Fall 1995

Spinning Interdisciplinary Service-Learning Webs: A Secondary Education Approach

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Spinning Interdisciplinary Service-Learning Webs:
A Secondary Education Approach

Maryland Student Service Alliance
Maryland State Department of Education
A Project of the MSSA Fellows Program

Fall 1995
Spinning Interdisciplinary Service-Learning Webs
A Secondary Approach

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Dear Champions of Service:

We are excited to have an opportunity to share this information on student service-learning. Through the use of a multi-disciplinary model of curricular infusion, students and teachers will be able to make real life connections to instruction.

This document of secondary interdisciplinary Service-learning webs is the product of a collaborative effort of five fellows from the Maryland Student Service Alliance. Our study circle met on a quarterly basis over an eighteen month period. Members of the circle group are veteran teachers from diverse teaching backgrounds, sections of the state, and educational experience.

Through observation and analysis in the secondary setting, we believe strongly that curricular infusion enhances the success of service-learning. This collection of webs was designed to help teachers infuse service into their content areas so that they may bridge connections to other content areas through interdisciplinary projects.

It is our intention that the ideas presented become a starting point for service-learning projects. Changes and adaptations modeled to fit individual school and student needs are expected and encouraged. A blank web is provided for that purpose. We hope this guide provides inspiration, innovation, and assimilation for many successful interdisciplinary projects.

Thank you for supporting quality school based service-learning.

Sincerely,

Susan Falcone  Ellen Hayes  Barbara Law  Ava Mendelson  David Patterson
Feedback Form

Please take a few moments to fill out this evaluation and send it to MSSA. Your comments will help the authors and the teachers around Maryland better serve our students in the service they provide. Thank you, in advance.

1. Were the service-learning webs helpful?  Yes  No

   Comments:

2. Were you able to successfully implement any of these webs into your school's content curriculum?  Yes  No

   Comments:

3. Please share any pitfalls or safety nets you found in using this approach.

   PITFALLS  SAFETY NETS

4. Were any of the webs especially helpful? If yes, which ones and why?

   v
Using the Interdisciplinary Service-Learning Webs

Springboards: The ideas presented are not meant to be comprehensive. Placing this much information on one page restrains the number of ideas that can be given. They are meant to spark creative minds. Each teacher knows his/her students, community, and curriculum best.

Making connections: Each and every curricular area does not need to participate for successful interdisciplinary learning to occur.

Choosing your action: We have presented an example of each type of action: (direct, indirect, and advocacy). Only one type of action is required to make this a service-learning project along with preparation and reflection.

All School activities: When reading the Aging and Hunger and Homelessness webs it becomes obvious that an all school project is the focus. In the Aging web*, references to holding a “Senior” Prom is a theme throughout. The same is true of the Hunger and Homelessness web where holding a “Hunger Banquet” becomes a school wide project.

MSPAP and Service-learning: Service-learning and MSPAP are natural fit. Both incorporate real-life learning, problem-solving, critical thinking, and the opportunity to apply skills. The following chart demonstrates this link:

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Goals of this project: It is hoped that these webs accomplish 2 goals: 1- to increase understanding of service learning and its contributions to application of knowledge. 2- to encourage curricular webbing that helps increase overall learning and understanding.
Interdisciplinary Connections to Student Service-Learning

**English/Language Arts**
P - Read short stories about elderly. Discuss how elderly are depicted and why.
IA - Be pen pals to elderly throughout the year.
DA - Interview elderly and write a biography of their childhoods/younger years.
AA - Write advocacy letters to legislators for better housing/conditions for elderly.
R - Predict own life at age 80. Write story or poem.

**Family Studies**
P - Discuss developmental tasks of elderly.
IA - Develop nutrition/health information for the elderly.
DA - Participate in senior prom. Help others prepare by teaching conversation techniques/topics for conversation.
AA - Write letters to editor about stopping elderly abuse.
R - Discuss physical and psychological benefits of intergenerational interactions.

