety of needs in their school. They are labelled by grade level--either lower (K-2) or upper (3-5) elementary--but may be adapted for students of any age.

While the projects may be incorporated into specific classroom subjects, some have been designed loosely for students who belong to--or wish to start--an extracurricular service club.

Perform the following projects as they're written, adapt them, or use them to spark new ideas:

	Page
1. Advocating an End to Bias (K-5)	181
2. Increasing Voter Registration (K-5)	184
3. Advocating Active Citizenship (3-5)	188
4. Welcoming New Students (3-5)	192
5. Peer Tutoring (3-5)	196
6. Playground Equipment for School (3-5)	199

**Hint:** It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.



## Serving the School

**PROJECT IDEA: ADVOCATING AN END TO BIAS**

**SUBJECT AREA: SOCIAL STUDIES, LANGUAGE ARTS**

**TYPE OF SERVICE: ADVOCACY**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students create and write a book to advocate an end to bias.

### **I. OBJECTIVES/OUTCOMES**

- A. Understand and become aware of the types of bias.
- B. Learn to discuss and confront bias.
- C. Recognize bias in the school and community.
- D. Become aware of inclusive language and behavior.
- E. Recognize and criticize stereotypes.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. interpersonal communication
2. creativity
3. writing
4. artistic
5. analytical

#### **B. Concepts**

1. No one should be treated unfairly because of his or her identity.
2. All individuals should actively challenge behaviors that cause oppression.

### **III. MATERIALS/RESOURCES**

#### **A. Books, stories, videos, etc.**

1. Derman-Sparks, Louise and the A.B.C. Task Force. Anti-Bias Curriculum: Tools for Empowering Young Children. National Association for the Education of Young Children: Washington, D.C. 1989.
2. Beim & Beim. The Swimming Hole.
3. Taylor, Mildred. The Friendship.

4. Gordon, Sheila. The Middle of Somewhere.
5. Bosche. Jenny Lives with Eric and Martin.
6. Cameron. Spider Woman.
7. Chang. The Iron Moonhunter.
8. Atkinson. Maria Teresa.
9. Aseltine. I'm Deaf and It's Okay.
10. Greenberg. I Know I'm Myself Because.
11. Greenberg. People Aren't Potatoes.

**B. Community people, organizations**

1. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009-5786
2. Institute for Peace and Justice, 4144 Lindell, Room 122, St. Louis, MO 63108 (314) 533-4445

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Define bias and discuss how it exists in issues of gender, race, sex, physical and mental abilities, culture, etc. Think of examples for each.
2. Discuss stereotypes. Analyze images from cartoons, books, magazines, lunch boxes, holiday decorations. Ask children which images they think are unfair. Why are they unfair?
3. Talk about why this project is important:
  - How will our book help our school?
  - Will it make our peers think about how they treat each other?
  - Will it make them realize that they might be stereotyping certain people?

**Amount of time: 1 - 2 weeks**

**B. Action**

Develop system for making book. Ideas:

- Students could each design a page to tell how they would put an end to bias.
- Divide students into groups to research and report on bias among issues of gender, sex, race, culture, abilities, etc.
- From their analysis of unfair images (#2 in

Preparation), students could include the images in their book. They could also re-create the images--without stereotypes.

- Brainstorm a list of ways to end bias and resist stereotypes. Include in book.

**Amount of time: variable**

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

Discussion and/or journal writing:

- As we researched bias and stereotypes, did we discover anything about ourselves and our attitudes toward different people? Are we guilty of stereotyping people?
- How can we help to end bias on a daily basis? If we see someone treating someone else unfairly, what should we do?

**Amount of time: 1 - 2 sessions**

## **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Present students with awards.
- B. Display book in school library.

## **VI. STUDENT INITIATIVE**

- A. Make a video or give a school-wide assembly about ending bias.
- B. Perform skits for day-care centers and local library on the importance of ending bias.
- C. Learn about and appreciate each other's cultural differences. Hold a cultural fair -- see project on pp. 69-72 for ideas.

## Serving the School

**PROJECT IDEA: INCREASING VOTER REGISTRATION**

**SUBJECT AREA: SOCIAL STUDIES**

**TYPE OF SERVICE: ADVOCACY**

**GRADE LEVEL: LOWER AND/OR UPPER**

### **DESCRIPTION OF PROJECT:**

Students learn the basic rules for voting in the United States and organize a school-wide campaign to encourage their peers to help increase voter registration in their community.

