2000


Institute for Global Education & Service Learning

Follow this and additional works at: http://digitalcommons.unomaha.edu/slcecurriculum

Part of the Curriculum and Instruction Commons, and the Service Learning Commons

Recommended Citation

http://digitalcommons.unomaha.edu/slcecurriculum/24

This Report is brought to you for free and open access by the Service Learning and Community Engagement Examples at DigitalCommons@UNO. It has been accepted for inclusion in Curriculum by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
Kids
Initiating
Neighborhood
Development

Facilitator’s Manual:
Curriculum to Implement
Service-Learning

© Institute for Global Education & Service Learning, Levittown PA (215) 945-8118
institute@igesl.org www.igesl.org

550
G
IGE
2000
Kids Initiating Neighborhood Development

Facilitator's Manual

Section One  Getting Started
Section Two  Building a Sense of Community
Section Three  Examining Qualities of Good Citizens
Section Four  Researching the Community
Section Five  Selecting a Project
Section Six  Taking Action
Section Seven  Project Closure
Section Eight  Evaluation & Assessment
Section Nine  Glossary of Terms

"What good is academic learning if young people do not learn to become contributing members of society?"
Jane Nelson

Copyright 2000, Institute for Global Education and Service Learning, Levittown, PA (215) 945-8118
Section One - Getting Started

IGESL Mission

The Institute for Global Education and Service Learning is a non-profit teacher training organization that creates service-learning programs and initiates activity-based education in collaboration with schools and organizations across the country and around the world.

Our goals are:

✓ Design and implement programs that infuse service-learning methodology and brain-based learning theory into schools and communities to promote education reform.
✓ Construct and lead interactive training for youth and adults that target community needs through service-learning education.
✓ Advance service-learning methodology through research, partnership, and publication of educational materials specific to literacy, citizenship, environment and human need.

The IGESL strongly values brain-based theory in its service-learning programs. Brain-based learning is the creation of a learning environment that places the brain in optimal conditions to learn. It is effectively expressed in service-learning methodology because of how it insures:

✓ Challenge
✓ Complexity
✓ Continuous feedback
✓ Relevance and choice
✓ Novelty and variety
✓ Emotional connection

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has."

Margaret Mead
Overview of the Methodology

Service learning is a method of teaching that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula. Service learning has four components that must be practiced to provide a quality experience for students:

✓ Preparation: skill development, training, research, and the development of community partnerships.
✓ Action: meaningful service performed by the students for their class, school, or community.
✓ Reflection: ongoing processing or reconstructing the service experience and making the connection to learning, can be accomplished using the forms of writing, doing, telling, and reading.
✓ Celebration: recognizing the students’ success with service learning.

What is Citizenship/Service Learning?

Participation in Kids Initiating Neighborhood Development is designed to empower young people to become active citizens by developing academic skills, responsibility, and character while working to meet a real community need. Five citizenship competencies provide objectives for development through hands-on service-learning experiences in the community. The competencies are designed to help students become caring members of their neighborhood, contributors to the improvement of the community and lifelong productive citizens.

The citizenship competencies are:

✓ To build a sense of community
✓ To examine qualities of good citizens
✓ To research the community
✓ To select a project
✓ To put ideas into action

Scheduling a Citizenship Class

Citizenship development does not happen in isolation. The use of this facilitator's manual will be most effective if it is compatible with the culture of the school. The task at hand is to integrate the activities suggested into the school curriculum and involve members of the community to provide the most beneficial experience for school and/or community.

The citizenship curriculum should be addressed at least once each week, in collaboration with other subjects, such as Language Arts, Social Studies, Math, and Science classes.
Setting up a Project Folder

Having each student keep a project folder throughout the service-learning experience helps to provide them with a sense of participation, ownership and accomplishment. It is also a valuable tool to assist facilitators and students in identifying strengths and areas for improvement.

The project folders can be located in an area of the classroom that is easily accessible to both students and facilitators. Items in the folders can include journals, artwork, letters, surveys, group work, research data, newspaper articles, maps, checklists, anecdotal records, awards and honors. All items can be dated and accompanied by a short caption or description. Throughout this manual there will be a folder icon indicating which materials can be added to the student project folder.

"Preflection" and Reflection

✓ "Preflection": Prior to beginning activities in each section, allow time for students to respond to "preflection" questions in their journals. Followed by time for group discussion.

✓ Reflection: After each activity, select a few of the reflection suggestions found at the end of each section. Allow time for students to respond and discuss reflections, and how their skills have changed over time.

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats
Section Two - Building a Sense of Community

Objective: The students will demonstrate the ability to work together effectively in a variety of group settings.

