

Fall 1995

# Spinning Interdisciplinary Service-Learning Webs: A Secondary Education Approach

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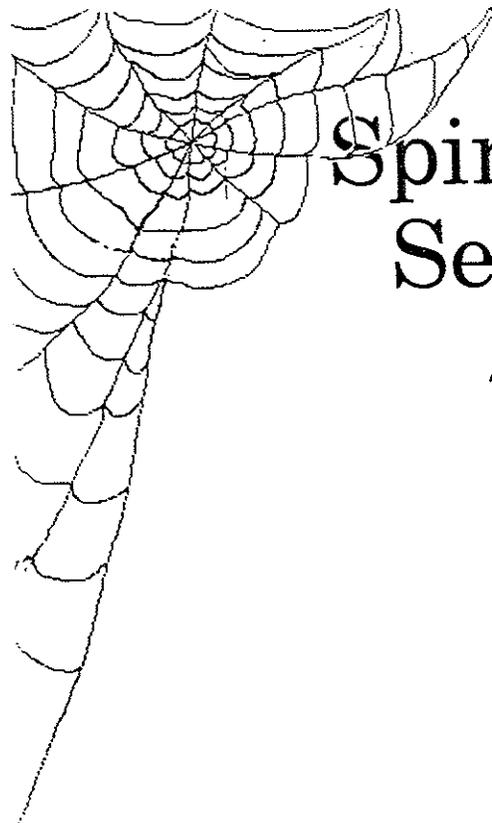
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# Spinning Interdisciplinary Service-Learning Webs:

A Secondary Education Approach

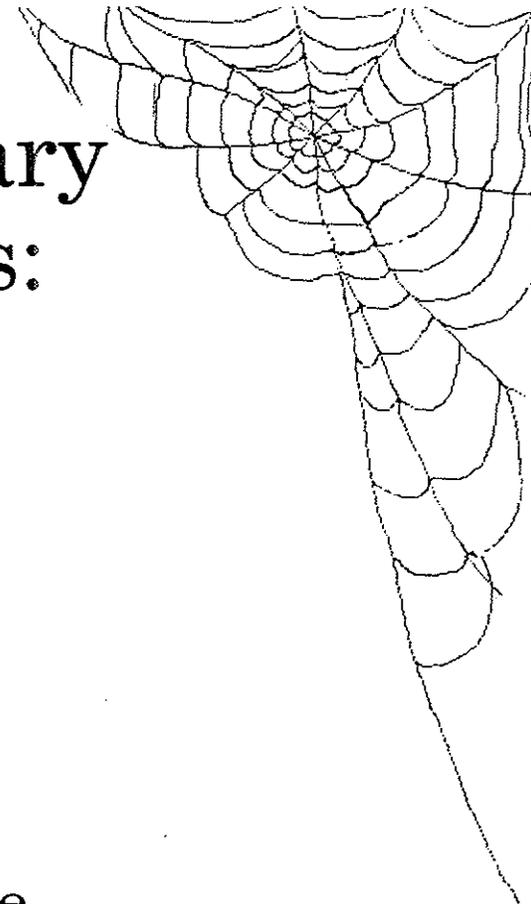


Maryland Student Service Alliance

Maryland State Department of Education

A Project of the MSSA Fellows Program

Fall 1995



# Spinning Interdisciplinary Service-Learning Webs A Secondary Approach

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# Spinning Interdisciplinary Service-Learning Webs

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Dear Champions of Service:

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

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

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

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

Thank you for supporting quality school based service-learning.

