

PROMOTING SERVICE-LEARNING

Excellence

TRAINING MANUAL



ESD¹¹²
EDUCATIONAL
SERVICE
DISTRICT 112

A PUBLICATION OF **SERVICE-LEARNING NORTHWEST**

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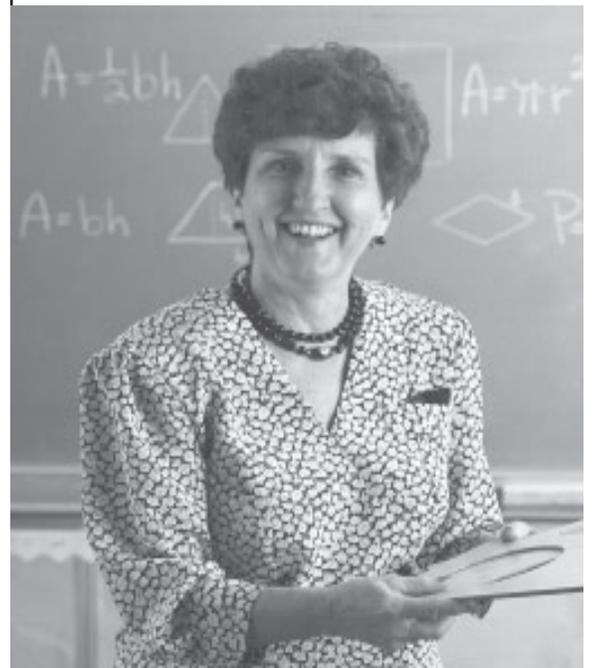
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SECTION I
UNDERSTANDING
SERVICE-LEARNING



Academic and Community Based Service-Learning

Over the years, academic service-learning has gained acceptance within schools as an effective teaching methodology. Academic service-learning focuses on providing academic instruction through service experiences. It connects classroom learning and community service, actually using the service as a context for teaching. But, more recently, service-learning has expanded beyond the focus of the academic gains and has been incorporated into community based settings. Community based organizations that were exposed to service-learning through partnerships with service-learning students from schools began to see the potential for service-learning in community based settings but were, obviously, not connected directly to the classroom or the curriculum. Organizations began to look for ways to adopt the principles of service-learning but for a non-classroom setting. A new understanding of service-learning began to emerge. Community Based Service-Learning targets the same overall goals as academic service-learning but from a different perspective, focusing on service while supporting that service with clear learning goals.

Academic Service-Learning

Because of the number of practitioners academic based service-learning has been addressed in a number of contexts. Even so, academic service-learning is defined differently by various advocates. However, all definitions of academic service-learning include some fundamental components. Here are several definitions offered by national service-learning organizations.

The National and Community Service Act of 1990 describes excellent service-learning programs as featuring the following:

1. Students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated with the school and the community;
2. Students are provided with the opportunity to use newly acquired skills and knowledge in real life situations in their own communities;
3. Service-learning enhances what schools teach by extending student learning beyond the classroom and into the community, thereby helping to foster the development of a sense of caring for others.

The National Youth Leadership Council (NYLC) defines academic service-learning like this: Service-learning is an educational method that involves students in challenging tasks that meet genuine community needs and requires the application of knowledge, skills and systematic reflection on the experience.

According to NYLC these are the essential components of service-learning. It is an educational method, a way of teaching. Students are engaged in

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challenging tasks. These activities meet genuine community needs. The activity requires preparation (knowledge) and application (skill implementation) and involves an intentionally designed reflection process.

The National Service-Learning Cooperative states that “Service-learning is a teaching and learning method that connects meaningful community service experience with academic learning, personal growth, and civic responsibility”. Here service-learning is also defined as a method of teaching and learning. In addition, this definition also includes personal growth and introduces the element of civic responsibility.

The National Center for Education Statistics defines service-learning as “curriculum-based community service”.

The Office of Academic Service-Learning at Eastern Michigan University defines Academic Service-Learning as “a teaching methodology that utilizes community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge, and engage in civic activity.” (2001)

Community Based Service-Learning

Community based service-learning is a philosophy of service that intentionally enhances the learning opportunities by incorporating specific learning goals and structured reflection activities into the service experience. While fulfilling the mission of an organization through the use of volunteers, opportunities for academic and skill development are identified and designed into the service. These lessons are reinforced through an effective practice known as Reflection. In this way the strength and benefit of service-learning can transform the activity from simply service to service with life long lessons. Organizations benefit from volunteers who are more committed and more deeply engaged in the work of meeting the organization’s mission.

Three Defining Characteristics

The fact that there are differences in definitions is not unusual as service-learning is applied in various setting to meet a variety of needs. And, although there are many definitions of service-learning, and many factors that contribute to high quality practice, there are three essential, or defining, characteristics of service-learning that virtually all definitions contain. It is the presence of these common elements that distinguishes service-learning from other hands-on and project-based learning experiences. First, service-learning must have:

CLEAR LEARNING OBJECTIVES. As the concept and practice of service learning expands to include a number of settings outside the traditional classroom the focus must still remain on learning opportunities. Learning must be an intentional and important component. Secondly, service-learning must:

MEET GENUINE COMMUNITY NEEDS. The strength of service-learning is that learning is utilized to make a real difference. It is in the genuineness of the work involved that young people find the power of learning. Finally, service-learning is defined by the presence of

SYSTEMATIC REFLECTION. One of the most powerful and important components of high impact service-learning is reflection. Rather than being viewed as a summary of activity, reflection is understood to be an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to not only strengthen both service and learning but has the power to transform the learner and teacher as well.

Three Additional Essential Elements

In addition the three defining characteristics, Clear Learning Objectives, Genuine Community Need and Systematic Reflection, three additional elements are essential for high quality, high impact service-learning. These essential elements are

YOUTH VOICE: The inclusion of youth voice as an integral component of high quality service-learning practice is important for several reasons. First, youth voice heightens the importance and relevance of the service for the young people if they have a say in what service will be provided, to whom, and how it will be performed. Secondly, youth voice strengthens buy-in on the part of the young people as well as commitment to the project and the service. Youth voice can also impact the probability that a young person will continue to volunteer beyond the service-learning project.

SIGNIFICANT SERVICE: While meeting a genuine community need defines service-learning, providing significant service strengthens the impact. Even if a service-learning activity targets a genuine need the service provided by young people is not always significant, either in the service itself or with regards to the outcome. When this occurs young people may feel like they are merely free labor.

PARTNERSHIPS: Service-learning built on strong partnerships not only strengthens the impact of the activity for both participants and recipients, but partnerships have a direct impact on service-learning sustainability.

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The Benefits of Service-Learning

During the past ten years numerous studies have been conducted on the effects of service-learning on a wide range of factors including: academic performance, school environment, personal development, issues related to diversity, the effect on at-risk behaviors, violence, community involvement, responsibility and many other areas. The following excerpts are statements from various research findings regarding the Impacts of Service-learning. A complete listing of the studies from which these findings are taken as well as a complete research bibliography are available.

Service-Learning and Academic Achievement

Research has clearly demonstrated a direct correlation between student participation in service-learning programs and increased student performance in a number of academic areas.

- Participating students consistently scored higher on standardized tests as well as on other basic skill tests.
- Improvements were evident especially in reading, language arts, and math. Service-learning involving tutoring other students was especially effective in increasing academic performance.
- Studies also link participation in service-learning to increased improvement in various problem-solving skills and on outcomes involving complexity of understanding, problem analysis, critical thinking and cognitive development.

Involvement in high quality service-learning results in an increase in students' ability to apply what they learned to the "real world". In addition, higher grades and increased grade point averages were evident among service-learning students. Students who were involved in high quality service-learning programs demonstrated an increase in measures of school engagement, increased sense of educational accomplishment and even demonstrated an increase in the amount of homework completed. Students came to class on time more often and there was a significant reduction in absenteeism among students involved in service-learning programs.

Service-Learning and School Environment

The research on service-learning also shows a positive effect on school environment in general.

- In addition to increased student attendance, teachers and students both reported an increase in mutual respect.

- Students reported stronger relationships with faculty and other caring adults.
- Students also observed more positive peer relations among students.

Participants also reported a more positive school climate as a result of feeling a greater connection to the school. Service-learning also had the unexpected result of reducing teacher turnover and increasing greater teacher collegiality. Both connected with an increased overall satisfaction in the level of student learning.

Service-Learning and Personal Development

The research regarding the impact of service-learning on an individual student's personal development is extensive.

- Middle and high schools students showed an increase in measures of personal and social responsibility, communications, and a sense of educational competence.
- Students ranked responsibility as a more important value.
- They also reported a higher sense of responsibility to their school than the control group.

Students also perceived themselves as more socially competent after participating in service-learning. Students' sense of self-esteem and self-efficacy increased. As a result, behavioral problems decreased.

Service-Learning and At Risk Behavior

In addition to the positive increases, service-learning has been connected to substantial reductions in "at-risk" behaviors.

- Studies show a clear reduction in levels of alienation among participating students, a factor often attributed to serious at-risk behaviors.
- Referrals to the office for discipline measures were less likely among service-learning participants.
- Drug and alcohol use and abuse were also reduced among students in service-learning programs.

Studies also show that students who engaged in service-learning were less likely to be involved in behaviors that lead to pregnancy and activities resulting in arrest.

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Service-Learning and Violence

Research has shown that service-learning research contributes to an overall reduction of violent behavior among participating youth. The positive effects of

- increased self-esteem,
- a greater sense of connection to others,
- and an attitude of caring

all contribute to the reduction of violence.

Service-Learning and Diversity

Numerous studies have shown that service-learning also has a positive effect on issues related to diversity.

- Reducing stereotypes and facilitating cultural and racial understanding
- Helps to foster interpersonal development and
- Increases the ability to work well with others.

Students involved reported greater acceptance of cultural diversity. This acceptance of others extended to the elderly and the disabled.

Service-Learning and Community and Civic Involvement

Service-learning clearly has a positive effect on a student's sense of social responsibility and civic involvement.

- Students felt that they had a greater awareness of community needs,
- Possessed a more sophisticated understanding of socio-historical contexts,
- Were more likely to think about politics and morality in society, and
- Considered how to effect social change.
- Students in service-learning feel that they can make a difference in their community.

Adult members of the community reported that after participating with youth in service-learning that they placed a higher value on youth. Adults see youth involved in service-learning as valuable resources and positive contributors to the community.

One of the greatest strengths of service-learning, as the research clearly demonstrates, is its ability to support and positively impact so many different areas. The positive impact that service-learning has is not limited to academics but extends even beyond academic achievement to positively affect personal development. But the impact doesn't stop there. Service-learning also has a tremendous impact on the overall health of the community as well.

Service-Learning vs. Community Service

Although there are significant similarities between service-learning and community service, there are some critical differences that must be recognized. The distinct elements of service-learning are what make it an effective educational tool. Without this understanding, service-learning will face some difficulty in acceptance by teachers and other stakeholders in education.

The goal of community service, for the most part, is the service provided. The task completed is the primary outcome objective. Whether it is an environmental preservation project, building walking trails through a city park area or a voter registration campaign, the primary objective is the service rendered. Personal enrichment and education are secondary by-products. Even if no significant learning occurs the completed community service project would still be a worthwhile endeavor.

With service-learning, on the other hand, every aspect of the experience is tailored to teach. It is designed intentionally to include "the application of knowledge, skills and systematic reflection on the experience." Service-learning is intentional education, intentional enrichment, with the outcome objective being the improvement of the individual student involved. With service-learning the service rendered, however significant, is secondary. The focus in service-learning is on the academic development, personal growth and overall enrichment of the individual participants involved. This shift in focus to the individual benefits in no way diminishes the value of the service activity performed. Rather it maximizes the effectiveness of each service opportunity by expanding the scope of the outcomes to benefit the service providers as well as the recipients.