KIND Meetings
The initial step to build a sense of community begins in the classroom. An environment of caring and community within the classroom enables students to recognize each other as both individuals and teammates. Schedule a weekly KIND meeting comprised of the following components:

- **Greeting** - students greet each other by name, often including handshaking, clapping, singing, rhyming and other activities. This practice gives students a sense of worth, recognition and inclusion among their peers.
- **Sharing** - students share personal stories with the class and respond to each other, articulating their thoughts, feelings, and ideas in a positive manner. Encourage students to use respectful listening skills to allow a comfortable sharing environment. To reinforce respect in the classroom a brainstorming of ground rules can be done.
- **Classroom Responsibilities** - in building class cohesion through active participation, assign each student a classroom task. For example, cleaning the chalkboard, collecting homework, handing out papers, checking attendance, etc., empowers the students to be an active part in upholding the classroom community.
- **News and Announcements** - as service learning progresses, allow time for students to share thoughts and ideas regarding the class project.

Introduction to Service Learning
Discuss with the class the basic definition and components of service learning. The definition of service learning is gaining new knowledge by helping others through community service. The four components of service learning are:

- **Preparation** - skill development, team work, and research
- **Action** - meaningful service
- **Reflection** - writing, doing, telling, and reading
- **Celebration** - recognition of a job well done

"Preflection"
Writing:
How does working in a group make you feel?
What are your experiences with working in a group or as a team?
What makes you nervous or excited about group work?
"When one is helping another both are strong."

German Proverb

Reflection

After each activity, select a few of the reflection suggestions found at the end of this section. Allow time for students to discuss their responses and how their group skills improve over time.

Activity One:
Working Together: Introducing Listening Skills

Focus: This is an excellent method to use to let students see what happens when there are no rules for conduct and courtesy. It makes a lot of noise, generates laughter, and gives students experience with the effects of poor communication skills.

Talking Down

Everyone has a partner. The partners sit close together facing each other. Holding eye contact the whole time, both partners talk to each other at the same time about a given topic, for a given period (thirty seconds to a minute). The aim is to keep talking for the duration of time and to make the other person stop talking. There is no physical contact, only expressive talk. Players should not hear a word that the other person is saying but must concentrate on their own story. A good starting topic is "Everything you did yesterday, from the time you woke up until you went to sleep." To ensure a clear understanding of the procedure, demonstrate the activity first with an informed volunteer.

Other suggestions are:

✓ Tell your favorite fairy tale with as much expression and animation as possible.
✓ If you could do anything you wanted for a day what would you do?

"Discussion is an exchange of knowledge, argument is an exchange of ignorance."

Robert Quillen
**Activity Two:**

**Working Together: Exploring Group Roles**

**Focus:** Everyone has a role when working within a group. We have the power to decide whether the role we assume is positive or negative. Once we are aware of the effects our behaviors have on the group process we can make better choices about how we interact.

**Role Play: Monkeys to Lions**

As an introduction to this activity, brainstorm with the class important ideas to consider when working in a group or on a team.

Photocopy one set of Role Cards from the next page for each group, with a different role and definition on each card.

**LEADER - LION:** makes sure the group finishes the task, tries to get everyone involved, and leads by example.

**ENCOURAGER - DOVE:** acts as the peacemaker, supportive of the group members, and helps to solve problems.

**TEAM PLAYER - ANT:** joins in and helps out, is a hard worker, and puts the needs of the group before her/his own needs.

**HINDERER - MONKEY:** fools around, chatters a lot, and stops the group from working.

**PASSIVE PLAYER - TURTLE:** goes into her/his shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space.

- The students should be divided into groups of at least five.
- Give each student in the group a different role card and instruct them to act out the role described on the card throughout the entire activity.
- Assign each group the task of producing a detailed drawing of the school or another community building.
- Give the groups 15 minutes to work.
- At the end of the activity, discuss what happened, who was helpful, who was not, etc.
- Have the students reveal the roles they were portraying and the positive/negative effects on the group.
- Make a list of positive and negative group roles and emphasize the choice to be a positive group member.
LEADER - Lion
Makes sure the group finishes the task, tries to get everyone involved, and leads by example.

ENCOURAGER - Dove
Is the peacemaker, very supportive of group members, and helps to solve problems.

PASSIVE PLAYER - Turtle
Goes into her/his shell and does not say or do anything, refuses to participate, and acts like a warm blob taking up space.

TEAM PLAYER - Ant
Joins in and helps out, is a hard worker, and puts the needs of the group ahead of her/his own needs.

HINDERER - Monkey
Fools around, chatters a lot, and stops group from working.
Activity Three:  
Working Together: Developing Communication and Cooperation Skills

Focus:  The students must use effective verbal communication skills to successfully complete this activity. The initial entanglement of students brings about everyone’s complete participation and promotes team building. After the activity, discuss the skills used for untangling the human knot and why these skills are necessary for completing a service-learning project.

The Human Knot

✓ With six to twelve students standing shoulder to shoulder, make a circle.
✓ There should be an even number of students. Each student joins right hands with someone across the circle from them.
✓ Students can do the same thing with the left hand. Make sure they take the hand of a different person.
✓ With hands tightly held and arms intertwined, the challenge is for the group to untangle itself into a circle without letting go of partners’ hands.
✓ If the hand-in-hand contact is broken, the group must start over.

"Men build too many walls and not enough bridges."

