

Arizona K-12 Service-Learning Manual



Ben's Bells Project

Published by the
Arizona Department of Education
John Huppenthal
Superintendent of Public Instruction



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Debbi Bertolet, M.Ed.

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Table of Contents

Foreward and Acknowledgements	v
I. A History of the 2004 <i>Arizona Community Service Learning Curriculum Guidelines</i>	1
II. What is Service-Learning? Definitions and Standards	5
III. What are the Benefits of Service-Learning?	9
IV. How to Integrate Service-Learning into the Classroom	13
The Basic Components	13
Sample Projects.....	17
Sample Crosswalks	23
V. How to Integrate Service-Learning into a District	27
VI. How to Include Students with Significant Disabilities.....	31
VII. How to Involve At-Risk Students	37
VIII. How to Foster Student Civic Engagement.....	41
IX. How to Add Learning to Extracurricular Service	45
X. Appendices	49
A: Arizona Legislation on Service-Learning.....	49
B: National K-12 Service-Learning Standards and Indicators	51
C: Arizona Service Learning Competencies and Indicators	55
D: Service-Learning Project Planning Sheet	61
E: Service Learning Crosswalk Planning Sheets.....	62
F: Resources: Print, Organizations, and On-Line	65

Foreward and Acknowledgements

For more than 20 years there has been a movement in Arizona schools to integrate service-learning as an instructional method that lends relevance to academic content by engaging students in meaningful service that is linked directly with the academic curriculum. The Arizona Department of Education (ADE) has supported these efforts through the acquisition and distribution of Learn and Serve funds to schools throughout the state, collaborative work on relevant legislation, and the development of a network of service-learning practitioners and advocates throughout the state who share a passion for youth service-learning.

One of the finest results of ADE's leadership in the field of service-learning was the publication of the 2004 *Arizona Community Service Learning Curriculum Guidelines*. A summary of that incredible document may be found in this manual. The Service-Learning team at the Arizona Department of Education wishes to reiterate its thanks to the following individuals for their contributions to the 2004 *Arizona Community Service Learning Curriculum Guidelines*:

- Jan Brite, Arizona Department of Education
- Mark Anderson, Arizona Senate
- Barbara Border, Education Leadership Consultants
- Debbi Bertolet, Mesa Public Schools Service Learning
- The Guideline Design Team of over 50 educators and community-based organization and government representatives from around the state

The purpose of this publication, the *Arizona K-12 Service-Learning Manual*, is to provide an updated resource for legislators, government officials, school administrators, and classroom teachers interested in the integration of service-learning in the K-12 curriculum. What does service-learning look like? How does it benefit those involved? How can we all provide support through effective practice, quality programs, and supportive policies?

For their contributions to this *Arizona K-12 Service-Learning Manual*, the ADE wishes to thank the following individuals, some of whom have been working in the field of service-learning for many years:

- Jan Brite, Arizona Department of Education
- Kurt Parks, Arizona Department of Education
- Debbi Bertolet, Service-Learning Consultant
- Dan Perino, Tucson Unified School District Community Transition Programs
- Krista Gypton, Vail School District
- Rose Garcia, Wickenburg Alternative School
- Theresa Ratti, Mesa High School
- All the Learn and Serve grantees from 1999 to the present

It is the hope of the ADE Service-Learning team that every student in Arizona have a variety of opportunities to participate in quality service-learning throughout their school years, and that this publication contributes to the creation and support of those opportunities.

Stephanie Hahn, M.Ed.
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Career and Technical Education Division
Arizona Department of Education

A History of the 2004 Arizona Community Service Learning Curriculum Guidelines

This publication, the *Arizona K-12 Service-Learning Manual*, is an update of the popular *Arizona Community Service Learning Curriculum Guidelines*. The original document, published by the Arizona Department of Education (ADE) in 2004, was in response to legislation [A.R.S. 15-201 (A) (31)] passed in 2003. The contents were developed with funds allocated by the Corporation for National and Community Service, Learn and Serve America Grant to ADE.

The hope of the 2004 *Arizona Community Service Learning Curriculum Guidelines* was that it would provide a valuable structure in incorporating service-learning teaching strategies that would both reinforce civic responsibility and enhance academic learning. Service-learning was defined as “an instructional method that lends relevance to academic content by engaging students in meaningful service that is linked directly with the academic curriculum.” The document was intended as a guideline to identifying the essential skills, both civic and academic, that students develop as a result of being involved in service-learning.

It is the common belief that there is no “cookie cutter” way to design a service-learning project. The skills and concepts students develop through service-learning are similar regardless of the type of service the students are providing. The guide attempted to identify many of those skills and concepts in the form of competencies, and it also identified the appropriate academic standards that the skill or concept was teaching or reinforcing.

ADE has been receiving Learn and Serve funds since August, 1999. The legislation, passed by the Arizona State Legislature in 2003, “required the Arizona State Board of Education to adopt guidelines to encourage students in grades 9-12 to volunteer for twenty hours of community service, which may include service learning.” (The full document may be found in Appendix A.)

This legislation created powers and duties for the State Board of Education to adopt guidelines to encourage the students which included:

- A list of general categories in which community service may be performed.
- A description of the methods by which community service will be monitored.
- A consideration of risk assessment for community service projects.
- Orientation and notification procedures for community service opportunities for pupils entering grade nine including the development of a notification form.
- Procedures for pupils in grade nine to prepare a written proposal for the type of community service that they would like to perform and the goals they hoped to achieve as a result of community service.

- Procedures for a faculty advisor, a guidance counselor or any other school employee who is designated as the community service program coordinator to review the proposals and then evaluate and certify the completion of community service performed by pupils.

In order to fulfill the tenets of the legislation, ADE formed the Arizona Service Learning Design Team, a diverse group of more than fifty individuals from throughout the state who gave their valuable input at meetings and electronically over the period of a year. The team included K-12 teachers and administrators, community college and university educators, community based organization leaders, representatives from relevant governmental organizations, and community representatives at large. Education Leadership Consultants coordinated the Design Team. The many who dedicated their expertise, creativity, and time are noted in the first guidelines. Their input was crucial in the creation and validation of the comprehensive guide that has served as an outstanding resource for educators across Arizona and the United States since its publication.

The following activities were conducted by the Design Team:

- Development of the Arizona Community Service Learning Competencies and Indicators after analysis of existing competencies and standards used across the United States.
- Communication at in-person meetings and electronically of the Design Team, which included various stakeholder groups as described above.
- Development of the guidelines outlined in the legislation, including the gathering of model forms such as Parent/Guardian Approval, Community Service Written Proposal, and a Service Learning Timecard.
- Development of the Arizona Academic Standards and the Arizona Community Service Learning Competencies Crosswalk which provided a path by which instruction and activities could be guided in the classroom and in the community.
- Identification of teacher resources and sample activities related to the Competencies in order to support and guide the development of service learning projects.

The Design Team surpassed the requirements of the legislation and not only created 9-12 Service Learning Competencies and Indicators, but K-3 and 4-8 Competencies and Indicators as well. The resulting K-12 Guidelines allowed teachers and students of all grades throughout the state to utilize this great tool in the planning, implementation, and evaluation of service-learning for students of all ages.

The Arizona Service Learning Competencies and Indicators in their entirety may be found in Appendix C of this publication. The sophisticated and lengthy crosswalks of the Arizona Academic Standards with these Service Learning Competencies and Indicators allow teachers to easily see how the Academic Standards relate to specific Service-Learning standards. Those crosswalks may be found in the 2004 edition of the *Arizona Community Service Learning Curriculum Guidelines*. Finally, the Project Activity Crosswalks, with sample projects from around the state, are highly useful and concrete

tools for teachers. Those 2004 Project Activity Crosswalks may be found in this manual in Section Four.

In summary, the Arizona State Legislature, ADE, and the dedication and hard work of many Arizona service-learning advocates, brought Arizona to the forefront of the service-learning field with the creation of the original *Arizona Community Service Learning Curriculum Guidelines*. That manual has guided teachers and administrators throughout the state and the country in the development of service-learning projects and programs that link community service experiences to academic content, thereby increasing student motivation, civic engagement, and academic success.



Mesa Service Learning Advisory Board members set up to co-present a workshop at the 2010 Arizona Volunteerism and Service-Learning Conference.

What is Service-Learning?

Ask students what service-learning is, and they will give a variety of enthusiastic responses:

- “We get to help people.”
- “It’s fun!”
- “I finally get why we have to learn this stuff.”
- “We really made a difference today.”
- “That was hard work, but look at what we accomplished!”

Students involved in service-learning are actively engaged in service projects that challenge them to apply their academic lessons in real world settings. Their actions result in community change rather than just a grade, and for many students this authentic learning scenario motivates them to greater academic and personal success than traditional classroom work.

Ask the National Service-Learning Clearinghouse what service-learning is, and they will give you a succinct, albeit less enthusiastic, definition:

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

The “National Service Learning Standards for Quality Practice” present the key components of ideal service-learning. (The Standards and Indicators in their entirety may be found in Appendix B.) Adopted in 2008 by the National Youth Leadership Council, the research-based National Service Learning Standards are:

- **Meaningful Service:** Service-learning actively engages participants in meaningful and personally relevant service activities.
- **Link to Curriculum:** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
- **Reflection:** Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.
- **Diversity:** Service-learning promotes understanding of diversity and mutual respect among all participants.
- **Youth Voice:** Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.
- **Partnerships:** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

- **Progress Monitoring:** Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
- **Duration and Intensity:** Service-learning has sufficient duration and intensity to address community needs and meet specific outcomes.