### **I. OBJECTIVES/OUTCOMES**

- A. Understand why it is important to vote.
- B. Learn basic rules for voting in the United States.
- C. Understand how advocacy can be an effective tool for making changes in a community.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. citizenship skills
2. public speaking
3. letter writing
4. artistic skills, creativity

#### **B. Concepts**

1. Although every American citizen of legal age has the right to vote, many people think their votes don't count for anything--they're wrong!
2. Although kids are too young to vote, they can still voice their opinions--and encourage people who can vote to vote.
3. People of legal age should realize that their votes affect all citizens--including kids.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 207-208.

#### **A. Books, stories, videos, etc.**

1. Lewis, Barbara. The Kid's Guide to Social Action.

2. Educating for Citizenship

B. Community people, organizations

1. local board of elections office
2. local public buildings (post office, library, bank)

IV. PROJECT PROCEDURES

A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Learn basic requirements for registering and voting. Invite someone from local board of elections to speak to students. Discuss why some people don't vote.
2. Discuss: Why is it important for everyone to vote--and to take it seriously? Focus on the fact that each person can vote only once. It's important to think carefully about all sides of an issue before taking a final stand.
3. Activity: Vote on something as a class, such as where to go for a field trip or what game to play during recess. Stress to students: once you vote, you can change your mind, but you can't change your vote.
4. Talk about important issues in school, community, state, world:
  - How do we feel about these issues?
  - How do we feel about not being able to vote on them?
  - How does it make us feel to want to vote, but can't, and some people who can vote aren't even registered to vote?
  - How else can we voice our opinions and concerns? How can we convince people to vote?
  - What if some of the people who aren't voting feel the same way about an issue as we do? How does it feel to know they aren't voicing their opinions--our opinions?

Amount of time: 1 week

B. Action

1. Contact local board of elections. Ask how students might help with registration. They may be able to:



- distribute information and mail-in registration forms door-to-door to community.
  - check out a registration book to take around school, encouraging staff, administration and parents to register.
  - distribute bilingual forms (if available) to community members who may not feel comfortable voting in English.
  - visit nursing homes or hospitals to help residents send away for absentee ballots.
2. Write to editors of local papers, encouraging community to vote. Letters could say: "We can't vote yet, but you can! Your votes affect us, too! Help us make a difference in our community. Voice your opinions and concerns--PLEASE VOTE!"
3. School-wide campaign:
- Make posters to hang up in school, encouraging all students to remind people to vote.
  - Hold an assembly to teach students voting and registration rules.
  - Visit classrooms, perform short skits about the importance of voting.
  - Hold mock election to "vote" for candidates in a current local, state or national election.

**Amount of time: variable**

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Following election, discuss voter turn-out statistics. Ask board of elections if more people voted this time as compared to previous elections.
- How has our work affected our student body? our community?
  - Have we changed people's attitudes about voting?
2. Discussion and/or journal writing: What would the United States be like if no one ever voted on issues? What would happen to our government? Would we have a democracy? Who would be in control?

**Amount of time: 1 - 2 sessions**

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Present students with citizenship awards.
- B. Notify local media about students' campaign. Give students public recognition.

**VI. STUDENT INITIATIVE**

- A. Become lobbyists--pay attention to current issues and try to convince elected officials to vote in favor of your opinions!
- B. Get involved in politics! Research candidates and volunteer to help in one of their political campaigns.
- C. Advocate active citizenship--voting isn't the only way for people to make a difference in their communities! (See project on pp. 188-191.)

## Serving the School

**PROJECT IDEA: ADVOCATING ACTIVE CITIZENSHIP**

**SUBJECT AREA: SOCIAL STUDIES, LANGUAGE ARTS**

**TYPE OF SERVICE: ADVOCACY**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students hold a school-wide assembly to teach their peers the meaning of active citizenship, how to take social action, and why all citizens should realize their responsibility to serve a larger community beyond the realm of their private lives.

### **I. OBJECTIVES/OUTCOMES**

- A. Define American citizenship.
- B. Understand and demonstrate active citizenship.
- C. Learn how to take social action.
- D. Differentiate private life and public life; define and understand community.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

1. citizenship skills
2. needs assessment
3. problem solving
4. writing
5. public speaking

#### **B. Concepts**

1. As American democracy is based on the principle that that citizens can govern themselves, all citizens should take responsibility to get involved in their communities.
2. Kids can take social action just as effectively as can adults.