Sincerely,

Susan Falcone Ellen Hayes Barbara Law Ava Mendelson David Patterson

# Feedback Form

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

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

Comments:

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

Comments:

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

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

# Using the Interdisciplinary Service-Learning Webs

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

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

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

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

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

Elements of Effective Service-learning	Links to MSPAP
Meaningful service	Authentic situations
Problem-solving	Relevance
Peer Group-work	Higher order thinking skills
Adult-student interaction	Critical thinking
Opportunity to apply skills to community problems	Group problem solving
Preparation and reflection	Thoughtful applications
	Pre-assessment
	Self-assessment

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

# Interdisciplinary Connections to Student Service-Learning

## Aging

### English/ Language arts

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

### Health/Physical Education

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

### Math

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

### Art

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

### Business Education

- P- Discover how long the average person works at particular job/ number of jobchanges in average lifespan.
- IA- Create a budget for senior prom. Make business connections/ arrangements.
- DA- Help elderly do job searches. Help match elderly with businesses.
- AA- Advocate for hiring of elderly at local businesses.
- R- Poll others as to where any profits from senior prom should go

### Family Studies

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

### Foreign Language

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

### Science

- P- Graph changes in sensory perception over life span and discuss impact on health/ quality of life.
- IA- Publish health records brochure and distribute to senior centers.
- DA- Work with Pets on Wheels.
- AA- Research diseases of elderly. Write legislators advocating policy/ legislation.
- R- Discuss how to reduce impact of aging.

### Music

- P- Research popular music of 20's, 30's, 40's.
- IA- Make tapes of music from preparation activity and send to nursing homes.
- DA- Provide music for senior prom.
- AA- Create showcase about elderly musicians' contributions to society.
- R- Take slides at senior prom. Put together slides and music to show others.

### Technology Education

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

### Social Studies

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

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

### KEY

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

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

# Interdisciplinary Connections to Student Service-Learning

## Bias

### English/ Language Arts

- P- Diagram groups we are biased against to tie into all other areas.
- Read and analyze a story related to bias.
- IA- For cultural fair. do theater improvisations, create skits.
- DA- Conduct workshop on inclusive language in writing.
- AA- Run Tolerance Contract project where all students sign promises they can agree on using linked hands as symbol.
- R- Debate: is bias good/ bad/ right/ wrong/ normal/ abnormal?

### Family Studies

- P- View Shelter Boy and discuss feelings and impact of bias on family.
- List family lifestyles on large sheets of paper. Have groups pass around and write commonly heard phrases, nicknames and perceptions about each. Analyze for bias.
- IA- Develop intercultural cook book sold to raise \$ for charity.
- DA- Develop a partnership with Head Start or children in homeless shelter.
- AA- Plan and carry out international food fair.
- R- Research how families teach tolerance/bias.

### Science

- P- Research genetic differences/ evolution of humans. Discuss lack of variety in human race versus wide diversity in other animal species.
- IA- Raise money for charity related to genetic disease research.
- DA- Tutor children at shelters/ do science experiments with children.
- AA- Publish information researched in preparation activity in school newspaper.
- R- Discuss science's contribution to ending bias against those with genetic and communicable diseases.

### Health/Physical Education

- P- Debate "Should we reveal who has AIDS?"
- View and discuss movie, Ryan White. Examine personal beliefs.
- IA- Run a Walkathon for a health concern.
- Put on a Health Fair.
- DA- Work with Special Olympics.
- AA- Prepare and distribute flyers to raise consciousness about bias in sports.
- R- Write essay on how views have changed since beginning of project

### Math

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

### Art

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

### Business Education

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

### Foreign Language

- P- Read/ discuss bias against various accents and how ethnic groups are perceived through speech.
- IA- Prepare pamphlet/ video in other languages for emergency situations, ex. hurricanes/ tornado.
- DA- Help at homeless shelter/ day care for those who don't speak English.
- AA- Celebrate diversity of languages during Foreign Language week.
- R- Have speaker from immigration discuss the problems of immigrants.

