Service-Learning Guide Book: Designed for Curriculum-Based Service-Learning

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Service - Learning Guidebook

Designed for Curriculum - Based Service - Learning

Prepared by
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Kent Intermediate School District
Angela Jerrils, Desktop Publisher
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Service - Learning Guidebook

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Part One

Essential Components of Service - Learning
Combining service and academic learning strengthens students' classroom skills while encouraging them to become socially responsible and productive citizens.
Service - Learning

The term "service - learning" means a method:

Under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

That is integrated into students' academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;

That provides students with opportunities to use newly acquired skills and knowledge in real - life situations in their own communities; and

That enhances what is taught in school by extending student - learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Source: National and Community Service Act of 1990
Characteristics of Successful Service-Learning Programs

1. Institutional Support
   Teacher & Administration

2. Student Ownership

3. Time Commitments

4. Student Assessment
   Aligned with Educational Outcomes
   Authentic
   Portfolio
   Oral Presentation

5. Preparation

6. Reflection
Core Elements of Service - Learning

1. Student Initiative
   Choice
   Trust
   Responsibility

2. Connection to Community
   Laboratory for Learning

3. Action Learning
   Participatory and Experiential

4. Team of Students

5. Teacher is Facilitator
   Co- Learner

6. Academic Integrity
   Cognitive Skills

7. Application of Learning in New Settings

8. Reflection

Source: Stella Raudenbush
MI K - 12 Service - Learning Center
Service - Learning
Student Outcomes

The Minnesota Department of Education suggested program level "learner outcomes" for youth service:

**Personal growth and development:**
- Students will increase their sense of personal worth and competence by participating in, and taking responsibility for, youth service activities within the school or within the larger community.
- Students will gain a better understanding of themselves by participating in, and reflecting on, service activities that present new experiences or challenges.

**Intellectual development and academic learning:**
- Students will understand how to apply academic knowledge and skills to real problems.
- Students will become more motivated toward learning, based on the needs they experience while participating in youth service.

**Social growth and development:**
- Students will become more concerned for the welfare of others and more committed to being socially responsible.
- Students will gain a better understanding, and appreciation of, people with diverse backgrounds and life situations.
- Students will increase knowledge of career opportunities, especially in service-related fields.
Service - Learning and School Reform

Service - Learning Integrates the following:

Multicultural Education - to work with one another
  Work Together Cooperatively
  Problem Solving
Authentic Learning - Language Arts, Social Studies
  Learning Style
  Lifelong Learning
  Special Population Needs
  School to Work
  Community Involvement
  Responsible Citizenship
  Decision Making
  Self - Esteem
Changing Role of Teacher to Facilitator
  Life Skills
Portfolio - Authentic Assessments
  Mentoring - Coaching
  Adult Roles - Exit Outcomes
  Communications
  Career Awareness
  Character Education
  Active Learning
  Thematic Learning
  Integrated Learning
Critical Thinking - Reflection
  Self Directed Learner
Rationale of Service - Learning:

Opportunity to Develop and Demonstrate Life Skills

Authentic Assessment
Work Collaboratively
Students Develop Initiative
Solve Community Problems
Leadership Skills
Find Meaning / Purpose in Learning
Engaged as Citizen
Individual Responsibility
Community Responsibility

Source: James and Pamela Toole
Thoughtful Service: The Five Critical Elements

For our service to have value and meaning, there are five critical elements that must be a part of everything we do. They should be at the heart of all community service programs.

Community Voice

Community voice is essential if we are to build bridges, make changes and solve problems. Any community service organization should make sure that the voice and needs of the community are included in the development of the community service program.

Orientation and Training

Orientation and training are important first steps for any community service experience. Information should be provided for student volunteers about the community, the issue and the agency or community group.

Thoughtful Action

Thoughtful action means that the service being done is necessary and valuable to the community itself. Meaningful action makes people feel like what they did made a difference in a measurable way and that their time was well utilized. Without this, people will not want to continue their service no matter how well we do the other four elements.

Reflection

Reflection is a critical component of the community service - learning experience. Reflection should happen immediately after the experience to discuss it - reaction, stories, feelings and facts about the issues which may dispel any stereotypes or an individual's alienation from service - and reflection should place the experience into a broader context.

Evaluation

Evaluation measures the impact of the students' learning experiences and the effectiveness of the service in the community. Students should evaluate their learning experience, and agencies should evaluate the effectiveness of the students' services. Evaluation gives direction for improvement, growth and change.

Developed by the Campus Outreach Opportunity League
WINGSPREAD PRINCIPLES OF GOOD PRACTICE
FOR COMBINING SERVICE AND LEARNING

PREAMBLE

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve.