### **III. MATERIALS/RESOURCES**

For information on the following, as well as additional resources, see pp. 207-208.

**A. Books, stories, videos, etc.**

1. Lewis, Barbara. The Kid's Guide to Social Action.
2. Lewis, Barbara. Kids With Courage.
3. Educating for Citizenship
4. Introduction to Service-Learning unit--pp. 23-58 of this manual.

**B. Community people, organizations**

1. local Boy Scouts and Girl Scouts
2. National Tots and Teens, Inc.
3. National Resource Center
4. National Association of Youth Clubs
5. local YMCA

**IV. PROJECT PROCEDURES**

**A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Learn about citizenship. See pp. 28-33 for fun and helpful activities.
2. Discuss the word "community."
  - What does it mean?
  - Are there different types of communities (local, state, national, international, etc.)?
  - How many communities do we belong to? Do we have any responsibilities to them?
3. Focus on interdependency. Do people need each other to survive? Or can a person live without receiving help from anyone?

Activity: Students write or tell about everything they do in just one day. How many of these things did they do without help from any other person? (i.e. A student may have made his or her own breakfast, but who bought the food? How did the food get to the store?)

4. Discuss purpose of this project:
  - Why is it important to study citizenship?
  - If we practice active citizenship skills, what differences might we be able to make in our community? our state? our country? the world?
  - Why is it important to teach our friends about active citizenship?

Amount of time: 1 - 2 weeks

**B. Action**

Organize and hold assembly. How can we make it fun for our friends to learn about citizenship?

- Perform role-plays of famous citizens (past and present). Discuss how their actions made a difference.
- Perform a skit about recognizing and working to solve a problem in school or community. Explain how to tackle a problem (letter writing, surveys, petitions, lobbying, etc.).
- Act out the "Jack and Jill" nursery rhyme. Why did Jack fall down? Was the hill too dangerous? What could their community do to make it safer? (Put up signs warning people to slow down; get a traffic light installed on the hill to make traffic safer.)
- Divide into groups to assess needs of local, state, national and international communities. Each group could give a presentation on the problems they think should be addressed. Focus on how kids can tackle the problems.
- Tell audience about students who have made a difference by taking social action. Prove to them that kids really can make a difference. (Consult Barbara Lewis' The Kid's Guide to Social Action for case studies.)

Amount of time: variable

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

Discussion and/or journal writing:

- How did our audience respond to our assembly? Did they seem surprised that kids can take social action? Did they seem to want to be active citizens?
- What problems/issues am I concerned about? Do I want to improve anything in my school? neighborhood? state? country? world?
- What would the world be like if no one took social action for or against anything? Why is it important to be an active citizen?

Amount of time: 1 - 2 sessions

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Present students with citizenship awards.
- B. Invite an elected official to speak at assembly and commend students.

**VI. STUDENT INITIATIVE**

- A. Take social action--tackle a problem and make a difference!
- B. Videotape assembly--give tape to local and school libraries.

## Serving the School

PROJECT IDEA: WELCOMING NEW STUDENTS

SUBJECT AREA: ALL SUBJECTS

TYPE OF SERVICE: DIRECT

GRADE LEVEL: UPPER

### DESCRIPTION OF PROJECT:

Students serve as mentors to new students and create fun ways to welcome and acquaint them with their school.

### I. OBJECTIVES/OUTCOMES

- A. Generate positive attitudes toward school.
- B. Lessen anxieties of new students.
- C. Foster new friendships between students.

### II. FRAMEWORK

#### A. Skills to be learned and used

1. interpersonal communication
2. needs assessing
3. problem solving

#### B. Concepts

1. Students often find it more comforting and useful to receive help from a peer than from a parent or teacher.
2. Welcoming new students is vital to forming positive first impressions of elementary school.

### III. MATERIALS/RESOURCES

#### A. Books, stories, videos, etc.

1. Brandenburg, F. Six New Students. Green Willow Books, 1978.
2. Brandenburg, F. Nice New Neighbors. Green Willow Books, 1977.
3. Breinburg, Petronella. Shawn Goes to School. Crowell, 1973.
4. Cohen Miriam. Will I Have A Friend? Jim is nervous about going to nursery school for the first time.

## B. Community people, organizations

1. teachers
2. guidance counselor
3. parents

## IV. PROJECT PROCEDURES

### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 10-11.