Dominique Georges Pire
Activity Four:

Working Together: Developing Listening and Hearing Skills

Focus: The idea is to have the students communicate with each other in a way similar to the children's game "Telephone". They must use good oral communication skills and ask evocative questions. The speaker realizes how clearly they must speak and think about what they are going to say before saying it. The other students realize how to ask for specific details to accomplish a task. Repeat the activity and rotate the roles to allow the students to develop effective communication skills.

Look, Move, Create

✓ In the hallway area or an area where other students cannot see what is happening, hang up a pre-designed poster with several pictures of simple objects, a flower, a cat, the sun, moon, stars, etc. created with a variety of materials (construction paper, newspaper, feathers, pipe cleaners, etc.). The amount of time allotted for the activity should be considered when determining the complexity of the picture.
✓ Divide students into groups of four to six. Each group has a supply of materials needed to recreate the poster.
✓ Volunteers are needed from each group to be a LOOKER and a MOVER. The rest of the people in the group are the CREATORS.
✓ The person who is the LOOKER quickly moves to the hallway, studies the picture, and describes to the MOVER, who is waiting in the classroom, what is on the poster. The LOOKER may not enter the room, and the MOVER may not look at the poster. The MOVER runs back into the classroom and describes what he/she was told to the CREATORS who then recreate the picture. The MOVER may not point or use his/her hands when describing the poster to the CREATORS.
✓ After the activity, discuss the skills used for the three roles and why these skills are necessary for completing a service-learning project.

"We are all angels with only one wing. We can only fly while embracing each other."
Luciano De Crescenzo
Activity Five:  
Working Together: Accepting the Ideas of Others  

Focus: It does not matter how stereotyped or superficial the responses are initially; it is the cumulative effect and the awakening of interest that are important in the wider social implication. At the end of the activity, each student will choose the candidate they believe should have the heart. The outcome of the role-play, who is chosen to have the heart, depends on what the student perceives as important. For example, if the students look from the perspective of a hospital board member who needs money for the hospital, they may choose a candidate who has a large income. If the students look from the perspective of a parent whose children depend on him/her, they may choose the candidate with the most dependents.

Role Play: You Have To Have A Heart!

✓ Hand out a copy of the You Have To Have a Heart! worksheet, found on the next page, to each student.
✓ Without any class discussion, have the students individually choose which candidate will receive the heart.
✓ Identify five students to play the roles of the five heart candidates. Instruct these students to be creative in acting out each of the roles. Encourage them to go beyond the given description and create a character that will convince the board to give them the heart.
✓ Identify 3-5 students to play the roles of hospital board members. Instruct these students to ask interview questions such as:
  * The board was given background information on your life, could you give us more information about yourself?
  * Why do you feel you deserve the heart?
  * How will you give back to the community if given a second chance at life?
✓ After the interview process, allow time for the board to discuss which candidate they would like to choose, and present their decision to the class.
✓ Discuss other opinions held in the class. Include different perspectives that may have been taken and the rationale behind these perspectives as mentioned above in the focus.
You Have to Have a Heart!

Scenario: You are one of the members of the City's Hospital Board and must make a crucial decision. Individually you must choose the heart candidate from the descriptions below. After the board members interview each candidate, they must come to an agreement about who receives the heart. One important rule that the board always observes is that before a member is allowed to express an opinion, he/she must validate the thoughts or feelings of another board member, (even if they are different).

Step 1: Individually choose the heart candidate.
Step 2: Your teacher will assign the 5 roles and identify board members.
Step 3: The Interviews

Candidates for artificial heart: (All are in critical need of a new heart and will not survive without intervention.)

1. Gene Mutti -
   Age: 61
   Occupation: suspected of underworld involvement (mafia)
   Description: married, 7 children, extremely wealthy, will donate a very large sum to the hospital following the operation

2. Selena Santos -
   Age: 23
   Occupation: "B" average student
   Description: single, studies hard, helps support poor family, aspires to be a police officer when she graduates

3. Anne Walker -
   Age: 45
   Occupation: housewife
   Description: widow, supports 3 children, small income, no savings

4. Eddie Johnson -
   Age: 35
   Occupation: famous actor
   Description: divorced, wife has custody of both children, donates to create shelters for the homeless

5. Howard Townsent -
   Age: 55
   Occupation: California State Senator
   Description: married, 1 child, recently elected, financially well-to-do
Activity Six:
Working Together: Developing Empathy

Focus: Empathy is a powerful skill to possess, especially when working in groups. If a person is capable of being empathetic, it is easier to understand the values, opinions, and decisions of others. Therefore, it becomes easier to reach the group’s goal.

Role Play: Walk A Mile In My Shoes

Although many students do not know the meaning of empathy, many are familiar with sympathy. Discuss the difference between empathy, a way to put yourself in another’s position to better understand that person; and sympathy, feeling pity or sorrow for another person. Give an example of the difference.