**Science**
P - Graph changes in sensory perception over life span and discuss impact on health/quality of life.
IA - Publish health records brochure and distribute to senior centers.
DA - Work with pets on wheels.
R - Discuss how to reduce impact of aging.

**Health/Physical Education**
P - Discuss how physical strength/agility changes with age.
IA - Create fitness exercise video and give to senior centers.
DA - Do physical fitness sessions with nursing home residents.
AA - Create posters on importance of staying physically fit throughout life.
R - Critique action project and make recommendations as to how to improve.

**Math**
P - Compute the amount needed to retire at low, middle, high income levels.
IA - Set up seminar for seniors. Answer questions about investments/financial planning.
DA - Help seniors do taxes/balance checkbook.
AA - Lobby legislators on policies concerning Social Security/Medicare.
R - Project costs for when students are 80. Retire needs.

**Art**
P - Hold elderly sensitivity session. Discuss feelings about aging.
IA - Put together craft kit projects for local nursing home. Deliver.
DA - Draw portraits of residents of nursing home. While sitting for drawing, discuss seniors’ childhoods.
AA - Do P.R. posters for senior prom.
R - Write journal entry to place under portraits. "What I learned about this person."

**Music**
P - Survey and discuss technology aids for elderly.
IA - Make adaptable equipment. Send to senior centers and nursing homes.
DA - Develop computer sessions with elderly at centers and nursing homes.
AA - Design residence for elderly. Send to legislators along with recommendations and reasoning.
R - Project into future: "What aids will there be in 50 years because of new technology?"

**Technology Education**
P - Research impact of Grey Panthers and AARP on policy/attitudes toward elderly.
IA - Develop program for the evening of the senior prom.
DA - Drive elderly to polls. Help with voter registration.
AA - Lobby to prevent cuts in senior programs.
R - Discuss future of Social Security and need for financial planning.

**Social Studies**
P - Research impact of Gray Panthers and AARP on policy/attitudes toward elderly.
IA - Develop program for the evening of the senior prom.
DA - Drive elderly to polls. Help with voter registration.
AA - Lobby to prevent cuts in senior programs.
R - Discuss future of Social Security and need for financial planning.

**Business Education**
P - Discover how long the average person works at particular job.
IA - Create a budget for senior prom. Make business connections/arrangements.
AA - Advocate for hiring of elderly at local businesses.
R - Poll others as to where any profits from senior prom should go.

**Foreign Language**
P - Research/discuss treatment of elderly in culture of study.
IA - Translate for seniors who speak read limited English.
DA - Identify nursing home residents who speak little English. Visit and carry on conversation in language of resident.
AA - Advocate for more respectful treatment/policies for elderly.
R - Discuss: If we could, how should we treat the elderly?

**CELEBRATION:** Hold a Senior prom. Take pictures. Invite media/community leaders.

Written by: Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson Maryland Student Service Alliance Fellows

KEY
P = Preparation
IA = Indirect Action
DA = Direct Action
AA = Advocacy (Action)
R = Reflection
C = Celebration
Bias

Interdisciplinary Connections to Student Service-Learning

Health/Physical Education
- P- Debate "Should we reveal who has AIDS?"
- View and discuss movie, Ryan White. Examine personal beliefs.
- IA- Help organize/ manage financial aspects of walkathon project.
- DA- Serve at a hot line for victims of hate/ bias.
- AA- Advocate as to how to involve more females in more math courses.
- R- Identify non-traditional math contributors and make connections to the topic. Create bulletin board of the results.

Math
- P- Complete a statistical analysis of attitudes before and after experiences in all subject areas.
- IA- Help organize/ manage financial aspects of walkathon project.
- DA- Serve at a hot line for victims of hate/ bias.
- AA- Advocate as to how to involve more females in more math courses.
- R- Identify non-traditional math contributors and make connections to the topic. Create bulletin board of the results.

