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Making Change: Promoting Character Education Through Philanthropic Service-Learning Projects

Kathia Monard-Weissman

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MAKING CHANGE

Promoting Character Education
Through Philanthropic Service-Learning Projects

Facilitator's Manual

Created by

Institute for Global Education & Service-Learning
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The Institute for Global Education and Service-Learning created this manual for the New York Department of Education’s Learn and Serve America Program. Making Change is a program aimed at teaching students about philanthropy and active citizenship while helping schools to support and sustain service-learning. This manual was prepared by Kathia Monard-Weissman, Educational Consultant, and Joan Liptrot, Institute’s Executive Director. For more information, please contact:

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# Making Change:

Promoting Character Education through Philanthropic Service-Learning Projects

Facilitator's Manual

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Introduction

The New York State Department of Education in its efforts to foster moral principles in students is sponsoring programs that integrate a component of character education in the course of instruction in grades kindergarten through twelve. Creating and sustaining a meaningful approach to character education requires partnerships between school personnel, students and the broader community. The NYS Department of Education recognizes that programs that integrate community-based activities in the school curricula can help nurture important values such as honesty, tolerance to diversity, respect towards others, fairness, caring, and trustworthiness. These values will likely enhance the students' interactions with the community and their contributions to society. With this goal in mind, the NYS Department of Education presents the following initiative, the purpose of which is to nurture moral principles in students through their participation in philanthropic service-learning endeavors.

What is service-learning?

Service-learning is both a pedagogy and philosophy of education that incorporates community service activities into academic curricula. Reflection and reciprocity are central components of service-learning. Through reflection, students make sense of their service experience; they analyze their experiences with the community and acquire a better understanding of their surroundings and of their roles as active citizens. Through reciprocity, students and community members become involved in a dialectic and dynamic relationship in which they both exchange roles, acting as givers and takers and as teachers and learners, continuously learning from each other. Service-learning can nurture values of mutuality and interdependence and is a vehicle of social change.

Service-learning can be incorporated into a wide range of subjects such as: social sciences, economics, education, biology, communications, English and literature, math, history, arts, among others. It has been applied in elementary, secondary, and higher education curricula. Increasing numbers of men and women in the US and around the world are utilizing their knowledge and skills to serve others and are
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learning from their experiences. Educational institutions are becoming more interested in involving children, adolescents, and younger and older adults in community service-learning since it can promote higher learning, citizenship, responsibility and concern for other people’s needs.

**Service-Learning Outcomes**

Service-learning has been integrated in the academic curricula because it can foster important capacities in students involved in activities that serve the needy. These capacities are cognitive, civic, interpersonal/social, and emotional.

**Cognitive:** The implementation of service into curricula has many outstanding benefits, the overarching one being that it can promote more effective learning. Service-learning expands the learning environment as students can draw not only from their readings but also from their personal experiences in the communities they serve. Through reflection, students can understand and analyze complex societal issues. They learn “what” the present societal problems are and their understanding transcends to “why” problems exist. Through these complex analyses of their surroundings, students develop critical thinking skills that can lead them to an understanding of how they can contribute to solving societal problems.

**Civic:** Service-learning encourages students to work hand-to-hand with their communities and work together towards achieving social change. Students not only understand complex societal problems, but also are able to examine and implement strategies in search for a common good. Through their active involvement in the community, students are empowered to make a difference.

**Social/Interpersonal:** Service-learning provides students with opportunities to meet people in their communities who they otherwise would not meet and establish a relationship with them. Service-learning is about creating relationships with others and working together towards meeting the needs of a particular group. The students’ continuous contact with the communities they serve promotes a sense of belonging, membership and respect.

**Emotional:** In service-learning the outcomes are also affective and emotional. Students’ examination of the needs of their communities can make them become more compassionate and caring individuals. Students share the feelings with those whom they serve and act on their behalf, searching for solutions to their problems.
Role of Service-Learning in Character Education

Since our society is becoming more individualistic, educational institutions are implementing character education programs which aim at educating individuals with strong ethical values whose decisions and actions will affect the common good of society. Service-learning can promote core character traits such as honesty, personal integrity, fairness, caring, trustworthiness, and citizenship, and a sense of respect and tolerance towards others' cultures and beliefs. Service-learning is an excellent tool for nurturing such attributes in individuals since it brings together diverse groups working together towards a common goal.

Meeting the community needs

Since service-learning programs are based on community service activities tied to a subject, it is essential that these activities are planned having the community needs in mind. Service-learning projects need to be identified based on the best interests of the community. The community needs ought to be expressed by the community. It is important to remember that the community is not a laboratory for learning, but rather it is an equal partner, along with who students and schools participate in the planning and implementation of service-learning initiatives.

The Service-Learning Process Model

LEARN & SERVE proposes a comprehensive model to incorporate service-learning in the school curricula. This process is called PARC, an acronym for: Preparation, Action, Reflection & Celebration. These four program phases must be present in order to assure a successful experience for all those involved in the program including students, teachers and community members.

- Preparation: This is the beginning stage in the service-learning program when ideas for program activities are developed. Initial things to consider are: community partners, materials needed for the service experience and all logistical issues regarding skills needed, community partners, possible expenses, and fundraising activities.
- Action: This stage is related to the actual service performed by the students for their class, school and community.
- Reflection: This is an ongoing stage which involves processing, analyzing and reconstructing the service experience and making the connection to learning. (See Role of reflection below)
Celebration: In this final stage, the job done by students and the community is recognized. Celebration events provide students and community members with a sense of ownership of the project and enhances their commitment to service-learning.

Role of Reflection

Reflection is a central tenet of service-learning. Through reflection, students develop critical thinking skills, which enable them to analyze, evaluate old concepts and create new concepts. The word *reflect* comes from the Latin *reflectere* which means "bend back," in other words, reflection is an iterative process which involves a thorough analysis of present and past experiences in order to understand why things are the way they are and search for possible causes of observable events and behaviors. The learning in service-learning occurs not only as a result of the service experience, but more importantly as a product of the reflective component which should be explicitly designed to foster learning. When students are prompted to think about and react to their experiences, they acquire competencies that promote their personal development. There are a wide range of reflection activities that teachers can incorporate in their classrooms. These exercises can take the form of journals, essays, poems, story telling, drawing, painting, and scrapbooking, to name a few.

Role of reciprocity: Who benefits from service-learning?

In service-learning there are at least two parties who engage in a reciprocal relationship. The element of reciprocity ensures that all parties involved in the program are benefiting from the relationship. Students benefit as they learn about the community's problems and resources, while the community gains by the service that students provide. Reciprocity assumes that givers and takers continuously interchange roles; they both have something to give and to receive in return, becoming equal contributors in the exchange.
Role of Youth Voice

One of the important characteristics of service-learning is that it has the capacity to empower students to become agents of social change. Service-learning can help develop young individuals' leadership and decision-making skills by encouraging them to become key players in the experience. Service-learning projects provide the youth with the opportunity to learn more about their community, to develop valuable skills, and to become actively engaged in their community's common good. The youth learn they can advocate and contribute with their ideas, insights and service to the well being of members in their community. For meaningful service-learning experiences to occur, it is crucial to include the youth in the design and implementation of service activities. Youth voice provides students with a sense of responsibility and program ownership and gives them the opportunity to become catalysts for social change.

Making Change Program Overview

The New York State Department of Education in its efforts to promote character education and service to the community is incorporating a service-learning program that includes activities to help promote philanthropy, academic learning, and civic responsibility. Students from the NYS school districts will participate in fundraising activities with the goal to use these funds to implement and support service-learning projects in their communities.

Making Change is a three-fold process in which students learn about service-learning and philanthropy by:

1. Planning and implementing a community-wide fundraising campaign.
2. Devising methods to allocate the money to neighborhood organizations through service-learning projects.
3. Designing and carrying out meaningful action (service-learning projects) to improve their communities.

Making Change aims at addressing barriers to student learning, by providing them with purposeful experiences that will help better connect students with their community. This program seeks to prompt students to identify problems in their community, understand why these problems exist, and take action in order to make a difference. Making Change's overarching goal is to involve students in philanthropic activities through which they will understand and address community challenges.
needs. In addition to improving the community, they will become more interested in learning activities.

The purpose of this program is to give young people in K-12 grades an opportunity to become actively engaged in their communities while learning valuable academic, social, and leadership skills. Making Change is an integral program which promotes students' participation in philanthropic efforts which involve raising funds for service-learning projects. These fundraising efforts are tied to the academic instruction; the program activities can be incorporated into subjects such as math, social studies, science, writing, art, civic education, etc. For example, curricular activities can range from simple math calculations in the primary grades to studying history of the American denominations in high schools. Students will meet the NYS academic standards while raising money, identifying their community's pressing needs, designing, soliciting and evaluating proposals, making grants, and becoming involved in community service projects.

Once the fundraising campaign has ended and students have tabulated the results, they will then be able to develop a Community Change Committee. The goal of this committee is to assess the needs and assets of the community in order to identify potential service-learning projects. This committee will evaluate a variety of community issues which relate to education and literacy, health, the elderly, the homeless, and the environment.

How to use this manual

We have designed and organized this manual for school administrators, teachers and facilitators who will be implementing the Making Change program. It provides some general guidelines of how to go about planning and putting into practice the program activities. These guidelines are suggestions generated for teachers and facilitators to be used in their schools and classrooms; however, it is at the discretion of the teachers and school administrators to modify them according to the needs and climate of their schools.

This manual focuses on how to implement the Making Change program. In the following we summarize the steps of the program. They are:

1. Getting Started: Here we present ideas to teach children what service-learning and philanthropy are and how they can start finding out about the problems and assets in their communities. We include some activities that will help students improve their effectiveness as a team. We also
present questions to take into consideration before initiating the fundraising campaign and selection of potential service-learning projects.

2. Strategies for Organizing the Fundraising Campaign: Here we provide some general guidelines on how to organize the collection of funds within the school, the neighborhood and local businesses. We have also included ideas on how to tie the fundraising activities to the students' learning. We present some examples of ways in which this philanthropic endeavor can be used as a learning tool in the school curricula. We continue in this section by providing examples of how to develop the students' financial literacy by identifying and establishing a relationship with a local bank where they can deposit the collected funds.

3. Strategies for Organizing the Community Change Committee: This section provides a set of ideas to be used when determining who will compose the committee which could be a class group or members from various classes. It presents their responsibilities which include assessing the community needs and deciding on the service-learning project(s) to fund.

4. Evaluation and Assessment: In this section, we have included ways to evaluate the students' work as well as the overall organization of the program.

5. Celebration/Recognition Ceremony: It is important to allocate some time to celebrate the program successes and recognize the efforts of all those who helped plan and implement the program activities. In this section, we provide some examples of ways key program participants' hard work can be recognized.

6. Appendices: In this section, we present supplementary information about the project such as glossary of terms and supplementary lesson materials.
Section 1

Getting Started
Section I: Getting Started

In this section we present the following:

1. Some examples of lessons that can be used to build teamwork and a sense of community
2. Ideas on how to teach children the concept of philanthropy and service-learning
3. Activities to develop the students' leadership skills
4. Ways children can start examining the needs of the community in order to be able to propose a service-learning project
5. Important steps to consider prior to initiating the Fundraising Campaign

1. Learning to Work Together

Since Making Change is a group endeavor, it is crucial that students learn how important teamwork is. Working as a team requires good listening skills, good communication and cooperation skills, and acceptance of the ideas of others. The following activities can help students develop strategies for effective teamwork:

"Coming together is a beginning, staying together is progress, and working together is success.

---

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Lesson 1

Exploring Group Roles

Purpose: To teach students about the roles of individuals in a group.

Objective: Students will:

- Be able to differentiate between a leader, an encourager, a team player, a hinderer and a passive player.
- Be able to examine their roles as members of a group.

Instructional Procedure:

- As an introduction to this activity, brainstorm with the class important ideas to consider when working in a group or a team.
- Photocopy the set of Role Cards that appear on page 12. The cards contain various roles such as: leader, encourager, team player, hinderer, and passive player.
- Divide students into groups of 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 and not to tell anyone what his or her role is.
- 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, reflect on what happened, who was helpful, who was not, etc.
- Have the students reveal the roles they were portraying and the positive or negative effects on the group.
- Make a list of positive and negative group roles and emphasize the choice to be a positive group member.

Note: An alternative game is the Magic Dot which can be found on page 13.
LEADER

Keep the group on task and try to get everyone to participate

ENCOURAGER

Acknowledge the contributions of others and ask questions to clarify

PASSIVE PLAYER

Do not lead, follow, or ask questions. Act like a warm blob taking up space

TEAM PLAYER

Join in and help out, be a hard worker, and put the needs of the group ahead of your own needs

HINDERER

Say and do things that have nothing to do with the group or activity

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THE MAGIC DOT

Divide the class into groups of five students. With each group of five, have them choose a person to act as the jumper. The other four members of the group will act as observers. Put a taped line on the floor. The jumper takes one try to make a standing long jump. Mark the distance with a blue dot. After the first jump, have the observers give feedback to the jumper regarding ways he or she can improve. After the feedback session, a second jump is taken. This jump is marked with a different colored dot. In most cases this second attempt will show improvement. A final attempt is set up. This time the observers are asked to give encouragement (cheering, etc). Before this final attempt the groups and the jumper set a goal by putting a different color dot one inch beyond the longest effort so far. The final attempt is then completed. In most cases the jumper will meet or exceed that goal.

Reflection-questions:

1. What was it like to be the jumper? What was your responsibility as a jumper?
2. What was it like to be an observer? What was your responsibility as an observer?
3. How did the second phase help the jumpers?
4. What are some reasons that the second attempt improved?
5. Did observers feel that they made a contribution?
6. What was the value of the goal setting with the last colored dot?
7. What was helpful to meet or exceed the goal?
8. How did the group work as a team?

*Adapted from Energizer: Calisthenics for the Mind, 2000.
Lesson 2

Community Puzzle

Purpose: To teach about the importance to work in collaboration and towards a common goal.

Objectives: Students will:
- Be able to examine the role of teamwork.
- Be able to join efforts towards a common goal.