A Dunbar Elementary third grader interviews her new friend at the Senior Center.

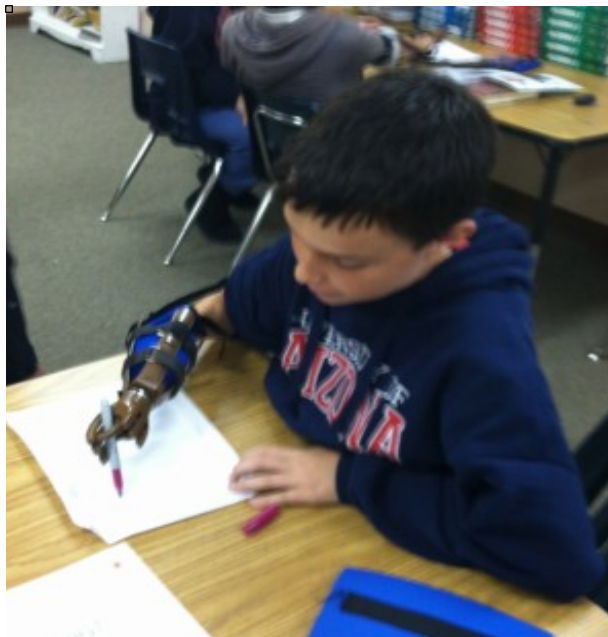
What does quality service-learning look like in real Arizona classrooms and schools? Around our state, students of all ages and abilities are involved in hands-on, interesting, and meaningful service-learning activities that teach and reinforce their academic curricula. Photos and details of these examples may be found throughout this manual:

- Third grade students from Dunbar Elementary School in Phoenix walked to the nearby Senior Center once a month to visit the elder residents of their neighborhood, many of whom attended Dunbar as children. Together the students and senior citizens did math flashcards, danced, read, made crafts, and shared stories of their historic neighborhood.
- Students with significant disabilities in Tucson's Community Transition Program developed a partnership with Ben's Bells to spread "kindness" throughout Tucson. The project was so successful that four benches and 11 panels were needed to place the 700 tiles completed.
- In Vail's Desert Sky Middle School, the students in a robotics class partnered with a non-profit organization that provides kits for making prosthetic hands. After spending a month studying the significance of these devices to those who have them, teams of students built prosthetic hands that were donated to children who had lost their hands due to land mines and other atrocities.

- Students at all levels serve as “reading buddies” to younger students, thereby improving the reading skills of both groups. Wickenburg “at-risk” students worked one-on-one with kindergarten through 2nd graders for an entire year, receiving ongoing training and reflection time, as well as great love and adoration from their little friends.
- Students in Mesa High senior government classes annually select an election campaign office in which to volunteer. Classroom lessons come alive as they staff phones, canvas neighborhoods, conduct voter registration drives, and attend election night festivities. Insightful reflection papers demonstrate their deepened understanding of the campaign process.
- School and community gardens are popular. FFA Agriscience students grow holiday poinsettias, spring flowers, and vegetables to share with the community. Other schools plant “salsa gardens” or gardens related to favorite pieces of literature.

These great service-learning projects bring to life Learn and Serve America’s explanation of service-learning:

Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. Whatever the setting, the core element of service-learning is always the intent that both providers and recipients find the experience beneficial, even transforming.



A Desert Sky Middle School student tests the prosthetic hand he built, and it works!

What, then, is the relationship between service-learning and volunteering or community service? They serve different purposes. Obviously, traditional volunteering and community service have great value. Their primary focus is on the service being provided as well as the benefits those activities have on the recipients. When a learning component is added for the individual providing the service, it becomes service-learning. The National Youth Leadership Council uses this popular example:

Picking up trash on a riverbank is *service*. Studying water samples under a microscope is *learning*. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency, that is *service-learning*.

To take this discussion one step further, service-learning may take place in non-classroom settings in schools such as clubs, student government, and sports teams. Furthermore, young people may be involved with service-learning in other settings including community or youth organizations, faith-based organizations, families, and on their own. The key is to move these activities from community service to service-learning with the addition of learning goals and reflection activities that extract what the students have gained from their involvement in the service project. Was the school food drive a competition for a pizza party, or was it an opportunity for student leaders to engage their campus in learning about the statistics, stories, and significance of hunger issues in the local or global community? How did the students reflect on the process and results of the food drive? What did they learn?

Finally, service-learning is most often discussed at the classroom level, but the support of the school administration, families, districts, communities, and the state contribute to a climate where service-learning thrives. Service-learning is not a program, it is a way of teaching and learning with great benefits for all. Systemic support for the students and teachers implementing this powerful teaching strategy is vital.



As one of the Vail students explained, "I was really excited about being able to follow functional text in a way that was meaningful instead of following some boring recipe or something on a formative. I was also excited about getting to know my partner better, but more than anything else, I was ecstatic about bringing joy and happiness to those amputees that would be receiving this wonderful gift."

What are the Benefits of Service-Learning?

The potential benefits of service-learning are great for the students, educators, schools, and communities involved and vary based on the quality and structure of the project. The bullet lists below are benefits agreed upon by students and educators who have been involved with service-learning. They are supported by research referred to in the second section.

Potential Benefits for Students

- **Academic Development:** deeper comprehension of content, understanding of the relevance of content “in the real world,” transfer of knowledge and skills from one setting to the other, information literacy, problem solving skills, critical and reflective thinking
- **Personal and Interpersonal Development:** improved levels of responsibility, decision making, teamwork, leadership, communication, empathy, and resilience; ability to relate to culturally diverse groups and replace stereotypes with respect for others
- **Civic Responsibility:** increased awareness and respect for the importance of civic participation, deeper connection to the community, active participation in citizenship and involvement in public policy
- **Career Development:** exploration of career options, application of career skills in a true setting, and development of work ethic

Potential Benefits for Educators

- Engaged and motivated students
- Satisfaction with the quality of student learning in an enriched curriculum
- Students take charge of their own learning
- Opportunities for collaboration within the school and with community partners
- Discovery of community resources that may enhance educational opportunities for students
- Educators can get involved with the community and make their own contributions

Potential Benefits for Schools and Districts

- Enthusiastic, involved students
- Reduced negative attitudes and behavior
- Improved school climate and school pride
- Connections to community partners, both individuals and organizations, and resources
- Increased family involvement and support
- Positive public relations

Potential Benefits for the Community

- Valuable expertise, services, goods, and funds received that fill real community needs
- Opportunities for collaboration and problem solving

- Builds positive relationships between youth and adults, and different generations and ethnicities
- Community contributions to student learning increase respect for community members
- Increased knowledge about school programs and needs
- Youth seen as valued resources and positive contributors



EVIT Cosmetology students hold “Spa Day” for the ladies at Central Arizona Shelter Services.

The best compilation of research on the benefits of service-learning may be found in the 2007 Fact Sheet entitled *“Impacts of Service-Learning on Participating K-12 Students”* available from the National Service-Learning Clearinghouse. This summary of studies was built on research outlined in Shelley Billig’s May 2000 article in *Phi Delta Kappan* and subsequent research updates from RMC Research. The Fact Sheet states the following conclusions:

- **Academic Impacts:** Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn. Studies showed great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure. Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students’ problem solving abilities show strong increases in cognitive complexity and other related aspects of problem solving. Service-learning, then, does appear to have a positive impact on students by helping them to engage cognitively in school and score higher on certain content areas on state tests. Many of these outcomes are mediated by the quality of the program.

- **Civic/Citizenship Impact:** Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students.
- **Social/Personal Impact:** Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Shelley Billig, 2002). Recent studies affirmed the strong evidence from that earlier research that service-learning produces an array of positive impacts in the area of prosocial behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students develop caring, altruism, and other social emotional learning.

One of the most important factors to remember is that in service-learning, *quality matters*. Shelley Billig emphasized this in the 2007 Fact Sheet on “*Why Districts, Schools, and Classrooms Should Practice Service-Learning*.” She wrote:

Most of the benefits of service-learning described here do not come about without explicit attention to service-learning design and implementation. In particular, the quality of the reflection activities and their connection with explicit learning goals tied to standards, the skills of the teachers in facilitating understanding, and the degree to which students are given choices in planning, implementing, and assessing their learning are most highly associated with beneficial outcomes.



The ease and joy of intergenerational connections often surprise both age groups involved.

In summary, the way that experienced service-learning teachers explain the benefits of service-learning in simple terms – and the words of their students - closes out this rationale:

- Students come to school on the days they “get to” do service learning.
- Students are less naughty when they are engaged in their learning because of a service project.
- Students WANT to help others; they just don’t always know how. Service-learning gives young people opportunities to act upon their inherent youthful altruism.
- Students work harder on assignments that are related to “real” problems where they are involved in “visible results” that truly affect people or the earth.
- Students score better on tests related to the content of the project.
- Service-learning really breaks down stereotypes. Senior citizens say, “Those kids aren’t as scary as they look,” and students note that, “Those old people aren’t as mean as I thought.”
- Students do less risky behaviors; these are “legal thrills.”
- Students become more knowledgeable, excited about, and realistic about careers.
- The service actions of students are respected by their peers, their families, and the community, and that means a lot to the young people.
- When students talk about a grade or course in the past, it is the service-learning projects that they discuss most enthusiastically.

Reflections from students around the state reinforce the power of service-learning.
In their words...

“During my sophomore year I experienced the most significant changes in my life through my involvement in service-learning. I became more of a leader, a speaker, and an involved student. Before this experience, I would have feared speaking in public, voicing my opinions, and would have never led a group. In short, it gave me a new found confidence.”