\*\* This project may work best if started in the spring. Students interested in serving as mentors in the following fall should begin meeting before the end of the current school year. Encourage all grade levels to participate.

#### Spring activities

1. Discuss: How did we feel on our first day of school?
  - What were we worried about?
  - Were we scared or confused about anything?
  - What did we need help with?
  - What could have been done to make us feel more at ease?
  - Would it have been easier if more students had talked to us and shown us around the school?
2. Brainstorm ways to raise new students' interest in having a mentor when they start school in the fall. Idea:
  - Create a presentation about school to perform for children who will be new students in the fall (i.e. Perform a skit about the first day of school or about why your school is special; give children guided tours of the school).
  - Make posters, fliers, write to local papers to advertise presentation to community. Encourage parents to bring their children.
  - During presentation, inform audience of mentor club. Encourage children to sign up for a mentor. Ask those interested for their summer addresses and/or phone numbers.
4. Using sign-up sheets, match mentors with incoming students. (Try to match new students and mentors who will be in the same classes with each other.)



5. Plan how mentoring system will work in the fall.  
How often should mentors meet with the new students?  
Decide what mentors should discuss with them:

- room locations
- school rules and facilities
- cafeteria rules
- extracurricular activities (sports, clubs, etc.)--how to get involved

6. Mentors write to their new friends, the "mentees":

- Thank them for coming to the presentation.
- Give them their summer phone numbers and/or addresses.
- Encourage them to keep in touch if they have any questions about school.
- Designate a place to meet in front of school on the first day.

Amount of time: variable, 1 - 2 months

## B. Action

### Fall Activities

1. Mentors and mentees meet at designated place on first day of school.
2. Show mentees to their classes, arrange to meet with them again soon.
3. Ideas to welcome all new students, whether or not they choose to have a mentor:
  - Give them a map of school.
  - Welcome them during morning announcements.
  - Make "Welcome!" posters--list newcomers' names.
  - Interview them about their favorite foods, games, songs, books, TV shows, hobbies, etc. Write a mini-newsletter for the school.
  - Give a group tour of school--so new students can meet each other.
4. During first week of school, mentors visit each classroom to introduce mentor club, encourage more students to sign up--either as mentees or mentors.
5. Mentors plan to meet again in early spring to recruit a new group of mentors for the following fall.

Amount of time: variable

### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Mentors meet regularly during first few weeks of school to discuss how club is working:
  - Do we seem to be helping the new students?
  - What has been the best part of this project? Have we made any new friends?
  - Do the mentees seem to have a positive first impression of our school?
  - What could we be doing differently?
  - Do we have any problems? concerns?
2. Invite mentees to a meeting. Have refreshments, discuss what they liked and disliked about program. Encourage them to be mentors next year.
3. Mentors write about their service experience and compare their feelings now to how they felt on their first day of school.

Amount of time:            variable

### **V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize mentors' efforts in school and local newspapers.
- B. Award mentors with certificates of recognition.
- C. Take pictures of mentors and mentees together. Display in school and community.

### **VI. STUDENT INITIATIVE**

- A. Write letters or speak to school administrators and teachers about what they can do to make students feel more welcome when entering school.
- B. Start a peer tutoring program in school. (See pp. 196-198 for ideas.)

## Serving the School

**PROJECT IDEA: PEER TUTORING**

**SUBJECT AREA: ALL SUBJECTS**

**TYPE OF SERVICE: DIRECT**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students start a tutoring club in school (i.e. Homework Helpers) to help other students improve study habits and grades.

### **I. OBJECTIVES/OUTCOMES**

- A. Analyze study habits which contribute to success.
- B. Motivate students to study and to understand the importance of education.

### **II. FRAMEWORK**

- A. Skills to be learned and used
  - 1. interpersonal communication
  - 2. problem solving
  - 3. research
  - 4. teaching, explaining
- B. Concepts
  - 1. Poor study habits and lack of motivation to learn are common reasons for students receiving poor grades.
  - 2. A little encouragement and help can go a long way.
  - 3. Students who tutor benefit from reviewing and explaining important academic skills to their peers.

### **III. MATERIALS/RESOURCES**

- A. Books, stories, videos, etc.

Resources on tutoring and teaching may be useful. Teachers could advise tutors on how to help students by using teacher manuals, curricula, etc.
- B. Community people, organizations
  - 1. teachers
  - 2. parents
  - 3. guidance counselors

#### **IV. PROJECT PROCEDURES**

##### **A. Preparation**

For additional preparation activities that can be used with any service project, see pp. 10-11.