Instructional Procedure:
- Tell students they will be assembling a jigsaw puzzle.
- Based on the number of students, choose a puzzle that will provide five pieces to each person. If there are more than 25 students in the class use more than one puzzle and have participants work in teams.
- Assemble the puzzle ahead of time. Carefully take the puzzle apart in sections of five pictures. Put each section in a separate plastic sandwich bag.
- Give students each (except for one) a bag with a puzzle section and ask them to assemble their sections of the puzzle.
- Tell them that they are to reconstruct the entire puzzle on the table top in five minutes or less. Instruct students to come to the table silently and that the only student who is allowed to speak is the one who did not receive a bag of pieces. This person is the troubleshooter who will assist in assembling the puzzle.
- Give the troubleshooter the box cover with the picture of the completed puzzle. Play music as they work.
- Once the puzzle has been completed, allow time for reflection. Ask students the following questions:
  - What did they learn about teamwork?
  - How did having a deadline affect your work?
  - How important was it to have someone who had a sense of your final goal - a vision?
  - How did having a troubleshooter affect your work?
  - How is community work like a jigsaw puzzle? How is it different?

*Adapted from Get Things Going! (2000).
Lesson 3

Accepting Ideas of Others

Purpose: To teach students the importance to accept and respect other's ideas.

Objectives: Students will:

- Be able to accept other's ideas.
- Be able to understand different points of view.

Instructional Procedure:

- Hand out a copy of the "To Build or Not To Build? worksheet which can be found on page 16.
- Without any class discussion, have the students choose whether or not the factory should be built.
- Identify six students to play the roles of the six community members. 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 council of their position.
- Identify 3-5 students to play the roles of council members. Instruct these students to ask interview questions such as:
  - The council was given background information on your career, could you give us more information about yourself?
  - Why do you feel the factory should/or should not be built?
  - How will the community benefit if the factory is/is not built?
- After the interview process, allow time for the council to discuss which candidate they would like to choose, and present their decision to the class.
- Reflect about the opinions held in the class. Include different perspectives that may have been taken and the rationale behind these perspectives.
To Build or Not To Build?

Scenario: The building of a factory is causing conflict between the two neighboring cities of Adamsburg and Waterbury. You are a representative of the State's Community Planning Council and must make a crucial decision. Individually you must first decide whether or not to build a tire factory in the city of Adamsburg. The council will convene this afternoon to make a final decision. You must be prepared to defend your rankings. The council will come to a consensus about the priority numbers. One important rule that the council always observes is that before you are allowed to express your opinion, you must validate your thought or feelings of another council member even if they differ from your own.

Step 1: Individually determine your ranking of the following individual perspectives.

Step 2: Assign the six roles and identify Council members.

Step 3: The Meeting!

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Occupation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Al Pullodalot</td>
<td>45</td>
<td>Factory owner</td>
<td>Widower, 8 children, wants to build a tire factory in Adamsburg.</td>
</tr>
<tr>
<td>2. Maria McDonald</td>
<td>39</td>
<td>Mayor of Adamsburg</td>
<td>Divorced, husband has custody of 2 children, running for re-election.</td>
</tr>
<tr>
<td>3. Jenny O'Connell</td>
<td>28</td>
<td>President of EPA (Environmental Protection Agency)</td>
<td>Married, expecting first child in five months, lives downstream from Adamsburg in the town of Waterbury.</td>
</tr>
<tr>
<td>4. Gina Tireman</td>
<td>57</td>
<td>Small business owner</td>
<td>Single, volunteers at the local YMCA, owns a family business names Tiresman's Tires located across the street from the location of the new Polludalot Tire Store in Adamsburg.</td>
</tr>
<tr>
<td>5. Phil Morton</td>
<td>22</td>
<td>Unemployed</td>
<td>Single, just graduated from Adamsburg University - Industrial Engineering</td>
</tr>
<tr>
<td>6. Kirk Forrester</td>
<td>68</td>
<td>Mayor of Waterbury</td>
<td>Married, running for re-election, recently began Project Clean-UP.</td>
</tr>
</tbody>
</table>
2. Understanding Service-Learning and Philanthropy

It is important to introduce students to the Making Change program by teaching them the concepts of service-learning and philanthropy. Understanding the concept of service-learning will give them a clear idea of why they will be involved in fundraising activities and how this philanthropic endeavor is a service-learning project itself. The following are some activities that could be implemented in the classroom.

Lesson 4

The art of Giving

Note: This lesson is designed for younger students. For older students you may want to lead a discussion.

Purpose: Students will be able to demonstrate their feelings about giving and helping others.

Objectives: Students will:

- Reflect on their past experiences when they gave something or helped someone else.
- Students will think of ways they can best help those who are in need.

Instructions Procedure:

- Have students think about a day when they helped someone in their family, a friend or someone on the street.
- Have them think about their feelings after helping this person. Students can use a piece of paper and draw a smiling face, a sad face, an angry face, or a frowning face to show how they felt after helping a person, or can cut pictures from magazines.
- Read the following statements to the students and have them draw their feelings:
  - How did you feel when you saw this person having problems?
  - How did you feel when you helped this person?
  - How do you feel when someone helps you?
- Ask students what they would do if they could help someone they know about.


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Lesson 5

Learning about Service & Philanthropy

Purpose: To understand the use of different vocabulary words used in service and philanthropy.

Objectives: Students will:

- Be able to define what the words mean.
- Be able to match vocabulary words with definitions.
- Use vocabulary in selected sentences.
- Learn more about philanthropic endeavors.

Instructional Procedure:

- Write each word on the board and guide discussion to develop meaning.
- Students will write the words and definitions on a supplied sheet.
- Elicit responses from students of examples of how they would illustrate the terms.
- Students will then draw a picture illustrating the words making sure to include them in the illustration. For example, the word "community", the student can draw herself or himself helping their neighborhood or community.
- Provide sentences with blank spaces so that students can complete them using the appropriate word.
- Have students use these vocabulary words in their own sentences or stories.
- Store the papers in a folder so that the students can keep a record of all the philanthropic terms throughout the year, which they can then compile into a booklet.

List of Vocabulary Words

<table>
<thead>
<tr>
<th>Care</th>
<th>Charity</th>
<th>Common Good</th>
<th>Community</th>
</tr>
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<tbody>
<tr>
<td>Compassion</td>
<td>Concern</td>
<td>Conflict Resolution</td>
<td>Consensus</td>
</tr>
<tr>
<td>Generosity</td>
<td>Needs</td>
<td>Partner</td>
<td>Service</td>
</tr>
<tr>
<td>Values</td>
<td>Philanthropy</td>
<td>Social Action</td>
<td>Volunteering</td>
</tr>
</tbody>
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Lesson 6

What is service-learning?

Purpose: Students will demonstrate their understanding of service-learning.

Objectives: Students will:

- Be able to describe what service-learning is.
- Be able to identify how the service and the learning are related.
- Begin to identify service-learning projects in their community.

Instructional Procedure:

- Discuss with the class the basic definition and components of service-learning. Here is a general definition of service-learning: "Gaining new knowledge by helping others through community service." A more detailed definition can be found on page 21.
- Brainstorm with students things that they can learn from the community.
- Divide students in small groups.
- Cut out each box that appears below and ask students to match the "service" activities with what they can "learn" from these activities.
- Have students reflect about ways they could serve their community.
- Have them think of what they can learn from their community.
- Prompt students to reflect in writing about how they can best serve their community.

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>LEARNING</th>
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</thead>
<tbody>
<tr>
<td>Developing and maintaining a</td>
<td>Learning about the life cycle of plants</td>
</tr>
<tr>
<td>community garden.</td>
<td>and how to take care of them.</td>
</tr>
<tr>
<td>Making quilts for the elderly.</td>
<td>Learning about the social and health problems</td>
</tr>
<tr>
<td></td>
<td>faced by older adults, Medicare.</td>
</tr>
<tr>
<td>Activity</td>
<td>Learning Focus</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Helping build a school in Bolivia.</td>
<td>Learning about the education, culture, and socio-economic situation of the country.</td>
</tr>
<tr>
<td>Designing holiday cards to raise funds for a day care center.</td>
<td>Learning about primary and secondary colors, basic math operations, percentages and charts.</td>
</tr>
<tr>
<td>Tutoring students in a special education class.</td>
<td>Learning about special services for students with disabilities and about the government support to special education programs.</td>
</tr>
<tr>
<td>Starting a recycling campaign.</td>
<td>Learning about the conservation of natural resources and the reduction of air and water pollution.</td>
</tr>
<tr>
<td>Tutoring younger children in math and reading.</td>
<td>Learning about teaching techniques.</td>
</tr>
<tr>
<td>Assisting teachers in the development of hands-on science activity kits to teach science concepts to young students.</td>
<td>Learning simple ways to describe complex science concepts.</td>
</tr>
<tr>
<td>Cooking meals for shelters.</td>
<td>Learning about issues of hunger and malnutrition in various countries in the world.</td>
</tr>
<tr>
<td>Lobby for a traffic light near the school.</td>
<td>Learning about safety issues.</td>
</tr>
</tbody>
</table>
What is Service-Learning?

Service-learning is defined as a method:

a) under which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with the school and community;

b) that is integrated with specific learning objectives and provides structured time for youth to think, talk, or write about what they did and saw during the actual service activity;

c) that provides young people with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;

d) that enhances what is taught in school by extending student learning beyond the classroom and into the community; and

e) helps foster a sense of caring for others.

**National Community Trust Act, 1990**

In other words, service-learning is made up of activities that connect serving your community with the learning you already do in your school, program, or organization. Service-learning provides a hands-on application of knowledge and skills to real life community needs.
Lesson 7

The Basic Elements of Service-Learning

Purpose: Students will be able to demonstrate their understanding of the elements of service-learning.

Objectives: Students will:

- Be able to describe the basic elements of service-learning.
- Identify the elements of service-learning in various SL projects.
- Create a service-learning project that includes these elements.

Instructional Procedure:

- Hand to students the worksheet that explains the four basic process components of service-learning: Preparation, Action, Reflection, and Celebration. It can be found on page 23.
- Explain to students the service-learning process elements by providing examples for each.
- Provide a student a copy of the Rainbow Kids project on page 25 and ask them to read about the service-learning elements present in this project.
- Divide students in small groups and give them examples of four other service-learning projects. They can be found on page 26.
- Ask them to identify in groups the four elements of service-learning.
- Have them report to the class.
- In groups, prompt students to imagine a service-learning project and to describe the four elements in detail.
**Basic Elements of Service-Learning (PARC)**

**Preparation** is everything done to help the students develop necessary skills and knowledge for the project. It should be performed prior to and throughout the service experience. Spending time preparing helps move the project from community service to service-learning. To prepare you can do the following:

- Read
- Do research
- Survey the community
- Find a need
- Interview community members
- Make a commitment to help others
- Choose a project
- Plan the project
- Class work

**Action** is the meaningful service performed by students for their class, school, community, or other students. It can include teaching others, creating a product or performance, providing a service, or advocating for change. Some examples of these are the following:

- Teaching younger children about recycling
- Teaching other students about AIDS
- Planting a community garden
- Organizing a food or clothing drive for a shelter
- A neighborhood clean-up day
- Painting drug prevention murals throughout the school
- Providing a health fair for the community
- Writing letters to city officials to support a cause
**REFLECTION** is processing or reconstructing the service experience and making the connection to learning. It occurs throughout the service-learning process and can take many different forms. Students can reflect by writing, doing, telling, and reading. Spending time reflecting helps move the project from community service to service-learning. Reflection activities may include, but are not limited to, any of the following:

- Participating in class discussions
- Reading newspaper articles
- Debating issues relevant to the project
- Making an oral presentation
- Putting together a scrapbook
- Creating a video
- Making a brochure
- Writing in a journal

**CELEBRATION** is the way to acknowledge that students and communities have completed the project and have done a great job. It is important that we celebrate to recognize completion and to help ensure that service-learning is a positive experience that participants will want to do again. It should include everyone involved in the service, as well as public officials, school personnel, family members and the media. Celebration can be any of the following:

- An assembly
- A luncheon
- A ribbon cutting ceremony
- A play
- An awards banquet
- A field trip
- A pizza party
- A picnic
PROJECT "RAINBOW KIDS"

Project Summary: First grade students at Lomax-Pinevale Elementary gave gifts of hope to terminally ill children at South Georgia Medical Center throughout the school year.

Preparation: A demonstration was given to show the steps needed to make the structure of the doll. Students received an overview of working with ill children.

Action: Working in pairs, students assembled materials, prepared yam accessories, and designed clothing needed to complete the dolls. Students visited the hospital to give the dolls to the children.

Reflection: Students discussed the reactions of the hospital children who received a rainbow kid.

Celebration: The smiles on the faces of the hospital children provided the students with self-satisfaction by delivering the "Rainbow Kids".

Results of Project: Students participated in the giving process. They learned the importance of community involvement, which leaves a lasting influence on both the participant and recipient. Students would like to continue this project in the 2nd grade.

*A project carried out at Lomax-Pinevale Elementary School, Valdosta, GA.
SERVICE-LEARNING PROCESS ELEMENTS

Read the following project descriptions and identify the four process elements of service-learning (PARC).

ADOPT-A-HIGHWAY

J.L. Newbern Middle School students "adopted" the one-mile section of Lakeland Highway in front of the school building through the Department of Transportation. The school is responsible for litter pick-up four times a year. D.O.T. provided trash bags and safety vests. Students received road safety prior to clean-up sessions. Students and parents were encouraged to participate. Students, parents and staff put on safety vests, got the orange trash bags, and picked up litter along a one mile stretch of Lakeland Highway. Students learned in class about ecology. They wrote a research paper on how to maintain a clean environment. Students were recognized over school-wide announcements for their efforts. As a result of the project, the highway is now litter-free and community is much healthier.