“I’m a better person now because I know I’m really helping those kids learn. I am also more confident when communicating with people around me.”

“Helping anyone who needs our help is a better reward than a high grade. Letting someone know they’re special is better than a high grade point average. Knowing you’ve succeeded in helping someone out and given them courage to face life with a positive attitude beats a straight A report card any day.”

“Now I can see who my friends are. I have picked better friends who are nicer, and now I also get along with all students better. I just try to get positive vibes going around school so more people will be in a better mood and school will be a better place. This turned me into a new person.”

“All in all, I learned a great deal about other people. At the same time I learned responsibility and how good it feels to lend a helping hand. But most of all, we’re showing the community where we’re coming from and that we’re capable. Service-learning really is a good experience for students.”

How to Integrate Service-Learning into the Classroom: The Basic Components

Service-learning most often takes place when classroom teachers decide they want their students to get involved in a service project. But how can they fit it in the busy class schedule? By teaching the curriculum through the project. It's as simple as that, whether the students are kindergarteners or high school seniors. How, then, do teachers do that?

This section is a very simple overview of how to integrate service-learning into a classroom. There are more detailed, outstanding resources for teachers available in print and on-line. (Please refer to Appendix F: Resources.) The Arizona Department of Education's favorite recommendations are:

- *K-12 Service-Learning Project Planning Toolkit* by RMC Research Corporation, 2009
- *The Complete Guide to Service Learning* by Cathryn Berger Kaye, 2009
- *Service for a Lifetime: A Training Manual for Educators K16* by Debbi Bertolet and Joan Bird, 2010
- The National Service Learning Clearinghouse, including SLICE (Service-Learning Ideas and Curricular Examples)

There are two more very important resources for teachers as they plan service-learning projects. The National Service-Learning Standards were introduced earlier in this manual and may be found in their entirety in Appendix B. Teachers should keep these crucial standards in mind as they organize their service-learning activities:

- Meaningful Service
- Link to Curriculum
- Reflection
- Diversity
- Youth Voice
- Partnerships
- Progress Monitoring
- Duration and Intensity

Additionally, the Arizona Department of Education Service Learning Competencies and Indicators (Appendix C) are well-crafted, teacher-friendly standards that can be used to develop high-quality projects. They were created by the 2004 *Service Learning Guidelines* Design Team and have been used in teacher training manuals and professional development courses throughout Arizona and the United States. The Arizona Service-Learning Standards are key components of the Sample Projects and Sample Crosswalks that may be found in the next two sections of this manual.

The ADE Service Learning Competencies and Indicators are divided into grades K-3, 4-8, and 9-12, with parallel standards that are age-appropriate for the three groups. The standards reflect the basic components and potential learning of quality service-learning. When teachers keep in mind the National and the Arizona Service-Learning Standards, the outcomes for service-learning will be high.



Mesa Junior High students practice math skills while making quilts to donate.

Where does a teacher, or team of teachers, begin? A look at where service-learning best fits into the curriculum, and the school structure and schedule is a good place. Teachers may find that certain standards are easily taught through a hands-on project, such as letter writing, where the letters are sent to troops abroad or to senior citizens. Conversely, a service project might arise naturally, such as the need to collect items or funds for a school family in crisis. Then the teachers can determine which standards can be taught through the project such as writing, math, or computer skills. There are many creative and natural ways to fit service-learning into classrooms, schools, and communities.

What are the basic components of a quality service-learning project? A review of service-learning materials over the last 15 years may be confusing: PAR? PARC? PARD? IPARD? IPARDC? There has been a natural evolution in thinking regarding the best way to break down a service-learning project. To keep it simple:

- **I (Investigation)** is a separate component for some practitioners and included in the P for others.
- **PAR (Preparation, Action, and Reflection)** have stayed the key components over the years.
- **C (Celebration)** was determined to be overweighted and is now usually incorporated into D.
- **D (Demonstration)** had been integrated into the A or C, but it is currently common practice to differentiate those activities in service-learning materials.
- The current favorite: **PARD**

The Basic Model for Service-Learning: PARD

The PARD model provides a planning framework for student learning and service activities. Incorporated into that planning are ongoing student assessment and project evaluation. A well-planned service-learning project yields the best results. There are numerous, excellent books and professional development materials that expound upon these basic components. (Please see Appendix F.) In essence, PARD is:

Preparation (including Investigation)

- Research and identify community needs and assets.
- Develop an action plan to address the targeted issue.
- Obtain needed knowledge, skills, and attitudes.
- Identify academic, civic, and other learning goals.

Action

- Implement the plan of action.
- Perform direct service, indirect service, advocacy, or a combination of these.
- Create meaningful activities for all involved.
- Adjust and problem-solve as needed.

Reflection

- Reflect on academic connections, personal observations, and new questions.
- Consider the basic questions: What? So What? Now What?
- Use a variety of forms of reflection, including multiple intelligences.
- Conduct ongoing summarizing, analysis, and evaluation of the project.

Demonstration (and Celebration)

- Provide a meaningful, public conclusion to the project.
- Demonstrate the impact of the project on the community and the students.
- Acknowledge the accomplishments of everyone involved with the project.
- Vary formats and audiences: presentation, performance, article, letter, website.
- Brainstorm future service-learning projects.



Reading Buddies programs benefit both the tutor and the tutee.

The next two sections offer two approaches to putting the pieces of a service-learning project together. These “real projects” from “real Arizona classrooms” will hopefully bring this section on “How to Integrate Service-Learning into the Classroom” to life. It is important to realize that although a model may be for a certain age group, almost all projects are appropriate for all ages and abilities with simple, obvious adjustments.

The Sample Projects are from *Service for a Life Time* and the Sample Crosswalks are from the 2004 *Arizona Community Service Learning Curriculum Guidelines*. Many additional models, project lists, and crosswalks may be found in those publications. As an aid for teacher planning, Appendices D and E provide blank planning sheets.



Kindness Corridor Mural Installation on 4th Avenue in Tucson

Tucson's Kindness Corridor was a true community collaboration with each participant experiencing a unique perspective. The story may be found in Section Six on “How to Involve Students With Significant Disabilities.”

Student Julio Ochoa noted, “This is a project for people who deserve happiness. I feel like this is a once in a lifetime opportunity for somebody like me to do something like this.”

Teacher Maggie Gedebou observed, “This project made sense for our students. It provided them an opportunity to work alongside their typically developing peers in doing community service, rather than being the recipient of the service.”

Ben's Bells Director Jeannette Maré commented, “It's been such a community project. By the time this wall is done, clearly dozens and dozens of people will have been involved. It's people of all different backgrounds coming together, working together, sharing their talents.”

Journalist Kimberly Craft reported, “This public art offers a lively new urban space that will promote a stronger sense of community and hopefully stimulate economic development, and of course kindness.”

Sample Project 1: School and Community Gardens

Course/Subject Area: Science, Math, Agriculture (Model for 4th – 8th grades)

Overview: Students plant a school or community garden to meet instructional standards in science, math, and agriculture. By donating products from the garden to a local shelter or soup kitchen, students have visible outcomes that are valued by those being served.

Stage	Student Activities	Course Objectives/ Competencies	Arizona Service Learning Standards	Reading	Writing	Math
Preparation	<ul style="list-style-type: none"> Gather information about types, sizes, and materials related to school/community gardens. Contact resource personnel at local Co-op Extension. Decide on a type of garden after research: flower, vegetable, xeriscape, wildlife, or riparian. Design the garden and draw the plans. Write letters to get permission, request materials, place work orders, and solicit donations. 	x	2.1 2.2 2.3 2.7 2.8	x	x	x
Action	<ul style="list-style-type: none"> Mark the area. Prepare the soil and watering system. Plant the garden. Label the plants. Set up the care schedule. Follow it. Keep notes and journals. 	x	2.3 2.4 2.5 2.6 2.7 2.8 2.9		x	x
Reflection	<ul style="list-style-type: none"> Donate the products of the garden to a local soup kitchen. Evaluate the results of the garden. Compare plants from the garden with store products. Create a scrapbook/photo album/collage. Invite guests to share in a garden party (celebration). 	x	2.4 2.5 2.6 2.7 2.8		x	
Community Connections and Resources 4-H, agriculture teacher, American Horticultural Society, botanical garden, arboretum, Co-Op Extension program, National Gardening Association.		National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity				

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Sample Project 2: Reading Buddies

Course/Subject Area: Language Arts (*Model for 4th – 8th grades*)

Overview: Reading Buddies engages students in cross-age activities to promote state language arts standards. This service provides participants with interesting and engaging activities that deepen their own understanding of reading concepts.

Stage	Student Activities	Course Objectives/ Competencies	Arizona Service Learning Standards	Reading	Writing	Math
Preparation	<ul style="list-style-type: none"> Teachers of two grades coordinate and plan what reading skills the Big Buddies will teach to the Little Buddies throughout the year. Buddies can focus on one skill each time. Suggestions: characterization, main idea, setting, plot steps sequencing, and reading graphs. Big Buddies learn/review a skill and prepare a lesson for their Little Buddies. 	x	2.2 2.3 2.8	x		
Action	<ul style="list-style-type: none"> The two classes of students meet weekly or monthly. Big and Little Buddies pair up or form groups to complete the lesson of the day. Older students help younger ones fill out a book report form. 	x	2.3 2.6 2.8	x	x	
Reflection	<ul style="list-style-type: none"> Discuss the successes and challenges of the activity and report to the class. Create a poster from the pictures that were taken during the activity. Make Read Across America Day a big reading party, complete with Seuss hats and green eggs and ham. 	x	2.4 2.5 2.6 2.8	x		
Community Connections and Resources District language arts resources, public library, Read Across America.		National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity				

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Sample Project 3: Oral History Interviews

Course/Subject Area: Social Studies, Language Arts, Career Prep (*Model for 9th – 12th grades*)

Overview: Conducting, writing, and publishing oral history interviews is aligned with academic goals in social studies and language arts. This project helps participants identify and analyze different points of view to gain understanding and multiple perspectives.