✓ Have the students role-play to explore empathy. Explain that the students will be given a scenario in which two people must resolve a conflict. Each role-play will be performed twice in front of the class.
✓ In the first performance, tell students to concentrate only on getting their way.
✓ In the second performance, tell students to put themselves in the other person’s shoes. Encourage the students to be creative in explaining why they feel the way they do.
✓ In order to be empathetic, the students must:
   1. Ask questions such as, why do you feel so strongly about...?
   2. Listen!
   3. Act on what they have heard in order to compromise.

Scenarios-
✓ Two siblings: Pat wants to borrow Mark’s shirt for school. Mark tells him he can’t borrow the shirt.
✓ Two friends: Elsa is mad at Jessie for stealing her favorite toy.
✓ Two classmates: Keesha told the teacher when Ryan did not participate in class group work.
✓ A parent and child: The child wants to play a sport, but the parent will not let him.
✓ A teacher and student: The student is constantly chatting while the teacher is talking.

"Peace cannot be kept by force, but can only be achieved by understanding."
Albert Einstein

Copyright 2000, Institute for Global Education and Service Learning, Levittown, PA (215) 945-8118
Activity Seven:
Working Together: Exploring the Democratic Process

Focus: This activity creates an environment where students can feel confident asking questions and investigating answers. Students learn how to gather information, engage in productive dialogue, and work as a team to make decisions and solve problems. Reaching conclusions and consensus (a collective agreement) can then be had through voting, majority rules, and the process of elimination, which are the underlying principles of a true democratic society.

Lost At Sea
✓ Define consensus and brainstorm with students the skills used to compromise.
✓ Hand out a copy of the Lost At Sea worksheet, found on the next page, to each student.
✓ Read aloud to the students.
✓ Students individually rank, or number 1 to 6, the items most needed for survival.
✓ Pair up the students, and have them come to an agreement ranking the supplies most needed for survival.
✓ Split the students up into groups of four, and have them rank the supplies.
✓ As a class, discuss the most important item through the voting process.
✓ Explain the importance of the skills used in reaching a consensus.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
Albert Einstein
Lost at Sea

Scenario: You are adrift on a boat in the middle of the ocean. Much of the boat and supplies have been destroyed in the fire. The boat is now slowly sinking.

You have a rubber life raft just large enough to carry yourself, the crew (your teammates) and the items listed below.

There are six items still intact and undamaged by the fire. Your task is to put them in order of importance to your crew in helping them survive in the raft until rescued. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through to 6, the least important.

Step 1: Individually number the items from 1, (most important), to 6, (least important).
Step 2: With a partner, come to an agreement on the order of importance of the items.
Step 3: With a small group come to an agreement on the order of importance of the items.
Step 4: As a class, come to an agreement on the one most important item needed from the boat.

<table>
<thead>
<tr>
<th>Items</th>
<th>My Rank</th>
<th>Pair Rank</th>
<th>Small Group Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishing Kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosquito Netting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaving Mirror</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheet of Plastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Eight: Working Together: Investigating Individual Voices in a Community

Focus: Giving the students the encouragement to voice their own wishes for community improvements completes this unit on building a sense of community. This activity both empowers students to be active when solving community needs, and to appreciate individuality and difference in a positive way.

Three Wishes
✓ Inform the students that they have been granted three wishes to make their school or community a better place.
✓ Students can list their individual three wishes on a piece of paper.
✓ Students can choose one wish to illustrate on a large piece of construction paper.
✓ Include the written wish on the drawing.

"You must be the change you wish to see in the world." Gandhi

Reflection

Writing:
What are some important ground rules to establish before working with a group of people?
Did everyone in the group participate? Why or why not?
What could your group do differently to work as a team?
What are the roles of the leaders?
What are the roles of the team members?
How are all group roles important in making the group function as a "real" team?
What role do you usually take on during group work?
How well did your group listen and take opinions?
How is this activity relevant to the upcoming service-learning project?

Reading:
Hand out articles concentrating on teambuilding and working cooperatively.

Doing:
Draw the "group role" animal that represents you the most.

Telling:
In small groups students can act out, or role-play, the "group role" animals.
Assessing Group Work
Consider having students observe each other during group work and fill out following checklist.

**Observation Checklist for Group Work**

<table>
<thead>
<tr>
<th>Student Name Observed By: Teacher</th>
<th>Date</th>
<th>Peer</th>
</tr>
</thead>
</table>

Please check the behaviors you observed during group work.

<table>
<thead>
<tr>
<th>Criteria:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On task</td>
<td></td>
</tr>
<tr>
<td>Made a suggestion</td>
<td></td>
</tr>
<tr>
<td>Gave an answer</td>
<td></td>
</tr>
<tr>
<td>Said something positive</td>
<td></td>
</tr>
<tr>
<td>Helped with materials</td>
<td></td>
</tr>
<tr>
<td>Read aloud</td>
<td></td>
</tr>
<tr>
<td>Followed verbal directions</td>
<td></td>
</tr>
<tr>
<td>Physically part of group</td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively</td>
<td></td>
</tr>
<tr>
<td>Listened to others</td>
<td></td>
</tr>
<tr>
<td>Helped clean up</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments: ______________________________________
________________________________________________________________________________________
Section Three - Examining Qualities of Good Citizens

Objective: The students will be able to examine the qualities of ideal citizens and learn to identify values and ethics of self and others in the community.