Art
- P- Trace bias in art as seen in political cartoons, advertising, etc.
- IA- Have students create bulletin board entitled: "Good Things About US! Diversity in our school"
- DA- Do art projects with senior citizens, disabled, homeless, etc.
- AA- Hold a Cross Cultural Fair.
- R- Create political cartoons that detail biases sold today. Post on bulletin board with comments and analysis.

Business Education
- P- Research problems of minorities, handicapped, and women in the workplace.
- IA- Run business end of the Walkathon: send letters to businesses for contributions, solicit ads, create computer programs, etc.
- DA- Visit homeless shelter to help residents write resumes.
- AA- Hold a workshop/service on sexual harassment for the school.
- R- Evaluate workshop/ inservice by surveying participants before/ after.

Science
- P- Research genetic differences/ evolution of humans. Discuss lack of variety in human race versus wide diversity in other animal species.
- IA- Help at homeless shelter/ day care for those who don't speak English.
- DA- Help at homeless shelter/ day care for those who don't speak English.
- AA- Celebrate diversity of languages during Foreign Language week.
- R- Have speaker from immigration discuss the problems of immigrants.

Music
- P- Focus on issues of bias in the evolution of music. Discuss how music has sustained disenfranchised peoples over the ages.
- IA- Tape song, sell, and send proceeds to charity dealing with ending bias.
- DA- Teach children songs from different cultures at local elementary schools.
- AA- Perform music of various cultures, art in the community.
- R- Listen to various ethnic musical styles and write about their response to each.

Technology Education
- P- Examine technology and toys available for the disabled.
- IA- Help design/ build handicapped access to local parks, buildings.
- DA- Help build playground/ shelter renovations for homeless children.
- AA- Develop educational games for computer dealing with bias.
- R- Critique attitude changes after developing computer game.

Social Studies
- P- Examine list of racial/ethnic groups as found on application forms/ polls, etc. Discuss how and why we categorize people.
- IA- Plan and hold a cultural fair recognizing women, African Americans, etc.
- DA- Have peer mediation group develop program to teach conflict resolution.
- R- Visit Holocaust Museum. Discuss.

Family Studies
- P- View Shelter Box and discuss feelings and impact of bias on family.
- IA- Develop intercultural cook book sold to raise $ for charity.
- DA- Develop a partnership with Head Start or children in homeless shelter.
- AA- Plan and carry out international food fair.
- R- Research how families teach tolerance/ bias.

Written by: Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, David Patterson, Maryland Student Service Alliance Fellow.
Environment

Interdisciplinary Connections to Student Service-Learning

English/Language Arts
- Research child-centered environmental books and discuss.
  IA- Plant trees and flowers for school based on literature/fantasy gardens.
  DA- Read/dramatize environmental stories to young children (ex. The Lorax)
AA- Produce environmental issue of school newspaper to document research done in all disciplines.
R- Write poems in support of the environment.

Family Studies
- Discuss effect of lead paint and environmental pollution on children.
  IA- Create and provide environmentally safe cleaning products to a shelter.
  DA- Collect and refurbish children's toys and donate to shelter. Play with children when deliver toys.
AA- Create educational pamphlet on environmental hazards around the home and distribute.
R- Discuss how parents/ others can teach children to be environmentally conscious.

Science
- Discuss how biotechnology is used to clean the environment.
  IA- Donate recycling bins to a school or other organization.
  DA- Plant a garden at a local park using compost environmentally friendly products with residents at a nursing home or shelter.
AA- Teach young children information researched in preparation.
R- Display results of the garden through pictures and educational prompts for the bulletin board.

Health/Physical Education
- Study effect of pollution on lungs/disease.
  IA- Hold a walk-a-thon on behalf of an environmental organization.
  DA- Sponsor and teach an environmentally friendly hiking/camp session at a local elementary school.
AA- Create a video advocating healthy ways to stop pollution/smoking.
R- Discuss lifestyle vs pollution: city, rural, suburb and impact on individuals.