### Music

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

### Technology Education

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

### Social Studies

- P- Analyze list of racial/ethnic groups as found on application forms/ polls, etc. Discuss how and why we categorize people.
- IA- Plan and hold a cultural fair recognizing women, African Americans, etc.
- DA- Have peer mediation group develop program to teach conflict resolution.
- Host speaker: ex. survivor of Holocaust.
- AA- Lobby/ publish findings from preparation activity.
- R- Visit Holocaust Museum. Discuss

**CELEBRATION:** Display projects in all subject areas through a cultural fair: Multi-cultural foods, arts, etc. Invite media, parents, community leaders

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# Interdisciplinary Connections to Student Service-Learning

**English/Language arts**

P- Study connections between illiteracy and crime.  
 IA- Create, publish, and distribute public safety materials.  
 DA- Tutor children in high crime areas.  
 AA- Hold speech contest with speeches based on preparation activity. Invite media coverage/ local community group representatives.  
 R- Write poems/essays about project chosen.

**Health/Physical Education**

P- Research connections between self esteem/ fitness/ crime.  
 IA- Raise funds for at-risk youth program.  
 DA- Work at recreation center for at-risk youth.  
 AA- Lobby local government for creation/ maintenance of recreation programs for youth.  
 R- Discuss reasons for athletes' problems with law/ crime at national level.

**Math**

P- Research crime cost to citizens. Chart statistics.  
 IA- Raise funds for survivors of violent crimes.  
 DA- Tutor juvenile offenders in math.  
 AA- Present preparation statistics to legislators with suggestions for reducing crime.  
 R- Reflect on reactions (personal and other) to statistics on crime.

**Art**

P- Create visual of prompt: "A Dream for Ending Crime".  
 IA- Display preparation activity in local mall along with crime prevention literature.  
 DA- Do art projects with children in juvenile center.  
 AA- Send preparation activity to local legislators with statements: "How to reduce crime."  
 R- Discuss reactions to "Dream" creations.

**Business Education**

P- Analyze benefits of school/ business partnerships to community and reduction in crime.  
 IA- Develop local school/ business partnership program.  
 DA- Implement mentoring programs/ partnerships.  
 AA- Solicit local community organizations for crime prevention programs.  
 R- Display pictures of projects and discuss/ evaluate success.

**Family Studies**

P- Read/ discuss issue of domestic violence. Invite speaker from House of Ruth.  
 IA- Collect/ assemble/ distribute personal hygiene kits for women and children at domestic violence center.  
 DA- Host reading/ play/ time for children at domestic violence center.  
 AA- Create brochure/ distribute to students on stopping domestic violence.  
 R- Discuss relationship of early family life to being victim of domestic violence

# Crime

**Foreign Language**

P- Research crime/laws in country of study. Compare to U.S.  
 IA- Translate public safety materials. Distribute where appropriate  
 DA- Teach U.S. laws/ policies to recent immigrants.  
 AA- Write/ mail ideas to local groups and newspapers about hate crimes against immigrants  
 R- Write/discuss how would feel about laws discovered in preparation activity.

**Science**

P- Research genetics/ crime tendencies. Invite guest speaker on topic.  
 IA- Raise money for victims of crime.  
 DA- Tutor juvenile offenders.  
 AA- Produce a position paper on preparation topic. Present to community.  
 R- Assess changes in attitudes toward crime since beginning of study.

**Music**

P- Analyze musicals/ media with crime themes.  
 IA- Collect tapes to send to juvenile detention center.  
 DA- Plan and staff music summer program for young children.  
 AA- Conduct letter writing campaign on topic of regulation of music industry/ violence in music.  
 R- Discuss changes in attitude since beginning of project study.

**Technology Education**

P- Research effectiveness of various home protection systems.  
 IA- Create a bulletin board for school detailing results of preparation activity.  
 DA- Help senior citizens protect homes using technology.  
 AA- Evaluate safety devices. Create/ distribute consumer guide.  
 R- Discuss relationship of crime prevention systems to actual reduction of crime.

**Social Studies**

P- Research statistics on makeup of prison inmates: race, educational level, socioeconomic level. Draw conclusions.  
 IA- Hold crime awareness week. Invite speakers, hold workshops, display posters.  
 DA- Participate in peer mediation program.  
 AA- Create a program to prevent vandalism/ emphasize school pride.  
 R- Write essay: "Life without laws".