It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both.

Those who serve and those who are served are thus able to develop the informed judgement, imagination and skills that lead to a greater capacity to contribute to the common good.

The Principles that follow are a statement of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

1. An effective program engages people in responsible and challenging actions for the common good.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

3. An effective program articulates clear service and learning goals for everyone involved.

4. An effective program allows for those with needs to define those needs.

5. An effective program clarifies the responsibilities of each person and organization involved.

6. An effective program matches the needs of the service providers and service recipients.

7. An effective program expects genuine, active and sustained organizational commitment.

8. An effective program includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.

9. An effective program insures that the time commitment for service and learning is flexible, appropriate and in the best interest of all involved.

10. An effective program is committed to program participation by, and with, diverse populations.
The Benefits of Service - Learning

The National Youth Leadership Council points to the benefits of service for young people, especially benefits for "youth at risk":

Although the schools, the communities and the state gain a great deal from youth service, it is the young people themselves who gain the greatest benefit. And it is 'youth at risk' of dropping out of schools who stand to reap the greatest benefits of all.

Self - Esteem
- Students earn a sense of empowerment by engaging in community service where they are needed, valued and respected.

Citizenship
- Students learn that citizenship requires an actively engaged community life.

Academic Skills
- Students desire to learn is heightened by their experience in community service.
- Students learn to connect the classroom experience with life in the community.
- Students learn the relevance of academic subject matter from science and mathematics to the social sciences and humanities.
- Students learn organizational, communication and work skills.
- Students receive hands - on life skills.

Career Education
- Students directly experience the world of work.
Service - Learning
Benefits for Parents

Helps them parent
Sets mutual expectations
Sets high expectations
Pride increases in the child
Parents are resources
See your children engaged in learning

Source: James and Pamela Toole
Service - Learning: Message to Administrators

I found a program that will make you look good!

I found a program that engages students in learning!

Source: James and Pamela Toole
Service - Learning can Enrich your Curriculum Improve Student - Learning
Service - Learning is Experiential Learning

Students & Teacher Engaged in Education through Authentic & Meaningful Experiences

Source: James and Pamela Toole
Primary Assumption of Service - Learning

Service - Learning is not a Curriculum.
Service - Learning is a Teaching Method that can be applied to all Curricula.
Service - Learning - Not just another addition!

- Service - Learning Connects with Educational Standards and Outcomes
What Skills does Service Learning Teach?

- Problem Solving
  - Information gathering
  - Information processing
  - Decision making
  - Action
  - Reflection / Evaluation

- Diversity
- Cooperation
What Knowledge do Students Gain?

- Community / School mores
- Role of government in decision making
- Community resources
- Self knowledge
What are the Limitations of Service - Learning?

Service - learning cannot teach everything
Service - learning can reinforce most learning
Service - Learning can engage students in their learning
How does Service - Learning Connect with Learning Goals?

• Apply concepts of core curriculum areas in classroom and community
• Demonstrate learning in a variety of ways and styles
• Exercise the responsibilities of citizenship
How does Service-learning connect with course standards?

The following examples are from DRAFT Social Studies Standards:

- Inquiry - Two standards
- Public Discourse and Decision Making - Three standards
- Citizen Involvement - Three standards
Service Drives the Learning

Source: James and Pamela Toole
Service - Learning is simply sound, instructional methodology.
Part Two

A Process for Designing Service - Learning Opportunities with Students
Service - Learning
Curriculum Integration

Planning Process

I. Needs Assessment

- Read about problems - assess the needs of the community
- Brainstorm - problems to address
- Work in a team to make a decision and select a problem to address
- Research the problem

II. Orientation & Planning

- Design a solution
- Design details of project
  - Budget
  - Write a plan of action
  - Prepare a documentation plan
  - Count - Collect data

III. Instruction

- Preparation
- Skill development

IV. Implementation

- Act - Implement Project - Solve Problems
- Interact with adults

V. Celebration of Success

- Reflection - Assessment - Evaluation
- Document progress
- Analyze data
- Evaluation and Reflection - What was accomplished?
  - What did we learn?
- Publicize - Results
- Present the results
Service - Learning Implementation Process for Students and Teachers

VI
Reflection
Student Assessment Evaluation
- Documentation
- Analysis
- Reporting

V
Celebration of Success

IV
Implementation
- Facilitation
- Enacting Action Plan

III
Instruction and Training
- Skill Development
- Resource Identification
- Design Specific Projects

II
Orientation and Planning
- Statement of Purpose
  - Vision - Goals
- Action Plans
- Identify Players
  - Curriculum Alignment

I
Needs Assessment of the School or Community
- clarification
- feedback
To be considered curricular a program must:
1. Meet a real community or school need
2. Be integrated into the student’s academic program
3. Provide for structured reflection

National and Community Service Act of 1990

As programs approach the right side of the continuum, they become more resource intensive and the institution has greater control of the learning.