Stage	Student Activities	Course Objectives/ Competencies	Arizona Service Learning Standards	Reading	Writing	Math
Preparation	<ul style="list-style-type: none"> Gain background knowledge on a historical era, life stages, or careers as related to the curriculum. Prepare questions relevant to the curriculum/topic. Role play the interview process. Learn how to make proper phone calls and emails to set up the project. Identify interviewees and organize interview meetings. 	x	3.2 3.7 3.8 3.9	x	x	x
Action	<ul style="list-style-type: none"> Conduct the interviews. Tape record, video, or take notes on the information received. Write/word process the transcripts and summaries of the interviews. Publish and distribute the interviews to appropriate audiences, including those interviewed. 	x	3.3 3.4 3.7 3.8 3.9 3.10		x	x
Reflection	<ul style="list-style-type: none"> Write thank you notes to the interviewees, including reflections of what the students gained from the interviews. Write a summary and analysis of lessons learned from interviews related to the curriculum and personal development. 	x	3.4 3.5 3.7 3.8 3.9 4.1		x	
Community Connections and Resources Senior center, retirement center, nursing home, Veteran's hospital, school alumni, adult service organization, church. Additional Information: <i>Recording your Family History: A Guide to Preserving Oral History Using Audio and Video Tape</i> , Veteran's Interviews-Library of Congress		National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity				

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Sample Project 4: Water Sample Testing

Course/Subject Area: Chemistry, Other Sciences (Model for 9th – 12th grades)

Overview: This water sample testing project helps chemistry students learn how to transfer knowledge and skills from the school setting to a real-life problem. Testing city water samples is an interesting and engaging service which benefits city residents in a meaningful way. Collaboration with city partners establishes a shared vision and sets common goals to address community health.

Stage	Student Activities	Course Objectives/ Competencies	Arizona Service Learning Standards	Reading	Writing	Math
Preparation	<ul style="list-style-type: none"> Research specific solute tests for common water pollutants (solutes). Write laboratory procedures to test water samples and compare to distilled water samples. Model safe and effective laboratory techniques for testing for unknown solutes in water. Design a graph or table for plotting the presence of unknown solutes. 	x	3.2 3.3 3.8 3.9 3.10	x	x	
Action	<ul style="list-style-type: none"> Collect water samples from designated bodies of water. Analyze water samples for the presence of specific solutes. Prepare tables and graphs to list the presence of specific solutes. Discuss conclusions about the cleanliness and purity of designated bodies of water. Present the findings to appropriate government agencies. 	x	3.3 3.8 3.10			x
Reflection	<ul style="list-style-type: none"> Analyze possible errors in collecting, testing, and recording of data. Complete lab report for the above testing. 	x	3.4 3.8 3.10		x	x
Community Connections and Resources City and state water departments.		National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity				

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Sample Project 5: Social Action

Course/Subject Area: Social Studies, Language Arts, Science, Business (*Model for 9th – 12th grades*)

Overview: Taking social action through advocacy on contemporary issues has high personal relevance to participants. Research allows students a deeper understanding of current issues. Reflection allows students to explore their roles and responsibilities as citizens. Service activities are clearly aligned with social studies, language arts, science, and business courses.

Stage	Student Activities	Course Objectives/ Competencies	Arizona Service Learning Standards	Reading	Writing	Math
Preparation	<ul style="list-style-type: none"> Research issues using print media, the Internet, field trips, guest speakers, surveys, and phone interviews. Analyze the data and information gathered. Write a persuasive essay or problem and solution paper. Develop a detailed action plan. 	x	3.1 3.2 3.7 3.8 3.9	x	x	x
Action	<ul style="list-style-type: none"> Implement the action plan. Possible modes of social action: phone calls, letters, petition, survey, proposal, news/press release, PSA, proclamation, resolution, or website. Present information to relevant individual, government agency, or media. Follow up. 	x	3.3 3.4 3.7 3.8 3.9	x	x	x
Reflection	<ul style="list-style-type: none"> Write a summary of the entire process, including analysis of the results. Discuss the strengths and weaknesses of the project and possible future actions to take. Write an article on the project for school or local papers or Internet sites. 	x	3.4 3.5 3.7 3.8 3.9		x	
Community Connections and Resources City, state, and federal government officials and agencies; news media. Additional Information: <i>The Kids Guide to Social Action, No Kidding Around, Take Action! A Guide To Active Citizenship, A Kids Guide to Global Action</i>		National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity				

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Arizona K-3 Service Learning Competencies Project Activities Crosswalk

Project Name: “From School to Museum” at Carrillo Magnet School, Tucson Project Activities	1.1.0 Describe needs related to the community and school.	1.2.0 Develop a plan to address an identified need. (Planning)	1.3.0 Participate in activities to resolve or address the identified need. (Action)	1.4.0 Use reflection to learn from the experience. (Reflection)	1.5.0 Recognize the need to celebrate the process and achievements. (Celebration)	1.6.0 Demonstrate group skills.	1.7.0 Decide how the community helps individuals and families.	1.8.0 Integrate academic content with service activity in school or community.
Apply for docent position.	X						X	X
Train as docent.		X	X					X
Work as docent at museum.			X	X		X	X	X
Plan for museum project.	X	X		X		X	X	X
Maintain collections and grounds.		X	X	X		X		X
Research/present historical information.	X	X						X
Research desert plants and animals.	X	X						X
Write reflection journal/keep log of hours.				X		X		X
Review journal activities with peers, community members.				X	X			
Study Barrio Viejo past events and people.	X		X	X			X	X
Study Indians of the past living in the Southwest.	X		X	X			X	X
Develop folklore crafts.	X	X	X	X				X
Organize, design, and present finished project.		X	X	X	X	X	X	X
Review projects with peers and adults.				X	X		X	X
Participate in Student Club activities.		X	X	X		X		X
Recognize outstanding docents.		X	X	X	X			X

Originally printed in *Arizona Community Service Learning Curriculum Guidelines*, 2004

Arizona 4-8 Service Learning Competencies

Project Activities Crosswalk

<p>Project Name: “Developing Citizenship Through Service to the Community” at Percy L. Julian Elementary School in Phoenix</p> <p>Project Activities</p>	2.10.0 Develop skills essential for both service and future employment.	2.9.0 Examine the need for civic and social responsibility.	2.8.0 Apply academic content to Planning, Action, Reflection, and Celebration.	2.7.0 Assess self-development regarding individual's extended relationship with community.	2.6.0 Develop personal and interpersonal skills.	2.5.0 Analyze successes throughout the process and at the end of the action. (Celebration)	2.4.0 Use reflection to assess the process of planning and implementing activities. (Reflection)	2.3.0 Develop activities related to the plan. (Action)	2.2.0 Develop a plan to address a school or community need. (Planning)	2.1.0 Determine ways to address school or community needs.
Convene a school/community team to identify community needs.		X	X	X	X				X	X
Research community history and assets.		X	X							X
Examine and select potential service projects, e.g. city beautification, local food bank, nursing home, etc.							X	X	X	
Review activities with community groups and seniors.		X	X	X	X		X		X	
Develop group strategies for activities.	X	X	X	X	X			X	X	
Practice and use leadership and team skills to conduct activities.	X		X	X	X			X		
Conduct activities: e.g. read to Head Start children and senior citizens.			X					X		
Write journals about the activities.			X		X		X			
Analyze the impact of the activities on the community.		X	X	X	X		X			
Recognize achievements through achievement night.	X		X			X		X	X	

Originally printed in *Arizona Community Service Learning Curriculum Guidelines, 2004*

Arizona 9-12 Service Learning Competencies

Project Activities Crosswalk

Project Name: “Destination Democracy” from Kids Voting USA Project Activities	3.10.0 Develop employment skills through participating in service to the community.	3.9.0 Assess the need for civic and social responsibilities by individuals and groups.	3.8.0 Analyze academic competencies in the context of civic engagement and service to the community.	3.7.0 Assess self-development in relation to the individual's community responsibilities.	3.6.0 Develop leadership and team building skills in new settings and new areas of influence.	3.5.0 Promote achievements related to outcomes. (Celebration)	3.4.0 Analyze activities through ongoing reflection and recognition of accomplishments. (Reflection)	3.3.0 Implement the plan of action. (Action)	3.2.0 Develop a plan to address a targeted issue. (Planning)	3.1.0 Conduct a needs assessment to identify potential assets and issues related to the community or school.
Conduct a community survey related to current issues.	X		X							X
Examine the issues identified in the survey.			X	X						
Plan and take action on a community issue.			X		X			X	X	X
Identify voting responsibilities.		X	X							
Conduct a voter registration drive.		X	X	X	X		X	X	X	
Assist individuals with disabilities in the voting process.		X		X				X		
Teach an elementary school lesson on voting.		X	X	X	X		X	X		
Form a Kids Voting Club for junior high students.			X	X	X		X	X	X	
Publish a guide on youth volunteer opportunities.	X	X	X		X	X	X			
Conduct a youth summit to address community issues.	X			X			X	X	X	
Reflect with peers and student council on the benefits of the year's activities.		X	X	X	X		X			
Conduct a celebration night to inform all of the results of the year's actions.			X	X	X	X	X	X	X	

Originally printed in *Arizona Community Service Learning Curriculum Guidelines, 2004*

How to Integrate Service-Learning into a District

With Contributions from Krista Gypton, Vail

Service-learning within a school or district most often begins when one or several teachers discover the power of service-learning by integrating service into their classroom and meeting positive, exciting results. Motivated by their success, these teachers seek administrative support, often meeting with mixed results. They may even team with other teachers or schools in a grass roots effort to “spread the word” about service-learning and garner resources and organizational commitment. Not even wanting to “require” service-learning within their schools or districts, service-learning practitioners simply seek the elimination of roadblocks and the creation of support. The bullet list below suggests activities that are helpful in order to promote good service-learning practice and programs. What, then, about service-learning policy?