**CELEBRATION:** Hold a school-wide fair featuring all projects. Invite media, BOE, law officials, community leaders. Present awards.

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# Interdisciplinary Connections to Student Service-Learning

**English/ Language arts**

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

**Health/Physical Education**

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

**Math**

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

**Art**

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

**Business Education**

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

**Family Studies**

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

# Environment

**Foreign Language**

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

**Music**

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

**Technology Education**

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

**Social Studies**

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

**Science**

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

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

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# Interdisciplinary Connections to Student Service-Learning

## English/Language arts

- P- Read stories on hunger by Gandhi and discuss.
- IA- Collect/distribute used books for children at homeless shelters.
- DA- Tutor children at homeless shelter.
- AA- Write press releases for Hunger Banquet. Post all through community and on media.
- R- Write a story taking the perspective of being a homeless person.

## Health/Physical Education

- P- Discuss effects of malnutrition and incidence in America.
- IA- Collect personal hygiene items underwear for shelter residents.
- DA- Hold recreation programs for shelter residents.
- AA- Lobby for school food program.
- R- Design menus that are nutritionally sound using most inexpensive foods available.

## Math

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

## Art

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

## Business Education

- P- Invite business leaders to speak about company programs for poor. Enlist help for Hunger Banquet.
- IA- Provide office skills/ supplies to shelter.
- DA- Work on resumes at shelter. Project Independence.
- AA- Lobby businesses to hire residents at homeless shelter.
- R- Type/ display essays on their action experience.

## Family Studies

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

# Hunger and Homelessness

Note: This web requires the support of many disciplines to stage a Hunger Banquet.

## Foreign Language

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

## Science

- P- Complete fasting experiment: assess impact on energy level, etc. Draw parallels to homeless.
- IA- Join MD.s Garden Harvest project: grow and distribute food.
- DA- Do science experiments/ take nature hikes with shelter children.
- AA- Advocate for building playgrounds in the projects.
- R- Do pretzel game and discuss amount of food available/ who gets (MSSA Training Toolbox).

## Music

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

## Technology Education

- P- Research technology and food production yesterday vs today.
- IA- Generate/ distribute maps to food banks/ shelters.
- DA- Teach computer skills to children at shelters.
- AA- Lobby Legislators/ President on behalf of homeless/ poor via the Internet.
- R- Investigate potential of technology to end poverty.

## Social Studies

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

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

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# Interdisciplinary Connections to Student Service-Learning

## Literacy

### English/Language arts

- P- Create a collage of young children and books for.
- IA- Write children's books and illustrate. Present to shelters.
- DA- Read to preschoolers in Reading is Fundamental program.
- AA- Lobby BOE for funding of reading programs.
- R- Generate list of benefits of reading to children.

### Family Studies

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

### Science

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

### Health/Physical Education

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

### Math

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

### Art

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

### Business Education

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

### Foreign Language

- P- Research how schools are structured in the country of language study Compare to the U.S.
- IA- Create songs/stories in foreign language. Distribute to elementary schools for use.
- DA- Teach foreign language to elementary/ preschool children.
- AA- Advocate for increasing amount of foreign language study in elementary schools.
- R- Debate: What's America's language? (Bilingualism vs English)

### Music

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

### Technology Education

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

### Social Studies

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

### CELEBRATION:

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

### KEY

- P = Preparation
- IA = Indirect action
- DA = Direct action
- AA = Advocacy (action)
- R = Reflection
- C = Celebration

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

# Interdisciplinary Connections to Student Service-Learning

## Poverty

### English/Language arts

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

### Family Studies

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

### Science

- P- Discuss health related problems of those in poverty/ chart rise of disease.
- IA- Help shelter volunteers work up a health seminar for residents.
- DA- Conduct health testing for residents with aid of parent health volunteers.
- AA- Campaign to avoid drugs and alcohol aimed at those in poverty. List where help can be gained.
- R- Discuss the likelihood of a person ending up in poverty in America today.

