2003

Inclusive Service Learning: A Training Guide for K-12 Teachers

Hampshire Educational Collaborative

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INCLUSIVE SERVICE LEARNING

A TRAINING GUIDE FOR K-12 TEACHERS

Designed to be used in conjunction with the video
FROM “YOU CAN’T” TO “YOU CAN”
SERVICE LEARNING FOR STUDENTS WITH DISABILITIES

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INCLUSIVE SERVICE LEARNING
A TRAINING GUIDE FOR K-12 TEACHERS

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1. After the Introduction ends (12 minutes), stop the tape.
2. Reset your video counter to zero.
3. Play the Training program until the end of each major section.
   (Check the video counter number below for reference.)
4. Stop the tape to review or work on materials pertaining to that section.

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OUTLINE OF TRAINING VIDEO

INCLUSIVE SERVICE LEARNING
A TRAINING GUIDE FOR K-12 TEACHERS

This follows along with the points made in the video and has room for note-taking.

I. PREPARATION

A. Identify Need

B. Connect to Curriculum

C. Seek Community Partners

D. Map Out Project Activities

E. Identify Accommodations

F. Link to IEP Goals

II. ACTION

A. Provide Meaningful Service

B. Prepare Students for Change in Routine

C. Focus on Experiential Learning

D. Discover Students' Learning Styles

E. Encourage Risk Taking

F. Remain Flexible

G. Seek Help

H. Use Multiple Assessment Methods
III. REFLECTION
A. Connect to Curriculum _______________________________________________________
B. Describe What Happened _____________________________________________________
C. Place Experience in Context __________________________________________________
D. Identify New Skills __________________________________________________________
E. Discuss Thoughts & Feelings _________________________________________________
F. Record Difference Made _____________________________________________________
G. Reflection Methods __________________________________________________________
H. Relate Reflection to:
   1. Student’s Goals/Interests _________________________________________________
   2. Student’s Experiences _____________________________________________________
   3. Curriculum ______________________________________________________________
   4. IEP Goals _________________________________________________________________

IV. RECOGNITION
A. Recognize Effort ______________________________________________________________
B. Get Publicity ________________________________________________________________
C. Recognition from Community Partners __________________________________________
D. Celebrate Success ____________________________________________________________
E. Invite to Recognition Event:
   1. Parents
   2. Community Partners
   3. Specialists
   4. Teachers
   5. School Administrators
   6. Special Friends

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Needs Assessment Walk

The purpose of this activity is to help you and your students assess your school/community in order to come up with a community service learning idea that fulfills an authentic need. With a partner, you will take a short observation walk around your school or community. (This activity can also be done as a guided, imaginary walk.)

While walking, imagine that you are both ______________________
(Fill in a different occupation/perspective for each pair, such as principal, parent, young child, police officer, environmentalist, anthropologist, social worker, etc.)

Looking through the “lens” of this role or career:

1) Identify and describe 3 positive or inviting things you notice about the school and surrounding grounds or neighborhood community.

2) Identify and describe 3 needs or problems that you observe.

3) Generate a question you have that relates to the issue/need you listed above.

4) With your partner, share your positive observations, the needs, and your question. Together, generate an idea for a service project that responds to at least one of the needs you each identified.

5) Partners share their needs and responses with the whole group.

The teacher or student can list these needs and responses on the board or newsprint. Then the class can discuss these in order to move toward an idea for a project.

Also list the questions that were generated so that you can discuss different types of inquiry questions, and look at which questions may lead to feasible explorations.

(Adapted by Deb Habib, North Adams Public Schools (MA) & Margaret Collins, Hampshire Educational Collaborative, from material by Dr. Harry C. Silcox)
INVOlVING STUDENTS IN PLANNING
When the Community Need &
Community Partner Have Been Selected

Ideally in service learning, teachers involve students in defining community needs, and various ways to address them, as the starting point for a project. Given the complexity of demands on teachers, however, the teacher may need to choose the community need to address and the community partner to work with before involving the students. In such cases, students can still be involved in and learn from the planning process. Here’s how:

I. During the class session that is most suitable (science, language arts, social studies, etc.), give student a sense of the overall need/problem/challenge. Use any or all of the following to provide a context or overall focus:
   A. Specific units of study
   B. Literature
   C. Speakers
   D. Newspaper articles
   E. Guided discussions