"Preflection"

Writing:

What are some things that are important to you?
Which of those things are not physical objects? (These are considered some of your personal values.)

Discussion of Values

The notion of community, in its widest sense, is rooted in the values of its members. Values in a classroom, in a community, or individually are strongest if they are implemented through development rather than change, with participants taking ownership of the process of development. These developed sets of values are reflected in the way people treat each other; their ability to act empathetically; and how they respect individual religious and moral values, points of view, and way of life. Shared values allow people to communicate effectively with each other, to exercise objectivity and judgment and to respect the truth. Values allow people to be self-reliant, self-respecting, self-confident and self disciplined. The purpose of the following activities is to have students explore the values they feel are important.

"The most permanent lessons in morals are those which come, not of book teaching, but of experience."

Mark Twain

Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.
Activity One: 🎨

**Identifying Values & Ethics: Discovering Positive Qualities**

**Focus:** This activity gives students the chance to visually express the qualities or characteristics of a good citizen.

**Drawing The Ideal Citizen**

**Materials:** Chart or large paper, markers or crayons

- Have students define the word "citizen" and discuss what responsibilities a good citizen has to her/his community.
- Place the students in groups of 3 to 5.
- Explain to the students that the citizen is neither male nor female - that the gender is not important -it is what is inside the person that counts.
- Have the students represent all the qualities that make up an ideal citizen. For example, the student may draw a heart to show the person cares, hands to show compassion by giving a pat on the back or a hug, a brain that thinks logically about what is right or wrong, etc.
- Let the students come up with the other body parts that symbolize their characteristics of an ideal citizen.
- Once all groups have finished their citizen drawings, have them present their citizen's "ideal" characteristics to the class.
- Students can add their ideal citizen drawings to their student project folders.

"The first step in the evolution of ethics is a sense of solidarity with other human beings."

Albert Schweitzer
Reflection

Writing:
What community need do you feel is most important and why?
Do you think you can change this community need/issue? Why or why not?
Write a poem about the community need/issue.

Reading:
Read books about the community need being discussed, share key information with the class.
Set up a time for students to share the information regarding the community need, with
younger children. Encourage the students to generate a discussion with the children
about the needs in their community in relation to what is discussed in the books they
have chosen.

Doing:
Create a collage or picture regarding the community need students feel is the most
important. Students can classify ideas into three areas: cause of the problem, the
problem, and possible solutions.

Telling:
Create short presentations regarding the community need/issue. During the presentations
students can focus on the cause of the problem, the problem, and possible solutions.
Section Six - Taking Action

Objective: The students will be able to design and implement a service-learning project.

Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

Activity One: §
Taking Action: Gaining Focus

Focus: A mission statement gives you a clear picture of your goal. It helps to guide you and your students toward achieving goals and objectives. This activity will give the students a specific purpose for the service-learning project.

Writing a Mission Statement

✓ Explain the purpose of a mission statement.
✓ Create a mission statement from the format below.
✓ Students should record the mission statement and put it in their project folders.

Our group/class will work together to create change by __________________________ (statement of action). Which will __________________________ (result), and help individuals to __________________________ (how individuals will benefit).

“I wondered why somebody didn’t do something; then I realized that I was somebody.”
Anonymous
Activity Two: Taking Action: Identifying Skills

Focus: Sometimes special skills are necessary to complete a service project (painting, carpentry, gardening, teaching, etc.). Forming partnerships in the community can help the class acquire these skills.

Defining Skills

✓ Using the Skills Needed chart, found on the next page, do a needs assessment of any special skills the class project requires.

"Life is a place of service, and in that service one has to suffer a great deal that is hard to bear, but more often to experience a great deal of joy."

Count Leo Tolstoy
**Skills Needed**

<table>
<thead>
<tr>
<th>Skills Needed</th>
<th>Community Partnerships or Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright 2000, Institute for Global Education and Service Learning, Philadelphia, PA (215) 951-2269
**Activity Three: **

**Taking Action: Creating an Action Plan**

**Focus:** Creating a plan of action may be as important a part of the service-learning experience as the activity involved. Through action planning, the students learn how to prepare to meet the need, to perform the service required, and to evaluate the situation for follow-up action. Doing an action plan is different from the previous research done about the project as it leads the students to become actively engaged.

**Action Planning**

✓ Use the Action Plan chart, found on the next page, to create an action plan and timeline. Students will use this chart to determine the tasks that need to be accomplished, the materials needed, the people they need to contact, as well as the start and completion dates.
# Action Plan

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>Materials Needed</th>
<th>Contact Person</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"Preflection"

Writing:

Finish this statement:
My biggest fear or concern about this service project is...