A Forgotten Friend

Middle school students from Valdosta City Schools designed and made Teddy Bears to give to a needy child for a Christmas at the Salvation Army. Students used basic sewing skills to design and make fabric teddy bears. Sewing supplies were used to help in project preparation. Students pinned and stitched fabric pieces of the cut out bear together, place eyes, nose and ears in place, stuff with cotton and tie a ribbon around the neck. The students displayed their results in the hallway at school and wrote articles about the project. The students traveled to the Salvation Army to present their teddy bears to a forgotten friend. As a result of this project, students developed a sharing relationship and made a difference in someone else's life.
Annual International Fair

To reinforce the concept of each country’s or culture’s uniqueness, students developed an awareness and appreciation of the differences and similarities of other countries and cultures. A planning committee of faculty and staff from all grade levels and academic areas was selected. Local representatives from the community also participated on the committee. Meetings were held to organize objectives and assign individual countries to teams. Flyers and letters were distributed to teachers to keep them informed and excited about the upcoming events. Weekly and daily contests were held to motivate and involve students in the preparation process. Each class incorporated a thematic unit into their lesson plans. A special menu of ethnic food was introduced into the lunch menu. There were also community volunteers participating that represented a variety of cultures. The booths included hands-on activities and food for the students. Student service learners dressed in native costumes and served as hosts/hostesses for the event. This activity gave students an opportunity to discover and take part in the cultural diversity and sharing of music, food, clothing, and language. As the students participated in each day’s activities, they were immersed in a variety of cultures from around the world. Students were asked to write their impressions about the event. At the week’s end the students celebrated their team’s country at the international fair. The booths representing each country were set up for the students to browse and discover new things about their world. Students and staff acquired a better understanding of other cultures of the world.

Lap Blankets for the Elderly

Students enrolled in Clothing and Textile Classes made lap quilts to give to residents in Lake Haven Nursing Home. Mini courses in basic quilting were held. Fabric, thread, batting, and muslin were purchased for the project. Students received an overview of working with the elderly. Working in pairs students assembled materials, prepared fabric for quilting and completed the quilts. They then visited the nursing home to give the quilts to the residents. Students discussed the reactions of the nursing home residents who received lap quilts. The smiles on the faces of the nursing home residents provided the students with an inner satisfaction by helping someone in need.

* Articles adapted from Soaring to New Heights with Service Learning - Valdosta City Schools.
Lesson 8

Learning about other important elements in service-learning

Purpose: To teach students about other important service-learning elements.

Objectives: Students will:

- Be able to identify other elements of service-learning (i.e. participant voice, genuine need, connection to learning and partnerships).
- Be able to recognize these elements in various service-learning projects.

Instructional Procedure:

- Brainstorm with students what the following service-learning terms mean to them: Participant voice, genuine need, connection to learning, partnerships.
- Hand students the page that describes each term. It can be found on page 29.
- Divide students in small groups and hand students some examples of service-learning programs. Some examples appear on pages 30 & 31.
- Ask students to identify the elements presented before for each service-learning project.
- Have students report to the class.
- Ask students to add these elements to the project they came up with in the previous lesson.
PARTICIPANT VOICE

Students should play an active role in the selection, design, implementation, and evaluation of the service-learning project. The learning is made more powerful by the ability of students to exhibit choice throughout the service-learning experience.

GENUINE NEED - MEANINGFUL SERVICE

It is important that the service-learning project meet a need that is genuine, significant, and recognized as important by both the students and community at large.

CONNECTION TO LEARNING

Effective service-learning establishes clear educational goals that require the application of concepts, content and skills from the academic disciplines and involves students in the construction of their own knowledge.

PARTNERSHIPS

Promoting communication and interaction with the community encourages partnerships and collaboration. Partnerships can include businesses, community organizations, historical societies, colleges/ universities, public or private schools, social service agencies, and National Service Programs. Creating partnerships with members of the community provides opportunities for students to interact with a variety of adult role models.

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EXAMPLES OF SERVICE-LEARNING

EXAMPLE A:
Students at an alternative high school in Miami, Fla. had been tutoring third graders in language arts at a nearby elementary school. At the close of the first year, the students initiated, designed, and implemented a science component to improve and expand the tutoring program. The high school students hosted the elementary students at the UM/Knight Center to view their seven marine aquariums and participate in student-designed activities. Student presentations at the elementary school on marine biology and oceanography, and a visit to local recreation area to see examples of marine communities were also planned. Finally, students decided to give the third grade an aquarium for their classroom as well as printed materials and a CD-ROM they had developed.

EXAMPLE B:
History students in Los Angeles, California discovered their high school grounds once included a beautiful Japanese garden. The garden was built during the 1930s and early 40s by Roosevelt High School students. Then, during World War II, the federal government ordered Japanese-Americans relocated to internment camps. Roosevelt High lost many Japanese-American students to the camps, and the Japanese garden was vandalized and destroyed. Few Japanese-American students attend Roosevelt High School today. The population is predominately Latino. But when the students learned of the garden they decided to rebuild it as a tribute to the Japanese-Americans who died fighting for the country or who were interned during the war. Students researched and mapped out the original garden. Then they went into the community looking for help. They were able to complete the garden with much donated materials and labor. The project was sponsored by the Japanese-American community, a number of volunteer landscape contractors and architects, and local non-profit organizations. As an AmeriCorps member observed, "So many races were brought together by this project. We had Hispanic brothers together, our Japanese brothers together, Black folks together, White folks, Jewish people - this is great."
EXAMPLE C:
A community service class at Hopkins High School, in Minnesota solicited ideas for a group service project from city hall, senior citizen organizations and through community education. After several proposed projects were considered, the students chose to paint and landscape the house of an elderly citizen. The teacher and students did not have all the skills required for the project. They contacted the local painters union who provided two retired painters to help supervise and provide professional assistance. A local paint and decorator dealer agreed to donate all the needed paint and painting supplies. A large local nursery firm assigned a staff person to help with a landscape design, and also arranged for a master gardener in the community to provide on-going expertise. Free food for the workers was provided by a local restaurant owner. The greatest collaboration, however, was between the students and the man whose house was being painted. As he said to a student who was documenting the project for the school's cable TV show, "You never know who your friends are. People you don't even know (like these students) can be your friends too."

EXAMPLE D:
Art students at White Bear Lake High School in Minnesota explored the topic of aging, history and care of the elderly. Students began the unit by reflecting on their experiences with the elderly and with care facilities. During this time, students practiced portrait drawing skills and did several sensory exercises to examine the aging process. Seniors from the community also came into the class to share their life stories, and dispel some common myths about old people. Next, the students visited the community care center. Here they received an orientation about the care center and the services it provides. The students were then each introduced to a resident partner who would be their model for a portrait. Over the course of a couple of visits, the students talked with the seniors and worked on their portrait drawings. Between visits the course instructor had the students reflect on the experience in class and through written work. When the portrait drawings were completed, the students went back to the care center and presented them to the residents. The portraits hang proudly on their walls. After the project, the class spent time in class discussing their experiences, their new perceptions of older people and what they might like to do to pursue this topic further. Many of the students went back to visit with their portrait partner.
Lesson 9

Types of Service-Learning Projects

Purpose: To teach children the types of service-learning projects.

Objectives: Students will:

- Be able to recognize the difference between direct, indirect and advocacy type of service-learning projects.
- Be able to list various types of service-learning projects

Instructional Procedure:

- Choose one of the examples from the previous lesson and ask students to describe the service activity in this project.
- Draw on the board the diagram that appears below.
- Hand students the worksheet that describes the three types of service-learning activities which appears on page 33.
- Explain to students what direct, indirect and advocacy service-learning activities are.
- Provide students a list of service activities and ask them to classify as direct, indirect or advocacy.
- Brainstorm with students other possible service-learning activities for each category.
There are three types of service-learning activities. Some projects may include more than one type of activities and some activities may be more than one type.

1. **Direct**: In direct service, you are doing hands-on work that puts you in direct contact with the service recipient.

2. **Indirect**: In indirect service, you are involved in activities where you do not have direct contact with those you serve.

3. **Advocacy**: In advocacy, you are involved in telling, writing, or persuading individuals about community needs in order to solve a problem.

Classify the following types of activities as direct, indirect or advocacy. Some may be more than one.

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to a nursing home to help older adults with their house chores</td>
<td>Direct</td>
</tr>
<tr>
<td>Join a national campaign to convince Congress to increase funding for child care</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Cook and serve food in a soup kitchen</td>
<td>Direct</td>
</tr>
<tr>
<td>Plant trees in your neighborhood</td>
<td>Indirect</td>
</tr>
<tr>
<td>Raise money to donate books needed in an neighboring elementary school</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Organize bake sales &amp; raffles to raise funds to travel to Costa Rica to build a school</td>
<td>Indirect</td>
</tr>
<tr>
<td>Teach children literacy and numeric skills</td>
<td>Direct</td>
</tr>
<tr>
<td>Donate blood to the Red Cross</td>
<td>Direct</td>
</tr>
<tr>
<td>Make quilts for residents from an assisted living facility</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Contact your state senator about an injustice issue in your neighborhood</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Offer companionship to an older person</td>
<td>Direct</td>
</tr>
<tr>
<td>Write letters to a government representative save the rainforests</td>
<td>Advocacy</td>
</tr>
</tbody>
</table>
Lesson 10

What is the purpose of Philanthropy?

Purpose: Students will demonstrate their understanding of the concept of philanthropy and will learn about philanthropic activities and organizations in their community.

Objectives: Students will:

- Be able to define the concept of philanthropy.
- Be able to identify who can do philanthropy.
- Be able to identify philanthropic organizations.
- List ways in which philanthropy can be practiced.
- Give their opinions why they consider it important.

Instructional Procedure:

- Ask students to search for the meaning of philanthropy in their dictionaries. Here is a definition:

  "A desire to help and promote the welfare of humankind as shown by gifts to humanitarian institutions"

- Prompt students to describe philanthropy in their own words.
- Divide the class in small groups and hand each group an article from the newspaper or internet which relates to a philanthropic organization in their town, city or country. Note: You can find some articles in Appendices 2-5.
- Give each group the worksheet that appears on page 35.
- Have them describe in groups who is being helped, who is doing the helping, what need is being met, where is it happening, when does it take place, why is it necessary, and how the project is being accomplished.
- Have one student per group report the answers to the previous questions.
- Have students reflect their own experiences, their family, friends, school and church experiences helping others.
- For homework have students search on the web or newspaper examples of philanthropic groups or organizations and have them report to the class.
- Plan a field trip to a philanthropic organization nearby.
# News Articles about Philanthropy

*Complete the chart for each article in your group*

<table>
<thead>
<tr>
<th></th>
<th>Article 1</th>
<th>Article 2</th>
<th>Article 3</th>
<th>Article 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is being helped?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who is doing the helping?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What need is being met?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where is it happening?</strong></td>
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<td></td>
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<tr>
<td><strong>When does it take place?</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why is it necessary?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How is the project being accomplished?</strong></td>
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</tbody>
</table>

*Adapted from Learning to Give - Council of Michigan Foundations - http://www.learningtogive.org/.*
3. Becoming Leaders

A goal of service-learning is to promote the development of students' leadership skills. In this section, we provide some activities that will help students identify the characteristics of a good leader and will help develop their leadership qualities.

Lesson 11

What is a leader?

Purpose: To understand what are the qualities of a good leader.

Objectives: Students will:

- Learn what the characteristics of a good leader are.
- Reflect on their leadership skills.

Instructional Procedure:

- Have students research what leadership means.
- Ask them to describe a leader and to write it on a piece of paper.
- Write on the board their descriptions.
- Divide the class in small groups and hand them the "What is a Leader" worksheet that appears on page 38.
- Have students think about famous leaders and to describe what leaders do and what the characteristics of good leaders are. You can use the worksheet on page 39.
- Have students reflect on their own leadership characteristics.
- As homework ask students to do the leader scavenger hunt on page 40.
- Create with students a dictionary with the characteristics of a good leader. Use worksheet on page 41.
- Ask students to reflect about their own leadership skills.
Here are some ideas for follow-up reflection exercises:

Writing

- Respond to some of the following questions in a journal:
  - How do the leadership characteristics you brainstormed compare with your own personality traits?
    - What is your personal definition of leadership?
    - Who are your role models? What things do you admire from them?
  - Write a brief biography about someone you consider a good leader.
  - Write a poem about leadership or about a leader that you admire.

Reading

- Check out a book or website about leadership.
- Further research a leader that is new to you.

Telling

- Give a three-minute presentation about the leader that most impresses you.
- Present the scavenger results to your group.
- Share your list of leadership traits with someone in your community and ask for their feedback.

Doing

- Have students play the Leader Scavenger Hunt.
- Create a scrapbook or collage based on the scavenger hunt.
- Invite a leader from your community to speak to the group about their role as Leader and the importance of being a good leader.
What is a Leader?

Who are some of the people your group identified as "leaders"?

________________________________________

________________________________________

________________________________________

Now, Think about famous leaders..............

Can anybody be a leader?

What are some responsibilities of leaders?

What are some words that describe a good leader?

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

Are there any physical characteristics associated with leaders?

How do leaders act?
**GOOD LEADER**

<table>
<thead>
<tr>
<th>![Camera]</th>
<th>![Sound]</th>
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</thead>
</table>

What does a "good leader" look like? What do you see her/him doing?  
What does a "good leader" sound like? What do you hear him/her saying?

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Leader Scavenger Hunt

Find as many of the following items as possible. Point will be given for each item. It is OK to choose multiple examples from suggested categories (i.e. 7 historical leaders equals 70 points).