This distinction of intentional education is what sets service-learning apart from simple community service. A University of Maryland at Baltimore study, "The Effect Of Community Service On Self Esteem And Academic Performance of At Risk Youth" (Bambry, 1993) concluded "...it is unrealistic to expect improvements in academic performance unless there is specific academic component(s) within the community service program" (italics added). While both programs can enhance and develop self esteem, it is the inclusion of these academic components that sets service-learning apart as an effective tool for academic improvement.

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Although community service and other valuable experiential learning activities are similar, it is this linking of community service to the classroom instruction that makes this type of learning personally meaningful and educationally vital.

Service-Learning as a Teaching Methodology

Tying Service and Learning Together To Meet Academic Standards

Approaching service-learning as a teaching methodology has the advantage of being able to accommodate virtually any service project without having to replace existing curriculum. Instead this approach utilizes traditional instructional materials and goals and then incorporates various aspects of a service project to create a framework for teaching and reinforcing core curriculum classroom instruction.

Adopting service-learning as a teaching methodology does not require adding additional curriculum that must replace other instructional material. Instead, it directly links virtually any service project to current, existing academic goals, outcomes and standards. With this approach the actual service performed, providing it meets a genuine community need, is not nearly as important as the academic connections that can be made. Incorporating service provides teachers the flexibility to incorporate any service as a tool for instructional reinforcement and still target essential learning requirements.

One of the many advantages of this method is that it allows students the opportunity to get personally involved in exploring the needs of their own community and the ability to generate their own ideas for a service project that meets those needs. This creates significant student buy-in and personal investment, which greatly increases the level of ownership and commitment to the community service project. This, in turn, greatly improves the overall impact of both the service and the learning.

By adopting service-learning as a teaching methodology instead of a teaching unit, teachers gain the ability to incorporate valuable service as an instructional tool without having to sacrifice any necessary core subject instruction or find room for other instructional material in order to take advantage of the benefits of service-learning. By utilizing service-learning principles as a teaching methodology even a seemingly ordinary service can be infused with learning. Consider the following scenario:

Katie's grandmother had moved to a nursing home following a fall that left her with a broken hip. At first when Katie would visit she felt awkward and uncomfortable, the odors were strong and often quite unpleasant. The people were so old and to Katie they appeared disfigured, almost grotesque. Frequently, residents would try to talk with her, moaned at her really, and Katie sped uncomfortably on by. Sometimes a resident would reach out and try to

grab her as she passed. She was always careful to keep her eyes fixed forward. But then, gradually, her discomfort began to subside. Eventually, she hardly noticed the things that had overwhelmed her such a short time earlier.

In time Katie learned some names: Gracie, Shirley, George, Ben, and Mary. She got to know their personalities, who was cranky and who was pleasant. “Hi Gracie” she would shout as she passed by on the way to see her grandmother. Ben, stationed always in the same spot in the hallway, would, with great difficulty, raise his hand from the arm of his wheelchair and she would gently squeeze it as she passed. Glancing over her shoulder she looked to catch the smile that always brightened his face following their brief encounter. She had come to know and even love the members of her grandmother’s new extended family. Nothing brought that awareness home more than the day that she passed by Gracie’s room and, to Katie’s horror, Gracie’s bed was gone. Katie would miss her deeply.

Katie had discovered the power of service, the impact that one person, even a young person, could make in the lives of others. She also discovered the impact that serving others has on the life of the one serving. She had been changed, too. Katie had discovered the impact and the rewards of community service. And, if the story ended there it would have been a wonderful story of a young person brightening the hearts of individuals in an often disheartening place. But the story goes on.

Katie’s eighth grade teachers had been introduced to a teaching methodology called service-learning. Katie was already doing the service, so what would it take to transform her activity into a service-learning experience? As Katie’s teachers had learned, not a great deal. Basically, all it takes for any service to be tied to an academic learning experience is to apply a concept called “PAR for the course”.

So, how would Katie’s teachers transform her situation from mere (though very valuable) service to an academic experience? Let’s assume for the sake of this example that every single one of Katie’s teachers wanted to work with her on this project. Each teacher would look at the activity and design core curriculum applications that fit neatly with this particular service.

Because service-learning adapts so well to achieving high academic standards we will use the Washington State - Essential Academic Learning Requirements as subject areas. They include:

Reading, Writing, Communications, Math, History, Geography, Science, Civics, Economics, Arts, and Health and fitness. All of these essential academic learning requirements can be represented in this one example. Applying service-learning principles to each of the core subject areas might look something like this.

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Making Academic Connections

Making academic connections to service-learning projects requires the intentional introduction of specific learning outcomes that can be generated in connection to any service activity. In this example the links will be to each of the specific academic standards areas. Service is the framework. It provides the structure. Essential academic learning requirements provide the target. The specific assignments provide the pathway. A brief treatment of the possible subject paths to accomplish the particular essential learning outcomes might look something like this:

Reading: Katie's reading assignments will include articles and essays regarding aging and the associated problems and concerns. The teacher will assign specific essays or Katie can find these by using research methods including Internet research. Katie also will begin a reading time with the residents where she reads aloud to them each week.

Writing: Katie will begin the project with an essay regarding her first contact with the residents and her impressions. The title of the essay will be "What it means to be old". This essay will be filed with the teacher and forms a companion to the final reflective essay by the same title. Katie will keep a journal of her observations, her interactions and even the comings and goings of various residents.

Communications: Katie will choose one or two residents (one should be her grandmother) and formally interview them about their lives. Questions will be considered and written down in advance and reviewed by the instructor. Answers will be recorded, preferably on a tape machine and later transcribed. (Also links to history)

Math: Katie's assignment will be to determine the average age of all of the residents at the facility. She will also address the costs associated with nursing care facilities. Along with the teacher Katie will develop a survey, which will yield statistical information for this particular facility that can be charted and graphed. (Also links to economics)

Science: Katie will study a human development unit on the aging process, problems and concerns. She will study the popular research on Alzheimer's disease.

History: Katie will study a history unit on the twentieth century with special emphasis on the Depression, WW2, and technological advances. First hand information regarding these (or any other) historical periods and events will be obtained. One oral history (preferably for her own family) will be generated, developed into a printed presentation and given to the family. (Also links to English)

Geography: Katie will discover the birth and childhood places of as many residents as possible and plot them on a map that can be placed in the hallway of the facility. She also will glean personal observations and information on as many areas as possible. This information will be organized as a travel brochure presented along with the highlighted map. (Also links to Arts and History)

Civics: Katie will discover who advocates for the elderly? What are the particular political concerns facing them. Katie will organize a voting campaign within the facility to insure voter participation for those able to do so. This campaign could extend to the elderly in the community as well. Katie could also do a project entitled “What Democracy Means to Me” based on formal interviews with residents. This could be a video production. (Also links to Arts and Communications and History)

Economics: Katie will research the costs involved in aging. What financial problems face those on fixed incomes? What does it cost to stay in a full-care nursing facility? What about assisted living? How do the elderly afford these costs? (Also links to Math)

Arts: Katie’s project in arts is to enhance the environment of the facility through various forms of visual display and through a variety of musical presentations. She will introduce art through visual displays, either by creating or supplying artwork that will brighten the environment and provide artistic presentations. These presentations could include expressions like flower arrangements. Musically, if Katie is in band or choir she will arrange student performances. She will schedule other musicians for performances. If possible, she will personally perform for the residents. She will also research the various styles of music that the residents enjoy and provide listening times. (Research links to English and History)

Health and Fitness: Katie will study the health-related issues involved with aging, particularly age related diseases such as arthritis and osteoporosis. She will research possible health practices for reducing the negative impact of aging on the body and mind. She will discuss with a physical therapist exercises that can be safely performed by the elderly and lead an exercise class once a week. (Also links to Science)

Obviously, most service-learning projects will not include every essential learning requirement for a single student at one time. More often service-learning projects will focus on only a few of the academic learning essentials. Nevertheless, one simple community service project (like visiting a nursing-care facility) could generate academic application in every single essential learning area. These are presented simply to demonstrate the types of possibilities available with almost any service activity.

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Clear connections always essential to successful teaching and learning. This is especially true with learning that is contained within service. Making connections is the process of exploring the possibilities presented by a service opportunity and intentionally using that service to also accomplish and reinforce academic goals. Making connections is the largest single component of successful service-learning. Ultimately, it views service as a springboard to a variety of educational opportunities.

Service-learning is one of those unique educational experiences where the benefits are shared by all who are involved: the students, the teachers, the schools, the community and certainly those who are served. It reinforces academic instruction in a powerful way. It moves learning beyond the limits of textbooks and the walls of the school and transfers it into the expanded classroom, life. It helps to promote not only lifelong learning, but a lifetime of community service as well. Adopting service-learning as a teaching methodology allows education and application to be combined into a learning process that not only reinforces classroom instruction but demonstrates real learning in meeting genuine community needs.

**SECTION II
ESSENTIAL ELEMENTS
OF HIGH QUALITY
PRACTICE**



Understanding and Applying the Essential Elements¹

ESSENTIAL ELEMENTS

Who are they for?

The Essential Elements are written to apply to the work of K-12 teachers using service-learning as a method of instruction and to the organizations where service-learning is being implemented. They may also be useful to administrators, parents, community-based organizations, foundations and teacher education programs interested in effective service-learning practice and the organizational support needed to sustain such practice.

What do they address?

The Essential Elements address the issue of deepening and broadening the quality of service-learning practice and organizational support. They are meant to help define what it looks like when people and the broader organization in which they work implement quality service-learning. They provide what James Toole calls a “professional development map,” whereby educators can locate the level of their current work and chart specific areas of progress that they would like to make. It is hoped that they will provoke self-assessment, reflection, and debate among practitioners as they make judgments about effective practice and the actual impact of their work.

How can they be used?

The elements might be used in a number of ways: 1) teachers and administrators can self-assess and reflect on their own practice; 2) teachers, administrators and other service-learning practitioners can use them as general guidelines in designing and carrying out service-learning work; 3) staff developers can use them to orient newcomers to the field; 4) teacher educators can use them to help orient new teachers to this method of instruction; and 5) administrators, foundations, parents and other groups can use them in order to make a general assessment of quality teaching in this area.

Understanding the Benchmarks

Each Essential Element is accompanied by a benchmark scale that ranges from 1 to 4. Level One is basically community service with an occasional element of service-learning. Level Two has some, but not all, of the Essential Elements of service-learning. Level Three meets the needed Essential Elements for service-learning. Level Four represents an exemplary and, in some cases, even idealistic level of practice. The benchmarks are meant to provide a scale for dialogue about where people are in the practice of a specific element.

It may be acceptable to be at Level Two on any particular scale given your progress in implementing service-learning or the lack of organizational support

ESSENTIAL ELEMENTS

in a given school or district. The benchmarks should provide an opportunity for further insight and understanding into service-learning practice, but they are not meant for a mechanical application, which may not fit a particular situation. They are teaching and organizational benchmarks, not content benchmarks. (e.g. They describe successful teaching and not the specific skills and knowledge that students should know.)

The Wise Application of the Essential Elements

We want to help raise the quality of service-learning without standardizing teachers' work. Service-learning is successful partly because it is a flexible model of teaching that can be applied in a variety of settings for different purposes. The benchmarks are meant to be applied seriously but flexibly. For instance, student voice is a valued component because it provides opportunities for critical thinking and youth development. The amount of student voice in a single project, however, may vary depending on the particular project, the developmental stage of the youth, context, time, and learning outcomes. Skillful educators consciously mix and match service components in any one project to produce substantial learning and service outcomes. We strongly recommend that all individuals utilizing this document participate in a professional development workshop, which covers the theory and practice of service-learning.

Assumptions Underlying the Essential Elements

All elements have embedded within them a set of assumptions. The basic assumptions of these elements are the following:

1. Both service and learning outcomes are critical to the integrity of effective practice.
2. There is a link between service-learning pedagogy, as described in these Essential Elements, and significant student learning and personal development.
3. Service-learning can provide a wide variety of outcomes from academic goals to citizenship to work skills to personal development, but they will not happen automatically through mere service involvement. Program design must consciously address the intended outcomes.
4. A high quality and enduring service-learning program requires support through leadership, compatible structures, and adequate distribution of resources.