Best Programs
1. Match students' interests, skills and talents with school and community needs
2. Promote group problem solving, decision making and action
3. Provide recognition for services
4. Are available to all students
Safe & Productive Communities
Continuum of Leadership
Educational Objectives & Outcomes
Student Achievement & Leadership
Leadership and Service - Learning Opportunities
Leadership & Service Coordination

Low Achievement
Gangs
Violence
Alcohol Drugs
STD / AIDS
Teen Pregnancy

Service - Learning Organizer

Students, Parents, Educators, Agencies

Prepared by Steven W. Dieleman, Kent ISD; Desktop Published by Angela Jerrils
Page 31
Elements of Service - Learning

Meaningful Service

Structured Reflection

Connection to the Students Academic Program

Individual and Group Based

What do teachers need for Service - Learning?

Training

Materials

Funds

Hands - on Help

Community or School Site

Source: Fritz Crabb
How do you Design a Service - Learning Project?

- Starting from a problem
  - Environment
  - Crime and Justice
  - Poverty and Homelessness
  - Health
  - Substance Abuse

- Starting from a course objective
What are the criteria for project selection?

- **Concern, Influence, Ability**

- **School Resources**

  - ✓ Materials
  - ✓ Transportation
  - ✓ Direct Assistance
  - ✓ Support
  - ✓ (Training)

- **Community Resources**
Project Selection

A key element in the success of the service-learning experience is the project selection. To qualify as true service-learning the project must:

• be strongly connected to the academic curriculum;
• strongly connected to identified student outcomes; and
• involve students in the project selection process.

The following guidelines are designed to alleviate concerns and provide suggestions and answers for teachers in the process of incorporating service-learning into the classroom.

There are two main approaches to project selection. 1) Start by identifying a problem and integrate it into curriculum. 2) Start by identifying curriculum concerns and select a problem. The approach you select is determined by the dynamics of the classroom at the time of the project development.

Beginning With A Problem

• Brainstorm a list of real problems in the community with the whole class
• Narrow the list to three choices
• Prioritize the list and select one for the whole class
• Identify possible projects for this problem
• Identify the anticipated goals / outcomes of the project(s)
• Review the specific curriculum content, goals and outcomes
• Identify solid connections between the project idea and the learning outcomes you wish to achieve in this curriculum area

Beginning With Curriculum

• Identify topic or unit (Select a difficult topic)
• Identify learning objectives (content, skills, attitude)
• Identify teaching strategies to meet learning objectives
• Identify universal themes
• Connect objectives and strategies to real problems in the community
• Brainstorm a list of problems in the community (Expansion of the above)
• Narrow the list to three choices
• Prioritize and select one

Variations: Brainstorm in small groups and consolidate the ideas for discussion by the class as a whole. After narrowing the list to three, divide the class into three groups and conduct three projects simultaneously.
The Aim of Service - Learning

The aim of service-learning is to expand all spheres for all students.

Concern

Influence

Ability
Curriculum - Based Service - Learning Planner
Teacher Guide

Project Title: _________________________________________________________
Teacher's Name: ______________________________________

Curriculum Outcomes or Connections
Students will demonstrate or learn the following academic or social skills:

Instruction and Preparation of students
Before providing service students will need to learn:

School - Community Planning
What do the students, teacher and community need to do before service is provided:

Service Provided
What service will be provided:

Assessment
How will students demonstrate their learning:

Reflection
What did the teacher and students learn:

Suggestions for future action:
Student Guide

In order to have a successful project, you need to plan ahead.

Title of Project: ___________________________  Student's Name ___________________________

What service do you plan to perform?
How will you help other people?

What do you plan to learn by doing the project?

What skills do you need to learn or what do you need to do before doing the project?

How will you know if the project is successful?

How do you feel, or what do you think about the project?
## Curriculum - Based, Service - Learning Outcomes - Teacher Guide

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Teacher's Name:</th>
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<tbody>
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<td>Students will learn:</td>
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Prepared by Steven W. Dieleman, Kent ISD; Desktop Published by Angela Jerrils
## Service Learning Assessment - Teacher Guide

### Project Title: ____________________

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Service - Learning Reflection
Student Guide

Title of Project: ____________________________
Student's Name: ___________________________

Reflection means looking in a mirror. By looking at yourself after the project, you can find out what you learned.