II. Now that your students are enmeshed in the general issue, ask them to get specific:
   A. Ask them what they care about (“What specifics needs do you see?” “What concerns do you have?”)
   B. Have them do some further research to find the area that most concerns them; students can:
      1. Use the internet and/or public library
      2. Take a walk around your community
      3. Take photos of your community to review in class
   C. Plan a related field trip
   D. Have your students conduct interviews with knowledgeable community members
   E. Ask students for discussions and presentations on their findings
   F. Vote to determine the specific area of need around which to organize your project

III. Have the students define their project:
   A. Brainstorm possible ways to address the chosen need/s
   B. Ask your community partner to discuss needed services with students
   C. Make a concrete plan, including all the things that need to be covered (equipment, transportation, permission, publicity, etc.)
   D. Prepare a list of roles and responsibilities that will involve each student in challenging activities

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Linking Service Learning to Curriculum Standards

- Identify what you want your students to "know" and "do"
- Link standards to project activities, student outcomes and assessment methods

**PROJECT: WATER QUALITY TESTING**

<table>
<thead>
<tr>
<th>Curriculum Standard</th>
<th>Project Activity</th>
<th>Student Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math – collect, sort, organize and draw conclusions about data</td>
<td>Gather water samples, test for PH and graph results</td>
<td>Students learn how to test water samples for PH</td>
<td>Teacher observation, performance review, accuracy of data collected</td>
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<td>Lab practicum using graphs</td>
</tr>
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<td></td>
<td>Student present- ation to Regional Watershed Director about results</td>
<td>Students learn how to draw conclusions from data and communicate these</td>
<td>Student presentation rubric</td>
</tr>
<tr>
<td>Language Arts – know and apply rules for formal discussions</td>
<td>Large group discussion of data, debating next steps</td>
<td>Students learn skills of preparation, group discussion</td>
<td>Group discussion rubric</td>
</tr>
<tr>
<td>Life Science – Differentiate between living and non-living things</td>
<td>Sorting things in water samples – comparing with textbook descriptions</td>
<td>Students will be able to list the qualities of living organisms</td>
<td>Teacher evaluation of oral or written lists</td>
</tr>
<tr>
<td>Science, Technology and Human Affairs</td>
<td>Evaluating evidence, reflection</td>
<td>Students learn how individual and group decisions affect the natural environment</td>
<td>Journal entries or class discussion on examples of environmental impact</td>
</tr>
</tbody>
</table>
Linking Service Learning to Curriculum Standards

- Identify what you want your students to "know" and "do"

- Link standards to project activities, student outcomes and assessment methods

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ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
IN SERVICE LEARNING PROJECTS

To involve youth with disabilities in a variety of settings, you may need to provide or allow for the use of accommodations to remove certain barriers. Each setting needs to be assessed and an evaluation made on a case-by-case basis to determine what personal accommodations youth may need to carry out their service. These may include assistive technology, alternative media formats, minor changes and adjustments in the environment, or alternative meeting places. Here are some resources to assist you:

1) National Service Inclusion Project
   www.serviceandinclusion.org
   Institute for Community Inclusion, UMass Boston
   100 Morrissey Blvd.
   Boston, MA 02125
   617-287-4343 or 1-888-491-0326 (toll-free voice and TTY)

   NSIP is a training and technical assistance provider funded by the Corporation for National and Community Service. This project offers individualized technical assistance (on site, phone, or email) and resources on service and disability issues such as recruitment, ADA accommodations and training, including fact sheets and an Inclusion Handbook. Their website offers links to each state's University Center for Excellence in Developmental Disabilities Education, Research, and Service.

2) LDOnline
   www.ldonline.org
   Produced by the PBS station WETA, LDOnline is an extensive website on learning disabilities for parents, teachers, and other professionals. You will find numerous pointers, Q&A sections, and other resources for teachers. Type "accommodations" into their search box and you will get over 400 hits. The online store offers an excellent series of videos, by Richard Lavoie and Robert Brooks, featuring practical strategies for teachers to work more effectively with students with learning disabilities.