A school or district policy concerning service-learning legitimizes service-learning as an instructional strategy. It purports that service-learning is an appropriate part of any course as well as an appropriate instructional strategy at any grade level when used to teach current state educational standards. Policies throughout the country “permit,” “encourage,” “support,” or “require” service learning. They may “authorize” funding or the inclusion of service-learning in state standards, “allow” students to earn credit or recognition for service-learning, or delineate how many “service-learning experiences” a student should have at different grade levels. The best policies include an implementation plan. The National Clearinghouse Fact Sheet on “Policy: K-12 Service Learning” and the ECS documents on “Service-Learning Policy” and “Learning That Lasts” are excellent resources.

A review of “The Benefits of Service-Learning” serves as a reminder that schools, districts, and communities have much to gain from classroom-based (and extracurricular) service-learning. It is to their benefit to support the teachers and students who are participating in service-learning, and to promote the further use of service-learning as a teaching strategy in a wider venue.



The Dunbar Elementary School community is working on many fronts to strengthen its neighborhood.

Guidelines for How to Integrate Service-Learning into a School or District

- Offer professional development for teachers in the best practices of service-learning. Have teachers already doing service-learning lead the training or share their success stories. Make sure new teachers receive the training.
- Start small with interested teachers, departments, or schools. Their enthusiasm will inspire the involvement of others.
- Use success stories and student speakers to publicize how service-learning connects to the curriculum, creates positive school publicity, and addresses administrative concerns such as student motivation, attendance, learning, and graduation rates.
- Work to integrate service-learning into district curriculum and instructional materials in order to demonstrate it's "ok" to do service-learning and how to fit it into a classroom or course.
- Build a network of service-learning practitioners school or district-wide, utilizing communication structures such as a website, list-serve, or blog.
- Offer technical support to teachers and students including community connections, resources, materials, equipment, and project planning tips.
- Provide financial support for teacher training, planning, and implementation time. A designated service-learning coordinator or coach at each school is quite helpful, unless that teacher becomes the only one facilitating service. Stipends or a reduction in teaching load are appropriate.
- Include service-learning in school or district mission statements.
- Create a service-learning advisory board comprised of students, teachers, administrators, parents, and representatives from local non-profits, city government, and adult service organizations. Diverse voices build great programs.
- Link service-learning to other school programs such as Career and Technical Education, prevention, or character education.
- Build partnerships with community organizations and city departments that can both benefit from and contribute to student service-learning.
- Nuts and bolts items that really help are providing district transportation to service projects, covering service-learning in the risk management plan, and creating service-friendly school schedules,
- Build line item funding for service-learning into school, district, and state education budgets.
- Recognize outstanding service-learning educators, students, schools, programs, and activities.

Examples of Service-Learning at the District Level

Grace Homeless Shelter Project in Vail

Led by the Career and Technical Education (CTE) Social and Mental Health classes, students from 14 programs and three schools in Vail came together on a comprehensive project for a local homeless shelter which met their individual program goals while serving a singular community need. The Social Health classes provided nutrition and health education for the families and fundraised for a community garden. The Early Childhood Education classes created a developmentally appropriate playroom and baby-proofed the house. Architecture/Engineering classes worked on home measurement and blueprints to order supplies and estimate paint needs. Photography students documented the project and provided family portraits for the home. IDM created a web advertisement to solicit community donations. Law and Public Safety students assessed the security of the home and made necessary adjustments. Theater classes planned a dress up and puppet theater area. Agriculture and Landscaping classes worked on the garden and landscaping with Transition to Work students providing indoor and outdoor plants. Business programs worked on marketing and community awareness. The Latino Club secured painters and labor. The Optimist Club conducted a drive and fundraiser. This was the largest, multi-class/grade/school service-learning project Vail had ever seen.



Sophomores in a Vail English course researched homelessness in their community by sharing a meal with the homeless near their school, listening to their stories, and then creating a wikispace with the stories and photos of the men and women they had gotten to know.

One student reflected, "I never imagined the millions of reasons why people end up or choose to be homeless. This project really opened my eyes to the humanness, the people behind the 'hobo' that I saw there before, wow."

Mesa Public Schools Story

In the 1980's, teachers throughout Mesa Public Schools who were individually doing service-learning projects with their students began to find each other. One educator received seed money from the Arizona Community Foundation to form a small network of junior and senior high teachers interested in developing a plan for promoting service-learning in the district's 20 secondary schools. They built a Service Learning Advisory Board, created a recognition program, and conducted professional development classes. Their success and enthusiasm caught the eye of the superintendency, but how would they be funded? The answer came in the form of a six-year grant using tobacco tax funds. From 1996 – 2001, service-learning became embedded in the Mesa school district as the Service Learning Coordinator established service learning coaches in all 20 schools who promoted service-learning, along with anti-tobacco messages. An estimated 800 teachers and 25,000 K-12 students were involved with service-learning. Once the grant was over, the department had been institutionalized and Service-Learning was appropriately placed under the Curriculum and Instruction Department and adopted in the district budget. Over the years additional funds were obtained from Learn and Serve and State Farm to supplement the district budget. In short, creative funding, professional development, networking, mini-grants, and a motivating recognition program led to Mesa's successful Service-Learning Department.



Each January, hundreds of Mesa Public Schools students from throughout the district participate in the city's Martin Luther King, Jr. Day March. The school district and city government collaborate on a variety of youth service programs, as do many districts and cities throughout Arizona.

How to Include Students with Significant Disabilities

Contributed by Dan Perino, Tucson

The opportunity to serve is one that should be available to *all* students. Historically, students with significant disabilities have not been included in the delivery of service, but rather have been the recipients of service. National Service programs such as Best Buddies and Special Olympics provide a service to young adults with disabilities and meet a need but such programs can also perpetuate an underlying message to the person with a disability, their family and the community. The message is that people with significant disabilities are not capable of providing service. The public may view the person with a disability as a non-contributing member of their community. This can make a person with a disability feel they have no control over their lives or lead to learned-helplessness. Such feelings or situations can result in a self-fulfilling prophecy, where the person with a disability feels they have no responsibility to their community or others.

By design, the service-learning instructional strategy requires “student voice.” It is from this methodology that all students, including those with significant disabilities, are expected to take control of their service plan and actively engage in their community. The inclusion of all students with significant disabilities in service provides the student with an effective means to learn while changing the public perspective of students with significant disabilities.



A TUSD CTP student hammers out a recycled bicycle part to be used as part of a bike rack.

Best Practices for Involving Students with Significant Disabilities in Service-Learning

The inclusion of students with significant disabilities in service-learning is the right thing to do. At first consideration, instructional staff may feel it is too overwhelming and disrupt the learning process. For purposes of this manual, students with significant disabilities are considered those with educational labels of Mild and Moderate Intellectual Disabilities, Autism Spectrum Disorder, Multiple Disabilities, or are eligible for Arizona's Alternate AIMS assessments. Implementing the following instructional strategies and philosophies will help to insure success for all of the students involved in the service-learning process.

- **Meaningful Learning:** No different than for students without disabilities, students with significant disabilities must have a voice in the identification and selection of the service to meet the community need. For some students with significant disabilities, communicating or having their voice heard can be a challenge. The use of low and high tech communication strategies can insure the students have a chance to participate in the process.
- **Natural Environments:** For students with significant disabilities, instruction conducted in isolation, resource rooms, or self-contained classrooms limits learning and the ability to generalize the academic skills to the general education classroom and subsequently to the community. At every point of the service-learning process, students with significant disabilities should be included with their peers. Advanced instruction to introduce the concepts, development of instructional adaptation, and in-class supports from classmates and teachers will insure the students with significant disabilities are successful.
- **Partial Participation:** A common education strategy is to teach a sequence of skills with the expectation that the student will be able to demonstrate competency for all of the skills. Students with significant disabilities may not learn all the required skills, but they certainly can learn some or most of the skills. As a result, they should not be excluded from participating in the application of the skill, but included to participate in skills they can do. For example, a student who is providing service to a local bicycle-recycling center can participate in the assembling of a bicycle wheel by having someone start the washer and nut on the axle of the wheel, and the student can use a wrench to tighten it. The student did not have the fine finger dexterity to thread the nut on the axle, but had the gross motor skills to use the wrench. In addition, the use of scaffolding allows the student with significant disabilities the opportunity to learn at their pace and apply learned skills in meaningful ways.



Tucson students and teacher welding recycled bicycle parts to make a bike rack.

- **Role Models:** By definition a role model is a person looked to by others as an example to be imitated. For students with significant disabilities, role models include their nondisabled peers and members in the community. Typically, students with significant disabilities are educated in self-contained classrooms and have limited opportunities to observe and be in contact with potential role models. The youth and community engagement components of service-learning, coupled with frequent opportunities to provide service, insure that included students with significant disabilities will have the opportunity to observe and be in contact with great examples of others to be imitated.