Math
- Research environmental facts and figures. Discuss.
  IA- Collect recyclables around school and graph the amount collected.
  DA- Sponsor and host a community recycling program (or work at a recycling center)
AA- Do morning announcements using environmental facts discovered
R- Compute impact if all county schools recycled.

Art
- Read about effect of air pollution on art works/need for filters in photography because of pollution.
  IA- Clean statues/outdoor art works in parks, etc.
  - Sell art work and donate $ to environmental agency.
  - Create a design for the recycled paper pads.
  DA- Plant artistic gardens for local park.
AA- Display photos of effect of air pollution on art work.
R- Display photo exhibit of IA projects.

Business Education
- Examine problems of waste in workplace and efforts to control.
  IA- Sell recycled paper pads and donate $ to environmental group.
  DA- Teach residents to make recycled paper for use in shelter, nursing home, etc.
AA- Make posters to encourage waste reduction in offices, post.
R- Display types of papers made and how help environment.

Foreign Language
- Compare packaging in America to country of language being studied.
  IA- Write environmentally friendly poetry in language being studied and share.
DA- Teach others environmental laws and how to recycle
AA- Display universal symbols used in environment to show global concern for environment
  - Sell/ donate string shopping bags.
R- Reflect on the environmental health of other countries.

Technology Education
- Discuss limits of earth's resources and the technology used to recycle.
  IA- Print pads from recycled paper and give to shelters, etc.
  DA- Recycle tools and household items by cleaning up, fixing and giving to shelter. Teach residents how to use.
  AA- Lobby local government to increase recycling, etc.
  R- Brainstorm new ways to solve environmental problems.

Social Studies
- Discuss how Bhopal, India, Chernobyl, Exxon Valdez, Love Canal happened and the impacts of each.
  IA- Create a timeline of environmental laws, (when passed, etc.) and display in the school.
  DA- Conduct an environmental project with young children in an elementary school.
AA- Write letters in support of current environmental legislation.
R- Share responses from legislators and others.

Music
- Research music related to environmental issues: play and discuss (Native American songs are excellent sources)
  IA- Collect old tapes and records from people and donate to a shelter.
  DA- Teach environmentally friendly songs to young children.
AA- Write songs in support of the earth and our environment.
R- Reflect on how Native American music evokes images and feelings.

CELEBRATION: Host an environmentally friendly picnic to celebrate the different projects.

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Written by Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson Maryland Student Service Alliance Fellows
## Interdisciplinary Connections to Student Service-Learning

### English/Language arts
- Read stories on hunger by Gandhi and others.
- Collect/distribute used books for children at homeless shelters.
- Tutor children at homeless shelter.
- Write press releases for hunger. Banquet. Post all through community and on media.
- Write a story taking the perspective of being a homeless person.

### Health/Physical Education
- Discuss effects of malnutrition and incidence in America.
- Collect personal hygiene items for shelter residents.
- Tutor children in math at shelter. Set up Math Stars as rewards for children.
- Lobby for school food program.
- Design menus that are nutritionally sound using most inexpensive foods available.

### Math
- Take "Hunger Quiz." Discuss. (MSSA Training Toolbox).
- Collect food for shelter. Distribute.
- Tutor children in math at shelter. Set up Math Stars as rewards for children.
- Advocate for raising income level designated as "poverty".
- Using food flyers, plan menus based on food stamp money amount/ median income/ high income. Discuss.

### Art
- Create a collage of bodies: rich vs poor, poverty vs wealth.
- Make bowls for MD. Food Committee's "Empty Bowls" project. Make bowls for Hunger Banquet.
- Sponsor art programs at a shelter. Take photos of children to give to parents as gifts.
- Use "empty bowls" as visual/advocacy project.
- Make buttons: how feel about poverty.

### Business Education
- Invite business leaders to speak about company programs for poor.
- Enlist help for Hunger Banquet.
- Provide office skills/supplies to shelter.
- Lobby businesses to hire residents at homeless shelter.
- Type/display essays on their action experience.