3) "Adaptations & Accommodations for Students with Disabilities" by Jane Williams
   A resource list of articles, books, videos, and organizations to assist you. Printed in 2001. This document can be downloaded from the internet. Go to: www.nichcy.org - Select Our Publications; then select Alpha by Title; then select above-named article. Or contact:
   National Information Center or Children and Youth with Disabilities
   P.O. Box 1492
   Washington, DC 20013
   (800) 695-0285 · v/tty  (202) 884-8441 · fax

4) "Engaging Youth Volunteers with Disabilities in Your National Youth Service Day Project" from Youth Service America
   This is a list of things to do to prepare for involving students with disabilities in a service learning project, including a Staff Sensitivity Evaluation, a Physical Site Assessment, proper etiquette, and an accommodations assessment. This document can be printed off the internet. Go to: www.ysa.org - Select Programs & Services; then select NATIONAL YOUTH SERVICE DAY; then select YSA Tip Sheets; then select Tip Sheet #21 (which is the tip sheet named above). Or contact:
   Youth Service America
   1101 15th Street, Suite 200
   Washington DC, 20005
   tel: 202-296-2992  fax: 202-296-4030
Guidelines for Using Individualized Work Plan

This worksheet can be used during a one-to-one student conference, a partner situation where two students are working together or as a whole class activity. In any of these situations, teachers will need to talk about their community service learning project and brainstorm with the individual or class, a list of the various roles and responsibilities needed for the project.

The students are going to start filling in the sheet by listing two or three goals for themselves. These goals can be social, behavioral, and/or related to academic performance. Then they can choose a role/responsibility they can do successfully from the list you made with them. It is a good idea to encourage students to choose more than one task in this category. Now students can think about what they need to do their task well. Do they work best alone, with a partner or in a group? Do they need specific items or a checklist? Will they require frequent breaks or a teacher in close proximity? The section headed An Appropriate Risk asks students to think about trying something new or something they think might be a little challenging. Please remind students they can change things as the project begins, if they need to. Make sure that the students fill in their name before handing the sheet back to you.

Teachers should complete the School Goals (IEP Goals) section and review these goals with the students during a conference time. This worksheet plan can be used as an introductory page in a Portfolio Assessment folder. That way the student can monitor and document his/her progress and accomplishments. For example: The project is water quality testing.

### SERVICE LEARNING PROJECT
### INDIVIDUALIZED WORK PLAN

<table>
<thead>
<tr>
<th>STUDENT'S NAME: John Doe</th>
<th>Personal Goals</th>
<th>Role in the Project</th>
<th>What's Needed to Succeed</th>
<th>An Appropriate Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Goals</td>
<td>I want to work on this project. I want to find out about the water &amp; what is in it. I want to tell people to be careful about keeping water clean.</td>
<td>I can use the camera to take pictures of the project. I can make sure we have all of the equipment that we need. I can collect water samples. I can make posters.</td>
<td>I need a checklist. I need to work with ___.</td>
<td>I could write an article for the paper about keeping water clean.</td>
</tr>
</tbody>
</table>

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## SERVICE LEARNING PROJECT
### INDIVIDUALIZED WORK PLAN

<table>
<thead>
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### SERVICE LEARNING *in Action*

**PLANNING FOR SERVICE LEARNING**

<table>
<thead>
<tr>
<th>CONTENT - LEARNING ABOUT</th>
<th>CURRICULUM CONNECTIONS</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>[ ] English/Language Arts:</td>
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<tr>
<td>SERVICE IDEA:</td>
<td>[ ] Social Studies/History:</td>
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<td>PREPARATION:</td>
<td>[ ] Mathematics:</td>
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<td>IMPLEMENTATION:</td>
<td>[ ] Science:</td>
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<td>REFLECTION:</td>
<td>[ ] Languages:</td>
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<td>[ ] Art and Music:</td>
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<td>DEMONSTRATION:</td>
<td>SKILL DEVELOPMENT</td>
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<tr>
<td>YOUTH VOICE and CHOICE:</td>
<td>BOOKS</td>
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<tr>
<td>NOTES:</td>
<td>COMMUNITY CONTACTS</td>
</tr>
</tbody>
</table>

CLASSROOM ACTIVITIES
TO SUPPORT SERVICE LEARNING PROJECTS

Just doing service isn't enough to qualify as service learning. A teacher planning a service learning project needs to include a range of classroom teaching and learning experiences. These help the student to understand the curriculum connection and to learn how to analyze and respond to community problems. Examples of such classroom activities include:

Books
Fourth graders read *King of the Kooties* in preparation for their training in a school-wide peacekeeping project aimed at reducing bullying.

Internet Research
Science example - Students starting an organic garden use the internet to learn about composting, mulching to prevent weeds, natural insect repellants, and other organic techniques.

Advocacy
High school students wanting to convert vacant lots into mini-urban parks start a public awareness campaign through leaflets, posters and letters-to-the-editor.