Tucson Community Transition Programs students and staff with a bench dedicated to the Power of Kindness.

- **Social Engagement:** Research has demonstrated that many people with significant disabilities feel socially isolated, live without friendships, and are not fully engaged in their communities. Efforts by schools to provide community-based instruction often consist more of “outings” (to a store or museum) that do not provide the frequency or intensity of contact for students to begin the process of developing social relationships with others. Best practices in service-learning encourage the development of a service project that is extended throughout the school year and requires the students to spend several hours at a time on the service site working with others to meet the community need. Conducting service alongside peers and community members for extended periods of time is one of the best ways for students with significant disabilities to naturally learn to socially engage and develop friendships.

- **Community Membership:** Students with disabilities have often been the recipients of service as opposed to those who provide service to others. If students with significant disabilities are to be truly viewed by others as contributing partners in their community, they must have opportunities to learn about service and to provide service to their community. From their community membership comes their own sense of fellowship contribution and personal satisfaction.
- **Contextual Learning:** Contextual Learning is reality-based and conducted outside-of-the-classroom within a specific community context that serves as a catalyst for students to apply their academic knowledge and skills. Service-learning is an effective strategy to provide students with significant disabilities contextual learning for career exploration, soft skills (strong work ethic, working with others, positive attitude, flexibility, etc.), specific skill clusters related to assigned tasks, and the development of a network of professional references.

Service-Learning Project Examples with Students with Significant Disabilities

Ben's Bells Kindness Corridor

During the spring of 2009, students with significant disabilities from Tucson Unified School District's Community Transition Programs developed a partnership with Ben's Bells to assist with their mission of spreading "kindness" throughout the Tucson area. To accomplish this community need, the team came up with the idea of producing a mosaic styled bench with tiles dedicated by the public to people who had inspired kindness. The project was so successful it required four large benches and eleven panels to place all of the 700 plus tiles completed. Integrated throughout the project were student learning goals in math, science, social studies, and art. The success of the mosaic styled benches resulted in a long-term project to develop the "Kindness Corridor" in Tucson. Students and community members continue to participate in the project and have recruited other friends and family members to do service.

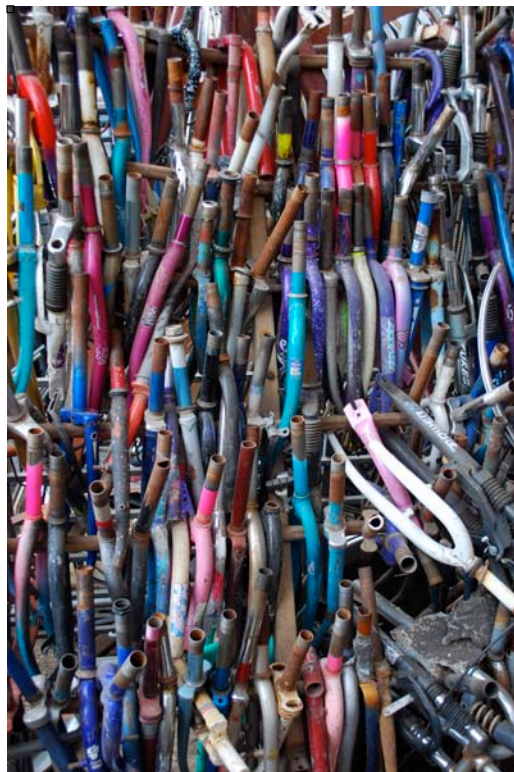


*Kindness Corridor Mural installation at Main Gate Square:
TUSD students, community members, artists, and Ben's Bells staff*

Bicycle Inter-Community Art & Salvage

The “Community Bike Rack” project, undertaken by Tucson Unified School District’s Community Transition Programs, took students’ interests and applied them to meeting a genuine need in the Tucson community. The students identified a need in their community for bike racks at various locations around Tucson. The service they provided was to create bike racks from used bicycle parts and install them in front of area businesses identified as needing bike racks. The students learned community mapping and how to communicate with business owners. The project focused on the curricular areas of math, science, and art in the design and assembling of the bike racks. Students studied recycling and waste, as the materials they were using were saved from being put into landfills.

What made this project work was the commitment of the students and the Tucson community to make our city bicycle friendly. What made this project special is that many of the students are still involved with our community partner, BICAS, and have continued to advocate for more bike racks, bike art and living streets that are friendly to pedestrians and cyclists as well as automobiles.



Recycled bicycle parts available for use by the public.

How to Involve At-Risk Students

Contributed by Rose Garcia, Wickenburg

Service-learning is important to all student populations, but it is especially vital to at-risk students. These students are typically absent more and have lower grades and higher discipline incidents than their peers. Many times at-risk students feel trapped by their circumstances at home and see themselves as powerless to change their lives. By involving these students in meaningful service-learning activities, for an extended period of time, they are able to learn skills they can apply in their own lives. They no longer see themselves as “powerless” in their circumstances when they see the difference they have made in someone else’s life or the significant impact they have had on their community. The service-learning experience completely revolutionizes their view of the world and themselves.

Service-learning activities always connect to academic skills and give students the opportunity to apply knowledge. This helps students learn at a higher cognitive level and retain the knowledge longer. In the case of at-risk students, it is important they are not only applying academic skills in real-life scenarios, but also workplace and social skills that they desperately need in order to be successful in life. Lack of parental support is common due to substance abuse, economic hardships, divorce, death, incarceration, neglect, and abuse. Because these students usually come from families who are in crisis, they don’t always have role models or opportunities to learn the valuable skills of responsibility, cooperation, leadership, and collaboration that service-learning teaches.



Wickenburg “High School Helper” Nadia reads to her kindergarteners.

Guidelines for Involving At-Risk Students in Service-Learning

- Take a chance. That student who an educator may be worried about placing in a position of responsibility might turn out to be the top leader in the project.
- Monitor and adjust student roles throughout the project. Sometimes students are dealing with lots of stress at home and need time to grow slowly.
- Teach students how to explore the community and recognize problems that need to be addressed so they are implementing meaningful service. It is important that students learn how to address a problem and make positive changes. This is a life skill that at-risk students must learn so they can apply it to their own lives, as well as the world around them.
- Look for areas to give at-risk students sincere positive affirmations as they implement their project. Most have never viewed themselves as leaders or capable of doing something important.
- Make sure at-risk students feel that others are “counting on them.” These students have often felt unsuccessful in the regular classroom and absenteeism is their “way of escape.” If the service project makes the students feel necessary, their attendance will improve.
- Give teenage at-risk students “adult level” jobs whenever possible. A Reading Specialist trains Wickenburg Academy students to give Reading Assessments to the elementary students, as well as specific lesson plans to follow in their tutoring of struggling students. The school no longer has classroom aides to complete these tasks, so the students know it is important and people are counting on them to do it right.
- Bring in successful adults who were at-risk students as kids to be guest speakers. Obviously the right people must be carefully chosen, but it is powerful when the right positive role models connect with currently at-risk students.
- Use reflection of the service-learning project to connect the service project to students’ everyday problems. In other words, as they discuss a conflict or problem at the project site, connect it with their own lives. It is powerful when they see “both sides” of a situation for the very first time.

Wickenburg student Michelle decided to become a teacher after her service-learning experience. She reflected, *“Tutoring is a great experience because it gives you the chance to develop work experience skills that you can apply anywhere. It will also prepare you to be a more informed citizen about our schools and education system since you have to be a part of the daily instruction. Finally, it may help you as a parent someday, to understand how to help your own child be a better student.”*

Service Learning Project Examples with At-Risk Students

High School Helpers

The “High School Helpers” Project addressed the issue of Reading Literacy in the elementary school. Due to budget cuts in Wickenburg, classroom aides were almost entirely eliminated. Parents were concerned and calling the district office, teachers were overwhelmed, and a community outcry was heard about the reduction of help available in the classrooms. Wickenburg Alternative School students made a plan, a very small one, involving the kindergarten classrooms. They began tutoring four days per week, 90 minutes each time. After one semester, they were asked if they could extend the project to 1st grade classrooms as well. By the next year, they were asked to include 2nd grade classrooms as well as the Resource Room. One or two students served as High School Helpers in each classroom for a semester, or for the entire year. The High School Helpers received initial and ongoing training on foundational basics, classroom routines, and academic standards. They worked one-on-one or with groups of students to conduct assessments, review skills, keep students on task, read aloud, and assemble bulletin boards. Weekly reflection and additional training expanded their skills throughout the year.

One of the biggest “take-a-ways” of this project was the love and adoration the high school students received from the students in their elementary classrooms. All students need this, but especially at-risk students. It truly transforms the way they see themselves. Students actually put cards and drawings in the front cover of their notebooks as well as on their refrigerators at home. They absolutely “blossomed” from the students’ adoration and appreciation.



“Miss Samantha” reads her Volunteer Appreciation Day card from her students.



Wickenburg Alternative School before the relatively small space is turned into a certified habitat that is used by students of all ages for a science lab. "After" shots at bottom of page.

Schoolyard Habitat Garden

The Schoolyard Habitat Garden Project was initiated by a Wickenburg Site Council member who was a member of the National Wildlife Federation and had a certified habitat garden at her home. Students on the Site Council were brainstorming what they could do to beautify their small alternative high school campus which consisted of old, modular buildings on a barren piece of land. Nothing was there but a high six foot chain-link fence...and dirt. There were no trees, no bushes, no benches, no flowers – it was absolutely bare. As this Site Council member showed the group pictures and explained the purpose and plan for small habitat gardens throughout our communities, students and administrators got excited. Here was a project that would apply Environmental Science standards and teach students the importance of replanting areas to provide wildlife with food, shelter, water, and a place to raise their young. This was also a way for students to learn many practical skills as they built the garden. As the habitat was constructed, students not only learned how to plan, present their ideas, and build each phase, they also learned how to constantly maintain and care for it. Student pride grew with each step as they realized they had truly made a difference. Wickenburg Alternative School is still housed in the old modular buildings, but the outside has been transformed; it truly looks like a completely different place. Students, staff, and community members are often found enjoying the garden area in their spare time, and even nature classes are taught outside in our Schoolyard Habitat Garden.