Activity Four:
Taking Action: Discussing Fears

Focus: Often service projects can seem overwhelming to students. It is important to get them in the right frame of mind by addressing their concerns and fears before going out to perform the service.

Frequent Fears

Break the students into groups to discuss the frequent fears expressed by young people about performing service.

- Encourage them to come up with positive responses to each one of the following frequent fears.
  1. We are too young.
  2. We won't be taken seriously.
  3. It will be too hard.
  4. We won't know what to do.
  5. The problem is too big for us to make a difference.

- Students can use the jigsaw method (form new groups with one person from each of the original 5 represented in each new group), and discuss the positive responses their groups came up with.

- Encourage students to share and discuss other concerns that they may have recorded in their journals during the "Preflection".

Activity Five:
Taking Action: Writing Business Letters

Focus: In order to complete the service-learning project, it may be necessary to secure donations or support from various community organizations. Teaching the students how to write a business letter not only helps them in completing their service-learning project, but also helps them develop a valuable skill.

Letter Writing

- Using the example of a Business Letter, found on the next page, explain the proper letter format.
- For practice: choose a community organization to which the students can compose a letter.
Dear Miss Greenthumb:

I am a 4th grade student at Penn Elementary School. Our class is doing a park cleanup for our service-learning project. We have been working hard all year long preparing for this project. We are asking local businesses to donate some supplies for this terrific project. We need flowers and soil to complete our park cleanup. Please contact my teacher, Mr. Anderson, if you can help us out.

Thank you for your time and support.

Sincerely,

Jennifer O'Brien

Contact Information:
Mr. Anderson
Penn Elementary School
Phone: (215) 987-6543
Fax: (215) 987-6555
Activity Six:

Taking Action: Raising Awareness

Focus: Contacting the media (television, radio, and newspapers) with press releases informs the community of the positive work students are doing and gives community members an opportunity to participate.

Informing the Media

✓ Explain the importance of including the community.
✓ Discuss the process of writing a media and press release.
✓ As a class, create a press release to send to newspapers, television, and radio stations.
✓ Design school news bulletins, newsletters, assemblies, website pages, etc., to inform the school about your class service-learning project.
✓ Invite school and government officials to your work site or event.
✓ Have a community day or an open house and invite community members and the media to come and see, learn about and help with your project. Enlist the aid of persons who have contacts in the public relations or marketing sector to help students launch their project or celebrate its completion.

Documentation

Newspaper clippings, photographs, video tapes, audio tapes, plans and written records (letters of recognition, signatures from agencies and sponsors etc.), can be added to the student project folder or display about the service-learning project. Design an exhibit from this information to share with the rest of the school and the community to note the contributions your class has made to the betterment of the community and its surroundings.
Reflection

Writing:
Throughout the actual service, students can respond to the following questions:
- What am I learning?
- What is my job/role in the project?
- What skills do I need to complete the project?
- What are some problems that the class is experiencing?
- What are some possible solutions to this problem?
- What am I learning?
Write a message to be placed in a bottle about the class service-learning project for future students to receive.

Reading:
Read articles about other service-learning projects or community service being done in the community.

Doing:
Draw the plans for the service-learning project.

Telling:
Students can share with the class the skills that they have learned throughout the service-learning project.
Section Seven - Project Closure

Objective: The students will be able to reflect on the service-learning project and will be recognized for their dedication and hard work.

"Experience is not what happens to you. It is what you do with what happens to you."  
Aldous Huxley

Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

Activity One: 
Celebrating: Documenting the Service Project

Focus: Creating a display is a perfect way to visually document the service project. Producing a display of the students' work is an excellent way to show the school or community center the students' hard work and efforts.

Constructing a Service Project Display

- Gather pictures, surveys, letters, drawings, research statistics, media articles, etc. collected throughout the project.
- Creatively arrange and secure the gathered materials on a three-fold display board.
- Share the completed display with the rest of the school and community to note the contributions the students have made to the betterment of the community.
Activity Two:

Celebrating: Planning a Celebration

Focus: Celebration is important to the closure of the service-learning project. This act of closure recognizes the students' achievement. The purpose of the celebration is to give the students ownership of their project, so their wish should be an integral element in the planning process. A celebration can include outside guests or political figures, a party or event, luncheon, assembly, field trip, community scavenger hunt, etc. It can include the students, as well as the recipients of the service, family members and school officials. The important thing is to link the celebration with the students and the service.

Celebrate Good Times

✓ As a class, brainstorm different celebration ideas.
✓ Using the democratic process, select one idea.
✓ As a class, plan the details of the event: who, what, where, when, why?
✓ If donations or supplies are needed, write letters to local businesses or organizations.
✓ If needed, make and send out invitations for the family members, school officials, or other community members.
✓ Students may wish to contact the media for coverage of the celebration event.
✓ Hand out certificates of appreciation or other mementos to the students.
✓ Upon completion of the celebration, make and send thank-you notes.