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

Essential Element Worksheets

These six include the three defining characteristics:

- Clear Learning objectives (Essential Element 1)
- Genuine Community Need (Essential Element 4)
- Systematic Reflection (Essential Element 10)

And three additional critical components:

- Youth Voice (Essential Element 6)
- Significant Service (Essential Element 4)
- Partnerships (Essential Element 8)

By focusing initially on these six elements and moving individual practice to reflect the highest level possible, effective practice will be strengthened. Then additional Elements can be addressed.

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ELEMENTS**

Assessment and Planning¹

ESSENTIAL ELEMENTS

Essential Element 1: Effective service-learning requires the application of concepts, content, and skills from the academic disciplines and actively involves students in their own learning.

Mark the indicator line below to show the approximate level of your project at this time:

	1	1.5	2	2.5	3	3.5	4
	Level I		Level II		Level III		Level IV 
1.2 Activities stimulate the acquisition and application of course concepts and skills.	The activities relate only incidentally to central class objectives or are an add-on to the regular course.		Some activities are designed to relate to central disciplinary content and students are asked to apply at least some core concepts and skills in the service work.		All activities directly relate to central objectives. Deep application of core concepts and skills is elicited by the service and reflection on it.		Level III, plus the service work stimulates the acquisition and use of a wider range of skills and concepts than are required for the course.

Current practices—How are you currently implementing this element?

Plan for improvement—How can you strengthen this element in your service-learning program?

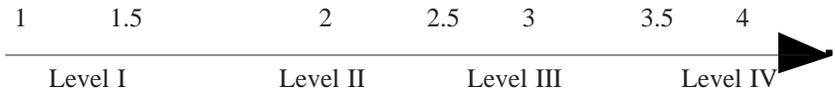
Support—What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

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Essential Element 1: Effective service-learning requires the application of concepts, content, and skills from the academic disciplines and actively involves students in their own learning.

Mark the indicator line below to show the approximate level of your project at this time:



<p>1.3 High levels of thinking and the construction of knowledge are promoted.</p>	<p>Students are not asked or required to use more than lower level think skills to carry out the service project.</p>	<p>Students must access and interpret some new information and perspectives in order to carry out the service work.</p>	<p>Students are required to apply higher level thinking skills and more complex information to produce new meaning, understanding and solutions in order to complete their service work.</p>	<p>Level III, plus students apply higher order thinking to increasingly complex situations.</p>
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Current practices—How are you currently implementing this element?

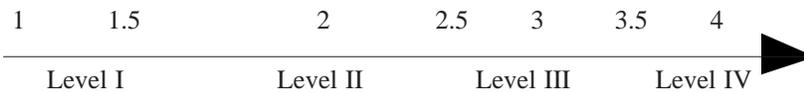
Plan for improvement—How can you strengthen this element in your service-learning program?

Support—What support do you need to implement this improvement plan?

ESSENTIAL ELEMENTS

Essential Element 4: Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

Mark the indicator line below to show the approximate level of your project at this time:



	Level I	Level II	Level III	Level IV
4.2 Addresses a genuine need.	The identified need may be of a minor consequence or, even if significant, not understood to be so by all participants.	The identified need is of some importance to those who are involved as providers or recipients of service.	The identified need is genuine, is significant, and is recognized as important by both the students and community at large.	The identified need is of deep and urgent importance to the community (i.e., rebuilding after a natural disaster or working to solve a long-term community concern).

Current practice--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

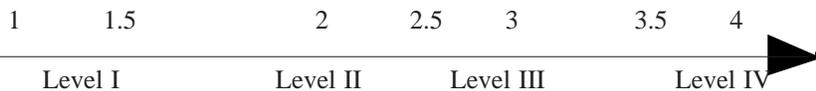
Support--What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

ESSENTIAL ELEMENTS

Essential Element 4: Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

Mark the indicator line below to show the approximate level of your project at this time:



	Level I	Level II	Level III	Level IV
4.3 Service tasks and their consequences are significant.	Students provide assistance with useful, but routine tasks that would otherwise be handled by the individual or agency being helped.	Students assist with tasks that provide unique assistance that requires special skills and/or knowledge and are central to the mission of the agency or life of individuals.	Level II, plus students perform tasks, which add new dimensions to previous efforts and provide assistance that most likely would not be provided without the help of the students.	Level III, plus student' s work toward providing a lasting solution to the community need being addressed.

Current practice--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

ESSENTIAL ELEMENTS

Essential Element 6: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:

	1	1.5	2	2.5	3	3.5	4
	Level I		Level II		Level III		Level IV
6.1 Encourages student voice.	Students perform assigned tasks within a project designed and directed by the teacher.		Students make choices from options suggested by the teacher.		Students have significant voice in selecting, designing, implementing and evaluating the service-learning project.		Same as Level III, plus in some cases it is possible and appropriate for the service project(s) to be entirely student designed, directed and implemented with advice and assistance from the teacher and others available as needed.

Current practice--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

**ESSENTIAL
ELEMENTS**

Essential Element 8: Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaborations.

Mark the indicator line below to show the approximate level of your project at this time:

	1	1.5	2	2.5	3	3.5	4
	Level I		Level II		Level III		Level IV
8.2 Contact with community resources or partners are cultivated.	There is only minimal contact between teacher, students and any service partners. The teacher sets up the project and the students implement it.		One or two individuals or representatives of community groups have interacted with the teacher and students to help set up and/or serve as consultants to the service project.		Ongoing partnerships have been established with one or more community groups to work on and fulfill the service and learning goals.		Individuals and community groups come to view the school as a regular community partner and resource. They understand that student learning and skills can be applied to help alleviate needs and solve community problems.

Current practice--How are you currently implementing this element?

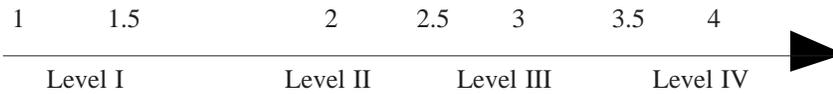
Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

ESSENTIAL ELEMENTS

Essential Element 10: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:



<p>10.1 Reflection occurs before, during and after service.</p>	<p>Reflection occurs occasionally, usually only at the conclusion of a service event.</p>	<p>Reflection occurs consistently after a service event, but only occasionally and sporadically before and during it.</p>	<p>Reflection occurs regularly before, during and after service as a critical feature of the total service-learning experience.</p>	<p>Same as Level III, plus students are developing their own insights and ideas as a result.</p>
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Current practice--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

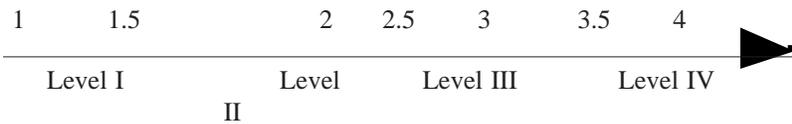
Support--What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

**ESSENTIAL
ELEMENTS**

Essential Element 10: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:



10.2 Multiple methods of reflection are used.	One method is used to engage students in reflection (e.g., students keep a journal or do a final student project or have an exit interview with the teacher.)	Two or three methods are used to engage students in reflection.	The use of multiple methods and media (visual, oral, written, artistic) is encouraged within multiple groups (e.g., with individuals, small groups and whole class.)	Level III, plus students create their own structures, tools and guidelines for reflection.
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Current practice--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

ESSENTIAL ELEMENTS

Essential Element 10: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:

	1	1.5	2	2.5	3	3.5	4
	Level I		Level II		Level III		Level IV
10.3 All participants engage in reflection.	Students reflect only individually (e.g., through a personal journal or by meeting individually with the teacher).		Students reflect with each other as well as individually.		Everyone involved in the service-learning experience is actively involved in reflection (e.g., students, teachers, adult volunteers, community members; those providing and those receiving service.)		Where appropriate, all groups are not only involved, but occasionally reflect together.

Current practices--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

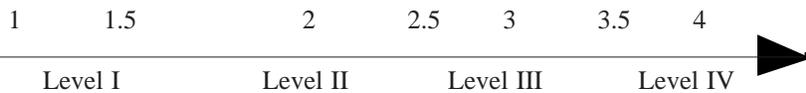
Support--What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

**ESSENTIAL
ELEMENTS**

Essential Element 10: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:



<p>10.4 Students learn to use higher levels of critical thinking.</p>	<p>Students primarily reflect upon the “ what happened” of the service-learning experience.</p>	<p>Students begin to go past “ what happened” to be able to comprehend and analyze their experiences.</p>	<p>Students are able to acquire, evaluate and synthesize learning from their service experience and apply it to their own lives and to the broader community.</p>	<p>Same as Level III, plus students are able to apply learning to future projects and broader issues such as social responsibility, public policy and citizenship.</p>
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Current practices--How are you currently implementing this element?

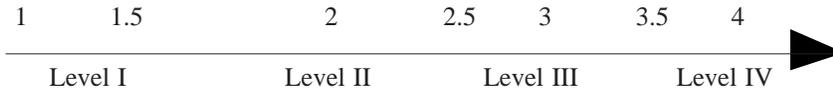
Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

ESSENTIAL ELEMENTS

Essential Element 10: Effective service-learning includes student reflection as a central force in the fulfillment of curricular objectives and is done before, during, and after service using multiple methods that encourage critical thinking.

Mark the indicator line below to show the approximate level of your project at this time:



<p>10.5 Connections are made to curricular objectives.</p>	<p>Reflection exists separately from previously established curricular objectives.</p>	<p>Reflection is designed to provide a connection between the service project and a few of the given curricular objectives.</p>	<p>Reflection is at the heart of the curriculum, critically effecting both the choice of objectives and the means of meeting them.</p>	<p>Level III, plus reflection extends student learning into higher levels and depths that could not be predicted or required of students.</p>
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Current practices--How are you currently implementing this element?

Plan for improvement--How can you strengthen this element in your service-learning program?

Support--What support do you need to implement this improvement plan?

1. Taken from Essential Elements of Service-Learning, published by National Youth Leadership Council, 1999.

SECTION III YOUTH VOICE



Student Voice and Project Ownership

Research has demonstrated that the greater the number of academic connections involved in a service-learning project, the greater the impact on learning and the longer the retention. However, while this may seem ideal, it certainly is not always possible, or even always desirable. There are times when a teacher chooses, for any number of reasons, to limit a service-learning project to a single subject. A science teacher, for example, may want to provide students with a service opportunity that is specifically environmental in scope. This allows the teacher to be very specific and intentional regarding the academic connections within the project. Organization is often easier and there is not need to coordinate lesson plans with other teachers. Sometimes there are no other teachers who want to participate.

However, there is a potential problem in single subject service-learning projects, in that the positive impact of service-learning is greatly increased in relationship to the amount of ownership in the project held by the students. In other words the more that students have choice and can decide what service they want to perform, the greater the level of commitment and involvement amount the students. It becomes “their” project and not simply an assignment developed by the teacher. There is now a reason for learning and an opportunity to apply that learning to meet a need that the student cares about. This also has a direct impact on the quality of service provided.

In addition to the positive effects of student voice, several studies have actually demonstrated a negative consequence to mandatory participation in service projects. Mandatory service significantly reduces the probability of any future volunteerism. One study found that requiring students to be involved in service (without providing opportunities, support or identifying classroom connections) actually produced the lowest level of involvement of any approach studied. Another study suggests, participants in mandatory service can actually view service without ownership more as servitude than service and carry that association into adulthood.

Student voice and project ownership is very essential to the successful service-learning experience. Because of this importance, special attention needs to be given to insure student involvement in choosing and developing a service-learning project, not just implementation. And there are ways to insure student buy-in, even within a single content area. Here are a few ideas.

1. Brainstorm with students to identify creative ways that this subject area might be used to meet various community needs. Help students to understand how this particular subject, whether math, science, history, English, PE, health, social studies, art, or music, can be connected to real life situations and used to meet genuine community needs. Once these connections are made students can list possible projects, investigate and decide on how they want to use this subject area to meet those needs.