1. Choose a regular meeting time and place for club.
2. Brainstorm reasons for students performing poorly in school. Invite teachers to speak to club. Tutors should attempt to understand why some students don't perform well in school.
3. Brainstorm creative ways of tutoring students and motivating them to learn. Emphasize positive teaching and encouragement, giving praise.
4. Publicize club: morning announcements, posters, notices to teachers who may encourage certain students to ask for a tutor.

Amount of time:       variable

##### **B. Action**

1. Match students with tutors.
2. Analyze/determine problem: Tutors should talk to students about why they are having problems. Is it the teacher? the subject? lack of concentration? poor study habits?
3. Tutors and students set up schedule to meet regularly.
4. Plan an "Awards Day" at end of each month. Tutors present students with creative awards for improvement. Or have a party after school to celebrate improved grades.

Amount of time:       variable

##### **C. Reflection**

For additional reflection ideas, see pp. 11-14.

1. Tutors meet weekly to discuss and share achievements, problems, concerns, etc. What could we be doing differently? What seems to work well with the students?

2. Journal Writing. Tutors express their experiences with helping other students.

Amount of time: ongoing

#### V. RECOGNITION AND CELEBRATION

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Present tutors with volunteer certificates.
- B. Hold a breakfast or luncheon in tutors' honor.
- C. Publicize tutors' efforts in school and local newspapers.

#### VI. STUDENT INITIATIVE

- A. Expand tutoring to the community (day care centers, shelters for the homeless, churches). Club could create short skits to present to kids (i.e. "Learning is Fun").
- B. Write letters to teachers, asking for their support and help with expanding tutoring program in school.

## Serving the School

**PROJECT IDEA: PLAYGROUND EQUIPMENT FOR SCHOOL**

**SUBJECT AREA: ALL SUBJECTS**

**TYPE OF SERVICE: DIRECT, ADVOCACY**

**GRADE LEVEL: UPPER**

### **DESCRIPTION OF PROJECT:**

Students raise funds, gather materials, design and help to construct playground equipment for their school.

### **I. OBJECTIVES/OUTCOMES**

- A. Provide better recreational activities for children in school and community.
- B. Understand how advocacy can be an effective tool for making positive changes.

### **II. FRAMEWORK**

#### **A. Skills to be learned and used**

- 1. interpersonal communication
- 2. writing
- 3. public speaking
- 4. construction, woodworking

#### **B. Concepts**

- 1. Children need a safe place to play in community.
- 2. Effective planning, organization and cooperation are necessary in accomplishing tasks.

### **III. MATERIALS/RESOURCES**

#### **A. Books, stories, videos, etc.**

- 1. books on building playground equipment
- 2. Lewis, Barbara. The Kid's Guide to Social Action. Provides excellent advice, guidance for kids interested in advocacy (surveys, petitions, etc.)

#### **B. Community people, organizations**

- 1. people from local businesses or service organizations to volunteer to help supervise and build equipment
- 2. architect or contractor to help design and/or build

- equipment
- 3. school woodworking expert

#### IV. PROJECT PROCEDURES

##### A. Preparation

For additional preparation activities that can be used with any service project, see pp. 11-14.

1. Assess school's need for a playground: Conduct classroom surveys to find out what students do in their free time before and after school. Surveys could ask how many students would like to have a playground.
2. Tabulate and graph survey results.
3. Obtain permission to build equipment in desired location. You may have to speak to the Board of Education or elected officials. Brainstorm reasons why you want equipment ... why the school needs it.

**\*\* If your request is denied, don't give up. Continue with the following preparation activities. Come up with a detailed plan of your project (who will build equipment, sketches of it, who will provide materials, etc.). Anticipate as many objections to your project as you can--prepare to refute them.**

3. Brainstorm designs for equipment.
4. Invite adult(s) to club or class who can help build equipment. Share design ideas. Make list of types and amounts of materials needed.
5. Solicit local businesses, neighbors, community agencies for help in obtaining and building materials.
6. Write letters to local officials, apply for grants.

Amount of time: variable

##### B. Action

With help of responsible experts, build playground equipment. Students could help with painting, cleaning up work area, handing tools to the builders, etc.

Amount of time: variable

**C. Reflection**

For additional reflection ideas, see pp. 11-14.