### Science
- Complete fasting experiment: assess impact on energy level, etc. Draw parallels to homeless.
- Join ND's Garden Harvest project: grow and distribute food.
- Do science experiments: take nature hikes with shelter children.
- Advocate for building playgrounds in the projects.
- Do preschool games and discuss amount of food available/ who gets (MSSA Training Toolbox).

### Music
- Listen to songs from the Depression era: analyze.
- Collect used tapes: give to homeless shelter. Raise money for tape player for shelter.
- Entertain children with sing along at shelter.
- Put together an original collection of songs related to food/hunger. Play perform at Hunger banquet.
- Discuss the role music plays to soothe hurts/relaxation.

### Technology Education
- Research technology and food production yesterday vs today.
- Generate/distribute maps to food banks/shelters.
- Teach computer skills to children at shelters.
- Lobby Legislators/ President on behalf of homeless/poor via the internet.
- Investigate potential of technology to end poverty.

### Social Studies
- Study current trends in U.S. policy on hunger/poverty.
- Collect and send school supplies to children at shelters.
- Serve at a soup kitchen.
- Create/ do a presentation for middle school students around the video, "Shelter Boy." View and discuss video: "Hunger and Homelessness in Maryland." (MD. Food Committee).

### Foreign Language
- Discuss how language of study deals with poverty/hunger.
- Translate food pyramid in language of study. Distribute to shelters.
- Visit shelter and discuss food pyramid in language of resident.
- Write to embassies with suggestions to improve conditions for the poor.
- Invite immigration official to speak.

### Family Studies
- Show Shelter Boy. Discuss impact of homelessness on family unit.
- Assess various needs of shelters and publicize.
- Set up reading center at shelter. Read to children/help them read.
- Solicit food/ cook Hunger Banquet meal. Get parents involved.
- Read and discuss "Babies in the River" (MSSA Training Toolbox).

### CELEBRATION
- Hold a HUNGER BANQUET (Oxfam America). Everyone participate/ invite media, etc.

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**Written by:** Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson, Maryland Student Service Alliance Fellow
Literacy

Interdisciplinary Connections to Student Service-Learning

English/Language arts
- Create a collage of young children and books.
- Write children's books and illustrate. Present to shelters.
- Read to preschoolers in Reading is Fundamental program.
- Lobby BOE for funding of reading programs.
- Generate list of benefits of reading to children.

Health/Physical Education
- Explore stereotypes of athletes IQ.
- Make games and publish rules in simplified forms for children.
- Package and provide to shelters.
- Sponsor game day at local shelter.
- Publish factoids on ADHD and medication for. Distribute to teachers and parents.
- Discuss: How do games help children learn?

Math
- What does it mean to be math literate and what tools are used? How has this changed?
- Calculate literacy rates for America/ Maryland. Publish.
- Participate in math tutoring at a local feeder school.
- Using statistical data on literacy, advocate for literacy programs.
- Discuss the math learning styles of men and women. Compare/discuss.

Art
- Do a needs assessment for arts literacy at a local school.
- Raise money to sponsor a young artist's endowment.
- Sponsor a field trip to local art museum for shelter children, etc.
- Take a position and advocate for funding of arts.
- Discuss why our government chooses to fund the arts.

Science
- Study biological basis for learning disabilities/variations in learning styles.
- Sponsor school wide Ability/Disability Day. Hold simulations of literacy disabilities.
- Teach young children science lessons that consider various learning styles.
- Advocate for varying teaching style to interest children in science.
- Debate nature vs nurture.

Music
- Find information about musical stars who advocate for literacy.
- Post the lyrics for a "Song of the Month". Play on announcements. Discuss meanings/moods.
- Teach how to read music to elementary school children.
- Create/ write RAP songs for the school about literacy.
- Analyze lyrics of songs for message and compare to mood of music.

Technology Education
- Access Internet for illiteracy data.
- Develop computer games for word books.
- Teach computer skills in peer tutoring sessions.
- Lobby business for donations to get computers for shelter.
- Discuss or write essay: What does it mean to be literate and how has this concept changed?