What did the project accomplish at school or in the community? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What was the most difficult part of the project? __________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What did you enjoy about the service project? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What contribution did you make to others and to this project? __________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What new skills did you learn? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What did you learn about yourself? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Has the service you provided changed your thoughts about other students or the community? __
__________________________________________________________________________________________

What will you tell others about this project? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Do you have any other thoughts or comments? ____________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Part Three

Administrative Forms for Service - Learning
Community - Based, Service - Learning
Administrative Approval Form

Student (Name) ___________________________

Grade: __________________ Date: ________________

Event: __________________ Date of trip: ________________

Departing time: __________________ Return time: ________________

Educational purpose: _____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Signature of the teacher or Volunteer Coordinator: ________________________

Date Received: __________________ Approval Date: __________________

Administrative Approval: __________________ Date: __________________

Derived from: Kentwood YSO, NAPE Forms, Jay Eveland 1995
Community - Based, Service - Learning
Parent / Guardian Permission Form

I give my permission for _________________ to service as a volunteer for the above agency/
(name)
project at the stated date and times.

I understand that he/she will be making a valuable and needed contribution to our community. I also
understand that he/she will not receive monetary compensation for his/her services.

I will assume responsibility for any injury my son/daughter might suffer while participating in this
activity. If any change occurs in the policy, it is the responsibility of the parent to notify the school
principal or Volunteer Coordinator at the school.

Signature of
Parent or Guardian ____________________________ Date: ________________

Derived from: Kentwood YSO, NAPE Forms, Jay Eveland 1995
Community Agency Liability Form

We, the undersigned representatives of ________________, understand and agree that the volunteers referred to our agency by ________________(School) are provided as candidates for our review and consideration. We understand that this referral is done on a preliminary basis. The referral does not imply a recommendation of specific applicants or represent a final screening and approval of any applicants in terms of suitability for our agency.

We agree that we will accept final responsibility for interviewing and screening applicants and that final acceptance of all and any applicants will be done by our agency.

We also agree to provide, as requested, appropriate data and statistics concerning referred volunteers that we do accept so that _________________ can track the work done by volunteers in our community.

In consideration of their furnishing of prospective volunteers to meet the needs of our agency, we hereby voluntarily assume all risks related to acceptance of potential volunteers and release and discharge the referring agency from any claim, liability or demand of any kind or cause which may arise as a result of the actions, or failure to act, of any prospective volunteer referred to our agency.

Signed: __________________ Date: ______________

Executive Director

Signed: __________________ Date: ______________

Director of Volunteers

Derived from: Kentwood YSO, NAPE Forms, Jay Eveland 1995
To whom it may concern;

This is a letter to verify that, ____________________________ has successfully
(Student)
completed _____ hours of volunteer service in the Service - Learning Program at
________________________ school.

________________________
(Teacher)
Service-Learning Certificate

This Document Certifies that

__________________________

has participated in ________
Service-Learning Program

Principal ___________________ Teacher ______________________

Date: _____/_____/____
Part Four

Student Assessment and Reflection in Service - Learning
**Student Assessment** is a process, not simply a measurement

**Assessment Process:**

What are we going to teach?

What will I assess?

How did we teach?

How are we going to measure what we taught?
Assessment

Traditional
pencil paper test

Alternative
anything other than pencil paper

Authentic Assessment
measurements simulate real life

Performance Assessment
demonstrations in real world
Reflection

Reflection is a process in which learners and educators identify the following:

What did I learn?

What was successful?

What was difficult?

What new skills did I acquire?

What will I do next time?

Source: James & Pamela Toole
Part Five

Changing & Improving Schools and Communities Through Service - Learning
Service - Learning
School - Community Agency Organizer

What is the purpose of the agency?

What programs does the agency sponsor?

Identify possible Service - Learning projects that could be conducted by your students with the agency?

What course outcome, academic skills or life skills could students learn through a Service - Learning project with this agency?

Other Comments, Questions, Observations and Notes:
Today's Issues

Alcohol Use
Tobacco Use
Teen Pregnancy
A.I.D.S.
Suicide
Underachievement in School
Failure in School

Children do not have a list of troubles.
Children are not problems.

The words only represent the symptoms of a collapsed community.