- Picture of a leader from history (10 points)
- Picture a leader from sports (10 points)
- Picture of a community leader (10 points)
- Picture of a leader from the entertainment industry (10 points)
- Picture of a leader from a culture other than your own (10 points)
- Picture of a young leader (10 points)
- Quote about leadership (15 points)
- Website address of a leadership site (5 points)
- Dictionary definition of leadership (5 points)
- Newspaper article about a leader or leadership (20 points)
- Magazine article about a leader or leadership (20 points)
- Advertisement promoting leadership (15 points)
- Name of a leadership organization (10 points)
The Leader's Dictionary

Characteristics of a Good Leader

Listed below are some words commonly used to describe a good leader. Help to create a Leader Dictionary by defining these terms.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad-minded</td>
<td>open-minded, flexible, receptive to new ideas, accepts others</td>
</tr>
<tr>
<td>Caring</td>
<td>sensitive, supportive, concerned, loving, compassionate, helpful</td>
</tr>
<tr>
<td>Competent</td>
<td>capable, productive, efficient, effective, thorough</td>
</tr>
<tr>
<td>Cooperative</td>
<td>collaborative, friendly, team player, responsive</td>
</tr>
<tr>
<td>Courageous</td>
<td>daring, stands up for its own beliefs, brave</td>
</tr>
<tr>
<td>Dependable</td>
<td>reliable, conscientious, responsible, trustworthy</td>
</tr>
<tr>
<td>Determined</td>
<td></td>
</tr>
<tr>
<td>Fair-minded</td>
<td></td>
</tr>
<tr>
<td>Forward-looking</td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
</tr>
<tr>
<td>Imaginative</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td>Inspiring</td>
<td></td>
</tr>
<tr>
<td>Intelligent</td>
<td></td>
</tr>
<tr>
<td>Loyal</td>
<td></td>
</tr>
<tr>
<td>Self-controlled</td>
<td></td>
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<tr>
<td>Straight-forward</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 12

Importance of Planning

Purpose: Students will learn the importance of planning an agenda for a successful program development.

Objectives: Students will:

• Identify specific tasks for a successful project.
• Understand the importance of a plan.

Instructional Procedure:

• Play with the students the "Making a Peanut Butter and Jelly Sandwich" game. You need the following items: A jar of peanut butter and a jar of jelly, a sandwich knife, paper towels, and a loaf of sandwich bread.
• Ask students: Who knows how to make a peanut butter and jelly sandwich?
• Ask for one volunteer and cover his/her eyes with a blindfold.
• Ask this student to direct you in making a sandwich, tell him/her that you will be following his/her instructions.
• Begin the exercise. Students will probably skip basic directions such as "unscrew the jar" or "open the bag."
• Follow the given instructions to the letter. For example if his/her direction is to open the bag but do not explain how, then start ripping of the plastic in order to open the bag. Your moves should be overly dramatic in order to emphasize the point that the directions are not clear.
• Call for other volunteers.
• After a few students have given directions, have students reflect on what had just happened. Some questions to ask are:
  o How successful were the directions?
  o What were the problems?
  o What worked? What did not work? Why?
  o What would you have done differently?
  o What was essential for accomplishing this task?
  o What skills are needed for implementing a project?
• Talk with participants about the importance of planning, thinking through all steps necessary, and creating a detailed agenda when implementing an activity.
• Have students reflect orally or in writing the importance of planning for a project in advance. (Adapted from National Youth Service Day 2002: Service-Learning Curriculum.)

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Lesson 13

Reaching Consensus and Implementing a Democratic Process

Purpose: Students will understand the importance of reaching consensus when making important decisions.

Objectives: Students will:

- Be able to reach consensus.
- Be able to make decisions based on a democratic process.

Instructional Procedure:

- Divide the class into smaller groups (3-4 students).
- Give students the following scenario:

Your school has just received a donation of 30,000 dollars from a foundation. The foundation is very flexible on how these funds can be spent. The foundation's only requirement is that these funds be used for only one educational project. The school board is meeting to decide how the funds should be used. You are a member of the school board and will have voice and vote on how to use these funds. Some possible projects are:

1. A new stadium
2. Equipment for the science laboratory
3. A parking lot
4. Books & technology for the library
5. Expand the auditorium
6. A new computer room

- After small groups have deliberated about what project to award funding, ask students to reconvene as a class and to report their group's decision.
- Write on the board the projects each group has chosen to fund.
- Since there is only one project that can be funded provide some time for the whole class to decide what that one project would be.
- If they have not reached consensus after five minutes of deliberation, stop the discussion and ask the group what to do to come out with only one project.
- Ask students to reflect on the process of reaching a consensus.
  - What were the challenges that your group encountered?
  - How did your opinions differ from the other group members?
  - Was it easy to reach consensus in your small group?
  - What do you think about the process used in class to decide what project to fund? Do you think it was fair?
4. Beginning to identify community needs

Once students understand what service-learning and philanthropy are, the next step is to explain that they will be involved in philanthropic activities which are part of the Making Change program. Through the program students will be able to identify the needs of their community and will help raise funds for a service-learning project.

These are some activities that can be used for learning about the needs of the community:

Lesson 14

Community, Assets and Needs

Purpose: Students will learn to define the concepts of community, assets and needs and will identify their community's assets and needs.

Objectives: Students will:

- Be able to define the following concepts: community, assets, and needs.
- Identify their individual's assets and needs.

Instructional Procedure:

- Write the word "community" on the board, read aloud and ask students what the word community means to them. Have students brainstorm examples of communities that are part of or have participated in. For example: church, class, school, neighborhood, football team, etc.
- Write the answers on the board.
- Give the students a piece of paper and ask them to divide the paper with a vertical line in the middle.
- Ask students to do a self-evaluation and to draw 5 positive things about themselves on the left of the paper and on the right side 5 things about themselves that need improvement.
- After the allotted time, ask them to present their drawings to the class.
- Tell students that the things on the left side of the paper are their personal assets and the ones on the right are their personal needs.
- Have students reflect about the activity. Some questions to ask are:
  - How did you choose to define community?
How did your definition compare to others?
What are your assets and needs?
What skills do you bring to the program?
How can some of your personal needs be addressed?
How do your needs and assets compare to those of your community?

Lesson 15

Discovering Our Community

Purpose: Students will learn more about the people in their community.

Objectives: Students will:

- Be able to learn about their community and the people who live and work there.
- Create a brochure telling what they love about living there.

Instructional Procedure:

- Ask students to name people who work in their community, such as doctors, lawyers, firemen, policemen, and so on, and discuss what each person does.
- Have students choose a partner and brainstorm things they like about where they live.
- Provide students with information about their community and ask them to provide information of their own. For example, students might bring in photographs, advertising materials, menus from favorite restaurants, newspaper articles, and so on.
- Show a sample of a brochure about a community and explain to students that they are going to create a brochure about their own community.
- Distribute supplies, provide criteria for the brochures, and answer any questions students might have.
- When the brochures are complete, invite students to share their work with their classmates.
- Display the brochures in the classroom or hallway.
- Follow up with a field trip to a community organization and have students write in their journal their impressions about the organization.

*Adapted from Education World - http://www.education-world.com/.
Lesson 16

Brainstorming ideas for a service project and philanthropy

Purpose: Students will learn to identify the needs in their community and they will examine ways they can help as a class.

Objectives: Students will:

- Brainstorm ideas for a service project.
- Cooperatively plan a service project.

Instructional Procedure:

- Tell students that the class needs to identify areas for service and service-learning projects.
- Prompt students to write the assets and needs of their community. Use the worksheet that appears on page 47.
- Brainstorm ideas and write the students' suggestions on a chart.
- Have students think about how the type of service they can provide to their community that will address their need.
- Divide students in small groups and have them brainstorm at least two possible service projects.
- Have students make a list of projects.
- Discuss the various projects with the children narrowing the list to those choices that are more frequent.
- Tally the responses.
- Have the students think about possible ways to elicit the opinions from their family members, and neighbors about the needs of their community.
- Students can create a set of questions to ask.
- Have students collect data from the community and bring them to the class.
- Tally these responses.
- Compare the responses from the community with those students provided.
- Vote on the top three potential service-learning projects.

Note: As follow-up activity, ask your students to walk through their community, take an in-depth look at their surroundings and record their observations.

Related Math Activity:

Children can employ math skills by counting the responses and learning how to report frequent themes.


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Needs & Assets

Describe the assets and the needs of your community and record this information in the respective columns.

Assets: Things that are positive and that you would like to see more of.

Needs: Things that need to be improved, developed, or changed.

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
4. Questions to consider before initiating the Fundraising Campaign and Selection of Potential Service-Learning projects

As students continue learning about service-learning and philanthropy, about their communities and about ways to improve their teamwork skills, in addition, it is important to start planning possible strategies for fundraising activities. The funds collected will be used for service-learning projects. Some questions to take into consideration are:

1. Will the fundraising campaign be carried out by one grade or by the entire school? Will it be an after-school program? Will it be one fundraising event or a series of events?
2. Are you planning to ask for donations from individuals and/or from businesses and organizations?
3. How do you plan to let others know about this program? Through letters, posters, flyers, the media?
4. Who will be the students who will serve on the Community Change Committee (the group that decides which projects get funded)? Will they be elected? Will it be composed of students from one class or of representatives from various grades? If one class, who will lead/chair the group?
5. What will be the role of teachers, school administrators, parents, and community members?

Before the fundraising campaign students may have already identified potential service-learning projects, however, the final decision regarding what service-learning projects will be funded will be made by the Community Change Committee. This committee is responsible for receiving and reviewing the service-learning project proposals and for deciding on the amount that will be awarded to these projects.
Section II

The Fundraising Campaign
SECTION II: THE FUNDRAISING CAMPAIGN

1. Strategies for Organizing the Fundraising Campaign

When organizing the fundraising campaign, there are important decisions to be made. It is crucial that a planning committee is formed. This committee will be responsible for monitoring the collection of funds. This committee can be composed of students representing the grade organizing the campaign if there is only one grade involved in the program, or of members representing the overall school if all grades are participating in this activity.

It is important to determine in advance who will make up the committee and to delineate the committee's role and responsibilities. We recommend that this committee be composed mostly of students. Having mostly students as committee representatives will help develop their leadership skills and provide them with a sense of ownership of the program. Try to diversify the student population in the committee, trying to ensure that there are representatives from different ethnic groups, gender, and students with various levels of academic achievement.

Remember that this is an opportunity to empower low academic achievers, students with disabilities, or students with low self-esteem.

Teachers, parents and community members can act as advisors to the committee; they will be able to provide suggestions and ideas for conducting the fundraising campaign and for approaching the neighboring businesses and other related organizations.

The campaign can have three foci: Collections within the school, collections within the neighborhood, and reaching out to businesses.

1. Collections within the school: Internal collections are the best way to increase awareness in the school and create momentum for reaching out to the communities. Students can start the campaign by organizing collections within the school. This collection can occur during lunch break, when students have time to reach students from other classes, teachers, school administrators and staff. Here all school personnel can be approached including office personnel, cafeteria personnel, and maintenance staff. Some ideas for collections within the school are:

- Hold a loose change collection.
- Organize a raffle within the school.
- Plan a school-wide bake sale.
• Join efforts for a talent show.

2. Collections within the neighborhood: These collections involve reaching out to neighbors to collect money. The collection could be done throughout the students' residences, blocks, and other neighboring streets. In order to inform neighbors about this fundraising campaign, the class can make flyers that students can deliver to the neighboring homes a week in advance, or they can contact the local newspaper to post information about the upcoming campaign. This could be a great way to get the word out! We strongly recommend parents accompany children during the collection. Here are some ideas:

• Write letters for parents and neighbors that contain funny statements such as: For a donation of $10, we won't try to sell you candy for one week. For a donation of $20, we will not ask you for more for about a semester.
• Organize a loose change within the school and neighborhood. Students can ask their neighbors to save all their pennies and donate them for a service-learning project.
• Organize fundraising activities such as car washes, book sales, candy sales, and flower & bulb sales.
• Plan an auction and a talent show and invite the school and neighboring community. An entrance fee can be charged and food and drinks can be sold.
• Organizer an Empty Bowl Project.
• Organize a Car Wash in your neighborhood.

3. In addition to approaching individuals within the school and in their communities, students can collect funds from businesses, such as grocery stores, laundromats, bookstores, or non-profit organizations like Kiwanis or Rotary Club. Students can practice writing letters to these businesses and organizations to request their generous contributions. They can propose to them to match their already-collected funds. In addition, they can learn to make presentations about their service-learning projects to these organizations. Here are some examples of fundraising activities:

• Ask local corporations to donate goods that can be used in gift baskets. After the class has put together the baskets - working around a particular theme works nicely - hold a raffle or hold an auction for the gift baskets. This can be particularly effective...
when the entire school participates with each class developing basket(s) around a particular theme.

- Communicate with local organizations via mail or email and request their generous contributions.
- Make phone calls to neighboring businesses and gather pledges.
- Use the sheet on page 56 and go around your neighborhood requesting people to donate one dollar or more. Ask them to sign their names next to the sentence that best describes them.
- Send an article for publication about this fundraising endeavor to local newspapers explaining the purpose of the campaign and soliciting donations from individuals and businesses.

The Loose Change Drive

1. Collect empty jars and paste on them labels with information about the campaign.

2. Put the jars everywhere! In stores, school classrooms, your school's front office, teacher's lounge, etc. Ask your town's local cafes and coffee shops to place donation jars by the cash register for people to donate their change. Advertise the drive around your school by putting up posters everywhere!!

3. Be creative! Some schools have raised thousands of dollars by going door to door in their town and asking people to donate the change they have around the house on coffee tables, jars and in couches.

4. Collect the jars at the end of the Loose Change drive.

Can you Spare One Dollar or More

1. Make with your students a list of statements like the one that appears on page 56.

2. As an after school activity, ask students with adult supervision to approach their friends and neighbors to collect funds.

3. Students have to explain the purpose of the campaign and ask those they contact to sign their names in the space that best describes them.