Social Studies
- Compare the literacy rates of various countries and impact on their societies.
- Develop guidelines for a "stay in school" program.
- Create a cross grade mentoring "stay in school" program.
- Advocate for issues about school funding.
- Discuss schools and laws in U.S. and other countries. Compare impact of the differences.

Family Studies
- Examine the role of the parent as child's first reading teacher.
- Collect new/used children's books and donate to a shelter.
- Tutor children weekly at local elementary school.
- Hold a letter campaign in support of school readiness programs like Head Start.
- Discuss: What was your favorite story book and why?

Foreign Language
- Research how schools are structured in the country of language study. Compare to the U.S.
- Create songs/stories in foreign language. Distribute to elementary schools for use.
- Teach foreign language to elementary preschool children.
- Advocate for increasing amount of foreign language study in elementary schools.
- Debate: What's America's language? Bilingual vs English?

Business Education
- Study labor statistics for the no. of applicants and the literacy rate. Suggest correlations.
- Produce printed materials for adults about topics in the work world and distribute at shelters, etc.
- Help residents at shelters, etc fill out job applications.
- Advocate for business to sponsor literacy programs.
- Have a business person speak on the impact of literacy on employees/businesses.

CELEBRATION: Hold a LITERACY DAY celebration. Come dressed as favorite story character.

KEY
P = Preparation
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AA = Advocacy action
R = Reflection
C = Celebration
Interdisciplinary Connections to Student Service-Learning

**Poverty**

**Health/Physical Education**
- P: Hypothetically figure the lowest budget possible for a family of four using real figures researched.
  - IA: Collect coupons for donation to shelter/poor.
  - DA: Tutor children at shelter in math.
  - AA: Research shelters in local area/figure cost of shelters to tax payers. Publish these facts. Offer alternatives.
  - R: Reflect on tax refund money and how it might be better spent.

**Math**
- P: Study and experience how aesthetics of environment effect emotional and physical wellbeing.
  - IA: Make and donate art objects that could be used in a shelter.
  - DA: Redecorate a shelter by painting, adding murals, etc.
  - AA: Design posters to put up in the community to help people become aware of shelters in area.
  - R: Reflect on comments made by those at the shelter and the impact on own self concept/comparison to residents’ self concept.

**Science**
- P: Discuss health related problems of those in poverty/shortsightedness.
  - IA: Collect supplies that might be needed at a local shelter for maintenance.
  - DA: Help fix up a shelter and do maintenance/repairs.
  - AA: Advocate for proper housing codes in low rent districts.
  - R: Look at, discuss and post before and after pictures of work at shelter. Add residents’ comments.

**Technology Education**
- P: Discuss basic human needs for shelter. Have students pretend they are homeless.
  - IA: Collect supplies that might be needed at a local shelter for maintenance.
  - DA: Help fix up a shelter and do maintenance/repairs.
  - AA: Advocate for proper housing codes in low rent districts.
  - R: Look at, discuss and post before and after pictures of work at shelter. Add residents’ comments.

**Music**
- P: Compare music of depression to modern tunes to look for parallels.
  - IA: Put on a "change" concert and donate proceeds to a shelter.
  - DA: Perform at local shelter and hold a sing-a-thon with them afterwards.
  - AA: Write songs to advocate for focus on poverty/effects of.
  - R: Video tape sing-a-thon and view. Discuss own feelings and those of residents.

**Art**
- P: Study and experience how aesthetics of environment effect emotional and physical wellbeing.
  - IA: Make and donate art objects that could be used in a shelter.
  - DA: Redecorate a shelter by painting, adding murals, etc.
  - AA: Design posters to put up in the community to help people become aware of shelters in area.
  - R: Reflect on comments made by those at the shelter and the impact on own self concept/comparison to residents’ self concept.