How to Foster Student Civic Engagement

With Contributions from Theresa Ratti, Mesa

American schools are expected to create interested, active young citizens who care about their communities and their country. Quality service-learning contributes to the development of the civic and political knowledge, skills, attitudes, and participation of students, now and in the future. “Walk about’s” in their neighborhoods, interviews of community leaders, or participation in local and national elections makes civic engagement concrete and practical for young people. Although social studies curriculum is most often responsible for promoting civic engagement, service-learning projects in other courses may lead to youth activism. For example, students in an environmental science course researching local energy sources may conduct a media campaign to change local attitudes or habits related to their topic. In the elementary grades, a thematic unit such as “Our Neighborhood” or “Arizona” may cover many curriculum areas and result in a civics service-learning project.



Mesa Mayor Scott Smith stopped by to thank Mesa Academy students for taking action after studying the needs of their local community.

In order for our youth to become engaged in both the community and the election process, it is vital to engage them as children and teens. The 18-25 year-old age group has poor voting numbers, yet they rate highly in civic engagement. They like to volunteer and get their hands on local projects, but are more dubious about the value of political involvement. Service-learning that actively involves them in interesting local issues increases their future civic and political engagement. It also provides students with leadership opportunities beyond what is available at school and allows them to work with a variety of adults, many of whom are often impressed that students would

volunteer with a non-profit or a campaign. Digital media is now providing many opportunities for civic engagement and stimulates the involvement of students who may otherwise stay unconcerned.

Service-Learning Projects That Foster Student Civic Engagement

- Students choose to volunteer for the campaign of their choice after listening to representatives from the two major parties explain their stands on the major issues. Volunteer activities may include phone-banking, neighborhood walks, voter registration drives, setting up or helping at a rally, or being invited into a “spin room” if there is a major candidate debate in the area.
- High school students run Kids Voting Polls on election day where elementary students go to vote.
- Students implement the Project Citizen curriculum where they research a community issue and work to solve the problem.
- Students participate in a political information march, Civil Rights Day Parade, or other rally.
- Students interview senior citizens who have lived through the Korean War (or WWII if they are available) to construct oral histories of the era. The oral histories may be archived in the school or public library and a copy presented to the elder.
- Students create quilt squares about the history of a local community, the state, or a non-profit organization, and sew them into a quilt to be donated to a local shelter.
- Students research and take on the persona of an individual from history, make small group presentations “in character” to younger students studying the same history curriculum, and allow for questions and answers after a little speech.
- Students interview neighborhood members (including school alumni) or community leaders about the needs and assets of the community, brainstorm possible solutions, and implement a plan of action.
- Students create iMovies, websites, and podcasts to inform their peers, parents, and other interested adults in local, national, and international current events.
- Students respond to an immediate need that arises in the school, neighborhood, city, country or world through research, project planning, and organized implementation of the project.

Examples of Service-Learning Projects that Foster Civic Engagement

Presidential Campaign

During the election of Bill Clinton in 1992, a very quiet student became connected to the local Clinton campaign office. He was initially completing an assignment for his American History class. Daily he would go to the campaign office and help in any way he could. The adults who staffed the office were appreciative of his commitment, maturity, and determination. When his mother came to school for a parent night, she told the teacher that she had seen much growth in her son over the semester. He would call her after school to check in and say, "I'm going to Bill's." She would say, "Bill? Bill who?" "Bill Clinton's, Mom." That young man was invited to the election night event to watch the votes come in and, as his mom told the teacher, "He grew out of his shyness from this project."



Project Citizen students researched “lagging lefts” at intersections and presented their results to the City Council in hopes of changing the current status of traffic control at city intersections.

Lagging Lefts

A Project Citizen class of high school seniors used that program’s curriculum to discover what they perceived to be problems in the community. One group looked at undocumented immigrants getting driver’s licenses, another looked at the plight of homeless veterans, and the final group looked at the issue of changing leading left turn lights to lagging left turn lights. Each group researched the policies related to their topic within Arizona and in other states as well. The students interviewed leaders who worked with their respective issues. The group who researched the lagging lefts was invited to the city traffic facility where they were able to view traffic all around the city. They also researched a neighboring community with lagging lefts. They presented their findings to the City Council who listened to the students along with the city’s traffic experts. While the City Council did not approve the students’ proposal, they highly

complimented the teens on the civic activism they had demonstrated. The students came away from that experience knowing that they had accomplished something - their voices had been heard.



After participation in various facets of civic action, students are more likely to follow political issues, participate in local government, believe they have a voice, and vote.

Joe Camel Inspires Youth Activism

In the 1990's legislation was passed that prohibited tobacco companies from advertising to children and teenagers. "Joe Camel" was banned. However, free book covers were sent to public schools in Arizona from the tobacco companies with many symbols that highly resembled cigarettes, matches and smoke - subliminal advertising. These covers arrived at Mesa High School just as an American History teacher was covering the tobacco economy of the South. The high school juniors studied the covers, researched subliminal advertising, and took a stand. They hosted a press conference with both print and television media to inform the public about the book covers. Janet Napolitano, then the Attorney General of Arizona, took interest in the issue. She and several other states attorney generals filed complaints against the tobacco companies. Additionally, students researched the health risks of tobacco and created presentations for local elementary school children. The personal determination and activism shown by these students proved that youth-driven service-learning is the best possible format.

Adult Support for Youth Civic Engagement

"By its very definition, civic responsibility means taking a healthy role in the life of one's community. That means that classroom lessons should be complemented by work outside the classroom. Service-learning does just that, tying community service to academic learning." John Glenn

"Joe was an amazing volunteer on this campaign and in our office. He was responsible, and I could give him any task and he would complete it well and on time. He was an impressive young man." Campaign Office Manager

"You can't passively teach active participation in society." Benjamin Barber

How to Add Learning to Extracurricular Service

While the primary focus of this manual is the integration of service-learning into the academic curriculum, it is relevant to acknowledge that young people are involved in a lot of “community service” and “volunteering” within, and outside of, the school setting. Children and teens *want* to help others and seek opportunities to do so. Many are willing - and choose - to do it on their own time, be it recess, lunch, before or after school, or on the weekends. This is evident in the increase in school clubs with service themes, school-wide service projects led by student government, service projects in youth organizations and faith institutions, and web-based youth activism. Many high school students are keenly aware of the need for service experiences on their resumes for college and scholarship applications and seek opportunities for meaningful service experiences.

This manual demonstrates how teachers can *add service to classroom learning*. However, there are also great opportunities to *add learning to the service* in all the extracurricular service activities taking place. Students leading the traditional school-wide food drive, painting a school mural as members of the Art Club, or coming to school early to film the daily video announcements can be doing service-learning rather than community service. If identified learning goals, reflection, and demonstration are integrated into their clubs, student government, and programs, all the components of the PARD model (Preparation, Action, Reflection, and Demonstration) are then in place. This can be done by training adults (or even older students) in the best practices of service-learning so they can properly facilitate the extracurricular projects. Another support would be to create programs that feature these basic components.

Simply adding the basic tenets of quality service-learning into the world of extracurricular service increases student learning in many areas of personal and interpersonal development, civic responsibility, career development and academic knowledge. This is an opportunity not to be missed.



Gilbert Girl Scouts volunteer for the afternoon with Feed My Starving Children.

Guidelines for Adding Learning to Extracurricular Service

- The key to turning extracurricular service into service-learning is to have the students identify their learning goals, conduct ongoing reflection on their service, and demonstrate and celebrate their accomplishments.
- There are many possible learning goals for students, depending on the type of service. General life skills may include responsibility, leadership, patience, taking the initiative, working hard, time management, research, public speaking, communication, teamwork, problem solving, business etiquette, or maintaining confidentiality.
- Learning to plan, execute, trouble-shoot, complete, and evaluate a project from start to finish is an invaluable life skill that many students report was of great use to them later in a variety of settings.
- Other possible learning goals may be more specific to certain service projects. For example, students may learn how to tutor someone, referee or coach a sport, do CPR, run a sound system, tile a wall, or assist others with technology.
- Provide professional development in the best practices of service-learning for adults leading youth in service projects. Gear the examples to the youth service with which they are involved, whether it is “homeroom,” National Honor Society, Boy Scouts, neighborhood block watch, an intergenerational center, or the football team. Parents may appreciate guidance in creating family service-learning projects.
- Don’t assume that students who are motivated to create or lead a service club or project have the necessary skills to do so. Teach them how to complete required school paperwork, publicize their club, set an agenda, lead a meeting (and use Robert’s Rules of Order), take minutes, follow through on commitments, task analyze a project, thank people, and clean up. Respect “Youth Voice” but provide them the tools to succeed. Trust them, but have extra supplies in the trunk.
- Conduct reflection sessions on a regular basis, from simple discussions to more complex summative evaluations. Make sure each student has the opportunity to reflect rather than trusting that all have reflected when the loud students have spoken.
- Require that students identify and then reflect upon their extracurricular service in order for them to receive credit for service hours in programs requiring “hours” for club membership, a recognition honor, or graduation.
- Take advantage of the job and career related skills students can learn through extracurricular service. Demonstrate the connection between skills such as showing up on time, dealing with diverse kinds of people, and working hard.