Discussion and/or journal writing:

- How will this equipment help our school and community?
- If kids don't have a safe place to play, what other things might they start doing?
- What have we learned about advocacy? How is it effective?

Amount of time:           variable, 1 - 2 hours

**V. RECOGNITION AND CELEBRATION**

For additional celebration activities that can be used with any service project, see pp. 14-15.

- A. Publicize.
- B. Have a "grand opening" for the equipment. Invite community, elected officials. Decorate equipment with balloons, bring refreshments, etc.
- C. Present students with awards, certificates of volunteerism.

**VI. STUDENT INITIATIVE**

- A. Assess other needs of school. Does anything need repair? Do the grounds need more trees and flowers? Does trash need to be picked up?
- B. Expand advocacy to community. Does a local church, park or day-care center need a playground? Conduct a needs assessment and go for it! Make some changes in your community!





# **Innovative Service-Learning Programs**

## INNOVATIVE SERVICE-LEARNING PROGRAMS

Interested in how other elementary students are serving? Read on to gain some exciting service ideas ...

### Bernard Harris Elementary (Baltimore, Maryland)

To raise money this year for the Bea Gaddy Center for Women and Children and improve their reading skills, four classes of first graders held a "Pennies of Love" campaign. People in the community donated one penny for every page that students read. The project was so successful that the students raised \$300.

As preparation for the campaign, students participated in activities which integrated reading, language arts, social studies and art skills with community service: They discussed problems of the homeless and brainstormed ways they could help; assembled penny collection boxes, decorated gift bags and made posters to display in school; and wrote letters to their parents to inform them of the campaign.

Reflection included journal writing, art projects and related social studies activities.

### Braeside Elementary (Highland Park, Illinois)

Students don't have to wait until middle school or high school to start a service club. Last year Braeside Elementary started one which meets once a week during lunchtime and is open to all interested students in first through fifth grades.

The club operates in "Cycles of Concern"--students spend four to eight weeks on a specific subject, with a two to four week period between cycles. In each cycle, students first are made aware of community concerns; they then evaluate the needs of their community and act upon them.

Projects completed thus far by Braeside students include tape recording stories, poems and songs for infants in neo-natal wards of hospitals, and helping senior citizens and the homeless.

### Chevy Chase Elementary (Chevy Chase, Maryland)

Searching for an effective resource for studying the environment? Look no further--a class of fifth graders at Chevy Chase Elementary have become investigative reporters this year.

Since the fall of 1991, they've been producing a 20-30 minute environmental documentary which will be made available this spring to other schools, youth and community groups, and cable television. The students are even holding their own press conference in May to

## Innovative Service-Learning Programs

showcase their video.

The purpose of the documentary is to give the students an opportunity to address their environmental concerns, stemming from their preparation activities of monitoring the health of a local creek and investigating the global effects of acid rain.

Along with a class of sixth graders, the students adopted a portion of Little Falls Creek in Bethesda, Maryland, and collected data on the aquatic animals present, the amount of dissolved oxygen, the pH level, and the phosphate content of the water. They also collected litter from the creek's banks. As an additional activity, the fifth graders participated in the National Geographic's telecommunication unit, in which a worldwide team of 400 classes investigated the effects of acid rain on the environment.

The video production is the culmination of these preparation activities, giving the class a chance to develop skills of inquiry and problem solving and apply them to the real world. Included in the video are interviews with Senator Al Gore; State Delegate Brian Frosh; Montgomery County Council Chairperson Bruce Adams; Rick Leader of the Chesapeake Bay Trust; Nancy Greenspan, coordinator of the Montgomery County Environmental Network; Jean Hopkins, president of Jean Hopkins Associates, an environmental consulting firm; and an Environmental Protection Agency official.

Prior to the interviews, the students met with an NBC news producer to discuss interviewing techniques. They also worked extensively with the media specialist at Chevy Chase Elementary who helped them with computer data and research and video production.

As an outgrowth of this project, the students plan to establish a schoolwide environmental club next year. One of the activities may be a "speaker's bureau" to share their video and their environmental concerns with the community.

MSSA thanks Kathy Postel Kretman for contributing to this article.

### Holiman Elementary (San Angelo, Texas)

Two fifth grade classes helped the American Red Cross this year by making a videotape on home safety. For two months students produced the 25 minute tape: They wrote copy, built props, performed a couple of raps and raised any money they needed to complete the project.

The students' social studies teacher, Katrina Oliver, said the tape will be distributed to the national chapter of the Red Cross as well as all local chapters across the United States.