### Health/Physical Education

- P- View "Shelter Boy". Discuss health problems of the family in poverty.
- IA- Collect lost and found items from locker room. Wash/ sort/ repair and donate to the poor.
- DA- Play large muscle games with children at shelter.
- AA- Advocate through posters health care services that are needed for the poor.
- R- Discuss the idea: "Our waste is someone else's treasure".

### Math

- P- Hypothetically figure the lowest budget possible for a family of four using real figures researched.
- IA- Clip coupons for donation to shelter/ poor.
- DA- Tutor children at shelter in math.
- AA- Research shelters in local area/ compute number of people served/ figure cost of shelters to tax payers. Publicize facts. Offer alternatives.
- R- Reflect on tax refund money and how it might be better spent.

### Art

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

### Business Education

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

### Foreign Language

- P- Discuss how/ if being a foreigner is related to poverty.
- IA- Create posters that translate common signs and signals or create a pamphlet to help those in poverty.
- DA- Offer to help those at shelter who speak a foreign language by translating and teach English.
- AA- Advocate for need of ESOL training in schools.
- R- Discuss what needs a person might have if s/he became a resident in another country due to war, etc.

### Music

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

### Technology Education

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

### Social Studies

- P- Review the Great Depression in U.S. and relate to today. View video: Hungry and Homeless in Maryland.
- IA- Do Homeless sensitivity training.
- IA- Research local shelters needs so that other groups might focus their help and distribute it evenly.
- DA- Have class work in soup kitchen over a period of time.
- AA- Research local laws on shelters and discuss whether fair/ adequate. Lobby for areas of need.
- R- Discuss attitude changes based on soup kitchen experience.

**CELEBRATION:** Have a dance for school with \$ going to local shelter. Have local newspaper cover event.

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

## Interdisciplinary Connections to Student Service-Learning

### English/ Language arts

- P- Read story about a teen pregnancy from literature. Discuss how society reacted/ why.
- IA- Create a drama on the realities of teen pregnancy. Present to an audience.
- DA- Utilize communication skills to work with teen parents.
- AA- Create catchy slogans that bring attention to the problems of teen pregnancy. Post around school.
- R- Write story: "What life would be like for you if you were a parenting teen."

### Family Studies

- P- Research and discuss impact of teen pregnancy on the baby, mother, father, and grandparents.
- IA- Develop a brochure for pregnant teens that provides health care information.
- DA- Host a panel. Discuss problem of teen pregnancy. Invite parents and teens.
- AA- Develop a showcase that demonstrates information discussed in preparation activity.
- R- Discuss: "What would society be like if the age at puberty continues to decrease?"

### Science

- P- Research incidence of birth defects in teen mothers and reasons for.
- IA- Produce a video on effects of smoking/ alcohol on fetal dev.
- DA- Volunteer to be "rockers" at local hospital NICU.
- AA- Publicize physical implications of pregnancy for teen and infant.
- R- "Invent the future" assignment: "What could science do to combat the teen pregnancy problem?"

### Health/ Physical Education

- P- Play baby crying tape. Discuss effect on students. Ask if older person handles this better and why/ why not.
- IA- Hold an "A-Thon" to raise money for Parent's Anonymous.
- DA- Hold a stimulation/exercise class for new parents and infants.
- AA- Lobby for in-school day care provisions for parenting teens.
  - Lobby for health care services/ information availability for teens in schools.
- R- Debate issue: "Should condoms be available in schools?"

### Math

- P- Calculate amount of money spent by the Federal govn. on pregnant and parenting teens. Explore where that money might be better spent.
- IA- Decide where \$\$ earned from "A-Thon" should be spent. Make arrangements.
- DA- Help parenting teen create a budget.
- AA- Develop graphs on costs of raising a child / teen parenting. Display.
- R- Devise alternative plan to the present welfare system.