Videography
Students preparing to do an oral history project with elderly community residents study and practice videotaping techniques.

Skill Building Exercises
Math example - A group of students helping to publicize the availability of pets at the local animal shelter design and update graphs to track the change in animal adoption rates resulting from their project.

Speakers
First graders who decide they want to get rid of dog poop on the playground invite a college biology professor to talk to their class about diseases carried in feces.

Experiential Games
Students involved in a hunger awareness campaign get a lasting, visual image of world hunger through "The Peanut Game", in which students divide themselves proportionally in relation to the population on each continent and the teacher divides a bunch of peanuts among them in relation to the food available on each continent.

Current Events
Students who plan to bring the National AIDS Quilt to their city first study the science and history of AIDS, and then read poetry written by people infected with the HIV virus.

Films
Students involved in an intergenerational project watch *Driving Miss Daisy* and then discuss society's treatment of senior citizens.

Poetry
Before starting their project to help the homeless, students read the poetry book *No Place to Be: Voices of Homeless Children* and write poems of their own.

Student Presentations
Students planning to tutor immigrant children study and present in class what they have learned about different aspects of the history and culture of the immigrants' home country.

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SAMPLE PARENT LETTER

A letter home to parents can help you gain understanding and support for your project. *Items in italics need to be personalized by you.*

_Date_

Dear Parent or Guardian:

I am writing to inform you that your child will be involved in a service learning project as part of this year's curriculum. Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Research shows that service learning offers these benefits to students:

- increased academic achievement
- improved personal and social development
- improved communication skills
- increased self-esteem

*(Include a short description of your project here, mentioning the goals for your project and listing some student activities involved.)*

*(Omit if irrelevant) Please fill out and return the attached permission form, which allows your student to participate fully in this project.*

Please feel free to call me if you have any questions.

Sincerely,

Teacher's Name

Phone number
SAMPLE SERVICE LEARNING PERMISSION FORM
ADAPT TO MEET YOUR DISTRICT’S LEGAL REQUIREMENTS

To Parent/Guardian: Please fill out and return this form to school by Fill in deadline.

Student’s Name: ____________________________
Service Learning Project: ____________________________ Fill in project name.
Project Dates: ____________________________ Fill in project dates.
Project Location: ____________________________ Fill in project location.

FIELD TRIPS:
☐ I DO ☐ I DO NOT
Authorize my child to participate in field trips to service learning project locations.

PHOTOGRAPHS/VIDEOTAPES/AUDIOTAPES:
☐ I DO ☐ I DO NOT
Authorize my child’s image, voice, and/or name to be recorded for documentation and/or local publicity about the above-named project. (This does NOT authorize use of these items on a website.)

PROGRAM EVALUATION:
☐ I DO ☐ I DO NOT
Authorize my child to be interviewed by a service learning evaluator. (Students’ names will not be included in evaluation results.)

Signature: ____________________________ Date: __________
Parent/Legal Guardian
REFLECTION IN SERVICE LEARNING PROJECTS

Research tells us that successful service learning includes reflective activities that enable students to process their experiences and connect them with both the service and the academic goals of the project.

Structure Regular Reflection Sessions

Reflection is more than just reporting what occurred in a service learning activity. Reflection is a strategic, engaging, ongoing process of examining the experience. It also gives students a chance to process spontaneous learning in "teachable moments".

Questions to Ask

Ask questions to get your students thinking both introspectively and globally about their service learning experience. Here are some examples:

What (Did You Do)?
What are some adjectives that describe your experience?
What were your feelings?
What skills did you use in helping others?
What was most rewarding?
What was most difficult?

So What?
How did you make a difference this week?
What do you gain from helping others?
What issues did this experience make you think about?
What are the challenges that face us in these issues?

Now What?
How has this project changed your attitudes about these issues?
What will you notice now that you didn't notice before?
What can we do individually and as a group to have more impact in this area?
What skills or knowledge would increase your ability to make a difference?
What is one thing you can do next week that will make a difference?

Reflection Methods and Techniques

Discussion and writing are common forms of reflection, but other methods can be more effective for students with disabilities. Use a variety of techniques for reflection, including some group activities and some individual activities.