Be sure to read about Katrina's fifth graders of last year (p. 33). They worked to save an endangered species in their community: "Don't Mess With the Texas Horned Lizard!"

## **Innovative Service-Learning Programs**

### **Oakland Terrace Elementary (Silver Spring, Maryland)**

For the past two years, Oakland Terrace fifth graders have worked with kindergartners in a partnership for the homeless. The students pull a "caring cart" around their school to collect goods which they deliver to area shelters.

Students who visit the shelters gather information about the homeless and report back to their peers. They share what they learn with their school and community by writing letters to local papers and elected officials and by making a book for their library.

Teacher Vicki Fiske offers some good advice: "Don't assume that you know what the homeless need. I can't stress it enough. Talk to shelters. Ask them how students can help...ask them what they need."

Vicki said her students and other teachers hadn't realized that many of the clothes which shelters receive are too small to be used. A large percentage of homeless people are men who certainly can't wear child-sized clothing. Shelters also say they get an influx of peanut butter and jelly sandwiches--great, but how about some variety? Crackers, raisins, and even hard candy are good to donate as well.

If you're interested in initiating this project with your students, an outlined plan is included on pp. 91-94.

To mention some other ways Oakland Terrace students have been serving: Second and fourth graders planned and implemented interactive projects with residents of a local senior residential complex, and fifth graders tutored and served as buddies to special education students.

Students have also collected toys for victims of an Armenian earthquake; initiated a white paper recycling drive; written letters to soldiers in "Desert Storm"; collected and recycled aluminum "pop tops" to raise money for a local hospital; created posters to promote volunteerism for the Office of National Service at the White House; and given bags of personal care products to women in shelters for Mother's Day.

### **Somerset Elementary (Chevy Chase, Maryland)**

Somerset Kids Participating (SKIP) is in its third year of engaging students in service-learning. SKIP teachers make a constant effort to weave community service into students' educational program. Organized by grade level, the program enables students to serve a variety of needs in their community.

This year, SKIP-K involves three kindergarten classes in intergenerational service projects. The classes take turns visiting senior citizens once every two weeks. Activities have included bringing bag lunches to eat while visiting with seniors

## Innovative Service-Learning Programs

during their mealtime; singing; playing bingo; painting a mural for a children's inn (similar to a Ronald McDonald House); dancing; and chair exercising.

First graders in SKIP-1 focus their service on homelessness. When they learned this year that the number of infants in a local shelter had increased, the students organized a schoolwide supply drive to collect nursery items in their SKIP wagon. As the students decided to keep themselves up-to-date on the shelter's residents, they later discovered a lot of school-aged kids were homeless. The SKIP wagon went around the school again, this time collecting school supplies for the shelter.

Environmental issues are what SKIP-2 students tackle with their service. They've visited a nature center and a recycling center and organized a recycling drive in their school.

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## **General Service-Learning Resources**

## GENERAL SERVICE-LEARNING RESOURCES

The materials listed below may be useful in introducing teachers and students to community service and taking social action. For further information, feel free to contact the **Maryland Student Service Alliance**, 200 West Baltimore Street, Baltimore, MD 21201 (410) 333-2427.

### Organizations

**Boy Scouts of America**, 1325 Walnut Hill Lane, Irving, TX 75015-2079  
(214) 580-2000

**Boys Clubs of America**, 771 First Avenue, New York, NY 10017  
(212) 351-5900

**Girl Scouts of the U.S.A.**, 830 Third Avenue, New York, NY 10022  
(212) 940-7500

**Girls Clubs of America**, 30 East 33rd Street, New York, NY 10016  
(212) 689-3700

**National Association of Youth Clubs**, 5808 16th Street, N.W.,  
Washington, D.C. 20011 (202) 726-2044

**National Resource Center**, 441 W. Michigan Street, Indianapolis, IN  
46202 (317) 634-7546

**National Tots and Teens, Inc.**, P.O. Box 1517, Washington, D.C.  
20013-1517 (202) 363-0366

**YMCA of the U.S.A.**, 101 N. Wacker Drive, Chicago, IL 60606 (312)  
977-0031 (800) USA-YMCA

### Written Material

"Community Service is Elementary!" School Youth Service Network.  
Constitutional Rights Foundation, Fall 1990. (Vol 2 Issue 1).  
Highlights elementary service programs across the nation. Provides  
information and ideas for cross-age projects and programs.  
Available through the MSSA or the Constitutional Rights Foundation,  
601 S. Kingsley Drive, Los Angeles, CA 90005 (213) 487-5590.