### Art

- P- Find posters available on teen pregnancy. Analyze/discuss why effective/ not effective.
- IA- Design new campaign. Present to Social Services or Health Dept. for possible use.
- DA- Hold art project session for parents/ children. Discuss the value of art to children with parents.
- AA- Sponsor a poster campaign on issues of teen parenting. Post results.
- R- Discuss impact of visual media on attitudes about sex/ sexuality and responsibility of artist.

### Business Education

- P- Discuss impact of teen pregnancy on future earnings and career pathways.
- IA- Publicize career paths friendly to dual parenting/career families
- DA- Provide help on budgeting for pregnant/ parenting teens. Help with resume writing.
- AA- Advocate for businesses to be more tolerant of parenting/ day care needs.
- R- Hold panel from businesses. Have participants discuss realities of hiring a teen parent.

### Foreign Language

- P- Discover the incidence of teen pregnancy in country of study/ how that society copes.
- IA- Translate safety/ medical information for area residents from other countries. Distribute at clinics for pregnant and parenting teens.
- DA- Babysit for Parent's Anonymous meeting. Teach children foreign language/ songs.
- AA- Create graphs on preparation information. Share/ compare.
- R- Find out how teen parenting is treated in country of study.

# Pregnant and Parenting Teens

**Note:** This is a controversial subject. Please keep in mind your local district's policies.

### Social Studies

- P- Create time line showing changes in laws/societal acceptance of teenage pregnancy.
- IA- Distribute information listing programs that support pregnant and parenting teens.
- DA- Create buddy/peer mentoring program: keep pregnant/ parenting teens in school.
- AA- Lobby legislators on how to solve problem of teenage pregnancy.
- R- Host teen parent as speaker. "Society's support / non support".

### Technology Education

- P- Analyze best child car seats and reasons for law requiring car seats.
- IA- Develop information lists about how to select and install child car seats.
- DA- Hold rally to install car seats or run a safety check for local parents.
- AA- Run an ad campaign aimed at parents: Why car seats are needed.
- R- Write essay: "How I would feel if my child was killed because of lack of/ non-use of car seat."

### Music

- P- Study effect of lullabies on adults/ children.
- IA- Create a booklet of lullabies/ songs. Distribute to shelters.
- DA- Learn lullabies. Teach to parents at Parent's Anonymous.
- AA- Stage a Sing-In at legislature to raise attention about teen parenting issues.
- R- Listen to popular songs and the sexual/ other messages being sent to teens.

**CELEBRATION:** Each curricular area adds to large display about issue and projects undertaken.

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## Interdisciplinary Connections to Student Service-Learning

# Substance Abuse

### English/Language arts

- P- View over the counter drug ads from TV/ magazines. Analyze impact of on beliefs/ behavior.
- IA- Organize and present an assembly on "The language of drugs"
- DA- Help elementary school students write legislators about drug policy/ concerns.
- AA- Write a documentary on dangers/ effects of drug abuse. (See Tech. Ed.)
- R- Write a journal entry about experiences with young children and direct action project.

### Health/Physical Education

- P- Conduct/ discuss results of blind survey of personal use of drugs. Discuss line between appropriate use and abuse of over-the-counter drugs.
- IA- Hold a forum on the connection of drugs and AIDS.
- DA- Direct recreation activities at a rehab. center/ community center.
- AA- Present puppet show about avoiding drugs for elementary school students.
- R- Discuss relationship between fitness and being drug-free.

### Math

- P- Develop, compile, conduct, and interpret survey of community groups' prevailing attitudes and suggestions concerning drug use/ abuse.
- IA- Present info. from preparation in chart form for documentary. (see Tech Ed.)
- DA- Tutor children of parents in drug rehabilitation.
- AA- Write legislators about findings in preparation activity.
- R- Show a related video and discuss.

### Art

- P- Find/ analyze research done on influence of drugs on art.
- IA- Package "art supply packages" for patients at rehab centers.
- DA- Help elementary students create anti-drug posters.
- AA- Present information from preparation activity in a visual manner.
- R- Have artist speak about problem of drug abuse in art world.