**Family Studies**
- P: Discuss numbers of homeless families and reasons for.
  - IA: Collect clothing for different age groups at shelter. Purchase new socks and underwear for children.
  - DA: Prepare serve food at a shelter. Provide child care for shelter residents.
  - AA: Look at current trends in law and policy on behalf of families. Lobby/write letters to legislators.
  - R: Discuss the reactions of the children to attention received in DA and what more could be done. Discuss "Babies in the River" (see MSJA, Training Tool box, Appendix, p. 8.)

**Social Studies**
- P: Review the Great Depression in U.S. and relate to today. View video: Hunger and Homeless in Maryland.
  - IA: Conduct a hunger awareness training.
  - DA: Research local shelters needs so that other groups might focus their help and distribute it evenly.
  - AA: Research local laws on shelters and discuss whether fair/adequate. Lobby for areas of need.
  - R: Discuss attitude changes based on soup kitchen experiences.

**Business Education**
- P: Define work ethic. Discuss how it is developed and debate, "Is there a correlation between the work ethic and poverty?
  - IA: Conduct an "ethic" for local a shelter and be in charge of finances.
  - DA: Help a local shelter establish a budget to teach those in the shelter about budgeting.
  - AA: Advocate for work training, employee skills, staying in school.
  - R: Compare reality of work ethic to experience with people at shelter. Compare before and after prints of view.

**Foreign Language**
- P: Discuss how being a foreigner is related to poverty.
  - IA: Create posters that translate common signs and symbols to help those in poverty.
  - DA: Offer to help those at shelter who speak a foreign language by translating and teach English.
  - AA: Advocate for need of ESL training in schools.
  - R: Discuss what needs a person might have if she became a resident in another country due to war.

**English/Language Arts**
- P: Read classics that deal with poverty issues and discuss.
  - IA: Through Reading IA, Fundamental, set up reading centers at a local shelter.
  - DA: Go to shelter and read with children who are residents/help with homework.
  - AA: Write and publish articles/poems on helping to end poverty.
  - R: Rewrite a portion of a classic using a modern perspective.

Written by: Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson
Interdisciplinary Connections to Student Service-Learning

Written by: Susan Falcone, Ellen Hayes, Barbara Law, Ava Mendelson, Dave Patterson. Maryland Student Service Alliance Fellows.
Glossary of Terms

Best Practices: There are essential components for all service-learning projects. The seven best practices, listed in order of importance for quality service-learning are:
1. Meet a recognized need in the community.
2. Achieve curricular objectives through service-learning.
3. Reflect throughout the service-learning experience.
4. Develop student responsibility.
5. Establish community partnerships.
7. Equip students with knowledge and skills needed for service.

Dimensions of Learning: For best learning, teachers need to organize the learning environment and the experiences in that environment so that students may be led to higher-order thinking skills. By being cognizant of the Dimensions of Learning (DOL), teachers can assure themselves that they are providing an environment most conducive to that goal. The five Dimensions of Learning are:
1. Creating a friendly, learning-rich environment
2. Accessing current knowledge
3. Adding information and knowledge
4. Thinking critically about nos. 2 and 3
5. Aiding students in defining thinking processes

Infusion: Teachers use service-learning as a method of teaching curricular content and skills in their subject area rather than as an independent activity. Teachers review their course objectives and modify lesson plans to incorporate service-learning into the curriculum. Service-learning may be infused into a unit or into the activities over the length of a course.

Interdisciplinary: One topic is selected and taught in a variety of content areas. Each content area teacher teaches what is appropriate to their area. Students are able to make connections between content areas, learning, and life.

MSPAP: Maryland School Performance Assessment Program is a strategy for improving public education and was launched by the Maryland State Department of Education in 1989. One component of the assessment is a series of "criterion-referenced tests" that require students to apply what they know and can do to solve problems, reason, explain, recommend, and display other "higher order" thinking skills. The primary focus is school performance. Students take the test in grades 3, 5, and 8 in relation to the Maryland Learning Outcomes. As outlined in the introduction to the MSPAP Public Release Task on Child Labor for Fifth Grade, these outcomes focus on what students should know and be able to do in language usage, reading, writing, mathematics, science, and social studies.