Educating for Citizenship. Aspen's Law-Related Education Series,  
1982. A curriculum series (Grades K-4).

Ancona, George. Helping Out. Clarion Books, 1985. Explores with  
black-and-white photographs the special relationships between  
children and adults as they work together in different settings.  
(Grades Pre-4).



Biem, Lorraine and Jerrold Biem. Two Is A Team. Harcourt, Brace Jovanovich, 1945. Paul and Ted are friends who build a new wagon out of the remains of their two damaged ones. Emphasizes cooperation and responsibility. (K).

Bonsall, Crosby. Who's A Pest? Harper & Row, 1962. A little boy proves to be a constant pest to his sisters and animals, but then surprises them by being a real help. (K).

Gilbert, Sara. Lend A Hand: The How, Where, and Why of Volunteering. Morrow Junior Books, 1988. "An appealing guide with contact information on over 100 organizations and rationale for youth volunteerism. Encourages commitment, with information about expectations and relationships with agencies. Useful for student research. (Grades 5 and up).

Greene, Laura. Help - Getting to Know about Needing and Giving. Human Sciences Press, 1981. Illustrates how giving and accepting help makes most tasks easier. Excellent discussion starter. (Grades Pre-4).

Kraus, Robert. Herman The Helper. Windmill Books, 1974. Herman, the octopus, uses his many arms to help his family, friends, enemies, and even himself. (K).

Lewis, Barbara. The Kid's Guide to Social Action. Free Spirit Publishing, 1991. Excellent resource. Teaches specific social action skills including letter writing, interviewing, speechmaking, surveying, fundraising, applying for grants, lobbying, and getting and handling media coverage. Also presents several true stories about kids who are making a difference in their communities. To order, call Free Spirit Publishing toll-free at 1-800-735-7323.

Lewis, Barbara. Kids With Courage. Free Spirit Publishing, 1992. Relates the stories of kids who made a difference in their neighborhood, community or the world by helping in such areas as crime, life-saving, and the environment.

Margolis, Richard J. Big Bear To The Rescue. Greenwillow Books, 1975. Helpfulness is the theme of the story as Big Bear borrows a rope to rescue Mr. Mole from the bottom of a well. (K).

Silverstein, Shel. The Giving Tree. (A book for all ages.)

Smith, Kathie Billingslee. Harriet Tubman. Simon and Schuster, 1988. A description of the heroic black woman who repeatedly risked her life to free slaves by establishing the Underground Railroad. (Grades 2-6).

Weitzman, David. My Backvard History Book. Little, Brown & Co., 1975. A fantastic collection of activities for exploring self and community. (Where did my family come from? What's in my neighborhood?) Part of the Brown Paper School Series. (Grades 3-7).

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- Educating Homeless Children and Youth: How Are We Measuring Up? (A progress report for school year 1990-91.) Education of Homeless Children and Youth. Baltimore: Maryland State Department of Education, 1991.
- Homelessness: A Jewish Response. Baltimore: Baltimore Jewish Council, 1991.
- Kids for Kids. Baltimore: Maryland Food Committee, 1990.
- Lewis, Barbara. The Kid's Guide to Social Action. Minneapolis: Free Spirit Publishing, 1991.
- Network. Los Angeles: Constitutional Rights Foundation. Vol. Spring 1989, Fall 1990, Spring 1991, Summer 1991.
- Reaching Out: School Based Community Service Programs. Washington, D.C.: National Crime Prevention Council, 1988.
- The StarServe Bookshelf. Santa Monica, CA: StarServe, 1992.
- Stoskopf, Alan L. and Margot Stern Strom. Choosing to Participate: A Critical Examination of Citizenship in American History. Brookline, MA: Facing History and Ourselves, 1990.
- Teen Outreach Program. New York: Association of Junior Leagues.
- VYTAL. Pittsburgh, PA: United Way of Allegheny County.
- Kenyon, Thomas with Justine Blau. What You Can Do To Help the Homeless. The National Alliance to End Homelessness. New York: The Philip Lief Group, Inc., 1991.
- A World of Difference. A Prejudice Reduction Program of the Anti-Defamation League of B'nai B'rith. New York, NY.
- Youth Community Service Handbook. Los Angeles: Constitutional Rights Foundation.