### Business Education

- P- Create a file of all resources available for drug treatment/ control. Publish for school.
- IA- Solicit support from businesses for halfway houses/ rehab. centers.
- DA- Hold a debate between parents and teens about drug use/ what teens need.
- AA- Solicit support of businesses for reemployment of recovering addicts.
- R- Host business leader as speaker on drugs in work place.

### Family Studies

- P- Discuss impact of alcohol/ drug use on families and children.
- IA- Create brochure for parents as to how to teach children about drug abuse. Distribute at day care centers.
- DA- Be a "rocker" of drug addicted babies at local hospital.
- AA- Write legislator on behalf of funding for treatment centers/ programs.
- R- Have students write letter to future child about how they feel about drug use/ abuse.

### Foreign Language

- P- Investigate how country of study deals with drug use/ sentencing.
- IA- Translate Bus. Ed. preparation activity into language of study
- DA- Produce Spanish version of documentary. (See Tech Ed.)
- AA- Using foreign language and Eng. create/ read anti drug announcements on intercom.
- R- Compare differences in U.S. policy on drugs to country researched in preparation act.

Note: drugs = tobacco, alcohol, prescription, non-prescription drugs, legal, illegal drugs

### Science

- P- Visit a drug treatment facility. Discuss types of treatment
- IA- Distribute student created information on effects/ dangers of drugs.
- DA- Serve food to those with AIDS: Movable Feast.
- AA- Write legislator about funding research for drug addiction.
- R- Discuss genetic link to addiction.

### Music

- P- Analyze drug culture music for message and impact.
- IA- Compose, tape, jingles/songs for children about dangers of drug use/ peer pressure. Send to elementary schools.
- DA- Entertain patients at rehab. center.
- AA- Lobby about ratings for music releases.
- R- Evaluate effectiveness of project. Suggest improvements.

### Technology Education

- P- Search the Internet for drug abuse "problems".
- IA- Do repair work at rehab. center. Show patients how to use computers.
- DA- Create an Internet folder on drug use/ abuse/ treatment. Update it monthly.
- AA- Produce a documentary on dangers and effects of drug abuse. Show on Education Channel.
- R- Critique documentary and make suggestions for future use.

### Social Studies

- P- Invite social worker to speak on causes of drug use.
- IA- Organize assembly for S.S. classes. Hold debate on legalization of drugs.
- DA- Write/ visit drug rehab. patients monthly to celebrate sobriety/ birthdays, etc.
- AA - Make display of newspaper articles that reveal problem at local and national levels.
- R- Explore role of govn. in preventing drug abuse.