YOUTH VOICE

The effective incorporation of youth voice transforms students from Passive Participants into Active Partners in their learning.

YOUTH VOICE

2. In discussing the concept of community, include the subject area as one of the identified communities (science, English, social studies, etc.). Help the students to identify needs within that particular community. Questions can be used to direct students to see how various communities each have specific needs. As the identification of needs progress, the teacher can highlight the needs that will best fit into a curriculum connection.
3. Students' interest in various needs can be stimulated through presentations. Including speakers (regarding water quality), videos (National Geographic specials), movies (e.g. about homelessness) or other material that can raise awareness. This "priming" often stirs students' interest and can then be directed toward a service-project related to that particular subject area.
4. The teacher can present a list of three or four possible service-learning projects during the discussion stage. These can be investigated by the students, presented to the class and voted on. Allowing students to conduct investigation, provide presentations, to discuss and eventually decide on the project, can solidify ownership.

Student involvement in the choice of a project is an important part of a successful service-learning experience. Pre-selecting a subject area does not necessarily mean that students can't have a sense of ownership. It simply means that the teacher must ensure that ample opportunity for generating student buy-in is provided early and consciously in the process.

Healthy Student Partnerships

Healthy student partnerships require mutual respect between teachers and students; communication, an honest and open exchange is essential; investment in the development of future leaders; and meaningful involvement, decisions about students should involve students.

Meaningful Student Involvement in Schools

Meaningful student involvement is the outcome when teachers, administrators and other supportive adults work with students to develop a school culture that deliberately includes respect, communication, investment, and active engagement throughout school for all students. Students at any grade level can be engaged in these partnerships, with the outcomes including increased student ownership in education improved school climate, higher teacher satisfaction and higher student self-image. From the Washington State Office of the Superintendent of Public Instruction.

Benefits of Involving Youth as Leaders

While engaging young people in service is important, the benefit of their involvement is enhanced when we provide opportunities for you people to be heard and have leadership in our programs and organizations. Below are some benefits of engaging youth this way.

- Youth bring new energy, new ideas to your program
- Youth know how to recruit, engage, encourage other youth
- Active youth become active adults
- Enhances learning of youth
- Increases youth ownership in program, organization, and community
- Builds youth-adult partnerships
- Affirms value of youth to organization and community
- Youth have talent and time to commit
- Build leadership skills for youth involved
- Assists in retaining youth in program and organization

SECTION IV REFLECTION



Reflection is the use of **creative and critical thinking skills** to **help prepare for, succeed in, and learn** from service experience, and to **examine the larger picture** and context in which service occurs. (Source: Jim and Pam Toole, Compass Institute)

Reflection can be meaningful, harmful, or meaningless. Its impact depends on how it is presented, when it is done, and what is done with the insights and thoughts.

Reflection allows for:

- ☞ on-going education and learning experiences
- ☞ discussion, exploration, and resolution of difficult or challenging circumstances
- ☞ understanding the larger scope of issues and impact of service
- ☞ self-examination and thoughtfulness
- ☞ thinking about the future
- ☞ problem-solving with peers
- ☞ team and community building
- ☞ reality checks on inaccurate assumptions and biases

REFLECTION

When carefully and thoughtfully structured, reflection can be a powerful tool that turns service experience into learning experience.

REFLECTION | Modes of Reflection

There are many different activities through which students can reflect on their service and classroom experiences. When choosing an activity, think about what you want students to learn. If you want students to individually consider their responses and growth due to particular events, choose journal entries. If you want students to share their impressions about their individual experiences and discuss different approaches or solve problems, choose a group discussion.

Allowing for different ways of processing experiences helps ensure that all students can engage in thoughtful consideration of their activities and roles. While some may be more comfortable writing, others may have the most significant things to say through music, a collage, or presentation.

Reflection can occur through:

- **WRITING**
 - journals
 - writing in response to readings
 - newspaper articles
 - research papers
- **SPEAKING**
 - public presentations
 - oral report to class
 - group discussion
- **ACTIVITIES**
 - role playing
 - planning new or follow-up project
 - teaching others what they learned or did
- **MULTI-MEDIA**
 - slide shows
 - Web page or document
 - video

Reflection Before, During, and After Service

Reflection doesn't have to happen only at the end of a service project. In fact, it shouldn't. For students to optimize their learning and to get the most out of the service project, reflection should occur before, during and after service. We can use Cooper's three levels to help write or plan reflection guidelines or prompts.

Before Service

Pre-assessment surveys or inventories help prepare students for the coming project. After the project has been completed, they provide an important reference point for the student and teacher that shows how the student has developed, progressed, and changed.

Consider these questions to guide reflections in any form:

- What role do you want to have? (self)
- What preconceived notions do you have about the project and the people involved? (self)
- What do you need to do in order to prepare and implement the project? (self, microscope)
- What in the community needs to be done? (microscope)
- What do you anticipate will happen? (microscope)
- Why does this problem exist? (binoculars)

During Service

Practicums or organized group discussions are excellent ways to structure student reflection during a service-learning project. Together they can discuss what is happening, what problems have arisen, and how they want to solve those problems as a group. Facilitate these discussions so that students can respond to each other and productively deviate from the original question. Asking probing questions can help students reach beyond their initial thoughts and immediate impressions to get at deeper issues.

Consider these questions to guide reflections in any form:

- What role are you taking? (self)
- Is this role what you anticipated? (self)

REFLECTION

- Is the project unfolding the way you thought it would? (self, microscope)
- What's happening? (microscope)
- What issues have arisen, and what are some ways of addressing them? (microscope)
- Does the project need to be changed? Why? (microscope)
- How is the project connecting with what's happening in the classroom? (microscope, binoculars)
- Is your view of the problem changing? How? (binoculars)

After Service

With the entire project to think back on, students can produce significant reflective projects such as oral presentations, reports, and multi-media impressions of their service experience.

Have students fill out a post-service assessment that has them rate their experience, knowledge of a topic, interest in the community, etc. Comparing this against the pre-service assessment will help them see how they have developed.

- Consider some of these questions to guide student reflections in any form:
- What did you learn? (self, microscope)
- What did you learn about yourself? Your peers? The community? (self, microscope)
- Where can you apply this knowledge in other parts of your life? (self)
- Did things turn out the way you anticipated? (self, microscope)
- What was different and why? (self, microscope)
- Would you do anything differently? (self, microscope)
- What happened during the project? (microscope)
- What difference have you really made? (microscope)
- What are your views on the subject/issue now? How have they changed? (binoculars)

Reflective Journal Writing

Mark Cooper at Florida International University identifies three levels of reflection for journal writing. The levels act as guides for all modes of reflection, helping students, teachers, and community partners shape their thoughts and make sense of the service experience. Consider the questions under each level as guides for reflection responses in any form—writing, speaking and discussion, multi-media, and activities.

The Mirror: The Self Becomes Clearer

Reflection as a mirror helps you understand yourself, your values. It helps you begin to see how the service experience has helped you learn more about these aspects of yourself.

- What have I learned about myself from this service experience?
- How has the experience affected my understanding of the group I'm working with? of the community? of my own role in the community?
- How has this experience challenged my assumptions or biases?
- How has it challenged me physically?
- How will these experiences change the way I act or think in the future?

The Microscope: A Small Experience Becomes Larger

Reflection as a microscope helps you understand the impact of individual activities on the people or community served, on yourself, and on the project as a whole. It allows you to reflect on events that occurred, your role in them, and their impact.

- What happened today?
- What would I change about the situation if I were in charge, and why?
- What have I learned about the people I work with?
- Were there moments of failure, success, indecision, humor, happiness, sadness?
- Do I feel my actions had an impact? On whom?
- Does my experience complement or contrast to what I'm learning class?
- Has the learning I've gained from this experience taught me more, less, or the same as in class? In what ways?

REFLECTION

Service learning activities often place students in challenging and complex situations.

Reflection is their opportunity to process and come to an understanding about their thoughts and experiences.

REFLECTION | **The Binoculars: The Distant Becomes Closer**

Reflections as binoculars helps you identify larger issues that surround the service project in which you're engaged. It can expand your vision and understanding of causes, effects, and impacts, and help you envision future developments.

- Are there underlying or over-arching issues that influence the problem or need our service project is addressing?
- What are they? How did I identify them?
- What could be done to change the situation?
- How will this realization change my future behaviors and decisions?
- How have others in the community addressed and impacted these issues at larger levels (politically or socially)?
- What does the future hold? What can be done?

REFLECTION

REFLECTION | Assessing Reflective Responses

Assessing reflective responses can be challenging, even difficult, but being able to do so separates effective and quality reflection from simple responses. Student reflections are manifestations of their learning and development—what students say, write, and otherwise show in their reflections demonstrates what they have learned and how effectively they have applied it to classroom work and real-life.

The following rubric was developed by Marilyn Olson at the Lane County Educational Service District in Oregon. It lists possible traits of student reflections on service projects by instructional areas (content, reasoning, etc.). High quality reflections will show many of these traits.

Content (factual/inferential)

- general observations
- specific examples
- criteria comparisons
- positive/negative observations
- problem-solving

Reasoning (analytic/evaluative)

- meaning/usefulness
- adjustments for future
- comparisons to prior work
- reasons for decisions, choices
- generalized meaning

Generative (creative/productive)

- new methods
- new topics
- new treatments
- new skills
- new meaning

Expression (language control)

- vocabulary
- fluency
- mechanics

This rubric was developed by Pearl Polson of the Beaverton School District in Oregon. It was designed and used for student reflections on their portfolios.

Off-Track

The portfolio is little more than a depository of work. All decision making is made by those other than the student.

Emergent

Student make intuitive selections.

REFLECTION

SECTION V
REFLECTION ACTIVITIES



Activity: Mission to Mars

Purpose: To discuss what characteristics are valued and why.

Grade Level: Middle School and High School

Time: 20-35 minutes

Of Participants: 5 to 30

Setting: Indoor

Energy Level: Low/medium

Description

Mission to Mars is a way for participants to discuss the qualities that they value in others, both personally and in society.

Break into small groups suitable for good discussion. Give each group a copy of the “Mission” with the list of candidates. Allow for 15 minutes of discussion and then have each group create a list. Provide time for each group to share their list.

Discussion

Discussion should center around what different individuals contribute to the mission. What qualities will be needed once on Mars? Leader’s Note: Ask probing questions regarding the group’s choices. Focus the question to the group and not to an individual. Allow others to ask questions regarding choices. Unlike “Lifeboat” the focus of this activity is on contributing qualities and no one’s life hangs in the balance of the participants’ decision. However, many deeper probing questions might emerge. The discussion could shift to questions of worth apart from particular skills or qualities.

Materials

Handouts ((Final Candidates)

Variations

Once groups have discussed options, the facilitator could ask for any additional candidates that are on the list. Leader’s Note: Make certain that groups have thoroughly discussed each of the candidates before you open it to additional candidates.

Once all of the small groups have shared their lists, see if the entire group can come to a consensus on one list of five.

Mission To Mars**Final Candidates**

By the year 2050 the world’s population is estimated to have topped 8 billion people. Many are concerned the world’s resources will not be sufficient for that many people. In anticipation the United Nations has decided to send five

REFLECTION ACTIVITIES

people to Mars to start a new colony. Your group has been assigned the task of choosing who will go. Using the finalists list of candidates below your group must choose only five that will go on the Mars Mission.

A Religious or Spiritual Leader

An Infant

The President of the United States

A Musician

An Environmentalist

A Professor of History

A Teenage Male

A Teenage Female

A Millionaire

A Homeless Person

A Farmer

A Doctor

A Political Leader

A Teacher

A Second Grader

A Carpenter

A Bus Driver

Activity: Out of the Box**Purpose:** Challenge Stereotypes**Grade Level:** Middle school and above**Time:** 15-30 minutes**# of Participants:** Minimum of 5**Setting:** Indoor/Outdoor**Energy Level:** Low/Medium (can range from fun to emotionally intense)**Description**

Select 3 individuals from the larger group. Explain that two of individuals will be dressing the third (allow the volunteers to choose who will dress and who will be dressed. Items can be held up instead of being put on). Leader's Note: The character can be pre-selected (homeless person, professional, etc.) or the character can be drawn from a variety of possible characters available.