Source: Cities in Schools; Bill Milliken
How to make a change

Change does not start with a policy or program

Change Begins with Love

Change Starts with a Relationship

Source: Cities in Schools; Bill Milliken
The 3 Little Basics
The 3 Little R's

Reading

Writing

Arithmetic

Source: Cities in Schools; Bill Milliken
The Big Basics

The 3 Big P's

Power of a Person

Place to Grow

Participate

Source: Cities in Schools; Bill Milliken

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Big Basics

1. Power of Person
   "Relationship"
   1 person to love us

2. Place
   "Roof" or "Room"
   Every Child needs a place
   Safe - Supportive - Haven to grow

3. Participate
   "Reality"
   Every child needs to participate

Source: Cities in Schools; Bill Milliken
The Big Basics

The 3 Big R's

Relationship

Room

Reality

Source: Cities in Schools; Bill Milliken
Our Vision

We need to communicate

Our vision
Our message

We can work together to help students achieve
Future Directions

Community Collaboration

Community Control

School - Community Partnerships
Answer is the 4 C's

1. Create a Community
   - A Community's School

2. Come Together - Work Together

3. Cannot Give Away What You Do Not Possess

4. Care About Others

Source: Cities in Schools; Bill Milliken
Care
The 3 L's

- Listen to Students
- Let Them Design Projects
- Love Each Other and Students
Schools will become centers of lifelong learning and community service with business agency partnerships that support teaching & learning.
Change is a Process

Change is:

1. First made by individuals

2. A personal experience

3. Involves development of feelings and skills

4. Relate to people first - connect to the innovation second

Source: Adapted from Education Innovations - R&D for Teachers - University of Texas, Austin
Partisan Politics is not the Problem!
"When spider webs are woven together, they can tie up a lion."

— Ethiopian Proverb
"Everyone can be great, because everyone can serve."

— Martin Luther King Jr.
Part Six

School - Business Partnerships
Promoting Student Achievement and
Service - Learning
School - Business Partnerships

Vision

1. Improve Students' Performance

2. Increase Parental Involvement

3. Empower Students to Active Involvement in Solving Community Problems
School - Business Partnerships

Agreement between schools & businesses

1. Improve student performance
   Student is the customer

2. Long-term measurement - school accepts need to evaluate
   school and student performance

3. No negative comments - of either side by the schools or business

4. Business doesn't try to run schools
   Business may provide:
   Collaboration on Mutual Decisions & Partnership Programs
   Provide Human Resources
   Provide Expertise on Employability Skills
   Assist with Publicity
   Funding Support
School - Business Partnerships
Opportunities for Business

School - Community Partnership for Youth Development

School Improvement Teams

Curriculum Committees

Drug - Free Schools and Communities Team -

Drug - Free Schools and Communities Projects -
Design, Publicize, Recruit, Attend, Help Fund

Tutors in Reading, Math and Science

Academic and Career Coaches

Advise on Department Teams
Advise on Grade Level Teams

Teen Institute - Co-Sponsor
Staff - Materials - Food

Provide Opportunities for Service - Learning
at Service Oriented Business and Non - Profit Business

Provide Opportunities for Internships
Focus of School - Business Partnerships

Focus on mutual respect

Focus on short & long-term improvement for students

Focus on what students need to be successful

Focus on opportunities to improve the community

Not on what business needs

Not on what's wrong with schools

Source: Jay VanDenBerg; Whirlpool Corporation
School & Business Differences

Business Climate

1. Private Decision Making
   C.E.O. Makes Decisions to Hire & Fire

2. Change Products & Services Quickly

3. Drop Products or Services Quickly

4. Focus on the Needs of the Customer

5. State-of-the-Art Technology

6. Efficiency, Profitability and Evaluation are Essential

Source: Jay VanDenBerg; Whirlpool Corporation
Education & Business Differences

Education Climate

1. Public Decision Making
   Superintendent - Board
   Hire & Fire in Public

2. At Times Slower to Change Service

3. Must Serve All Students and Families

4. Schools Have Many Customers
   Legislature - Governor - School Board
   Parents - Students

5. Limited Access to Technology

6. Resist Short - Term Evaluation

Source: Jay VanDenBerg; Whirlpool Corporation
Internships as Service - Learning

1. Curriculum - Based and with a Community Service Focus

2. Student Initiated & Empowered

3. Job Descriptions
   - Clear expectations for student - learning
   - Clear expectations for the "host"
   - Clear focus on helping other people or the community

4. Instruction for Community Sites

5. Advising for Students
   - Seminars for students

6. Successful Business & Non - profit Organizations
   Serve People & Produce Quality Products or Services

7. Credit Schedule
   - Hours worked
   - Research conducted
   - Paper and projects completed

8. Reflection, Analysis, Application, Evaluation
   for Students, Educators and Advisors

9. Involve Parents & Community in Learning
   Internship Agreements are Essential
Advantages of Internships

1. See Relationship of School, Work and Community Service

2. Clarify Goals and Integrate Academic, Career and Service to others

3. Build Life and Employability Skills

4. Learn to Deal with Authority Figures

5. Learn to be Effective and Make a Difference by helping others in the community

6. Build Portfolio & Resume

7. Leads to Employment with a Focus on helping others
Part Seven

Examples of Service - Learning
Forms of Service

- Teach others
  - Tutoring
  - Awareness

- Develop a product
  - Book
  - Skit / Song
  - Tangible Product
  - Video

- Issue
  - Research
  - Survey
  - Report / Plan

Be careful of moving toward advocacy!
Examples of Service - Learning Integration in the Curriculum