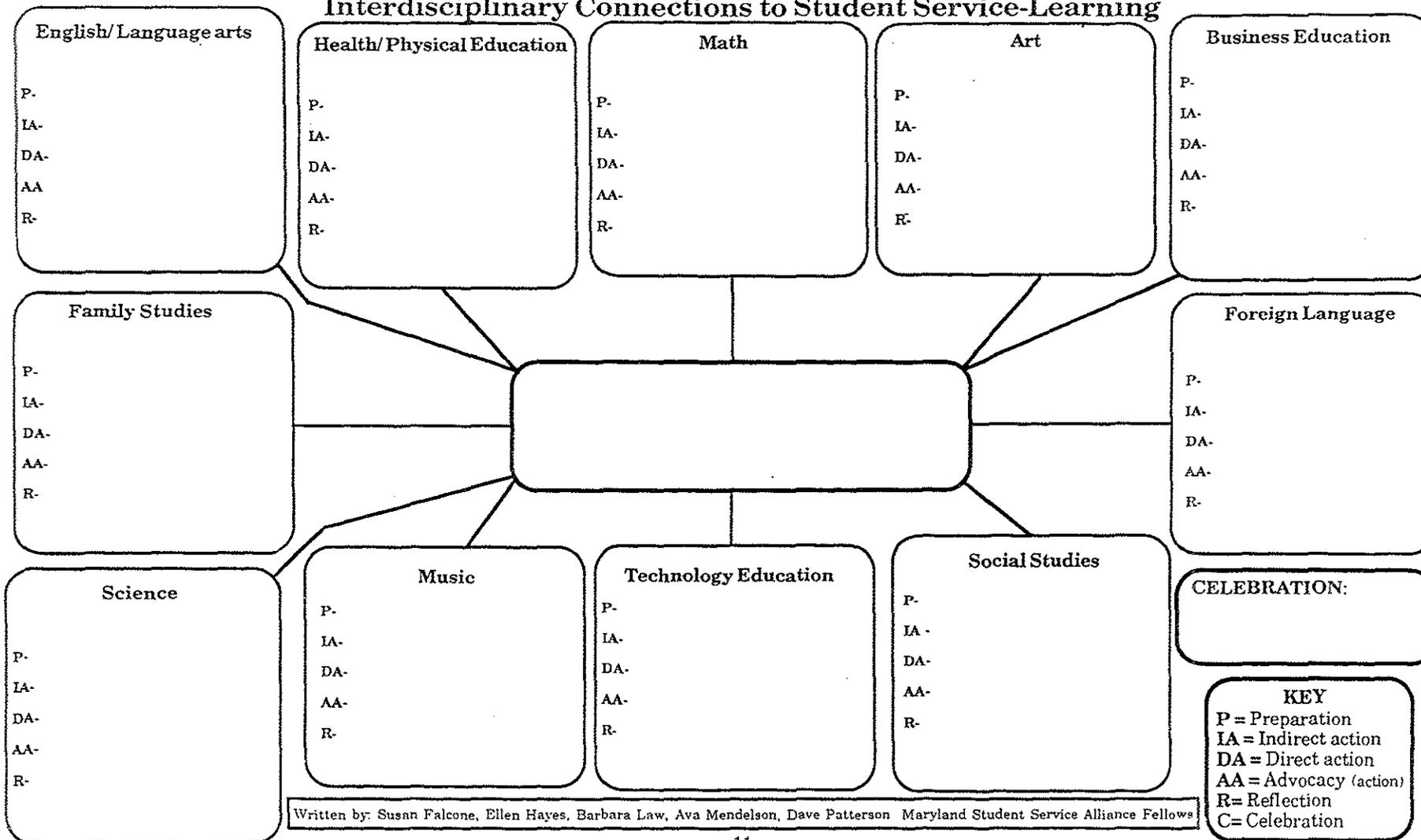
**CELEBRATION:** Invite mentees to celebrate at a substance free party. Serve mocktails. Show documentary. Award certificates.

### KEY

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# Interdisciplinary Connections to Student Service-Learning



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

## Glossary of Terms

**Best Practices:** There are essential components for all service-learning projects. The seven best practices, listed in order of importance for quality service-learning are:

1. Meet a recognized need in the community.
2. Achieve curricular objectives through service-learning.
3. Reflect throughout the service-learning experience.
4. Develop student responsibility.
5. Establish community partnerships.
6. Plan ahead for service-learning.
7. Equip students with knowledge and skills needed for service.

**Dimensions of Learning:** For best learning, teachers need to organize the learning environment and the experiences in that environment so that students may be lead to higher-order thinking skills. By being cognizant of the Dimensions of Learning (DOL), teachers can assure themselves that they are providing an environment most conducive to that goal. The five Dimensions of Learning are: 1. Creating a friendly, learning-rich environment

2. Accessing current knowledge
3. Adding information and knowledge
4. Thinking critically about nos. 2 and 3
5. Aiding students in defining thinking processes

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

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

**MSPAP:** Maryland School Performance Assessment Program is a strategy for improving public education and was launched by the Maryland State Department of Education in 1989. One component of the

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

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

*Please note: the letters in parentheses are used throughout the webs to code those terms.*

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

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

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

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

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

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

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