Place a box full of clothes and other items in a place accessible to the two dressers and visible to the rest of the group. Explain that in the box is a large assortment of clothing and other items. The dressers will then pull items out of the box, examine them in front of the group and, without speaking, "dress" the third person appropriately.

Once the third person has been completely "dressed" as the group which character this individual is dressed like. Ask the dressers if answers are correct. Then ask the two dressers to explain why they chose certain items and not others. Ask the one dressed how it felt to be dressed.

Then focus the discussion more seriously on whether these stereotypes are correct. Ask, "Are they helpful or harmful?" What other stereotypes might exist. Leader's Note: Try to ask probing questions regarding the existence of stereotypes and the possible consequences for you participants.

When done, ask how the negative impacts of stereotypes can be reduced.

Materials

A box containing a variety of the following: different clothing (from good items to very worn and dirty), professional items (cell phone, pager, brief case), sports items (water bottles, small aerobic weights) miscellaneous items (paper bags, hats, glasses, jewelry, wallet and anything that could be used to identify a particular character.

REFLECTION ACTIVITIES

Variations

Divide the group in small groups of three. Have each group discuss and identify a stereotype that they will present to the rest of the group using the items in the box.

Out of the Box

List of Potential Characters

Environmentalist

Business Professional

Welfare Mother

Political Activist

Drug user

Homeless Person

Drug Dealer

Librarian

Politician

Single Father

Alcoholic / wino

More...

Activity: Get A Clue

Purpose: Challenge Stereotypes. Goals: Through a fun drawing exercise participants will explore common stereotypes associated with various categories of people.

Grade Level: All

Time: 15-30 minutes

of Participants: 5 to 50

Setting: Indoor

Energy Level: Medium/High

Description

Break up into small groups (ideally 4-6). Explain that each small group will have 15 - 20 minutes to draw a picture that will be shown to the rest of the large group. Each small group will receive a piece of paper identifying their subject for the drawing. The goal is to draw a picture that provides clues to the rest of the large group so that they will be able to identify the subject.

Encourage people to have fun.

Once the drawings are complete have each group display their drawing for the rest of the groups to see. Ask the larger group:

“Who do you think they have drawn?”

“What about this picture made you think this?”

Ask the members of the presenting group: “Why did you pick each of these items?”

Let them explain how they came to the conclusion to include the specific items or characteristics as clues.

When all pictures have been presented and hung on the wall where everyone can see them begin the reflection review.

Discuss the stereotypes contained in each drawing. Ask questions like:

What stereotypes are presented here?

Are stereotypes helpful? Harmful? How? Where do they come from?

Are they always true? Are there exceptions?

The goal is to get participants to gain an understanding of the prevalence of stereotypes and to realize that we all not only have stereotypes but we readily recognize stereotypes as well.

Reflect on how the members of the group might reduce negative aspects of stereotypes.

Materials

Large piece of paper (flip chart paper works best)

Color markers

Tape

**REFLECTION
ACTIVITIES**

Get a Clue

List of Potential Characters

Teacher	Service-Learning Practitioner
Environmentalist	Biker
Business Professional	Interior Decorator
Welfare Mother	Librarian
Skater	Politician
Garbage Man	Truck Driver
Political Activist	Single Father
Drug user	Alcoholic / wino
Homeless Person	Punk
Computer Programmer	More...
Drug Dealer	

Activity: Auction Action

Purpose: To explore and evaluate what characteristics are important to a group.

Grade Level: Middle School and above

Time: 25-45 minutes

Of Participants: Over 8

Setting: Indoor

Energy Level: Medium

Description

First separate into groups of 5-10 participants and choose a note taker for each group.

Brainstorm with the entire group words that describe what the participants think are characteristics of something of value to the group (citizenship - voting, service - meaningful, education - engaging, teaching - innovative, leadership - honesty etc.). The facilitator should be writing this for everyone to see, while the note takers are writing them on note cards for each group. When you are done with the list, separate into your groups.

The note taker will hand out the Auction Value Cards to each participant within the groups. Leader's Note: Auction Value Cards can be any token that has value - even note cards with number values. These will be used to bid on items. Each participant should get the same amount of auction cards.

The note taker will facilitate the auction by calling out each word. To place a bid the participants must use their auction cards by placing them in the middle of the circle or in front of the note taker/facilitator. Once an auction card is placed for a bid, they do not get it back. As the participants place their bids the facilitator plays the role of an auctioneer by calling out the competing bids. For example if the word up for auction is *cooperation* the facilitator might say, "Up for auction if cooperation. Are there any bids for cooperation? Yes, we have Becky with a bid of \$10 dollars (or points); do I hear \$20? \$20 dollars from Jared; do I hear \$30? Going once, going twice, cooperation is sold to Jared." Continue in this manner for each word. When a word is won the participant now owns the note card with their word. The note takers record the total of all of the bids placed on each word. For example, Jared won "cooperation" for \$30. However, the total value of the word was \$30 + \$20 + \$10 for a word value of \$60. Later, during reflection, have a conversation about which words were valued most by the group.

Continue the auction until all of the words are won or the participants run out of auction cards.

Materials

Auctions cards (or play money or candy), paper, pens, and note cards for words.

REFLECTION ACTIVITIES

Discussion

Explore why the participants chose the words they did. Also, discuss the strategies of the bids that were placed by participants. This can give you a great insight into the process that your participants use in decision-making, group interaction and more. Here are some sample discussion questions.

Why did you choose the words you did?

Did you win the words you wanted the most?

Did you choose these words as characteristics you'd like to possess or because you do possess it?

Did you choose these words as characteristics you have seen in someone? Who?

How did you go about betting for words?

Did you hold onto all of your auction cards to bid on one word?

Did you buy up all of the words that no one wanted?

Activity: Reflection Rings

Purpose: To learn from and assess the growth experienced individually and as a group.

Grade Level: 9 to 12

Time: 25 – 30 minutes total

Of Participants: 5 to 30 (see description for details)

Setting: Indoor/Outdoor

Energy Level: Low

Description**Preflection:**

This should be done at the beginning of the day or project. Ask each participant to write down a goal. This can be for the day's events or a project. After they have written down their goal have them break into small groups of 3-5 to discuss their goals. When everyone has shared, instruct them to hang on to the note card they have written their goal on.

Reflection:

At the end of the day or project have the participants form two circles, one inner circle and one outer circle. Each circle should have the same number of participants. Have the inner circle participants face outwards and the outer circle face inwards, so they are looking at one another. Make sure that the participants are matched up so everyone is facing someone. Have them pull out their note card with their goal.

Starting with the inner circle participants, they will have 1 to 2 minutes to read their goal and comment on it. If they met that goal, what has changed, etc. The participant they are facing can only listen for those 1 to 2 minutes without interjecting.

When both participants have shared for the 1 to 2 minutes have the outer circle rotate. This can be left or right and 1, 2 or 3 spaces, it is up to you. This activity has a greater impact if every participant gets to share with one another. In this case you would only have them rotate 1 space left or right consistently.

Materials

Note cards and pens.

Discussion

The discussion is happening during the reflection. This activity has a sense of privacy between the two participants when they are sharing.

REFLECTION ACTIVITIES

Activity: **Start – Stop – Continue**

Purpose: To look at the changes you experienced that you would like to act on.

Grade Level: K to 12 (see Variations)

Time: 20-35 minutes

Of Participants: 5 to 30

Setting: Indoor/Outdoor

Energy Level: Low

Description

Have everyone sit in a circle, including the facilitator/teacher and any volunteers. Hand out paper and pens to each participant. Begin by having them think about the day. What they did, why they did it, who they met, what they experienced. Then have them write down something that they would like to Stop, Start, and Continue.

For example, after a day of volunteering at a tree planting I might write, Stop – I would like to stop walking by litter. Start – I would like to start picking up litter I've been walking by and start volunteering more. Continue – I would like to continue working with youth and sharing my love for–the environment.

When everyone is done, ask if there are volunteers that would like to share what they wrote. Often there are participants that ask if what they write is confidential or not. As the facilitator you can make that decision. I usually tell them that it would be great if they would share with the group, but if they would only like me to see what they write that is okay too.

Materials

Note cards and pens

Discussion

Many times the experience that the participants are reflecting on is important. In those cases their Stop, Start, and Continues may not be attainable. Ask the participants what they will do to Stop, Start, and Continue what they wrote. Also, you can ask if anyone has ever done this type of volunteering before. This will help you understand their Start, Stop, and Continue more.

Variations

K-5: Keep the size of the group smaller, 5-15 participants. For students that cannot write their Stop, Start, and Continue down simply have everyone share out loud one at a time.

6-12: After everyone is done writing down their Stop, Start and Continue have the break into smaller groups of 3-4 to discuss what they wrote.

Activity: Sweet and Sour

Purpose: A simple reflection on the project or days experiences.

Grade Level: K to 12

Time: 10 – 25 minutes

Of Participants: 5 to 30 (see Variations)

Setting: Indoor/Outdoor

Energy Level: Low

Description

Have the participants sit in a circle. Give each participant one sweet candy and one sour candy. They cannot eat the candy until they have shared with the group one sweet or one sour thing from the day or project. This can be a good aspect of the day or some aspect of the day that could have been improved. Not everyone has to participate, but everyone usually does (...if you have good candy).

Make sure that you and any other volunteers are sitting with the participants and share your sweet and sour thoughts for the day as well.

Materials

Sweet and Sour candy

Discussion

After everyone has shared, that would like to, build on the insight you just received from the participants.

So it sounds like many of you liked working in the hummingbird garden, would anyone be interested in building bird boxes? Everyone seemed to like all of the activities today, what was your favorite? If Justin and Lindsey respond to that question by saying that they really liked this activity (sweet and sour) tell them that maybe next time they could help lead the activity if they wanted.

Variations

For large groups separate into smaller groups with no less than 5 participants. After all groups have had a chance to share regroup into one large circle and ask for volunteers to share what their groups observed and discussed.

Extension

This can be used after a service, a field trip, a speaker, doing a cooperative activity and so on.

REFLECTION ACTIVITIES

IF THE WORLD WERE 100 PEOPLE

(Discussion, Investigation, Reflection, and Preflection)

This activity is designed to help broaden participant's understanding of the make up of the world's population and what the distribution of health, wealth and resources would be if there were only 100 people in the world.

This exercise allows participants to compare their perception of the world with the reality of the world's demographics. The goal is to help participants address, discuss and explore on a deeper level their perception of the world.

Focus questions include:

“Was there any piece of information that surprised you?”

“Is this how you perceive the world?”

“What might life be like if you didn't live in the United States? What are the chances that you would be hungry? What are the chances that you would not be able to read? Or even attend school?”

“If our perception about the world was not correct, what about our perceptions regarding life in our country. Our state? Our community?”

Directions:

This activity uses teams working together to match numbers with statements about the world. For example, if the world were 100 people, 57 would be Asians, 21 Europeans, 14 North and South Americans, and 8 Africans.

The teams must decide which number corresponds correctly to each statement. After the teams have spent some time discussing and arranging the matches, reveal the first fact on the list. This allows teams to begin to verify their choices.

Then reveal additional answers, providing some time for participants to discuss and absorb the fact.

Once all of the facts have been revealed ask if any team had them all correct. Ask focus questions (some options above) and encourage a deeper level of discussion, not just about the facts but also about the implications of the facts.

One of the goals of the discussion should be to help participants transfer the understanding of the world overall to a better understanding of similar perceptions (and misperceptions) that participants hold regarding more personal communities.

This activity can be adapted to a variety of data sets that can be used to focus discussions into a particular topic area.

IF THE WORLD WERE 100 PEOPLE

There would be:

57 Asians

21 Europeans

14 from North and South America

8 Africans

52 would be female

48 would be male

70 would be nonwhite, 30 white

59% of the entire world's wealth would belong to only six people

and all 6 would be citizens of the United States

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

One would be near death

One would be near birth

Only one would have a college education

Only one would have a computer.