1. **Research**  
   (english, math, social studies, health, government)  
   Students survey why parents didn't sign up for free lunch.  
   Design - Gather Data - Interpret Results  
   Stella Raudenbush  
   MI Service - Learning Center

2. **Presentation**  
   (english, math, social studies, health, government)  
   Students speak to county commissioners about community issues.  
   Collect Data - Make Recommendations - Write - Practice - Speak to groups  
   Stella Raudenbush  
   MI Service - Learning Center

3. **Product Design & Publishing**  
   (english, social studies, history)  
   **Project Cloverleaf**  
   Students interview senior citizens on historical issues and their lives.  
   Interview - Organize Information - Outline - Write - Desktop Publish  
   Marilyn McDonald  
   River Valley School, New Troy

4. **Peer & Parent Education**  
   (language arts, technology, health, social studies)  
   Students prepare, practice & present a peer education program on prevention of inhalants.  
   Design Program - Train - Work Together - Develop Materials  
   Act - Conduct an Inhalant Workshop  
   Steven Dieleman, Debra Warwick  
   Kent I.S.D.

5. **Music and Artistic Production**  
   (music, art, drama, language arts)  
   **Kids Healing Kids**  
   Students write, learn and perform songs for video production and distribution to cancer patients.  
   Lindell Herrick  
   Kids Healing Kids  
   West Ottawa

Prepared by Steven W. Dieleman, Kent ISD; Desktop Published by Angela Jerrils
Examples of Service - Learning Integration in the Curriculum

6. Parent Education
   (language arts, technology, social studies)
   Students conduct a parent education program or promote a parent education program. Students design, promote and lead the program.

   James & Pamela Toole

7. Michigan Magic
   (language arts, technology)
   Students write artists, ask for photo, poem or article then print & sell the book.
   Lewiston, MI

8. Reading Readiness
   (language arts, social skills)
   Kindergarten students maintain the Lost & Found Closet.
   Students learn organization, patterns, colors, sequence, eventually write notes and make short announcements to promote the lost and found service.

9. What is Kindergarten?
   (language arts, art, social skills)
   1st graders write, draw, compile and publish booklets on their kindergarten experience. Students give the booklets to incoming pre-school / kindergarten children.

10. Animal Rehabilitation Center
    (science, language arts, technology, government)

    A middle school with one of the lowest science scores in the state organized an animal rehabilitation center. The project was started as one student brought an injured bird to school. The student's initiative led to study of birds in science. The bird study led to the development of a rehabilitation center for animals. After 10 years the school has achieved high science test scores.

    Scottsboro, Indiana
11. **Living History**  
(social studies, language arts, technology, business)  
High school students formed a partnership with the historical society.  
Students write, edit, publish and sell a community history book.

12. **Research Paper**  
(language arts, science, social studies, math, science, business, technology)  
Students work with a business mentor and write a paper or create a project to benefit the community. The projects are related to their vocational interests.

13. **Peer Education**  
(language arts, social studies, science, technology, arts, music, drama)  
Students design peer education presentations and mini-dramas to educate students and community members on the following: homeless shelters, domestic violence, violence/conflict management, outreach programs for community agencies, peer listening, violence prevention, Red Cross safety programs.

14. **Food Bank**  
Students establish a school-based food bank for distribution to the shelters and food centers in the community.

15. **Bridge Construction**  
(math, industrial arts, physics, science, design, history)  
Students visit an amusement park; students design the bridge in a park or nature area; students and adults raise funds and build the bridge for a park.

16. **Physics in Park**  
(physics, science, math)  
High school students design physics-related demonstrations for exposition at elementary schools or in the park.

17. **Odyssey of the Mind**  
(physics, science, math)  
High school students serve as tutors for odyssey of the mind programs.
18. **Habitat for Humanity**  
(physics, science, math, social studies)  
High school students study and work with Habitat for Humanity planners.

19. **Italian Renaissance Festival**  
(culinary arts, math, music, history)  
Students design and set up the festival with a historical theme. The festival can be a fund raiser for another community service project or donation.