4. Students report the activity in class and collect all funds.
Empty Bowls Project

If the fundraising is for the purpose to help the hungry, one way to raise funds to support a food drive is through the Empty Bowls project. The basic idea for Empty Bowls is simple. Here are some steps to follow:

1. Students as part of an art project make ceramic bowls.
2. Schedule a day to serve soup to people in the community, children's parents, school personnel.
3. Advertise this event.
4. Students with the teachers' and parents' support serve a simple meal of soup and bread to parents and other individuals in their community.
5. Guests choose a bowl to use that day and to keep as a reminder that there are always Empty Bowls in the world.
6. In exchange for a meal and the bowl, the guest gives a suggested minimum donation.
7. The funds collected are used for a project to combat hunger or malnutrition. For more information contact http://www.emptybowls.net/

Organize a Candy or Bake Sale

1. Set a day for the sale.
2. Decide who will be your targeted customers, within the school, in a mall, in a school event, etc.
3. Calculate prices for the items you are planning to sell taking into consideration how much profit you would like to make from each item.
4. Sell your product. Possible ideas are Krispy Kreme doughnuts or cards which can leave 50% profit approximately. For more information contact http://www.krispykreme.com/

Selling Cards with a Heart

1. Students can design cards for various holidays such as: Mother's or Father's Day, Independence Day, Christmas, Hanukah, etc.
2. Each card can carry a message about the school and the service-learning projects to support.
3. Decide how much each card will cost and how they are going to be sold.
4. Contact the local stores to request them to display some of the cards for sale in their businesses.
Organizing a Car Wash

1. Get a lot of people to join this fundraising activity.
2. Decide where and when will this event take place, e.g. outside a major store.
3. Decide how much you will charge.
4. Make a list of the materials that you will need such as detergents, wax, towels, etc.
5. Contact the store manager beforehand to let him/her know about the car wash and its purpose.
6. Have fun!

Organizing Raffles

1. Decide what you would like to raffle. You can get local businesses to donate prizes, like a dinner for 2 at a local restaurant, free movie passes, gift certificates, etc.
2. Prepare tickets to sell.
3. Decide on the amount for each raffle ticket.
4. Sell raffle tickets to your friends, relatives, neighbors, and in school or community events.

Can & Bottle Drive

1. Find an authorized bottle or can recycling company nearby.
2. Ask the company what the refund rates are.
3. Plan a date for the can and bottle drive.
4. Have enough plastic bags or boxes where to store the cans and bottles. The recycling company may provide you with these materials.
5. Establish the best method of collection. Some alternatives are going door to door or having a central location where people can bring the bottles and cans.
6. Decide on the collection area.
7. Advertise the event. Publicity is essential to a successful drive. Make some flyers with the following information: Name of your school, reason for the drive, date and time of the collection, list of what you are collecting and phone number for people to call to ask questions.
8. Post flyers or deliver them door-to-door.
9. Divide your group in teams and collect as many cans and bottles as possible.
General Recommendations

1. Make the projects fun.
2. Work with as little overhead cost as possible.
3. Tap into already existing traditions.
4. Involve community groups such as clubs and school parent organizations, who can offer connections.
5. Appoint reliable and enthusiastic students to head subcommittees, then have them delegate tasks to their peers. Their enthusiasm will disseminate and more students will join the effort.
6. Utilize local media for publicity.
7. Celebrate students' efforts and accomplishments.

Make sure the committee in charge for organizing the campaign has a detailed list of all activities, responsible individuals and timeline well delineated. Here are some examples:

<table>
<thead>
<tr>
<th>Task</th>
<th>Who is responsible</th>
<th>Due Date</th>
<th>What do we need?</th>
<th>How can we get it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make posters to advertise fundraiser</td>
<td>Mark, Lisa &amp; John</td>
<td>March 1</td>
<td>Markers, paper, glue</td>
<td>Local art supply stores or business</td>
</tr>
<tr>
<td>Post flyers and deliver them door-to-door</td>
<td>Mary, Helen, Greg, Liz, Alex, &amp; Mike</td>
<td>March 15</td>
<td>Glue, nails, hammer.</td>
<td>Local stores, parents or the school.</td>
</tr>
<tr>
<td>Send letters to businesses</td>
<td>Mary, Nick, Shawn.</td>
<td>March 31</td>
<td>Paper, computer, envelopes</td>
<td>The school can provide.</td>
</tr>
</tbody>
</table>
Activity 1

Can You Contribute with $1.00 or More?

Dear Family & Friends:

Our school/class is having a fundraising campaign. The purpose of this fundraiser is to collect money to use in a community service project. This project can only be made possible with your generous contribution. Just sign your name in the line that best describes you.

1. I love to support this kind of activities

2. I am happy to give you a dollar

3. I need to contribute to this altruistic purpose

4. I can't say no to a friend

5. A dollar is not very much

6. Sure, I will help with a dollar

7. I'd love to contribute in other ways as well

8. A dollar won't break me

9. A dollar and more

10. Don't leave me out!

11. I wish I can give you more

12. Take it and keep me posted about the campaign

13. My dollar is for a good cause

14. I want to become more involved

15. (Write your own)

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Lesson 17

Writing Letters

Purpose: Students will learn to compose letters to philanthropic organizations or local businesses to request funding for service-learning projects.

Objectives: Students will:

- Learn how to construct a letter requesting funds including an appropriate greeting, heading, closing and a brief explanation of how the funds will be used.
- Learn new vocabulary used for professional letter writing.

Instructional Procedure:

- Have students bring to the class samples of letters received from a bank, a business offering services, an organization requesting donations, etc.
- Have students describe similarities and differences in the styles used to write these letters.
- Explain what professional letters must include: date, heading, salutation, request for funds/support, reasons this request is made, closing and signature. A sample can be found on page 58.
- Teach students how to use the letter template using a word processing software to create business letters.
- Have students identify a potential business or organization and prompt them to write their own letter(s) to this organization.

*Adapted from Learning to Give - Council of Michigan Foundations -http://www.learningtogive.org/
Business Letter Sample

HEADING
Date: September 6, 2003
Name: Emily Hunt
School Name: NY High School
Street Address: 123 Main Street
City, State, Zip Code: New York, NY 15147

INSIDE ADDRESS
Jayne A. Lane
New York Garden Center
345 Bush Street
New York, NY 15148

SALUTATION
Dear Ms. Lane:

BODY
I am a 9th grade student at NY High School. Our school is organizing a fundraising campaign. Our purpose is to raise money to fund various service-learning projects. We are asking local businesses for their generous contributions. Any donations are greatly appreciated. If you are interested in contributing to our service-learning projects, please contact my teacher, Ms. Lucy Davis.

Thank you in advance for your support.

CLOSING
Sincerely,

SIGNATURE
Emily Hunt

Contact Information
Ms. Lucy Davis
NY High School
Phone: (212) 981-2345
Fax: (212) 981-2346
Lesson 18

Designing Brochures or Posters

Purpose: Students will learn about the importance of promotion and advertising to collect funds to motivate people to collaborate in a philanthropic initiative.

Objectives: Students will:

- Learn what makes a good poster and brochure.
- Be able to use their artistic skills to design a poster or brochure.

Instructional Procedure:

- Have students bring to the class posters or brochures from their community's advertisements.
- Break the class in small groups and have each group evaluate the brochures and posters each students brought. They can decide what criteria they use for the evaluation such as clarity of message, color, size, etc.
- Have students brainstorm in group how to design their own promotional brochure or poster to help raise awareness for the collection of funds.
- Have students begin to design their brochure and/or poster for the project.
- Students can design it by drawing and painting or they can use computer software for this purpose.

For K-5: Have students create paintings about the project in relation to themes such as: giving, service, philanthropy, fundraising, etc.

* Adapted from Learning to Give – Council of Michigan Foundations - http://www.learningtogive.org/
2. Integrating the Making Change Curriculum

From the beginning of the program, it is crucial to delineate how the fundraising campaign and later on the identification of a service-learning project will be tied to class content. We have identified subjects where the program activities can naturally be used as tools for in-depth and structured learning. The subjects are: math, social studies/history, science, English and literature, art, and civic education.

a. Math: Young children can learn and practice the four elementary math applications which are: addition, subtraction, multiplication and division.

b. Social Studies/History: Students can learn about the history of American currency. They can examine the dates of the coins and bills and learn about important events in American history. Also, they can learn about their community's history while they are identifying its needs and resources.

c. Science: Collecting various types of coins can provide a rich opportunity for students to learn about the metals used to make coins in the US and in other countries of the world. Students can learn more about the physical properties of various metals used for the minting of coins such as gold, silver, nickel, bronze, aluminum, and copper. They also can learn about the materials used to make bills as well as how to recognize real money from forgeries.

d. Writing: One of the areas where there are plenty of opportunities for learning is in writing. Students can be encouraged to keep a journal that will contain their reflections about the program activities. For example, they can write about the challenges of working in teams, how decisions are made in the student committee, what project(s) they have identified in the community, the community's needs, how they feel about these needs, how they think they can go about finding solutions for these problems, etc. Students can write about their work in the fundraising process and service-learning projects through poetry or story telling. Students can also learn to write letters and proposals to request funding for their service-learning projects. In addition to these activities, students can learn to write newsletters and articles which can be used as tools for the dissemination of information about the program.
e. Arts: There are wide range of ways students can develop their artistic skills under the program’s momentum. Students can engage in activities that involve drawing and painting. For example, they can paint the various denominations. They can also design flyers, boards and posters to be displayed in the school. In addition, they can document the program through photography, scrapbooking, and web design projects.

f. Civic Education: It is critical to reflect on the experience as part of the civic education curriculum. Service-learning activities should be used as a tool to promote active citizenship, character development, and civic responsibility. Service-learning reflection activities need to address societal problems and students should be prompted to reflect on their roles as active citizens responsible to making a difference.

g. Business Education: Students can develop their financial literacy skills by researching interest rates and financial programs offered by local banks. (See Creating a Partnership with a Local Bank on page 65).
Language Arts

Coin Poems

Purpose: Learn to recognize coins reciting a fun poem.

Objectives: Students will:

- Learn to recognize coins.
- Learn coin poems.
- Draw coins and learn to write their names.

Instructional Procedure:

- Give children various types of coins and ask them to draw them and write their names next to them.
- Teach them poems to help them identify pennies, nickels, dimes, and quarters.
- Print poems on to large chart paper, add illustrations and read chorally. The poems are:

  Penny, penny, Easily spent
  Copper brown and worth one cent.

  Nickel, nickel, Thick and fat,
  You’re worth five cents. I know that.

  Dime, dime, Little and thin,
  I remember, You’re worth ten.

  Quarter, quarter Big and bold,
  You’re worth twenty-five I am told!

Related Social Studies Activity:

Teach students about numismatics and about the history of the American currency.

* Adapted from Education World - http://www.education-world.com/.

2003, Institute for Global Education & Service Learning, Levittown, PA www.igesl.org
Civic Education

Being a Good Citizen

Purpose: Teach students about citizenship and social responsibility.

Objectives: Students will:

- Be able to define what it means to be a responsible citizen.
- Identify organizations that are making positive change in their community.

Instructional Procedure:

- Ask students what they think being a "good citizen" means.
- Brainstorm the characteristics of a good citizen and write this list on the board.
- Explain to students that citizenship is "social responsibility in action" and that being a good citizen involves being involved in the community and acting for the common good.
- Ask students to think about someone in their community who they think is a good citizen and why.
- Ask students to think of organizations that are making a positive difference in their community.
- Have students think of ways they can also become better citizens by serving their communities.
- Ask students how they think Making Change is helping them in becoming good citizens.
3. Creating a partnership with a local bank

The funds raised throughout the campaign need to be kept in a safe place. Along with the planning and implementation of the fundraising campaign, the student committee should identify a local bank with which a partnership can be established. The student committee needs to decide on what plan best meets their needs, based on their budgeting and saving goals, interest rates, and accessibility of funds.

Also, with the school's guidance and final approval, the committee may deliberate whether the account will be under the school's name, or whether it is more appropriate to create a non-profit account that is independent from the school finances. Creating this relationship brings about many opportunities for learning. Students can improve their financial literacy skills, by acquiring knowledge about banking and accounting. For example, students can learn how to manage a saving and checking account, how to keep up-to-date balances which includes deposits, expenses, interest and any incurred administrative or financial charges.

The school may want to invite a financial expert from the bank to talk to the children about existing financial options, banking professions and job opportunities in the field. Remember, since the goal is to create a partnership, you may want to examine ways the bank can have a more active role in the overall project.

"Only those who have learned the power of sincere and selfless contribution experience this deepest joy, true fulfillment."

Anthony Robbins
Section III

Proposing a Service-Learning Project
SECTION III: Proposing a Service-Learning Project

In this section we present ideas on how students can identify the needs of their community and can use this data to propose a service-learning project that addresses a community need. We also provide some strategies to be considered when organizing the Community Change Committee which will be in charge of reviewing each service-learning project proposal and of awarding grants for service-learning projects.

1. Assessing the community's needs and assets

Students need to have a good understanding of the needs of the community prior to drafting a proposal for a service-learning project. This assessment can be made: 1) by administering interviews or questionnaires to local citizens; 2) through site visits and observations; and 3) through evaluating information in newspapers and local newsletters.

Administering interviews or questionnaires

As part of a class or an after-school program activity, students can generate a list of questions to ask their community. Using these tools, students can find out how people feel about their community, the problems people think are important, how people are affected by this problem, and what people think should be done to address these problems. These questions can take the form of yes/no questions, frequency questions, multiple choice, and rating questions. Using these types of questions will provide data that will be easier to tabulate. In addition, students may want to include open-ended questions which will elicit more in-depth responses. Including demographic information can also be helpful to assess the needs of particular groups according to their ethnicity, gender, age and relationship to the community.

Once the instruments are ready and students have practiced with their classmates, they can conduct the interviews and/or surveys by administering them to their relatives, neighbors, and friends. Students can strategically speak with individuals representing community groups, business owners, the clergy and other leaders from religious groups, a politician representing the community, and corporate leaders. Once this activity is carried out, students should bring these data to the class and explain how they chose the person or persons to survey or interview. Later on this data will be tabulated and analyzed to identify frequent responses and common
themes. This would be a good moment to teach students about percentages, pie charts, or bar graphs.

Lesson 19

How to write a survey

Purpose: Students will learn how to design a survey to collect data from their community.

Objectives: Students will:

- Be able to identify the types of questions to write in a survey.
- Learn more about their community's assets and needs.

Instructional Procedure:

- Teach students the types of questions that can be included in a survey.
  Include types of questions such as: yes/no questions, frequency questions, multiple choice, rating questions, and open-ended questions. Here are some examples:

  **Yes/No Questions:**

  - Are there any children in your home?
  - Do both parents work?
  - Do the children go to school? Do they stay at home?
  - Are there any homeless people in your neighborhood?