REFLECTION ACTIVITIES

SECTION VI RESOURCES





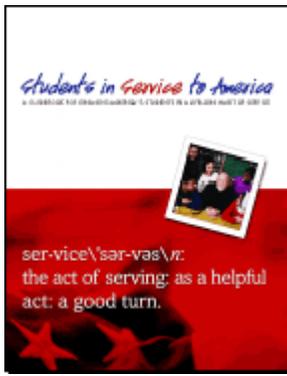
LEARN AND SERVE

Corporation for
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2003 Funding

[Grant Guidelines, Application Instructions, FAQs, and Toolkits Now Available](#)

News



[Students in Service to America Guidebook](#)

[Corporation Unveils New Logos and Guide for Using Them](#)

Related Websites

[National Service-Learning Clearinghouse](#) The primary repository of service-learning resources



[Information about Service-Learning](#)

How service-learning provides our nation's youth the opportunity to make a difference in their communities while learning

[Resources for Programs](#)

What teachers, school administrators, program directors, education departments, and other service-learning folks need to know

[President's Student Service Awards](#)

Awards for young people who serve their communities

[Presidential Freedom Scholarships](#)

Scholarships for young people who serve their communities

[National Service-Learning Leader Schools](#)

National recognition for middle schools and high schools that demonstrate exemplary service-learning

[Research Materials](#)

National Evaluation of Learn and Serve America Program listings, legislative updates, the history of service-learning, and more

[Employment, Fellowships, and Internships](#)

Job, fellowship, and internship opportunities with Learn and Serve America and other Corporation for National Service programs

[Learn & Serve America in Your State](#)

Find out how Learn and Serve America, AmeriCorps, and Senior Corps made a difference in your state

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Send comments or questions to lsaabout@cns.gov

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• [Corporation Announces \\$3 Million in Grants for 80 Senior Corps Organizations](#)

• [New Leaders to Head National Service Agency in Ongoing Strengthening and Comprehensive Reform](#)

• [AmeriCorps Announces Additional Grants for 2003](#)

• [Corporation Announces Spirit of Service Award Winners](#)

Senior Corps

• [New Online System Matches Volunteers with Local Service Opportunities](#)

AmeriCorps

• [2003 Grant Guidelines, Application Instructions, and Toolkits Now Available](#)

Learn and Serve America

• ["Students in Service to America" Guidebook](#)

[MLK Day of Service](#) | [Presidential Freedom Scholarships](#)
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President George W. Bush created the USA Freedom Corps to foster a culture of citizenship, service and responsibility by encouraging and assisting Americans to answer a call to volunteer service, because when you help your neighbor, you help your Nation. Click here to find out how.

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 Search

What's New

- 
School and Community-Based Progress Reporting Guidelines are now available. Visit the [LSA Grantee Information Page](#). (July 2003)
- 
Looking for best practices? Try the [effective practices database](#) for ways to design a service-learning program, involve youth, create partnerships, and more. (July 2003)



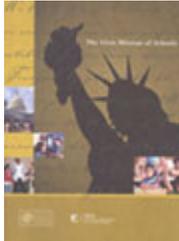
- 
New in the NSLC Library [The Role of Civic Skills in Fostering Civic Engagement: Circle Working Paper 06](#) (2003) This working paper summarizes the existing literature on civic skills. The paper examines the definition of civic skills as well as how these skills may help young people become active in civic life. (June 2003)



- 
The 2002-2003 Learn and Serve America Online Project Description Form is now available. Visit the [LSA Grantee Information Page](#) for detailed instructions on completing your form. (May 2003)
- 
The NSLC links database contains selected service-learning links, categorized into such topics as reflection, homeland security and character education. (May 2003)



- 
New in the NSLC Library [The Civic Mission of Schools](#) (2003) A careful look at school-based civic education that provides goals and approaches for effective and feasible civic education programs. A report from the Carnegie Corporation of New York and CIRCLE: The Center for Information and Research on Civic Learning and Engagement. (May 2003)



- 
Thank you! We received a great response to our needs assessment. Your feedback is already helping us improve our services and resources. We are in the process of analyzing results and will share more about findings soon. You can always send feedback or suggestions to nslc@servicelearning.org. (May 2003)

- 
NSLC has print copies of "Students in Service to America: Engaging America's students in a lifelong habit of service". The cost for shipping and handling is \$4.00 per copy, with discounts for orders over 15. [Order copies online](#), or call (toll free) 1-866-245-7378, ext.



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From the Field

Updates
[Sharing the "Spirit of '76" with America's Young People](#) by Bob Dole and John Glenn

[The California State University has developed a Service-Learning Assessment Plan Rubric](#)

["We the People Forum on American History, Civics, and Service" Fact Sheet from the USA Freedom Corps](#)

[The National Center for Learning and Citizenship \(NCLC\) announces the inaugural issue of *Citizenship Matters*](#)

[Congratulations to Dr. Dwight Giles and Dr. Janet Eyler, recipients of the 2003 Ehrlich Award!](#)

[The Latest News from the Corporation for National and Community Service](#)

[The President's Faith-Based Initiative](#)

Funding
[\\$100,000 Education Award: The Gleitsman Foundation 2004 Citizen Activist Award](#)
[National Geographic Society's Education Foundation Venture Grants](#)

Conferences
[The White House Faith-Based and Community Initiatives Conference](#)

[3rd Annual International Conference on Service-Learning Research](#)

[International Conference on Civic Education Research](#)

Website Tips

How to [borrow items](#) from our library. The [LSA Grantee Information Page](#). How to [order publications](#). Search for [other SL programs](#).



To build vital, just communities with young people through service-learning.



E-mail: nylcinfo@nylc.org Phone: 651-631-3672 Fax: 651-631-2955 1667 Snelling Avenue North St. Paul, MN 55108

- [National Service-Learning Conference](#)
 - [NYLC Profile](#)
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- [Global/National Youth Service Day](#)

Welcome to the National Youth Leadership Council's website! We are constantly making changes and updating our information so bookmark this page and check it often.

The National Youth Leadership Council's mission is to build vital, just communities with young people through [service-learning](#) . As one of America's most prominent advocates of service-learning and national service, NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy.

If you would like to learn about how you can contribute to NYLC, please click [here](#).

- *At the forefront of educational reform*
- *Pioneering in youth service and leadership*
- *Breaking new ground in public policy*

National Youth Leadership Camp, August 3-10, 2003



Citizens Not Spectators: Fulfilling the Promise of Democracy Orlando, FL, March 28-31, 2004

247 Days Until the Conference

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LEARNING·IN·DEED



MAKING A DIFFERENCE THROUGH
SERVICE-LEARNING

POLICY & PRACTICE
PROJECT

Learning In Deed is an initiative which aims to make service-learning - a teaching strategy that integrates service to others with classroom instruction - part of every K-12 student's experience.

LEARNING·IN·DEED

This site is a tool for becoming informed about an involved in service-learning.



National Commission Releases Final Report

About Learning In Deed
Frequently Asked Questions
Newsroom
Tools & Resources
Finding Your Way on the Web
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- **Policymakers** - read about policy efforts and get information on developing effective service-learning policies.
- **Educators and students** - learn about quality local and state level initiatives.
- **Researchers** - access research tools, news, events and service-learning research summary.
- **Service-learning leaders** - find the latest news about the National Commission and the new national organization being formed.

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Service-Learning Links

- [Essential Service-Learning Websites](#)
- [Service-Learning Resources for the Classroom](#)
- [Cool Resources for Kids](#)
- [Service Project Idea Links](#)
- [Additional Service-Learning Links](#)
- [State Service-Learning Links](#)
- [Service: How Can I Make a Difference](#) (website for students)

Investigate ways you and your students can [promote tolerance in your communities!](#)

Essential Service-Learning Websites

[Compact for Learning and Citizenship](#)

[Corporation For National Service](#)

[Education Commission of the States](#)

[Learn and Serve](#)

[Learning in Deed](#)

[National Service-Learning Clearinghouse](#)

[National Service-Learning Exchange](#)

[National Youth Leadership Council](#)

[\(SEANet\) K-12 Service-Learning Network](#)

[Students in Service to America](#)

[Youth Service America](#)

[USA Freedom Corps](#)

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<http://www.peacecorps.org/wws/service/links/sllinks.html>

Service-Learning

[What is Service-Learning?](#)

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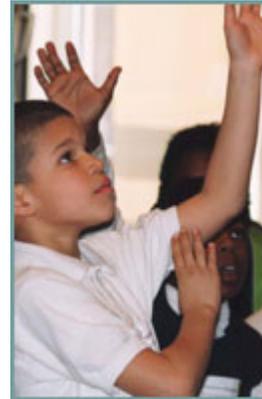
[Receive Updates and News](#) 



Service: Questions Worth Asking Yourself

Big Ideas:

- There is such a thing as the common good, and individuals can strengthen the common good through various forms of citizen action.
- Service matters. People in our community volunteer to make a difference.
- You can make a difference in your community in a number of ways.



Questions to Think About:

- What does the "common good" mean, and why does it matter?
- How do people in my community work for the common good?
- Why serve?
- Why does service matter?
- What can I do to support the common good in my school and community?
- What have I got to give? What have I received from the service of others?
- How far am I willing to go to make a difference?

Helpful Resources

[Sample Service-Learning Project](#): Find out how Corcoran High School and Roberts Elementary School students are making a difference.

Check out how students at Spring Valley High School are helping the local Hispanic population while learning Spanish with their service-learning project "[Arriba Corazones.](#)"

[Peace Corps Volunteer Stories](#): Read about Peace Corps Volunteers' personal reflections on service.

World Wise Schools: [Educators](#) | [Students](#) | [Peace Corps Community](#) | [Search](#) | [Site Map](#) | [Contact](#)
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Service

Why Serve?

Questions Worth Asking

Getting Started

Project Ideas

Making a Difference

Links & Resources



Receive Updates
and News

Free Publications List

RESOURCES

The following is a copy of an email distributed by the Clearinghouse to the list.

At the *Learn and Service America National Service-Learning Clearinghouse*, nearly all of our publications are available for shipping and handling costs only. I have attached a copy of our publications list to this email, but in case you don't like to open attachments, you can view it on-line at <http://umn.edu/~serve/res/pubs.htm> or I could fax or mail you a copy as well. You can also download many of our publications from our web site at <http://umn.edu/~serve> by selecting "resources" from the main menu and then click in on "bibliographies" and "monographs." Finally, from our home page you can download "Combining Service and Learning in Higher Education Summary Report," "National Evaluation of Learn and Serve America Summary Report," and "Service-Learning and Assessment: A Field Guide for Teachers."

The following is a selection of other service-learning articles/publications that are also available on-line and may be of interest to you.

Title: *The Benefits of Service Learning*
Author: Brian Schaffner
Pages: 5
Abstract: This article introduces and promotes service-learning by discussing what it is and the positive impacts it can have on the civic education and academic advancement of participants.
Available at: <http://serve.indiana.edu/sum.html>

Title: *School-Based Community Service: What we know from Research and Theory*
Author: Dan Conrad & Diane Hedin
Available at: <http://www.quest.edu/slarticle17.htm>

Title: *Addressing School Board and Administrative Concerns about Service-Learning*
Author: Carolyn S. Anderson & Judith T. Witmer
Available at: <http://www.quest.edu/slarticle15.htm>

Title: *Student Outcomes from Participation in Community Service*
Author: Martha Naomi Alt & Elliott A. Medrich
Available at: <http://www.quest.edu/slarticle13.htm>

Title: *School-Based Community Service Programs: An Imperative for Effective School*
Author: Harry Silcox
Available at: <http://www.quest.edu/slarticle5.htm>

RESOURCES

Title: *Why Community Service and Service-Learning? Providing Rationale and Research*

Author: Daniel F. Perkins & Joyce Miller

Available at: <http://www.quest.edu/slarticle2.htm>

Title: *The Nationally Juried 4-H Experiential Learning Youth Development Curriculum Collection*

Available at: <http://www.reeusda.gov/4h/curricul/curricul.htm>

Title: *The Year 2000 Living History Project: A Standards-Based Service Learning Project for Middle and High Schools*

Developed and Written by: Gordon Dveirin, Ed.D

Available at: <http://www.pbs.org/y2kontarget/livinghis>

Additional Service-Learning Resources

RESOURCES

Constitutional Right Foundation has “web lessons” that deal with citizenship and civic education available online from their web site at: <http://www.crf-usa.org/lessons.html>

Lions-Quest programs help students discover the positive roles they can play in community life while reinforcing positive social behavior and developing essential citizenship skills. You can review their K-12 curriculum at: <http://www.quest.edu/progrtrain.htm>

Maryland Student Service Alliance has a collection of curricula and guides you can read about on-line at: <http://www.mssa.sailorside.net/curric2.html> and order by calling 410-767-0358.