20. **Hosts Program**  
(read, write, language skills, study skills)  
*Helping One Student To Succeed*  
Business people tutor middle school students on reading skills; help one student at a time. This program may need to be expanded to involve Service - Learning for the students.  
Herman Miller Corp. - Zeeland Public Schools, Zeeland, MI

21. **Internships**  
(career - academic skills)  
Students serve in a variety of internships with businesses or non-profit agencies. Internships at non-profit or human service businesses could be designed as Service - Learning  
Administration - Research  
Marketing - Product Development  
Social Work - Direct Contact  
Physician - Support  
City High School, Grand Rapids Public Schools, Grand Rapids, MI

22. **Classroom Project Model**  
A class volunteers to serve at a community agency, food pantry, shelters, hospitals or united way agency.  
Bloomfield Hills, MI

23. **School to Work Program**  
Students are graded for their work in a local industry. The work is aligned with outcomes in student - learning for at - risk students. This program may need to be expanded to involve Service - Learning for students. Work in a "helping" capacity may be designed as service.  
Herman Miller Corp.  
Zeeland, MI
24. **Youth Service Organization Model**

Students volunteer for individual and group service projects at schools and in the community. Includes opportunities for at-risk students to participate as volunteers.

Kentwood Public Schools, Kentwood, MI
More Ideas for Service - Learning
& Community Involvement

The following list of ideas is designed simply to stimulate thinking and the modification of these ideas into genuine Service - Learning projects.

1. Collect newspapers for recycle project
2. Sleep over with fun activities - every 15 minutes - stop and read with older student tutors
3. Turn off the T.V. and read; promoted by the older students
   Turn off T.V.
   No TV one night and read - get credit
   No TV one night - parent reads - get credit
4. Music in the park - Music class sings at a park or community agency
5. Food Drive
6. Paper Drive
7. Open Classroom - citizens to watch teachers/teach and students interact with visitors. Students serve as guides & hosts
8. Newspaper Reading Week - Curriculum for the day - Facility by older students
9. 5th & 3rd - Scavanger Hunt of Topic
   5th goes to 3rd grade to assist
10. Parliamentary Procedure Week - elected officials teach - organized by older students
11. Letters to Newspapers - Thank you
12. Awards - To Adults that Care
13. Help Cancer Victims
14. HCP - Help Create Peace
15. Parenting Seminar - Students help set up seminars
16. Foster Grandparents - for kindergarten
17. Spelling Word of the Day - used in sentence promoted by student advisory group.
18. Good News From School - student's paper
19. Summer Reading Program - principal dress up if students reach their goal - involves student mentors

Source:
Virginia Parsons
Cammack Cares
Huntington, VA
20. April 20 - National Youth Service Day - awards for kids
21. Buttons - Design & Print
22. Free Lunch at Restaurant for Teachers- students design the program and provide the awards
23. Peer Education
24. Health Fair
25. Clothing Drive
26. Entertain at Soup Kitchen
27. Entertain at Shelters
28. Write Songs
29. Produce Songs - Sing
30. Produce Videotapes
31. Skits
32. Perform Civic Groups - other schools
33. Dog Food Drive
34. Host a Dance for the Community
35. Present Proposals - Schools, Boards, Governmental Groups
36. Composing & Writing Booklets
37. 1-1- Reading - older student to younger student after school in homes
38. Playground Pickup
39. Evening Gym and Reading Night
40. Holiday Gifts and Program for Students

Source:
Virginia Parsons
Cammack Cares
Huntington, VA
Example of Service - Learning Curriculum Integration
The Project is Homelessness

Vocational Education
- Design and build a prototype portable homeless shelter
- Help Habitat for Humanity repair and remodel current shelters
- Provide typing services for homeless programs

Art
- Conduct art classes at shelters
- Decorate shelters with murals, etc.
- Conduct after-school classes at elementary schools for latch key kids
- Make cards for homeless children

English
- Help homeless write about their experiences
- Help homeless construct resumes
- Write for donations for other school homeless projects
- Design informational brochures
- Write and illustrate a book about the homeless for younger grades

Social
- Research needs of homeless teens and do a report to appropriate agencies
- Write an informational brochure for publication
- Plan and implement a volunteer program for homeless agencies
- Do a class volunteer project at a homeless agency
- Do a school awareness project about the homeless