"The future belongs to those who believe in their dreams.”
Eleanor Roosevelt
Reflection

Writing:
Final Reflection Questions:
Describe how you felt about taking on this project and what you thought you might be able to accomplish.
Describe how others in the community felt about your project.
Do you think that your project made a difference in how you feel about helping others?
Do you think that your project made a difference to your community?
What have you personally learned from participating in this project?
If someone else were to attempt this project, what obstacles could you prepare him/her to overcome?

Students can creatively share their final reflections on the service-learning project in the form of a poem or short story.

Reading:
Read articles about other service-learning projects or community service being done in the community.

Doing:
Students can creatively share their final reflections on the service-learning project in the form of a picture.

Telling:
Students can share their final reflections with the class in the form of a short presentation or skit.
Section Eight - Evaluation & Assessment

Objective: The student and facilitator will be able to evaluate and assess the service-learning project.

Facilitator

Evaluation is an important part of monitoring student progress towards achieving their goals. This process should be frequent and involve the students themselves; encourage students to participate in assessing their own strengths and areas of improvement. Documentation of these evaluations should be included in the students’ project folders so they are able to see their growth throughout the year.

Students can be evaluated by the facilitator or selves using the Evaluating Student Mastery of Competencies form provided in this manual. Similar evaluative tools should be used to assess student performance of oral presentations and products derived from reflection sessions. The facilitator or the class can develop these evaluative tools.

Student

Involving students in the evaluation process is also very important. Students are most critical of themselves and their peers. This is an asset in evaluating the work the students are doing throughout the project. Provide the students with the Observation Checklist while working on the project. This evaluation can be completed as often as the facilitator feels necessary. After more than one evaluation, have the students compare the evaluations. This comparison will show the students improvements, as well as what they need to continue working on. This checklist can be included in the project folder.

Project

It is also important to assess the success of the project through evaluations by the students, facilitator, recipients of the service, and other members of the community involved in the project. One good tool is the Evaluating the Project form provided in this manual. Allow students to develop additional surveys specific to their project to aid in the evaluation process within the community.
### Evaluating Student Mastery of Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evidence</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work effectively in a variety of group settings.</td>
<td>Actively participates</td>
<td>Accepts ideas of others</td>
<td>Actively listens</td>
<td>Follows ground rules</td>
</tr>
</tbody>
</table>

**OVERALL ABILITY**

| Ability to examine the qualities of ideal citizens, & values & ethics of self and others. | Exhibits an understanding of interpersonal values | Models the expectations of the class code | Demonstrates sensitivity to others of different backgrounds | Actively seeks to understand & respect different opinions & ideas | Displays ability to research a community leader |

**OVERALL ABILITY**

---

Copyright 2000, Institute for Global Education and Service Learning, Philadelphia, PA (215) 951-2269
<table>
<thead>
<tr>
<th>Ability to recognize, appreciate, &amp; support elements of the community.</th>
<th>Conducts &amp; accurately records an interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a survey to gather &amp; compile specific information</td>
<td></td>
</tr>
<tr>
<td>Identifies local agencies that can provide services</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL ABILITY**

<table>
<thead>
<tr>
<th>Ability to implement decision-making skills to select a project.</th>
<th>Can explain possible causes of a community problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the effects of a need on all members of a community</td>
<td></td>
</tr>
<tr>
<td>Ability to prioritize needs in the community</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL ABILITY**

<table>
<thead>
<tr>
<th>Ability to design &amp; implement a service-learning project.</th>
<th>Focuses on specific project goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies necessary skills</td>
<td></td>
</tr>
<tr>
<td>Completes action plan</td>
<td></td>
</tr>
<tr>
<td>Follows through with plan</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL ABILITY**
Assessing Group Work

Consider having students observe each other during group work and fill out the following checklist.

Observation Checklist for Group Work

Student Name ___________________  Observed By: Teacher ________________
Date ___________________________  Peer _______________________