<table>
<thead>
<tr>
<th>Artistic Expression</th>
<th>Discussion Activities</th>
<th>Writing Activities</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Visual arts (scrapbook, draw, paint)</td>
<td>*In pairs, small groups, whole class</td>
<td>*Journals</td>
<td>*To the class</td>
</tr>
<tr>
<td>*Music (write, perform)</td>
<td>*Teacher-led and student-led</td>
<td>*Persuasive letters (to officials, newspaper)</td>
<td>*Table at a public event (parent night, county fair)</td>
</tr>
<tr>
<td>*Theater (skits, roleplays)</td>
<td>*Brainstorm</td>
<td>*Newsletter articles</td>
<td>*At community partner's staff meeting</td>
</tr>
<tr>
<td>*Dance (express feelings, values, ideas)</td>
<td>*Seek opposing views</td>
<td>*Learning log</td>
<td>*At school committee or city council meeting</td>
</tr>
<tr>
<td>*Technology (photo or video essay)</td>
<td></td>
<td>*Letters to parents</td>
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<td></td>
<td></td>
<td>*Thank you letters to community partner</td>
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</tr>
</tbody>
</table>

Sources: Kentucky Cooperative Extension Service/4-H Community Service Learning website; Community Service Learning by Rahima C. Wade
RECOGNITION IN SERVICE LEARNING
excerpt from article by Points of Light Foundation

The Importance of Recognition
Young people engaged in service benefit from effective recognition. Recognition makes youth feel good about what they have done, it strengthens their self-esteem and can provide closure to projects. When youth feel good about their involvement they are motivated and likely to stay involved. In addition, to the individual benefits described above, recognition can bring visibility to your program. This can lead to new volunteers, increased community support, or even new funding opportunities.

Selecting Appropriate Forms of Recognition
There are many different formal and informal ways to recognize young people and others involved in your projects or programs. Remember, the form of recognition should speak to the individual's interests or reason for being involved in the project in the first place. It is important to know your audience (who you are recognizing) and to be creative. Recognition can be informal, such as saying thank you, a candy bar, or flowers, or formal, such as a certificate or an article in your local newspaper.

New Ideas for Recognition
Although ways to recognize young people are practically endless, it is easy to fall into a rut with plaques, certificates, T-shirts, pins, certificates, and traditional banquets. There are many great ideas for events such as hosting a coffee house for volunteers, holding a potluck, or breakfast banquet. Travel mugs, flowers, a cup of coffee, sending holiday cards, books, music CDs or gift certificates often speak to young people, but remember recognition does not need to be expensive. Don't underestimate the power of saying thank you publicly - through newsletter articles, presentations, conferences, and bulletin boards you can spotlight young people that have made a difference in your program, letting them and the public know how valuable they are to your program. Another way to recognize outstanding youth is to nominate them for local and national awards and scholarships. A final way to say thank you is to provide young people with leadership opportunities in your program. Asking a young person who has done outstanding work to do a presentation at next years new volunteer orientation or asking them to participate in the project planning process can be an excellent way to recognize their contributions and hard work. If these ideas aren't enough, go right to the source - ask young people in your program to help plan and implement your recognition activities. This is a powerful way to generate new ideas and allows youth to be creative and take ownership of their recognition. See the resource section for more recognition ideas and awards lists.

For The Rest Of This Article, Go To:
www.servicelearning.org
Then select NSLC Library, then select Fact Sheets; then K-12 Fact Sheets; then Recognition in Service Learning.

Source: Points of Light Foundation, March 2002
FUNDRAISING FOR SERVICE LEARNING

WHAT ARE THE COSTS? The Stream Team project in the video involved three different classes of students, with once-a-week activities continuing throughout the school year, at a cost of $700. A worthwhile service learning project can be done with little or no money at all. However, if you need funding for a specific project, here are some ideas.

1) DETERMINE YOUR BUDGET NEEDS
   a) Supplies/equipment
   b) Postage, long distance calls, printing, copying
   c) Transportation
   d) Stipends (for extra hours by teachers)
   e) Celebration expenses

2) SEEK SCHOOL DISTRICT SUPPORT
   a) Check to see if funds are available for field trips, curriculum development, discounted supplies
   b) Ask your PTA/PTO for a financial contribution: get on the agenda early in the school year & be ready to present your project plan and budget

3) SEEK DISCOUNTS OR FREE MERCHANDISE:
   a) Determine if items in your budget might be available for free or at discount from local businesses
   b) EXAMPLES:
      i) Ask a nursery or hardware store to sponsor your gardening project
      ii) Go to a grocery store for food, a paint store for paint, an arts & crafts store for art supplies, etc.