Science
- Study diet of the homeless and make recommendations
- Study the effects of the weather on the homeless and make recommendations
- Design a homeless survival kit with items the homeless need to survive on the street - warmth - cleanliness - sickness
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Connection</th>
<th>Policy</th>
<th>Agency</th>
<th>School Resources</th>
<th>Neighborhood Resources</th>
<th>Possible Service Projects</th>
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<tbody>
<tr>
<td>Social Studies</td>
<td>* Government &lt;br&gt; * Juvenile Justice &lt;br&gt; * Sociology &lt;br&gt; * Geography</td>
<td>* Assignment of police &amp; GR Public Schools security &lt;br&gt; * School suspension &lt;br&gt; * Neighborhood Watch</td>
<td>* Police &lt;br&gt; * Grand Rapids Public Schools Security &lt;br&gt; * Courts</td>
<td>* Parents who are home &lt;br&gt; * Retirees who are home &lt;br&gt; * Neighborhood Service Centers</td>
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<td>* Create a neighborhood watch &lt;br&gt; * Find &amp; recommend safe routes &lt;br&gt; * Better deployment of safeties &lt;br&gt; * Escort Service</td>
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<tr>
<td>Science / Health</td>
<td>* Affects of weather on the body &lt;br&gt; * Proper dress &lt;br&gt; * Weather prediction</td>
<td>* School closing policies (weather) &lt;br&gt; * Clothes for the needy &lt;br&gt; * Effects of heat / cold on the body</td>
<td>* National Weather Service &lt;br&gt; * Local weather stations</td>
<td>* School Science equipment</td>
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<td>* Set up a clothing bank &lt;br&gt; * Give out warning devices</td>
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<tr>
<td>Language Arts</td>
<td>* Communication &lt;br&gt; * Language as an incitor of violence</td>
<td>* School rules about language</td>
<td>* Business partner Grand Rapids Public Schools Comm. Dept.</td>
<td>* Computer graphics</td>
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<td>* Do a student and / or parent newsletter about safety</td>
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<td>Integrated Arts</td>
<td>* Neighborhood maps &lt;br&gt; * Signs &amp; posters</td>
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<td>* School art supplies &lt;br&gt; * Computer / graphic</td>
<td>* Stores where posters can be displayed</td>
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<td>* Do a safety coloring book for younger children &lt;br&gt; * Make maps of safe routes</td>
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<td>Math</td>
<td>* # of students who walk &lt;br&gt; * Ages of students who walk &lt;br&gt; * Represented in charts &lt;br&gt; * Data collection</td>
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<td>* Math Curriculum supplies</td>
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<td>* Provide data for other areas</td>
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### Office of Service - Learning

#### Grand Rapids Public Schools

**Learning Objectives:**

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Schedule for Service - Learning

A. Blocks of Time - 2 classes paired at the secondary level

B. Periods (Hours) 1 & 2 - English / Social Studies classes work together one or two days a week.

C. School day has only 4 periods a day - This allows for larger blocks of time for each class. School has an A and B schedule to allow students to take more than 4 classes.
Active Citizenship Today
Framework

Assessing Your Community

Goal: Students will conduct research in a variety of ways to identify problems in their community and resources that will help them solve those problems.

Knowledge Highlights:

• define community
• discover resources and
• uncover problems

Skills Highlights:

• acquiring and using information
• communicating
• cooperation

Understanding Policy Making

Goal: Students will study policy making on several different levels and will identify the motivations and tactics that individuals, groups and institutions use to make policy.

Knowledge Highlights:

• define "policy",
• identify the stakeholders in the policy - making process in their defined community, and
• understand the "nuts and bolts" of the policy - making process.

Skills Highlights

• acquiring and using information
• making judgments
• making decisions
Analyzing Policy

Goal: Students will evaluate policies to determine their effectiveness in solving the problems they are studying.

Knowledge Highlights:

• create criteria for judging the effectiveness of policies,
• design and use cost / benefit analysis and other policy analyzing methods, and
• evaluate the impact of public policy on the problems they are studying.

Skills Highlights:

• making judgements

Exploring Options

Goal: Students will examine the different avenues they can take to be effective and participating citizens, including creating their own approach to involvement.

Knowledge Highlights:

• examine the work of government, nonprofit institutions and others in solving community problems,
• determine where their time and energy can best be used in solving community problems, and
• explore other approaches to involvement.

Skills Highlights

• assessing involvement
• promoting interests
• communicating

Taking Action

Goal: Students will provide a service to the community.

Knowledge Highlights:

• develop a plan of action to provide a service to their community,
• delegate responsibilities for implementation of their service plan, and
• implement their plan.

Skills highlights

• promoting interests
• cooperation
Active Citizenship Today

Planning Checklist

☐ Define and assess the community?

☐ Choose and research a problem?

☐ Examine policies related to the problem?

☐ Explore options for action?

☐ Take action designed to address the problem?

☐ Participate in making significant decisions throughout the process?

☐ Reflect on what they have learned throughout the process?

☐ Work collaboratively with peers and community members?

☐ Participate in a variety of interactive and student-centered lessons?

☐ Learn curricular content and skills throughout the process?

☐ Demonstrate what they have learned through assessment that are authentic to ACT process?
## Resources:

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