  **Frequency Questions:**

  - How often does the city clean your streets?
  - How often do you recycle?

  **Multiple Choice Questions:**

  - What are the major problems in your community?
    - Drugs
    - Litter
violence
illiteracy
homelessness
poverty
AIDS
Other

Rating Questions:

- Rate the following with "1" being the most serious community problem, "2" being the next most serious, and so on.
  - Drugs
  - Litter
  - Violence Illiteracy
  - Homelessness
  - Poverty
  - AIDS
  - Other

Open-Ended Questions:

- What are possible solutions to these problems?
- What resources are needed to address these problems?
- Brainstorm ideas for questions to ask their community. Teach students the importance to include demographic information such as:
  
  Gender:
  
  _______ Male  _______ Female

  Age:
  
  _______ 10-18 years old
  _______ 19-30 years old
  _______ 31 or older

- As a class, discuss the proposed questions and determine which questions will be included in the final survey. Students can vote on the final questions to include in the survey.
- Instruct students on how to conduct a survey. They need to learn how to introduce themselves to members of their community, explain the purpose of the survey and ask the people they want to survey if they would be willing to collaborate by answering these questions.
- Have students make a list of people they can survey in the community
- Prompt students to conduct the survey.

2003, Institute for Global Education & Service Learning, Levittown, PA www.igesl.org
Lesson 20

Preparing for an Interview

Purpose: To learn to obtain in depth-information from the community through administering interviews.

Objectives: Students will:

- List questions to ask their community.
- Learn how to carry out an interview.

Instructional Procedure:

- Brainstorm possible questions to ask their community regarding their needs, assets, resources, etc.
- Write the list of questions on the board.
- Prompt students to select 5-10 questions to include in the interview instrument.
- Explain students how to introduce themselves before going to the community. They can introduce by saying their names, the school's name, and the purpose of the interview.
- Have students practice the interview with others in the classroom.
- Determine how many people each student will interview in their community and who they can be. Students can interview community leaders, politicians, a local business owner, the clergy, the school principal, other teachers, a friend, or a member in their family.
- Have students follow the seven steps to take into consideration when interviewing people in the community. You can find them on page 72.
- Ask students to record the information from the interviews.
Steps To Follow when Interviewing the Community

1. Know your questions. Make sure the questions cover all the information needed.
2. Introduce yourself.
3. Explain the purpose of your visit.
5. Record the answers for each question on a notebook. Summarize the main points. You may want to use a tape recorder. In this case, ask the interviewee if s/he feels comfortable being recorded.
6. If the interviewee represents an organization, ask for further information such as bulletins, brochures, pamphlets, etc.
7. Thank the person you have interviewed. You can send them a thank-you note within a week of your visit.

Making site visits

In addition to the administration of surveys and interviews, students may complement this activity with visits to community organizations that can potentially benefit from a service-learning project. During the site visits, students can develop their observational skills and can also talk to the individuals in the service agencies they visit. The interviews and surveys can also be administered to the agency staff members and people whom the organization serves.

Evaluating information in newspapers and local newsletters

Another source of available data about the needs and problems of the community may be found in the neighborhood's newsletter or newspaper. Students can find information about new organizations needing support, such as a new day care center for low income families, or a soup kitchen for the hungry. A careful examination of the local newspaper or newsletter can lead to discovering new projects undertaken by the community as well as potential need of a service project.
Lesson 21

Writing a Research Paper about the Community

Purpose: Students will be able to write a research paper about their community's needs and resources.

Objectives: Students will:

- Learn how to write a research paper, state a problem, and use methods to collect data from their community.
- Learn to research the history of their community.
- Write a report describing their community.

Instructional Procedure:

- Explain to the students they will use the data they collected in their community to write a research paper.
- Teach students to write a paper outline. Here, you can review how to organize a research paper, how to write an introduction, problem statement, methods used to collect information from the community, conclusions and bibliography.
- Give students an opportunity to outline the information they have gathered.

Related Activity:

Have students learn how to create simple information charts, and/or bar or pie charts in the computer.
Lesson 22

Creating Data Charts

Purpose: Students learn how to create colorful bar, line, or pie graphs to display collected data. This lesson could be adapted for use with almost any curriculum unit.

Objectives: Students will:

- Collect information from surveys.
- Display the data in bar, line, or pie graphs they create with Microsoft Excel or a free online tool.
- Describe orally and in writing what they learned from the activity.

Instructional Procedure:

- Have students use the data from the survey they administered in their community or create a new follow-up set of questions to ask to the community.
- Allow some time for students to familiarize with Microsoft Excel or use an online resource to create graphs which can be found in the following URL address: http://nces.ed.gov/NCESKIDS/Graphing/
- Have students create graphs for each of the questions that appear in the survey.
- Have students describe orally each of the graphs. Students should explain how they collected information, what the graphs show, and what they learned from the activity. Some might share ideas for follow-up surveys or graphs that would help them learn more or clarify data they collected.
- Ask students to write about what they learned from this activity.

Other alternative activities:

- Students can keep track of the funds collected weekly, bi-weekly, or monthly by creating charts that include the activities and the amounts collected through these activities. Later they can compare the amounts collected from each activity weekly or monthly.
- Students can display the charts from this activity in an artistic board. They can use drawings or pictures from magazines or newspaper to accompany the information representing each chart.

*Adapted from Education World - http://www.education-world.com/
2. Writing a Proposal

Once the potential needs of the community have been identified and students understand the process for a service-learning project, they can begin to write a proposal. Depending on the children's grades and ages, this proposal can be presented as a simple outline of the purpose of the project and its activities or in the higher grades this can be a more thorough and involved writing activity. In the case of small children, the proposal can be written by the teacher or program facilitator in collaboration with students from higher grades.

The following are elements that a good proposal should contain:

- Description of the organization where the service project will take place
- Problem Statement or Needs Assessment
- Project Goals and Objectives
- Project Activities
- Evaluation
- Future Funding
- Budget
- Appendices

*Description of the organization or agency:* This is the first section of a good proposal. It presents some general information of the agency that will host the project or the group of students providing the service. This information may include: a brief history of the agency, its purpose, mission, and overall goals.

*Problem statement or needs assessment:* This section includes a summary of the existing problems in the agency and/or community.

*Project Goal and Objectives:* In this section, students explain the goals and objectives of the project. Here, students can summarize the results from the evaluation of the community needs and how the project will contribute to addressing those needs.

*Project activities:* In this section, students present the specific activities that they will perform in the community. For example, in the case of a literacy project, students may consider it important to teach low income children basic numeric and writing literacy skills after school. In this case, they might explain the techniques they would employ to teach literacy in the
proposaL. This section should also include the timeline of the project, and
number of service hours.

**Evaluation:** When planning to implement a service-learning project, there
should be space for evaluating its impact. This can be done through
interviews or questionnaires to the community members who will be directly
affected by the project. These instruments may contain questions about
their perceptions and satisfaction with the project.

**Future Funding:** One of the major concerns when implementing a service-
learning project is that it should not be a once in a lifetime activity, but
that there is continuity and project sustainability. Students can brainstorm
possible ideas of ways the project funding and implementation may be
continued in subsequent years.

**Budget:** Obviously an important part of the project is securing enough
funding. We suggest that you brainstorm in the class the materials needed
for the project and to create a rough outline of things where the money may
be spent. In the proposal describe the budget in detail, item by item.
Before students do this they might want to do some homework and find out
costs of items in their town, city or on the internet.

**Appendices:** This is the last section of a proposal. This section includes any
supplementary documentation about the service-learning project such as
suggested readings for students, a form for assessing student competency,
glossary of terms, etc.
### Brainstorming ideas for a service-learning project proposal

**Project Name**

<table>
<thead>
<tr>
<th><strong>Preparation</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How will the needs of the community be assessed and evaluated?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What is the service to be provided? Explain.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflection</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How will you reflect about the activities in the service-learning experience? (e.g. journals, essays, etc.)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Celebration</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Who will be recognized for the efforts? How?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Youth Voice</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What will your role be in selecting, designing, or implementing the project?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Genuine Need</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Will the project meet a real, recognized need of the community?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Connection to Learning</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How will the project be connected to classroom learning? What academic skills will be developed? What knowledge or content will be acquired?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Partnerships</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Will there be any interactions or collaboration with members in the community? Explain</td>
<td></td>
</tr>
</tbody>
</table>

---

2003, Institute for Global Education & Service Learning, Levittown, PA www.igesl.org
Brainstorm all the possible partners that you think might have an interest in working with you on your project. Research community resources through the internet, newspaper, phonebook, and by asking people in the neighborhood.
Sample for a Service-Learning Project Proposal Adapted from "The Bristol Township Communities That Care Student Service-Learning Board's Grant Application"

School_____________________________ Date________________

Project Name________________________________________

Teacher contact_____________________________ Age Group________

Amount requested____________________________________

• How many students will be involved? ____________ What are their ages? ____________

• Brief description of your project

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

• What need of the community has been identified and how will the service-learning project address this need?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

• List some of the project objectives

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
- List some of the activities that will be carried out as part of the project

- How will you present/share the project with others?

- Is the community taking part in your project? If so how?

- What will you learn from this project?

- How much time is involved in the project? What is the magnitude?

- What information do you already have, or what have you already done with your project?

- How will the project be evaluated? List possible questions you are interested in finding out about.
What is your budget? Make a list of the items and their costs. Include here if there is any other source of funding.

<table>
<thead>
<tr>
<th>Items</th>
<th>Amount</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total:

Has other funding been requested from elsewhere?

Yes____________ No____________

If yes, from where? __________________________

What is the amount? __________________________

When will the amount be received? ______________

__________________________________________  __________
Signature(s) of Project Coordinator/Teacher     Date

__________________________________________  __________
Signature of Principal                           Date

__________________________________________  __________
Signature of Student Representative(s)          Date
3. Strategies for Organizing the Community Change Committee

Once the funds have been raised and deposited in a local bank, the next step is to create a committee that will be in charge of reviewing the service-learning project applications, and of financing those proposals that meet the needs of the community. The members who make up this committee could be the same students who served on the committee that planned the fundraising campaign. In addition to students, the committee can be composed of teachers, school staff, parents and community members. Students, teachers and the school can decide on the role of these representatives, they can act as advisors to the committee with one voice, or they can be members who will have voice and vote in the decision-making process.

Responsibilities of the Community Change Committee

The main responsibilities of this committee are:

- To determine the information that the proposals should contain.
- To schedule deadline for submission of proposals.
- To review and evaluate each service-learning proposal.
- To determine the amount and number of projects that will receive funding.
- To award funds to those projects that best meet the needs of the community.
- To notify students whether or not their projects were granted funds.

When fundraising is complete and the funds have been deposited in a local bank, there are some important tasks for the Community Change Committee to carry out. Here, we present a list of activities that need to take place. Remember to determine in advance the timeline for these activities.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify focus areas for funding. Consider funding community organizations, service-learning projects or both.</td>
<td></td>
</tr>
<tr>
<td>2. Create an RFP (Request for Proposals). Set a deadline for submission of applications.</td>
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<tr>
<td>3. Notify other students of funding availability. Teach students about service-learning.</td>
<td></td>
</tr>
<tr>
<td>4. Review proposals.</td>
<td></td>
</tr>
<tr>
<td>5. Notify applicants about funding.</td>
<td></td>
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<tr>
<td>6. Issue checks.</td>
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</tr>
<tr>
<td>7. Plan a Celebration.</td>
<td></td>
</tr>
</tbody>
</table>
Evaluating Service-Learning Proposals

Review the proposals and use this worksheet to take notes about the proposals' strengths and weaknesses. You can rate the proposal on a scale from 1 to 4, with 4 being the highest rating.

<table>
<thead>
<tr>
<th>Service Proposal</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<tr>
<td>2.</td>
<td>1.</td>
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<td>4.</td>
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<td>3.</td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>4.</td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Rubric for Evaluating Service-Learning Project Proposals

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of representatives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>All questions in the proposal application have been responded to.</td>
<td></td>
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<tr>
<td>The needs of the community have been accurately identified.</td>
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<tr>
<td>All required signatures have been included: student leaders, teachers and principal.</td>
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<tr>
<td>Clear presentation of project objectives.</td>
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<tr>
<td>Project activities have been carefully considered.</td>
<td></td>
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<tr>
<td>Budget is reasonable for accomplishing the project.</td>
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<tr>
<td>Proposed project includes all components of service-learning (i.e. genuine need, connection to learning, youth voice, &amp; community partners.</td>
<td></td>
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<tr>
<td>Proposed project exemplifies the purpose of service-learning</td>
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<td></td>
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<tr>
<td>Other</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:

Funded (amount) Not funded

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Sample Letter # 1

April 9, 2004

Mary James
Student Representative
10th Grade
New York High School

Dear Mary:

It is a pleasure to inform you that the Making Change Community Change Committee has awarded funding for your project “Helping the Elderly.” We have received many exciting project proposals and based on the number of applications our committee has determined to award a grant in the amount of $300 in support of the activities described in your project proposal.

When you are ready to proceed with your proposed project, please see Ms. Dee Gallagher, the program treasurer, to receive the grant. These funds can only be used to cover the budget expenditures for the project as stated in the proposal.

Please indicate whether or not you accept the grant at the bottom of this letter. Sign in the space provided, and return the signed letter to the Chair of the Community Change Committee.

Sincerely,

Sandra Lewis
Community Change Committee

_____ I accept

_____ I do not accept

Signature: __________________ Date: ____________
Sample Letter # 2

April 9, 2004

John Smith
Student Representative
11th Grade
New York High School

Dear John:

The Making Change Community Change Committee has reviewed your grant proposal “Gardening and Beautification of our Neighborhood.” This year we received a large number of grant applications, making the award process highly competitive. After an extensive discussion and review of your application, the committee decided not to award funds for this project.

The following comments will give you a sense of the issues that the Committee members raised about the proposal:

1. Application was incomplete, itemized budget was not presented.
2. Lack of clarity in stating the program objectives.
3. The community need(s) that the project aimed at addressing was not clear.
4. Ways in which the project activities will be linked with the learning were not stated.