Please check the behaviors you observed during group work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On task</td>
<td></td>
</tr>
<tr>
<td>Made a suggestion</td>
<td></td>
</tr>
<tr>
<td>Gave an answer</td>
<td></td>
</tr>
<tr>
<td>Said something positive</td>
<td></td>
</tr>
<tr>
<td>Helped with materials</td>
<td></td>
</tr>
<tr>
<td>Read aloud</td>
<td></td>
</tr>
<tr>
<td>Followed verbal directions</td>
<td></td>
</tr>
<tr>
<td>Physically part of group</td>
<td></td>
</tr>
<tr>
<td>Worked cooperatively</td>
<td></td>
</tr>
<tr>
<td>Listened to others</td>
<td></td>
</tr>
<tr>
<td>Helped clean up</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments: ____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
<table>
<thead>
<tr>
<th><strong>STUDENT PARTICIPATION</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students were involved in the selection of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students were involved in designing the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students were involved in implementing &amp; carrying out the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RELEVANCE OF PROJECT</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The project met a &quot;real&quot; community need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project offered opportunities for students to demonstrate active participation in the community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements were built into the project to sustain the efforts that have been made.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COMMUNITY INVOLVEMENT</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners from the community were involved in one or more stages of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community members had opportunities to assess the impact of the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section Nine - Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>the meaningful service performed by students for their class, school, and community.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>telling leaders about a community need to help solve the problem (includes writing letters, making phone calls, appearing before a town council).</td>
</tr>
<tr>
<td>Areas of Service</td>
<td>education (tutoring, literacy programs, and other activities to augment educational goals), citizenship (addressing service &amp; social issues, advocating causes to political entities), environmental (clean-ups, creating habitats, measuring pollution levels, and constructing outdoor classrooms), human services (intergenerational &amp; oral history projects, assisting people with special needs, and special centers).</td>
</tr>
<tr>
<td>Assets</td>
<td>the positive aspects of a community.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>a pooling of ideas, facts, impressions, attitudes; utilizing the knowledge, imagination and outlook of each group member as a resource and a tool for stimulating creative thought. Students are encouraged to express ideas freely with holding judgement for later.</td>
</tr>
<tr>
<td>Celebration</td>
<td>the recognition that students and communities deserve for a job well done, can be personal, small group, or large group.</td>
</tr>
<tr>
<td>Community Issue</td>
<td>a need or problem in a community.</td>
</tr>
<tr>
<td>Consensus</td>
<td>collective agreement that everyone in a group can agree upon and live with.</td>
</tr>
<tr>
<td>Community Partners</td>
<td>people in the community that can assist, advise, and mentor students during the service-learning experience.</td>
</tr>
<tr>
<td>Community Resources</td>
<td>organizations and businesses in the community that provide services to people.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>examining data for credibility and practical value. Includes categorizing, analysis, inferencing, and synthesis.</td>
</tr>
<tr>
<td>Democratic Process</td>
<td>the gathering of information through open discussion, fact-finding and research as a team, class or small group. Answers and conclusions are reached through consensus, voting and majority rule to promote decision-making.</td>
</tr>
<tr>
<td>Direct Service</td>
<td>doing hands-on work to solve a community problem (actually building, teaching, painting or serving food).</td>
</tr>
<tr>
<td>Ethics</td>
<td>common values shared by a group of people.</td>
</tr>
<tr>
<td>Indirect Service</td>
<td>being involved in the capacity building to solve a community problem (recruiting &amp; training volunteers, collecting food).</td>
</tr>
<tr>
<td>Journal</td>
<td>a notebook kept by the student to record observations, feelings, ideas, (including answers to questions posed by the facilitator).</td>
</tr>
<tr>
<td>Mission statement</td>
<td>a statement reached through consensus that identifies for students and everyone involved in a specific project the broad goal. The content guides the people involved in the project toward achieving the goals and objectives outlined.</td>
</tr>
<tr>
<td>Needs</td>
<td>areas that require improvement.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>the actual service.</td>
</tr>
<tr>
<td>Policy</td>
<td>a principle, plan, or course of action taken by a government, organization, or individual, to solve a problem. Policies are translated into law by government action.</td>
</tr>
</tbody>
</table>

Copyright 2000, Institute for Global Education and Service Learning, Philadelphia, PA (215) 951-2269
| **Portfolio** - a collection of student work (essays, artwork, data collected, videos, letters, awards) that is compiled throughout the service experience and used for evaluation by facilitator and student as well as for documentation of service. |
| **Preflection** - purposeful focus on specific ideas or questions before a learning experience. |
| **Public Opinion** - what people in the community think and feel about an issue. |
| **Reflection** - processing or reconstructing the service experience and making the connection to learning. It is ongoing and can take one of four forms: writing, doing, telling, and reading. |
| **Service Learning** - a teaching methodology that enables students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs. The service is integrated into the academic curriculum and is coordinated with the school and the community. |
| **Values** - personal expressions of what is important to an individual or group. |
Appendix: Suggested Reading List

**Citizenship**
- Arnie and the New Kid - N. Carlson
- Fritz and the Beautiful - J. Brett
- Stone Soup - M. Brown
- Wanda’s Roses - P. Brisson

**Community Safety**
- Just One Flick of the Finger - Marybeth Lorbiecki

**Conflict Resolution**
- Creating the Peaceable School - Richard Bodine
- Don’t Shoot! We May Both Be on the Same Side - Kathy Beckwith
- Teaching Students To Be Peacemakers - David Johnson

**Environment**
- A Kid’s Handbook for Keeping Earth Healthy and Green - A. Holmes
- Cartons, Cans and Orange Peels - Where Does Your Garbage Go? - Joanna Foster
- Come Back, Salmon - Molly Cone
- Just A Dream - C. Van Allsburg
- Pro-Earth - N. Hundertmark
- Tree of Life - B. Bash
- Waterman’s Boy - Susan Harpe

**Gardening**
- Seedfolks - Paul Feishman

**Hunger and Homelessness**
- Tales of the Bronx - Jill Pinkwater
- The Hundred Dresses - Eleanor Estes
- The King of Dragons - Carol Fenner
- Orphan Train Rider - Andrea Warren

**Values**
- The Mellops Go Diving For Treasure - T. Ungerer