The youth leadership organization “DO SOMETHING” is offering educators a free curriculum to help students make a difference in their schools and neighborhoods. The Do Something Town Hall is an easy-to-organize education event that gives young people the opportunity to discuss their dreams, ideas and concerns. Students develop leadership skills and receive rewards and recognition for turning their community-building ideas into action. To receive a free Do Something Town Hall curriculum and learn more, visit: <http://www.dosomething.org/townhall/pages.curriculum.html> (Throughout the year, Do Something has downloadable service-learning curriculum from their web site that corresponds with particular holidays, such as Martin Luther King Jr. Day.)

101 Ideas for Combining Service and Learning

Available at: <http://www.fiu.edu/~time4chg/Library/ideas.html> This is a list of successful higher education service learning projects. Many of which can be adapted for other age groups. Contact information is provided when available. Projects are divided into the following categories: anthropology, accounting, art, biology, business, liberal studies, computers, education, English, environment, history, philosophy, political science, psychology, and sociology.

There are also collections of on-line service-learning related articles/publications at the following web sites:

<http://umn.edu/~serve/links/pub.htm>

<http://www.nationalservice.org/jobs/fellowships/index.html>

http://www.etr.org/nsrc/online_docs.html

<http://www.quest.edu/summarysla.htm>

SECTION VII

THE SIX-STEP MODEL A PLANNING TOOL FOR SERVICE-LEARNING

The Six-Step Model is a field tested planning tool designed to help service-learning practitioners implement high quality service-learning experiences. We are constantly updating the manual in order to improve it and your feedback can make that happen. Please let us know what you found useful and what (and wasn't) helpful. Email your feedback to slnw@esd112.org.

Thanks you.



Model Overview: Service-Learning Planning Tool

THE SIX-STEP MODEL

There are a variety of ways to plan a service-learning project. The following Six-Step Model is one very useful approach. It incorporates all of the essential stages of effective planning, while concentrating particularly on those components that are fundamental to a successful service-learning experience.

The Six Step Model is built around a number of the National Service-Learning Cooperative's Essential Elements of Effective Service-Learning. The three key Elements, clear academic connections, genuine community need and systematic reflection are designed into the Six Step Planning Model. In addition the model focuses on developing strong youth voice. All stages of the planning model include sections for connections to academic goals as well as the identification of state standards.

These steps include:

1. Discussion: Discuss the question, "What is community?" It is important for students to develop a proper understanding of what makes up a community, how many different communities each person belongs to and how communities have different needs that must be met. Students will need to identify needs, issues, and problems facing their various communities.
2. Investigate: Gather information regarding the needs of various communities. This can include surveys, asset maps and other resources
3. Address: Is it feasible to meet these needs? What will it take in terms of resources and skills? Is it really "do-able" and what is required to meet them? Address the possibilities and choose a targeted need.
4. Plan: Develop a plan of action and create a project to meet the selected need(s). Identify learning objectives and make academic connections
5. Execute: Perform the planned service-learning activity.
6. Review: What was the impact of the service? Were the target goals met? What was produced? Who benefited? This is also the point for completion of the reflection process, which includes the final celebration event.

THE SIX-STEP MODEL

When utilizing the Six-Step Model consider the following:

Discussion

This step is crucial for developing student ownership and for creating student empowerment. Both elements are essential to the long-term success of service-learning projects. The conversation begins with the question “What is community?” It explores the variety of communities that exist. It evolves into an awareness of personal identification with specific communities. The discussion includes the description of various needs within particular communities. The term “personal community” should be understood as that community to which the student(s) feels a strong identification.

The discussion phase must have a strong student voice. Again, ownership is essential. The role of the teacher or facilitator is to guide the discussion process to encourage involvement by encouraging exploration and discovery.

The goal of the discussion stage is to have students be able to identify a variety of communities and list various needs within each community. This can be accomplished through small group discussions, newspaper and magazine articles, or home, school and/or community surveys. The results can be used to continue discussion regarding community and need.

Discussion Stage Activities

The “Me” Chart

Have students cut out pictures from magazines that depict the various communities that they are connected to. Place a picture of the student in the middle with lines to the pictures and have descriptions next to the pictures. Students can share with the class their “communities”.

Exploration

Have students explore news sources and collect three articles identifying various community needs. Needs do not have to be local, but they do need to be genuine. Students can share their findings with the class.

Walk-About

Students can walk around campus observing needs.

Survey

Students can prepare a survey of classmates, teachers, administrators, PTA organization parents, community members and others to determine possible needs.

Agency Survey

Students can contact local service agencies to discover what needs exist, to what extent are those needs being met, and what needs the agencies have.

Agency representatives can be scheduled to address the class

Investigation

Once a need is identified it must be investigated to determine its actual status. Is this an actual need or only a perceived problem in this community? Are there other agencies or individuals already adequately addressing this need? What will it take to make an impact? Gather as much information as possible involving the targeted need.

Students can do individual research or can be arranged in small groups. Multiple needs can be investigated or various aspects of a specific and be researched. Once adequate research and data gathering has been completed the information is organized into a presentation to the class or group.

Investigation Stage Activities

Team Research

Students are placed in groups to investigate specific, assigned needs. This research can include Internet research, print research, interviews, documentary videos and media examples. The results are organized for presentation to the rest of the class.

Address

Once the research has been collected, the students who gathered the information should present the findings to the entire group along with possible solutions. What did the research reveal? Is the need real or perceived? Is there anyone else attempting to meet this need? Does the group have the resources to accomplish the plan? If the answer is “yes” then it is time to move on to the planning stage.

However, occasionally, the investigation reveals that a targeted need does not actually exist within the defined community. Or, that the need is already being adequately addressed by other service organizations. In some instances, satisfying a particular community need is beyond the scope, skills and resources of the group or individual. Sometimes the results of the investigation require addressing a more fundamental need within the community.

Should that occur, the discussion and investigation experience should be reflected upon as a valuable learning process. Consider addressing questions like, “What was the knowledge level regarding this topic at the start? What was discovered through the investigation? What conclusions were drawn?” Create some closure for this part of the process. Then return to the discussion stage. Emphasize that this is *not a failure* but rather an important learning component and an integral part of the service-learning experience.

If several possible needs were investigated a decision needs to be made. This can be done through a variety of activities.

THE SIX-STEP MODEL

Address Activities

Presentations

Students create innovative presentations of needs, including skits, videos, multimedia and other forms of presentation. The focus is to inform and persuade others to choose to meet the presented need.

Campaigning

Students are allowed to campaign for a particular need about which they have strong feelings.

Voting

Students can vote by secret ballot (insuring full student voice) for one of the needs. Voting continues until a clear winner is determined.

“We the students of ...

A declaration of determination can be drawn up stating the need and the intention of the class to meet that need. This can be posted on the classroom wall and also included in the portfolio or distributed to others.

If it is determined that the need is genuine and within the scope of the class or group this is the time to plan how that need will be addressed.

Plan

Once all of the information is gathered and all of the important issues resolved, move into the planning stage. Specifically, what is going to be accomplished? How? And by whom?

As the plan is developing, begin the process of making academic connections. Be as specific as possible targeting learning outcomes. Identify which goals have already been met (research, writing, etc.) and incorporate them into the project academic planning objectives. Look forward and backward for possible academic connections and applications.

There are a number of activity planning tools available for both school based and community based service-learning projects.

Execute

Once the plan is formed and finalized, schedule and perform the activity. Always plan as many opportunities to address the need as possible. The more often students perform a particular service the stronger the learning impact. Be sure to record the service in action.

Review

In addition to reflection, (which is woven throughout the experience) review includes the final celebration, as well as the accumulation and presentation of the materials generated throughout the project.

Review and Celebration Activities

- Presentations to special and invited guests
- Skits
- Collages created from project photos and/or video
- Awards
- Final reflection shared by students

The six-step model provides a framework for developing meaningful service-learning projects. It can be easily adapted or adjusted to meet specific applications. Regardless of the particular planning model used, these steps are important components in the service-learning experience.

THE SIX-STEP MODEL

The Six-Step Model Planning Tools

Service-Learning Northwest has created a series of customized tools to assist educators and organizations in developing service-learning projects. These tools help planners consider all of the important components involved in successful service-learning projects.

The Six-Step Model is at the heart of the service-learning planning approach and the Project Planning Guide incorporates the Six-Step Model as a framework for constructing effective service-learning projects.

The following tools have been designed to work especially with the Six-Step Model. The Project Planning Guide can be used in several ways.

Overview

One way is to use a single planning sheet for an entire project. Overall learning goals, project needs, reflection activities and targeted service objectives can be identified and the planning sheet can be used as a framework for a service-learning project. This is especially useful for single day projects and one-time service-learning experiences.

Step Plan

The Planning Guide can also be used as an individual Step Planning Guide. As Step Planners each step of the Six-Step Model is carefully planned to insure a comprehensive plan for maximizing service-learning opportunities. This approach works especially well for classroom applications where a more extended service-learning experience is possible. These tools have been especially designed to assist classroom teachers in planning service-learning projects that make clear connections to academic standards as well as targeting learning goals and educational outcomes.

The Six-Step Model / Project Planning Guide Sample Sheet

THE SIX-STEP MODEL

Regardless of whether the Planning Project Guide is used for *overview* planning or as a *step* planner, each step should be considered individually to maximize the learning and the possible academic connections. To use the Project Planning Guide as a Step Planner use one planning form for each step of the Six-Step Model.

Steps 1 – 2 – 3: Discuss - Investigate - Address

These example sheets identify many of the common curriculum connections typically found in each step. Notice that in each of the first three steps many of the activities will be the same regardless of the eventual service project. Also, it is very important to include a reflection activity for each step.

Step 4: Plan

The Planning Step includes the actual activities and the possible learning connections. Identify the specific goals of the service to be performed, how will it be done, who will perform it, when and where. Make notes about any special needs, circumstances, safety issues, tools or supplies that will be needed. For additional information see the article “Planning a Project”.

Step 5: Execute

Schedule and perform the service.

Step 6: Review and Celebrate

A final review and an official celebration of what was accomplished helps to recognize the importance of service provided and the contributions made by members of the group. The individual steps include a “Reflection in Action” activity which can create the framework for the final celebration. The review and celebration time can include the recipients of the service as well.

**THE SIX-STEP
MODEL**

**THE SIX-STEP
MODEL**

Service-Learning Project-Curriculum Planning Sheet

Project Title _____ Step _____

Teacher _____ School _____

Course Name _____

Overview

<p>Summary: What will the students do during this stage of the service-learning project?</p>	<p>Think about what the young people will actually be doing during this step. What will they learn? What will they experience as part of this step?</p>
<p>Objective(s): What will students be able to do as a result?</p>	<p>What are your goals for this step? What will the young people gain? What will they be able to “do”?</p>
<p>Subject(s) involved:</p>	<p>Read Write Present Compute Math Science Art, etc.</p>
<p>Reflection In Action: What reflection activities will be included in this phase?</p>	<p>Each step should contain some type of reflection activity, even if only a review. If possible, incorporate a component of this step of Reflection in Action into the final Celebration.</p>

Time

<p>Time Allocation: Minutes, Hours, Class periods, Days</p>	<p>How much time do you want to spend on this particular step? 5 minutes? 30 minutes? 1 Hour? 2 Days?</p>
--	---

Materials and Resources

<p>Materials: What curricular and educational materials will students receive?</p>	<p>What to you need to be able to effectively accomplish this step? Do you need handouts? A video? A speaker?</p>
<p>Resources: What resources, supplies and/or equipment will students need in order to accomplish these objectives?</p>	<p>What kind of equipment and supplies do you need? Video recorder? Transportation? Supervisors? Over-head Projector? Meeting room?</p>

**THE SIX-STEP
MODEL**

Implementation

Task (in order of operation)	Time Allotted	Product
Think about the order of presentation. Within this step, what needs to happen first? What next?	How long will this task take?	What will youth produce, if anything, with this task?