Service-learning: Students learn and apply academic, social, and personal skills to improve their community, continue their individual growth, and become better citizens. Service-learning focuses not only on the service, but on student learning. Service-learning is appropriate for all students and all curricular areas. All service-learning projects should consist of the following four parts:

Preparation (P): Provides a link between service-learning activities and specific objectives, while preparing the student to perform the service.

Action: Making a difference through acts of caring by personal contact in the community, and/or through actions of citizenship. There are three basic types of action:

Direct Action (DA): Working face-to-face with the recipient of the service to meet his or her needs.

Indirect Action (IA): Working behind the scenes to channel resources to meet a community need. Examples are organizing blood drives and doing environmental service.

Advocacy Action (AA): Making a difference through political and/or public education.

Reflection (R): A thoughtful consideration of the service experience, written or verbal, at any stage of the service-learning project. Reflection includes some evidence: from a peer or adult, and facilitates students' expressions of their thoughts, feelings, questions, lessons learned, etc.

Celebration: Once a project is successfully completed, students are recognized through some type of celebration activity, i.e. show casing pictures, distributing awards, having a party.
A Web of Resources

POVERTY:
- Action for the Homeless
  1021 N. Calvert Street
  Baltimore, MD 21202
  (410) 369-0300
  Video: "Shelter Boy"

POVERTY:
- Maryland Food Bank
  (410) 947-9461

POVERTY:
- Maryland Food Committee
  2421 N. Charles Street
  Baltimore, MD 21218
  (410) 366-0600

ENVIRONMENT:
- Chesapeake Bay Foundation
  162 Prince George St.
  Annapolis, MD 21401
  (410) 269-0481

ENVIRONMENT:
- Save Our Streams
  258 Scotts Manor Drive
  Glen Burnie, MD 21061
  1-800-449-5826

ENVIRONMENT:
- Tree-Mendous Maryland
  Department of Natural Resources
  Tawes State Office Building
  Annapolis, MD 21401
  Main #: (410) 974-3900
  Forestry Division: (410) 974-3776

LITERACY:
- Reading is Fundamental (RIF)
  600 Maryland Avenue, SW
  Washington, DC 20024
  (202) 287-3371

LITERACY:
- Maryland Student Literacy Corps
  Maryland State Dept. of Education
  200 West Baltimore Street
  Baltimore, MD 21201
  (410) 333-2000

LITERACY:
- Student Assistance Program
  Maryland Student Literacy Corps
  269 West Baltimore Street
  Baltimore, MD 21201

LITERACY:
- Literacy Council
  2421 N. Charles Street
  Baltimore, MD 21218
  (410) 366-0600

SUBSTANCE ABUSE:
- Mothers Against Drunk Driving
  511 East John Carpenter Freeway
  Irvin, TX 75062
  (214) 744-6233

SUBSTANCE ABUSE:
- Students Against Drunk Driving
  P.O. Box 809
  Marlboro, MA 01752
  (508) 481-9356

CRIME:
- National Crime Prevention Council
  333 15th Street, NW, Suite 450
  Washington, DC 20005
  (202) 393-2211

CRIME and SUBSTANCE ABUSE:
- Anti-Defamation League of B'nai B'rith
  823 United Nations Plaza
  New York, NY 10017
  (212) 490-8585
  FAX: (212) 767-0779

BIAS:
- NAACP
  Baltimore City Branch
  8 West 26th Street
  Baltimore, MD 21218
  (410) 366-3300

BIAS:
- National Urban League
  Youth Services Department
  5000 East 52nd Street
  New York, NY 10021
  (212) 791-0000

BIAS:
- U.S. Dept. of Justice
  Community Relations Service
  5550 Friendship Boulevard #330
  Chevy Chase, MD 20016

POVERTY:
- Food Bank Maryland Student Assistance Program
  Maryland State Dept. of Education
  200 West Baltimore Street
  Baltimore, MD 21201

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