We strongly recommend your group to revise your project proposal and to consider applying for funds the upcoming year.

Thanks for your interest in the Making Change mini-grants.

Sincerely,

Sandra Lewis
Community Change Committee
Section IV

Program Evaluation
SECTION IV: Program Evaluation

What is Program Evaluation?

Evaluation is an essential step of monitoring the students’ progress in relation to the goals stated at the beginning of the program. Evaluations should be done throughout the program. A program is evaluated by carefully collecting information about a program or some aspect of a program in order to make necessary decisions for the improvement of the program. Evaluations can help identify good practices and program pitfalls.

There are various ways to carry out evaluations. Some of these are: questionnaires, interviews, observations, or focus groups. Prior to carrying out an evaluation, it is important to decide what you want to evaluate. If you are interested in finding out more about the competencies students have developed, you can create a form where you can record your observations of the students’ individual performances and their work in teams. The teacher can develop these evaluation tools or use the one provided on pages 91 & 93.

In addition to recording your observations, you can have your students self-evaluate their work. Students can fill out these evaluations during different times throughout the program and at the end they can compare their responses. This exercise will show the students their progress throughout the program and also areas that they need to continue working on.

In order to evaluate the program itself, you can implement focus groups. Focus groups are used to explore a topic in depth through group discussion, e.g. lessons learned from the fundraising campaign and from working in teams, and their reactions about the process to fund the service-learning projects. Focus groups can provide an excellent opportunity to analyze program successes and areas that need improvement. One person needs to act as facilitator, making sure each individual has an opportunity to voice his/her opinions, stories, and concerns.
Focus Groups

A focus group could be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group as a way to gain information about a specific issue.

A focus group is an excellent way to obtain information regarding how groups of people think or feel about a particular topic, why certain opinions are held, how to improve the planning and design of new programs and to evaluate existing programs.

Consider the following steps when planning to implement a focus group:

1. Make sure you invite all key program participants to the focus group. The group should not exceed ten individuals. The ideal number is six.

2. Plan in advance the number of focus group sessions. Sometimes sessions could be done at the beginning of the program, throughout and at the end of the program.

3. Decide how long the focus group session will last and write a list of questions you would like to ask to the group. Consider: What types of information are of particular importance? Who wants the information? Who will use it? Why is it needed?

4. Select the location for the focus group session. Participants should seat facing each other.

5. Tell individuals the purpose and the approximate length of the session.

6. Make sure each individual has time to talk and voice opinions and concerns.

7. At the end of the session, thank individuals for their attendance and participation.

Here are some questions that can be used for the final session.

*Note: For best results, a focus group session should not exceed 10 questions.*

**Overall Questions:**

- Describe your experience in the program?
- What did you like or dislike about the program?
• What are some of the successes of the program?
• Were there any program pitfalls/obstacles? How did you deal with them?
• How can the program be improved?

Working together:
• How rewarding was it to work together?
• What were the challenges of working in teams?
• How effective were the fundraising and community change committees?

Fundraising:
• What fundraising activities were more fun?
• What fundraising activities provided most funds?
• How can these activities be improved?
• What is your opinion regarding the allocation of funds for service-learning projects?

Learning:
• What did you learn about your community that you did not know before?
• What was the most interesting thing you learned in the program?
• What did you learn from class activities and discussions connected to the program?
• How has this program helped you become a better citizen?
• Do you plan to continue providing service to your community? How?
## Evaluating Student Mastery of Competencies

Student Name

<table>
<thead>
<tr>
<th>COMPETENCY OBJECTIVES</th>
<th>EVIDENCE OF MASTERY</th>
<th>NEVER</th>
<th>2</th>
<th>3</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to work effectively in a variety of group settings</td>
<td>Actively participates</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Accepts ideas of others</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listens actively</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Effectively assumes a variety of group roles</td>
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</tr>
<tr>
<td>OVERALL ABILITY</td>
<td></td>
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</tr>
<tr>
<td>2. Identify &amp; evaluate values &amp; ethics of self and others</td>
<td>Exhibits an understanding of values</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Actively seeks to understand and respect different ideas and opinions</td>
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<td></td>
<td>Demonstrates sensitivity to others of different backgrounds</td>
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<tr>
<td>OVERALL ABILITY</td>
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<tr>
<td>3. Identify and appreciate the community's problems and assets</td>
<td>Conducts and records interviews</td>
<td></td>
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</tbody>
</table>

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### Section IV: Program Evaluation

| Develops a survey to compile specific information |  |
| Identifies local agencies that provide services |  |

**OVERALL ABILITY**

4. **Evaluate data to select a service-learning project**

- Uses a variety or resources to evaluate a community need
- Can explain possible causes of a community problems
- Demonstrates interest in searching for solutions to comm. Problems
- Has ability to prioritize needs in the community

**OVERALL ABILITY**

5. **Implement effective strategies to take action**

- Actively seeks alternative solutions to problems
- Focuses in specific project goals
- Actively participates in program activities

**OVERALL ABILITY**
Evaluating the selection of a service-learning project

Project Name__________________________________________

Student/Group Name____________________________________

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>To a high Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Involvement</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students were involved in the selection of project</td>
<td></td>
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<td>Students actively researched their community</td>
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<td><strong>Relevance of Project</strong></td>
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<td>The proposed project meets a real need</td>
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<td>Community members are actively involved in the project</td>
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Section V
Program Celebration and Recognition
SECTION V: Program Celebration and Recognition

Celebrating and recognizing the good work of those involved in the program is important. This is the time to make sure that students, teachers and community members understand that their work is appreciated. Celebration activities should provide an opportunity for reflection. By saying thank you, the school is sending the message to the public that this type of efforts matter and that service-learning is a good way to make a difference. Some ways to recognize the work of others are through writing thank you letters, letters of commendation, and giving awards or certificates of achievements. These letters and awards should be given to students, teachers, and to community members whose participation and efforts were key to the success of the program. They can be sent out in the mail or delivered during a celebration event. Awards can be given for various outstanding individual and team efforts. Some examples of awards are: Award for the best proposal, award for outstanding participation, award to the most cohesive team, and award for the best poster or board. Other ways to recognize individuals is by displaying information about their good work on bulletin boards or in a local newsletter or newspaper. Recognition motivates and provides a sense of shared ownership of the program to all those involved in this endeavor.

New York High School
New York, New York

Celebration Event
Tuesday, April 23, 2004

This certificate is in recognition of

Emily Hunt

for successfully participating in the

Making Change Program

Signature
2. The Celebration Event

A celebration event is the time to acknowledge the completion, accomplishments, and successes of the program. A celebration event is the perfect time to recognize the work of all individuals who participated in the program. It is also a good way to disseminate the results among the school and neighboring community. Informing the community about the completion of a program is a way to recognize the accomplishments of those taking part in the program including partners and sponsors. The celebration event can be organized as a party, a luncheon, or a small gathering after or during class. A celebration event can be a luncheon, a play, a day trip, a picnic, or an awards banquet.

Some important steps to consider when planning a celebration event are:

- Check with your calendar when would be a good time to schedule this event.
- Decide who you would like to invite to this event. You may consider inviting all those involved in the program implementation including students, school staff, teachers, parents, and members of the community.
- Decide on the location for the project. This will vary according to the number of individuals you are planning to invite.
- Draft a budget with the items of the expenses you may incur in the event. Consider food, drinks, awards, prizes, etc.
- Make announcements via email, posters, flyers or invitations requesting people's attendance to the event.
- If you want to obtain publicity, disseminate news and increase community awareness of the program by inviting the press to the celebration event.
- During the event, you can have students and community members share their anecdotes, interesting stories, or what they learned throughout the program.
Lesson 23

Writing “Thank You” letters

Purpose: Students will recognize the contributions of everyone involved in the Making Change program.

Objectives: Students will:

- Learn how to write Thank you letters.
- Be able to identify those individuals who contributed to the success of the program.

Instructional Procedure:

- Ask students to make a list of people they would like to thank. This list should include community members, funders, school personnel and parents. This letter can also be used as invitations for a celebration event.
- Teach students how to write thank you letters. Look at the example that appears on page 99.
- Explain what professional letters must include: date, heading, salutation, body, closing and signature.
- Ask each student to choose one person to thank and to start drafting the letter.
- Teach students how to use the letter template using a word processing software to create business letters.
April 28, 2004

Jayne A. Lane
New York Garden Center
345 Bush Street
New York, NY 15148

Dear Ms. Lane

We would like to thank you for your generous contribution to the Making Change program.

It was so kind of you to donate (amount) to the program. This amount will help fund many service-learning projects.

We would also like to cordially invite you to an awards ceremony to celebrate the program success. The event will be held on Friday, May 15th at 12pm in the NY High School Auditorium. We hope to see you there!

Sincerely,

Ms. Lucy Davis
9th Grade Teacher
NY High School

Emily Hunt
9th Grade Student
Appendices
APPENDIX 1

GLOSSARY

b. Assets: The positive aspects of the community.
c. Advocacy: The act of speaking or writing in support of a particular person, group or idea.
d. Brainstorming: Offering sets of ideas or suggestions about a particular issue.
e. Celebration: The recognition of the students' and community members' good work.
f. Community issue: A problem in the community.
g. Consensus: Collective agreement over an issue.
h. Deliberation: Constructive discussion over a particular issue and solution to a problem.
i. Democratic process: The gathering of information through discussions, fact-finding, and research as a team. Conclusions and decisions are reached through consensus, voting.
j. Journaling: Keeping record of observations, feelings, and ideas.
k. Needs: Areas that require improvement.
l. Negotiation: Reaching an agreement through discussion and examination of pros and cons.
m. Numismatics: The hobby of collecting coins.

n. Outcomes: The results from doing service.
o. Community partners: People in the community who can assist, advise, and mentor students throughout the service experience.
p. Philanthropy: A desire to serve and promote the welfare of humankind.
q. Portfolio: A selection of representative work carried out by students, teachers about a project.
r. Reciprocity: A component in service-learning which assures that all those involved in the program benefit.
s. Social action: The service performed in the community with the purpose to change the status quo.
t. Reflection: A mental activity that involves retrospection and analysis of someone's experiences.
u. Volunteer: A person who chooses freely to serve the community.
APPENDIX 2

BRISTOL TOWNSHIP

Students take lead in service projects

Kids in public and parochial schools throughout the township are meeting to develop community service ideas and apply for funding.

By DIANE VILLANO
Courier Times

Come September, Bristol Township kids will have more say in the kinds of community service projects they'll do during the school year.

They'll also have a role in applying for funding, thanks to the new Service Learning Opportunities Board.

Seventeen students gathered recently at Franklin D. Roosevelt Middle School to learn how to be Service Learning Leaders. They will represent FDR, Neil Armstrong and Benjamin Franklin middle schools, Harry S Truman, Conwell-Egan and the Bucks County Technical high schools, and St. Thomas Aquinas and Hope Lutheran religious schools.

Immaculate Conception also will participate, but didn't have a representative at the meeting.

Funded by a three-year, $17,767 Bristol Township Communities That Care grant, the student board's goal is to build self-esteem and problem-solving skills that enable teens to work as partners to improve their neighborhoods and communities.

The board also qualifies for other grants that tie in with service learning, according to FDR guidance counselor Kathy Horwatt.

It's no coincidence that the service learning board should get started at FDR. The school has been recognized around the state and country for its work with projects involving watersheds, recycling, West Nile Virus and radon.

In fact, the student representatives attended an assembly where the FDR Radon Rangers gave a Power Point presentation on their work testing radon levels in some neighborhoods. The rangers received certificates of recognition from state Environmental Secretary David E. Hess.
Students tested radon levels in some homes, notified owners of higher than normal levels and outlined remedies. The kids then graphed their findings for a report submitted to township officials.

FDR "clearly has a history of working with and providing services to the community. I think this project literally saved the lives of people in your community," Hess told the 20 seventh- and eighth-graders at the meeting.

Officials also praised the adult counselors.

"All the good that comes out of this school is just tremendous. [Horwatt] sees leadership skills and takes these kids to another level," said Superintendent Joseph Boles.

St. Thomas student Sam Rezaeian said he enjoyed the FDR presentation and is anxious to "try and make a difference" at his school.

Armstrong student Justin Steele, 12, said he was impressed that a student project "actually saves lives." (Radon is a radioactive gas that can cause cancer.)

Although some students said they were initially intimidated by the scope of FDR's projects, they soon learned that most service learning schools start with one teacher or student in one class, who says, "I'm going to try this in a real world context," Joan Liptrot said.

She is executive director of the Institute for Global Education and Service Learning, a nonprofit training organization that creates service-learning programs in collaboration with schools and other organizations.

"The students weren't so concerned the projects be on a big scale, rather how many people are impacted," Liptrot said.

Elyss Pickenheim, 12, said she'd like to receive a mini grant to plant flowers at Hope Lutheran. "I think it would be a good idea for our school," the sixth-grader said.

The students are anxious to switch roles with their teachers and share what they know about the board and service learning, Liptrot said.

The students will make presentations to their schools using display boards they created during training, Horwatt said. They also will describe the criteria for grant funding. The student board will meet in the fall to decide on projects at their schools.

"The goal is to improve Bristol Township with students and positive role models in the community working together," Horwatt said.

Diane Villano is a freelance writer. She can be reached at news@phillyBurbs.com.
June 2, 2002
APPENDIX 3

WE STAND

Where character is 'cool'

Five Carl Sandburg Middle School students are among the winners of a national essay contest that's designed to promote nonviolence and ethical behavior in the aftermath of the terrorist attacks on Sept. 11.

By JOAN HELLYER
Courier Times

Michael Hanley was really upset because "people lost their lives over nothing" when terrorists launched their deadly attacks on America last year.

"The terrorists tried to attack us and bully us into being small," said Michael, 12.

But the sixth-grader at Carl Sandburg Middle School said he hasn't let the terrorists get the best of him. Instead, he's been trying his best to be nice to others, like helping fellow students pick up books that they've dropped or opening doors for other people.

"Anybody can be a respectful citizen. You don't have to use violence for anything," Michael said.