Additional Notes

Reminders? Directions? How-to? Advice to others?

**Curriculum Connections
Educational Goals/Standards Connections**

CONTENT AREA	GOAL/ STANDARD	DESCRIPTION OF ACTIVITY	ASSESSMENT OF METHOD	PORTFOLIO YES/NO
Reading	Specific State Standards listed	How were these standards met?	Were these activities assessed?	Saved & Included?
Writing				
Communication				
Math				
Science				
History				
Geography				
Civics				
Economics				
Arts				
P.E. and Health				

THE SIX-STEP MODEL

Goal 1	Read with comprehension, write with skill, communicate effectively.	How were these Academic Goals met?
Goal 2	Know and apply concepts and principles of math, science, social studies, art and P.E.	How were these Academic Goals met?
Goal 3	Think analytically, logically and creatively. Integrate experience and knowledge.	Be especially conscious of ways that this activity connects to Goal 3
Goal 4	Understand the importance of work, effort and performance in career and education.	Goal 4

Additional Notes

Special lesson activities?

Creative approaches?

Problems? Successes? Ideas?

THE SIX-STEP MODEL

**THE SIX-STEP
MODEL**

Service-Learning Project-Curriculum Planning Sheet

Project Title Community Waste Management Step Discussion

Teacher _____ School _____

Project Leader _____

Overview

<p>Summary: What will the students do during this stage of the service-learning project?</p>	<p>Discuss the concept of community. Address the variety of communities. Introduce the concept of community waste. What happens to community waste? Create service-learning journal Students will learn to calculate volume.</p>
<p>Objective(s): What will students be able to do as a result?</p>	<p>Identify what constitutes a community. Locate the community on a local, state & national map Locate local landfill Be able to calculate the volume of the classroom, the cafeteria and the gym</p>
<p>Subject(s) involved:</p>	<p>Math Writing Geography Art</p>
<p>Reflection In Action: What reflection activities will be included in this phase?</p>	<p>Journal Entry: When it comes to the community I think... Entry: I think the question of garbage is...</p>

Time

<p>Time Allocation: Minutes, Hours, Class periods, Days</p>	<p>3 separate 20-minute sessions for discussion/journal Calculating Volume instruction</p>
---	--

Materials and Resources

<p>Materials: What curricular and educational materials will students receive?</p>	<p>Local, state and national maps Calculating Volume worksheets</p>
<p>Resources: What resources, supplies and/or equipment will students need in order to accomplish these objectives?</p>	<p>Journal materials Crafts for journal covers</p>

**THE SIX-STEP
MODEL**

Implementation

Task (in order of operation)	Time Allotted	Product
Community discussion	20 minutes	
Create Journal	15 minutes	
Journal entry on community	5 minutes	
Introduction to garbage	15 minutes	
Journal entry on garbage	5 minutes	
Instruction on calculating volume		

Additional Notes

Journal covers can either reflect the student’s sense of personal community or can be a map drawing of the local, state or national map.

Math instruction can be woven throughout the discussions and presentations. Class time can be broken up to allow for both lessons and discussions or entire classes can be devoted to either.

**Curriculum Connections
State Goals and Essential Academic Learning Requirements**

CONTENT AREA	STATE STANDARD	DESCRIPTION OF ACTIVITY	ASSESSMENT OF METHOD	PORTFOLIO YES/NO
Reading				
Writing		Journal entries	None	X
Communication				
Math		Introduction to concept of volume	Quiz	
Science				
History				
Geography		Map study	None	
Civics				
Economics				
Arts		Journal creation with craft cover	None	X
P.E. and Health				

THE SIX-STEP MODEL

Goal 1	Read with comprehension, write with skill, communicate effectively.	How were these Academic Goals met?
Goal 2	Know and apply concepts and principles of math, science, social studies, art and P.E.	How were these Academic Goals met?
Goal 3	Think analytically, logically and creatively. Integrate experience and knowledge.	Be especially conscious of ways that this activity connects to Goal 3
Goal 4	Understand the importance of work, effort and performance in career and education.	Goal 4

Additional Notes

THE SIX-STEP MODEL

Service-Learning Project-Curriculum Planning Sheet

Project Title Community Waste Management Step Investigation

Teacher _____ School _____

Project Leader _____

Overview

<p>Summary: What will the students do during this stage of the service-learning project?</p>	<p>Students will listen to a presentation by a representative of the local landfill and/or the local garbage collection service. Students will research local, state and national waste statistics. Student groups will create presentations for each area. Students will create models reflecting volumes and relate amounts to previous references of classroom, cafeteria and gym.</p>
<p>Objective(s): What will students be able to do as a result?</p>	<p>Students will be able to relate the volume of garbage generated in each of three areas to specific references. Students will be able to assemble statistical information into charts and graphs. Student groups will create presentations of information.</p>
<p>Subject(s) involved:</p>	<p>Math Research Communication Art</p>
<p>Reflection In Action: What reflection activities will be included in this phase?</p>	<p>Students will create models that represent the amount of garbage associated with each targeted area. Video record group presentations.</p>

Time

<p>Time Allocation: Minutes, Hours, Class periods, Days</p>	<p>Presentation-one class Research-three classes Presentation prep-two classes Presentations-one class Statistics and graphing</p>
---	--

Materials and Resources

<p>Materials: What curricular and educational materials will students receive?</p>	<p>Resource materials Hand-outs</p>
<p>Resources: What resources, supplies and/or equipment will students need in order to accomplish these objectives?</p>	<p>Speakers Internet access Library Presentation supplies</p>

THE SIX-STEP MODEL

Implementation

Task (in order of operation)	Time Allotted	Product
Speakers Assign small work groups	one-two classes	Notes on information
Research - internet, library, magazine articles	three classes	Research notes and print outs
Prepare Presentations	two classes	
Presentations	one class	Class presentations
Math - Statistics/graphing	as needed	

Additional Notes

In small groups students will research local, state and national statistics related to waste. Statistical analysis and projections should be a part of the presentations.

Math instruction can be woven throughout the discussions and presentations

Class time can be broken up to allow for both lessons and discussions or entire classes can be devoted to either.

**Curriculum Connections
State Goals and Essential Academic Learning Requirements**

CONTENT AREA	STATE STANDARD	DESCRIPTION OF ACTIVITY	ASSESSMENT OF METHOD	PORTFOLIO YES/NO
Reading		Research	None	X
Writing		Generating summary reports	None	X
Communication		Information presentation	Video	X
Math		Statistics and graphing of information	Graphs and charts	X
Science				
History				
Geography				
Civics				
Economics				
Arts		Creative presentations	None	X
P.E. and Health				

THE SIX-STEP MODEL

Goal 1	Read with comprehension, write with skill, communicate effectively.	Research and informational presentation
Goal 2	Know and apply concepts and principles of math, science, social studies, art and P.E.	Practical application of math concepts
Goal 3	Think analytically, logically and creatively. Integrate experience and knowledge.	Discover how to analyze information and place it into an understandable context
Goal 4	Understand the importance of work, effort and performance in career and education.	Team work

THE SIX-STEP MODEL

Service-Learning Project-Curriculum Planning Sheet

**THE SIX-STEP
MODEL**

Project Title Community Waste Management Step Address

Teacher _____ School _____

Project Leader _____

Overview

<p>Summary: What will the students do during this stage of the service-learning project?</p>	<p>Students will analyze the information, consider possible solutions, determine cost implications and determine specifically what they will do to address the need. Students will vote by secret ballot on which solution to pursue.</p>
<p>Objective(s): What will students be able to do as a result?</p>	<p>Students will be able to analyze statistical information and determine possible solutions. Students will then examine each solution for feasibility and be able to project costs related to a project.</p>
<p>Subject(s) involved:</p>	<p>Math Civics</p>
<p>Reflection In Action: What reflection activities will be included in this phase?</p>	<p>Journal entries regarding students' impressions of the information. "We the students..." Create a ceremonial Signing and have a photo shoot.</p>

Time

<p>Time Allocation: Minutes, Hours, Class periods, Days</p>	<p>Information analysis-two classes Project selection-one class</p>
---	---

Materials and Resources

<p>Materials: What curricular and educational materials will students receive?</p>	<p>Graph paper Statistical worksheets Computer</p>
<p>Resources: What resources, supplies and/or equipment will students need in order to accomplish these objectives?</p>	

THE SIX-STEP MODEL

Implementation

Task (in order of operation)	Time Allotted	Product
Speakers Assign small work groups		
Research - internet, library, magazine articles	Two classes	
Prepare Presentations	One-two classes	"We the students..."
Presentations		
Math - Statistics/graphing	As needed	

Additional Notes

"We the students..." is a statement of purpose of the class regarding the plan of action chosen to solve the genuine community need. It might read, "We the students of Mr. Smith's 3rd period math class have decided to make a difference in our community by...(describe the project)." Have all the students sign it and hang it in a prominent location either in the classroom or in the school hallway.

**Curriculum Connections
State Goals and Essential Academic Learning Requirements**

CONTENT AREA	STATE STANDARD	DESCRIPTION OF ACTIVITY	ASSESSMENT OF METHOD	PORTFOLIO YES/NO
Reading				
Writing				
Communication				
Math		Analysis	Quiz	
Science				
History				
Geography				
Civics		The power of the vote		X
Economics				
Arts				
P.E. and Health				

THE SIX-STEP MODEL

Goal 1	Read with comprehension, write with skill, communicate effectively.	
Goal 2	Know and apply concepts and principles of math, science, social studies, art and P.E.	Math analysis
Goal 3	Think analytically, logically and creatively. Integrate experience and knowledge.	Learning the power of the vote
Goal 4	Understand the importance of work, effort and performance in career and education.	Learning the importance of working together to determine a common cause and plan of action

**THE SIX-STEP
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Service-Learning Project-Curriculum Planning Sheet

**THE SIX-STEP
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Project Title _____ Step _____

Teacher _____ School _____

Project Leader _____

Overview

<p>Summary: What will the students do during this stage of the service-learning project?</p>	
<p>Objective(s): What will students be able to do as a result?</p>	
<p>Subject(s) involved:</p>	
<p>Reflection In Action: What reflection activities will be included in this phase?</p>	

Time

<p>Time Allocation: Minutes, Hours, Class periods, Days</p>	
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Materials and Resources

<p>Materials: What curricular and educational materials will students receive?</p>	
<p>Resources: What resources, supplies and/or equipment will students need in order to accomplish these objectives?</p>	

**THE SIX-STEP
MODEL**

Implementation

Task (in order of operation)	Time Allotted	Product

Additional Notes

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**Curriculum Connections
Educational Goals/Standards Connections**

CONTENT AREA	GOAL/ STANDARD	DESCRIPTION OF ACTIVITY	ASSESSMENT OF METHOD	PORTFOLIO YES/NO
Reading				
Writing				
Communication				
Math				
Science				
History				
Geography				
Civics				
Economics				
Arts				
P.E. and Health				

THE SIX-STEP MODEL

Goal 1	Read with comprehension, write with skill, communicate effectively.	
Goal 2	Know and apply concepts and principles of math, science, social studies, art and P.E.	
Goal 3	Think analytically, logically and creatively. Integrate experience and knowledge.	
Goal 4	Understand the importance of work, effort and performance in career and education.	

**THE SIX-STEP
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