4) SEEK CASH CONTRIBUTIONS:
   a) Ask local civic groups
   b) Ask local businesses; these are a major source of donations for local projects
   c) Ask national stores with locations in your area
      EXAMPLES of those that support local education projects:
      i) Barnes & Noble
      ii) Target
      iii) Whole Foods Market

5) FREE STAFF SUPPORT
   Having an extra set of eyes/ears/hands can help the project go smoothly. You may find free help from:
   a) Local Colleges/Universities: Find students who need to do internships or a practicum, or who must do community service themselves for college credit
   b) Senior Corps: Check the Corporation for National and Community Service website for RSVP and Foster Grandparent programs in your state, www.seniorkorps.org

6) FOR MORE IDEAS/FUNDING SOURCES
   a) www.servenet.org In this website, select Help for Nonprofits, then:
      i) Select Funding Opportunities under Resources
      ii) Also, click on Tip Sheets for Nonprofits under Resources, and select Fundraising and Support For Your NYSD Project.
   b) www.servicelearning.org In this website, select Resources & Tools, then select Funding Sources, then select Funding Sources again.
   c) c) www.learnandsreve.org/about/k_12/index.html Go to this website to find the contact in your state education department for grants to K-12 Learn and Service projects.

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INTERNET RESOURCES

Service Learning

www.learnandservce.org
Website of Learn and Serve, a program of the Corporation for National and Community Service, offering grants, resources, legislative updates, research materials and awards for K-12 service learning projects.

www.servicelearning.org
Website of the National Service-Learning Clearinghouse. To subscribe to the K-12 Service Learning Listserv, send an email to join-k12-sl@lists.etr.org following these instructions: Leave the subject line blank; The message text should read: Subscribe k12-sl (First Name Last Name); Remove any appended signatures.

www.service-learningpartnership.org/
The Partnership is a national leadership organization dedicated to advancing service-learning as a core element of the educational experience of every elementary, middle, and secondary school student in the United States.

www.learningindeed.org
Website of the National Commission on Service-Learning.

www.nylic.org
The National Youth Leadership Council advocates service learning and national service in its programs that aim to build youth leadership, reform education, and guide youth-oriented public policy. Sponsors annual National Service-Learning Conference.

www.yvca.org
The Youth Volunteer Corps of America has established service learning affiliates throughout the U.S., to which it offers technical assistance, promotional materials, volunteer insurance, and program evaluation.

www.csuchico.edu/psed/servicelearning/index.htm/
This site offers an online course that prepares teacher candidates to teach with service learning. Useful tools for teachers include video clips on Collaboration, Student Voice and Civic Responsibility; classroom forms; and various links and service learning articles.

www.ca.uky.edu/agcollege/4h/resource/servlern.htm
A 4-H Community Service Learning website that offers useful planning guidelines, project examples, legal information, recognition opportunities, and evaluation guidelines.

Disabilities/Inclusion

www.serviceandinclusion.org
The National Service Inclusion Project offers assistance and resources on service and disability issues.

www.nichcy.org
This bilingual website of the National Information Center for Children and Youth with Disabilities lists publications on educational programming for students with disabilities. Fact sheets are available with resources tailored for specific states.

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PRINT RESOURCES

Service Learning

Community Service Learning: A Guide to Including Service in the Public School Curriculum
By Rahima C. Wade, ed.
Albany: State University of New York Press, 1997

An Asset Builder's Guide to Service Learning
A Search Institute Publication, 2000
For copies contact:
Search Institute
1-800-888-7828
www.search-institute.org

Community Lessons: Integrating Service Learning into K-12 Curriculum
By Julie Bartsch
For copies contact:
Massachusetts Department of Education
Learning Support Services
350 Main St.
Malden, MA 02148
ph (781) 338-6306
fax (781) 338-3394
jdonner@doe.mass.edu

Things that Work in Community Service Learning
By Lisa J. Laplante and Carol W. Kinsley, eds.
For copies, contact:
The Community Service Learning Center, Inc.
333 Bridge Street, Suite 8
Springfield, MA 01103
ph (413) 734-6857
fax (413) 747-5365

The Service Learning Bookshelf: A Bibliography of Fiction & Nonfiction to Inspire Student Learning and Action
By Cathryn Berger Kaye
For copies, go to:
www.abcdbooks.org/bookshelf/bookshelf2nded.html

A Practitioner's Guide to Reflection in Service Learning: Student Voices & Reflections
By Janet S. Eyler and Dwight D. Giles, Jr.
For copies, go to:
www.servicelearning.org

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