He was one of dozens of students at the middle school in Middletown who used that kind of nonviolent thought while competing in a national online essay contest developed after the attacks. The Character's Cool Contest is designed to help middle school students stop school violence and encourage them to behave ethically, contest organizers said.

Michael's thoughts and those of four other Sandburg students are real winners, according to the judges in the competition sponsored by the MindOH! Foundation, a nonprofit group that promotes character education programs. The other students at the school who will be recognized for their essays are seventh-grader Alexander Irion, eighth-graders Andy Jacob (8th grade) at keyboard is surrounded by Stacey Mosley (9th) Alex Irion (7th) Mike Hanley (6th) and Amy Feldman (8th). All are Carl Sandburg Middle School winners of Character's Cool Contest. (Photo: Art Gentile/Courier Times)
Amy Feldman and Andy Jacob and ninth-grader Stacey Mosely. They won various prizes for their individual efforts.

Abington Junior High School in Montgomery County captured the contest's grand prize, which includes a computer. Its students submitted 473 essays.

Gus Merkle, the academic enrichment teacher at Sandburg who encouraged his students to enter the contest, said he told them simply to put their feelings into words.

"They were honest, and it paid off. I'm very proud of them," he said.

Andy said he hopes the essays help prevent another day like Sept. 11 from ever happening again.

"Getting my feelings out helped me know exactly how I can live," Andy, 14, said.

Amy, also 14, said writing the essay helped her understand how the Sandburg staff tries to help students avoid conflict.

The staff "tries to make sure you understand if there's a problem, you go to the guidance counselor to try to make sure there is a resolution, and nothing develops into violence," Amy said.

Stacey, 15, said it's up to her and her fellow students to realize the ramifications of their actions.

"Kids really need to understand they have to be respectful to other kids, because otherwise it could cause problems that aren't worth it," Stacey said.

Winning the award is great, Alex, 13, said, because he's showing everyone the right path, or as he calls it, "the peace path," where "everyone is cool with each other."

His advice: "Just love and let be."

To learn more about the students' winning entries, go to the school's Web site, www.Sandburgms.org, and click on News Flash! It will take you to the MindOH! Foundation's Web site. It provides extensive coverage of the students' thoughts on nonviolence and ethical behavior.

Thursday, April 4, 2002
Scouts help to feed the hungry

By Jessica Pope

VALDOSTA - Rather than watch cartoons or sleep late Saturday morning, area Cub Scouts, Boy Scouts, and Venturers did a Good Turn for their south central Georgia communities.

One by one, the 7-to-21-year-olds made their way to the America's Second Harvest of South Georgia truck parked in front of Food Lion on Norman Drive, armed with plastic grocery bags full of non-perishable food items.

Loading the truck with food for needy families was the culminating activity for the Boy Scouts of America Alapaha Area Council's annual Scouting for Food initiative. Council members kicked off the project on Dec. 7 when they distributed the plastic grocery bags to homes throughout each of their 12 service areas - Lowndes, Atkinson, Ben Hill, Berrien, Brooks, Clinch, Coffee, Cook, Echols, Irwin, Jeff Davis, and Lanier counties.

Jamie Gaston, director of volunteer services for the food bank, said the Scouts had already filled one tote with food items before 11 a.m., the official collection time. A tote, she said, can hold about 2,500 pounds of food.

"What's so great is that these bags they are picking up and bringing here are full of really good stuff," Gaston said, shortly before the noon hour. "We are getting some good, nutritious foods thanks to this project."

Gaston pointed to several bags that were filled to the point of busting by area citizens who chose to help the scouts with their endeavor.

Valdosta High School sophomore Sean Vega, 15, said he was pleasantly surprised by the participation in this year's project, his second.

"I like helping others," said Grayson Davenport, 13. "It's fun. Plus, this project really brings us together."

A seventh-grader at Hahira Middle School, Davenport said this is his first year participating in the Scouting for Food project.

Emmett Nolan, Learning for Life executive director for the council, said the lessons learned from the project are some he hopes the Scouts carry with them throughout their lifetimes.
"Scouting for Food promotes the concept of helping others and thinking about someone other than ourselves," Nolan said.

Items collected Saturday were also delivered to charitable organizations within individual communities as needed.

Scouting for Food began as a Boy Scouts of America national Good Turn about a decade ago. Today, it is run at the local level by Boy Scouts of America council offices.

For more information about the Boys Scouts of America Alapaha Area Council, please call 242-2331. For more information about America's Second Harvest of South Georgia, please call 244-2678.

To contact reporter Jessica Pope, please call 244-3400, ext. 255.

December 16, 2002
Group covers sick children with love

By USHMA PATEL
The Intelligencer

YARDLEY - On her best days, Linda Arye gets to wrap a quilt around a terminally ill child to provide comfort and care. Those are also her toughest days.

"I cry a lot. It's unfair to see them suffering so. In some small way I want them to know somebody out there cares," Arye said.

Arye, the founder of a nonprofit organization called Quilts for Kids, is a former interior designer who quit her job and spent her life savings to find a good use for perfectly good material.

She began the organization in August 2000 to rescue fabric on its way to landfills. She soon decided to use the fabric to make quilts for children hospitalized with cancer or AIDS. The group has made more than 7,000 quilts in the two-and-a-half years since that day.

Cathy Windle's son, Zachary, received a quilt from Quilts for Kids two years ago while he was at Children's Hospital in Philadelphia undergoing treatment for brain cancer. She says the quilt gave him consolation in his final year. Zachary died in October.

"He found, as many children do, enormous comfort in having something to hold on to," Arye said.

Zachary's mother said it was more than that. "He really loved it because another kid had made it for him. He always used it to cover up; he called it his magic quilt, and he said it made him feel better," Windle said.

Now, Windle is working with Quilts for Kids to make quilts for children in the oncology unit at Children's Hospital. She said her two teenagers and their friends are helping "to keep Zachary's memory alive."

Arye's organization has tapped into people's desire to help those in need.
Kathleen Jones is co-owner of the Quilting Circle in Bensalem, a store that offers quilting materials and education. The store also hosts monthly "sew-ins" for Quilts for Kids.

"I thought it was a real good match for us, being able to do some community service," Jones said. "There're a lot of women who have a need to give and this is an excellent way for people to give back."

Arye started with just one volunteer, but she has since gotten schools, Boy and Girl Scout troops, assisted-living facilities, churches and synagogues to participate in making the quilts. She says every major fabric house in the world sends samples to Quilts for Kids. She also has helped start sister chapters across the United States and even in Canada.

Arye has expanded the services of Quilts for Kids. The organization delivers quilts to children in hospital transplant units along with cancer and AIDS patients.

The group has also launched a number of special projects in connection with Sept. 11, AIDS orphanages in Africa and the Ukraine and a hospital in Israel. It has attracted a host of media attention and a couple of grants from Verizon and Aetna. But for the most part, Quilts for Kids is homegrown.

Ushma Patel Cali be reached at upatel@phillyburbs.com.

"Kids can write down what they're going through and later they can look back and remember that they're survivors, that they've already gone through the hardest thing they'll ever face," Arye said. "And for the kids who don't make it, the journal is the last connection the parents have to the child, through their writings."

At the base of operations - Arye's home - 18-wheelers regularly pull up and unload dozens of boxes of fabric. Arye then ships them to sister chapters and distributes them to local volunteers.

Arye and her husband spent $40,000 to construct an addition to their Yardley home because the amount of fabric coming in started impeding their ability to walk into the front door. Now the extra 15-foot-by-20-foot room is overflowing with quilts and fabric stacked 4 feet high on the floor, on chairs and out of cabinets.

So now Arye is looking for someone with a dormant warehouse to help house the fabrics and sewing tables. If she had enough space, Arye would like to have a facility where teens and seniors could work together to sew for the sick and learn from each other. February 7, 2003.
# APPENDIX 5

**Meeting NY State Standards**

<table>
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<tr>
<th>Lessons</th>
<th>Character Traits</th>
<th>NY State Standards</th>
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| Lesson 1: Exploring Group Roles | Respect, fairness | **English Language Arts**  
Standard 3: Language for Critical Analysis & Evaluation  
Standard 4: Language for Social Interaction |
| Lesson 2: Community Puzzle | Respect, fairness | **English Language Arts**  
Standard 4: Language for Social Interaction |
| Lesson 3: Accepting Ideas of Others | Respect, caring | **English Language Arts**  
Standard 4: Language for Social Interaction |
| Lesson 4: The Art of Giving | Caring, citizenship | **Social Studies**  
Standard 5: Civics, Citizenship & Government  
**English Language Arts**  
Standard 2: Language for Literary Response and Expression  
Standard 4: Language for Social Interaction |
| Lesson 5: Learning about Service & Philanthropy | Caring, citizenship & responsibility | **English Language Arts**  
Standard 1: Language for Information & Understanding |
| Lesson 6: What is Service-Learning? | Caring | **Social Studies**  
Standard 5: Civics, Citizenship & Government  
**English Language Arts**  
Standard 1: Language for Information & Understanding |
| Lesson 7: The Basic Elements of Service-Learning | Caring | **Social Studies**  
Standard 5: Civics, Citizenship & Government  
**English Language Arts**  
Standard 1: Language for Information & Understanding |
| Lesson 8: Learning about other Important Elements of Service-Learning | Caring, responsibility | **English Language Arts**  
Standard 1: Language for Information & Understanding |
| Lesson 9: Types of Service-Learning Projects | Caring | **Social Studies**  
Standard 5: Civics, Citizenship & Government  
**English Language Arts**  
Standard 1: Language for Information & Understanding |
| Lesson 10: What is the purpose of Philanthropy | Caring, citizenship, responsibility | English Language Arts  
Standard 1: Language for Information & Understanding  
Social Studies  
Standard 5: Civics, Citizenship & Government |
| Lesson 11: What is a Leader? | Respect, fairness, caring, responsibility | English Language Arts  
Standard 1: Language for Information & Understanding  
Social Studies  
Standard 5: Civics, Citizenship and Government |
| Lesson 12: Importance of Planning | Responsibility, fair decision making | English Language Arts  
Standard 4: Language for Social Interaction |
| Lesson 13: Reaching Consensus & Implementing a Democratic Process | Citizenship, trustworthiness, fair decision making process | Social Studies  
Standard 1: Language for Information & Understanding  
Social Studies  
Standard 5: Civics, Citizenship and Government |
| Lesson 14: Community, Assets & Needs | Moral problem solving, ethical reasoning | English Language Arts  
Standard 1: Language for Information & Understanding  
Social Studies  
Standard 5: Civics, Citizenship & Government |
| Lesson 15: Discovering Our Community | Ethical reasoning, moral language | English Language Arts  
Standard 1: Language for Information & Understanding  
The Arts  
Standard 1: Creating, Performing & Participating in the Arts |
| Lesson 16: Brainstorming Ideas for Service Project and Philanthropy | Fairness, caring, responsibility, ethical reasoning | English Language Arts  
Standard 3: Language for Critical Analysis and Evaluation  
Social Studies  
Standard 5: Civics, Citizenship and Government  
Math, Science & Technology  
Standard 3: Mathematics |
| Lesson 17: Writing Letters | Responsibility, moral language | English Language Arts  
Standard 4: Language for Social Interaction  
Math, Science 7 Technology  
Standard 2: Information Systems |
| Lesson 18: Designing Brochures and Posters | Moral language | The Arts  
Standard 1: Creating, Performing & Participating in the Arts  
Math, Science, Technology  
Standard 2: Information Systems |
### Lesson 19: How to Write a Survey
- **Fairness, respect, moral language**
- **English Language Arts**
  - Standard 1: Language for Information & Understanding
  - Standard 4: Language for Social Interaction

### Lesson 20: Preparing for an Interview
- **Respect, moral language**
- **English Language Arts**
  - Standard 1: Language for Information & Understanding
  - Standard 4: Language for Social Interaction

### Lesson 21: Writing a Research Paper about the Community
- **Responsibility, moral language**
- **English Language Arts**
  - Standard 3: Language for Critical Analysis & Evaluation
- **Mathematics, Science & Technology**
  - Standard 5: Interdisciplinary Problem Solving

### Lesson 22: Creating Data Charts
- **Moral language, responsibility**
- **Math, Science & Technology**
  - Standard 1: Analysis, Inquiry & Design
  - Standard 2: Information Systems
  - Standard 3: Mathematics
  - Standard 5: Technology

### Lesson 23: Writing “Thank you” Letters
- **Moral language**
- **English Language Arts**
  - Standard 4: Language for Social Interaction

### Program Activities
<table>
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<th>Program Activities</th>
<th>Character Traits</th>
<th>NY State Standards</th>
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| Collection of Funds         | Responsible behavior, moral problem solving, integrity, honesty | Social Studies
  - Standard 1: History of the US & NY.
  - Standard 2: World History
  - Standard 4: Economic Systems
  - Standard 5: Civics, Citizenship & Government
- **Math, Science & Technology**
  - Standard 3: Mathematics
  - Standard 4: Science
  - Standard 5: Technology
- **Health and Physical Education & Home Economics**
  - Standard 2: A Safe & Healthy Environment

| Process of Selection and Award of Service Grants | Fairness, moral language, moral problem solving, fair decision making, honesty, responsibility | Social Studies
  - Standard 5: Civics, Citizenship & Government
- **English Language Arts**
  - Standard 3: Language for Critical Analysis and Evaluation

| Program Celebration          | Fair decision making, moral language, honesty, respect | **English Language Arts**
  - Standard 4: Language for Social Interaction

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2003, Institute for Global Education & Service Learning, Levittown, PA www.igesl.org
Acknowledgements

We want to thank the members of the Learn and Serve K-12 listserv for joining in a friendly discussion about successful fundraising service-learning activities and for helping us with ideas to include in this manual. Special thanks to Ms. Jennifer Fry, IB English teacher from Wichita High School East in Wichita Kansas and Shira Ann Wolf from the New Foundations Charter School in Philadelphia for their valuable contributions.
References & Suggested Readings


Valdosta City Schools. Searing to new heights with service learning. GA: Valdosta Schools.