Many volunteer positions require applications, interviews, and training which are valuable experiences for students when they apply for paid positions. Encourage students to evaluate potential careers, network, and build mentoring relationships while serving.

- School-wide service projects are often drives or fundraisers with the major focus being the class that “wins.” Make sure that at least the students organizing the drive have the service-learning components, and try to add activities so that more of the campus is at least educated on the topic rather than just trying to win a pizza party. Better yet, motivate the campus with information rather than competition.
- Think past fundraisers. Limit the amount of service-learning where the action is collecting money. The large non-profit organizations have become adept at manipulating schools into fundraising for them; it is ok to say no.



As a member of her school’s service club, Roberta (above) volunteers at St. Vincent de Paul, among other places. Club members set learning goals for the year, reflect on each week’s activities at club meetings, and give individual reflection presentations at the end of the year (below).



Extracurricular Service Learning Project Examples

Sousa Media Center

Sousa Elementary School Media Center was the happening place to be for students of all ages and abilities wanting to do service. Many, but not all, of the school's classes were involved with service-learning, so students who wanted opportunities to serve, or more opportunities to serve, found that place in the Media Center. Before school, during recess, at lunch, and after school, the Center was abuzz with students working on donated sewing machines to make baby boundaries for NICU's and surgical caps for kids. Others were tying fleece quilts for hospitals, designing cards, and managing collections such as t-shirts for the orangutans at the zoo. Student volunteers taped the school's daily video announcements. The children were taught the skills they needed by the Media Center specialists, parent volunteers, and each other. For the school's end of the year Open House/Celebration, they created reflection iMovies that showcased their projects and explained the 5 W's and H about how they learned and served.



Sousa students sewing pillow cases for foster children to carry their possessions.

STAND (Against Genocide) Club

"I was googling 'genocide' this summer, and I would like to start a STAND Club here. Will you help me?" asked a Mesa High School sophomore of her social studies teacher. STAND is the student-led division of the United to End Genocide organization, a great example of youth activism networks thriving because of the internet. The student organized the club, and the members began studying genocide. They attended a local conference where all the workshops were aptly facilitated by high school and college-age students. Although some of the STAND members were just learning about genocide themselves, by the end of the year they were disgusted with their peers who would say, "Genocide – what's that?" Student learning included genocide knowledge, leadership, marketing, and fundraising. Through their participation in the Mesa Public Schools recognition program, they were required to establish learning goals the beginning of the year and present a summative reflection at the end of the year. Needless to say, their reflection/demonstrations impressed the "audience." There is certainly a place for extracurricular service-learning in schools.

Appendix A:

Arizona Legislation A.R.S. 15-203(A)(31)

On Service Learning Guidelines

A.R.S. 15-203(A)(31) passed the Arizona Legislature in 2003 and requires the Arizona State Board of Education to adopt guidelines to encourage students in grades 9-12 to volunteer for twenty hours of community service, which may include service learning.

<http://www.azleg.state.az.us/FormatDocument.asp?inDoc=/ars/15/00203.htm&Title=15&DocType=ARS>

15-203. Powers and duties

A. The state board of education shall:

31. Adopt guidelines to encourage pupils in grades nine, ten, eleven and twelve to volunteer for twenty hours of community service before graduation from high school. A school district that complies with the guidelines adopted pursuant to this paragraph is not liable for damages resulting from a pupil's participation in community service unless the school district is found to have demonstrated wanton or reckless disregard for the safety of the pupil and other participants in the community service. For the purposes of this paragraph "community service" may include service learning. The guidelines shall include the following:

- (a) A list of the general categories in which community service may be performed.
- (b) A description of the methods by which community service will be monitored.
- (c) A consideration of risk assessment for community service projects.
- (d) Orientation and notification procedures of community service opportunities for pupils entering grade nine including the development of a notification form. The notification form shall be signed by the pupil and the pupil's parent or guardian, except that a pupil shall not be required to participate in community service if the parent or guardian notifies the principal of the pupil's school in writing that the parent or guardian does not wish the pupil to participate in community service.
- (e) Procedures for a pupil in grade nine to prepare a written proposal that outlines the type of community service that the pupil would like to perform and the goals that the pupil hopes to achieve as a result of community service. The pupil's written proposal shall be reviewed by a faculty advisor, a guidance counselor or any other school employee who is designated as the community service program coordinator for that school. The pupil may alter the written proposal at any time before performing community service.

(f) Procedures for a faculty advisor, a guidance counselor or any other school employee who is designated as the community service program coordinator to evaluate and certify the completion of community service performed by pupils.

Appendix B:

National Service-Learning Standards and Indicators for Quality Practice

National Youth Leadership Council, 2008

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.



Watch out! This Dunbar third grader may be taking over the Senior Center soon.

Appendix C:

Arizona Department of Education

Service Learning Competencies and Indicators

Grades K-3

1.1.0 Describe needs related to the community and school.

- 1.1.1 Define needs.
- 1.1.2 Identify a simple need in the community or at school.
- 1.1.3 Identify simple solutions.

1.2.0 Develop a plan to address an identified need. (Planning)

- 1.2.1 Identify goals.
- 1.2.2 Identify the steps to resolve or address needs.
- 1.2.3 Identify resources required, such as money, time, and people.
- 1.2.4 Identify how to know when the need is resolved.
- 1.2.5 Identify how the plan will contribute to a safe and healthy environment for the school, community, and individuals.

1.3.0 Participate in activities to resolve or address the identified need. (Action)

- 1.3.1 Participate in implementing the actions identified to address the need.
- 1.3.2 Monitor activities to determine whether adjustments are necessary to address the need.
- 1.3.3 Reflect on the effectiveness of activities in addressing the identified need.

1.4.0 Use reflection to learn from the experience. (Reflection)

- 1.4.1 Identify progress and final successes.
- 1.4.2 Determine whether the intended results were achieved as outcome of the activities.
- 1.4.3 Identify activities that could be done differently.

1.5.0 Recognize the need to celebrate the process and achievements. (Celebration)

- 1.5.1 Identify who to involve and/or acknowledge in celebration activity.
- 1.5.2 Determine how to conduct a celebration activity.

1.6.0 Demonstrate group skills.

- 1.6.1 Recognize the need to listen to others and respect their opinions.
- 1.6.2 Practice working together to achieve a goal.
- 1.6.3 Identify how to resolve differences of opinion in a constructive manner.
- 1.6.4 Recognize how working together, people can accomplish greater tasks than they can when working alone.

1.7.0 Determine how the community helps individuals and families.

- 1.7.1 Identify the role of services in the community.
- 1.7.2 Recognize the benefit provided by the community through service professionals, including fire-fighters, police, librarians, hospital staff, and others.
- 1.7.3 Recognize the inter-relationship among schools, families, individuals, and service professionals.
- 1.7.4 Identify ways individuals can contribute to the community.

1.8.0 Integrate academic content with service activity in school or community.

- 1.8.1 Interview others to identify community needs and services.
- 1.8.2 Recognize the relationship of history to the community, families, and schools.
- 1.8.3 Apply communication skills and knowledge of history to service projects in school or community.

Grades 4-8

2.1.0 Determine ways to address school or community needs.

- 2.1.1 Identify a need to address in the school or community.
- 2.1.2 Identify steps in problem-solving.
- 2.1.3 Identify possible solutions.
- 2.1.4 Describe potential actions to bring about a solution.

2.1.0 Develop a plan to address a school or community need. (Planning)

- 2.2.1 Identify the goal to be accomplished.
- 2.2.2 Determine the actions to take.
- 2.2.3 Identify who needs to be involved, what steps to take, and a timeline.
- 2.2.4 Describe how the plan will contribute to a safe and healthy environment for the school, community, and individuals.
- 2.2.5 Know when the need is resolved.

2.3.0 Develop activities related to the plan. (Action)

- 2.3.1 Participate in the activities identified in the plan.
- 2.3.2 Distinguish between relevant and non-relevant information in activities.
- 2.3.3 Apply creative thinking to develop new potential solutions beyond those first proposed.
- 2.3.4 Select alternative actions as needed.

2.4.0 Use reflection to assess the process of planning and implementing activities. (Reflection)

- 2.4.1 Identify progress, successes, and the extent to which intended results were achieved.
- 2.4.2 Identify intended and unintended outcomes of the activities.
- 2.4.3 Identify areas for improvement.
- 2.4.4 Modify the plan of action to incorporate ideas for improvement.

2.5.1 Analyze successes throughout the process and at the end of the action (Celebration).

- 2.5.1 Acknowledge successful group and individual accomplishments.
- 2.5.2 Acknowledge the benefits to community, school, and individuals.
- 2.5.3 Identify unexpected accomplishments.

2.6.0 Develop personal and interpersonal skills.

- 2.6.1 Identify personal strengths and skills
- 2.6.2 Practice oral and written communication skills to convey one's own thoughts and feelings to others.
- 2.6.3 Practice personal skills in being flexible, seeing another's person's view, and standing for one's own values.
- 2.6.4 Identify leadership and team member characteristics and skills.
- 2.6.5 Recognize the role of a team member in a group.

2.7.0 Assess self-development regarding individual's extended relationship with community.

- 2.7.1 Recognize how groups can accomplish more than an individual.
- 2.7.2 Identify potential group conflicts and how to resolve them.
- 2.7.3 Recognize the need and opportunities for civic participation.
- 2.7.4 Determine how empathy, respect, and responsibility relate to civic participation.

2.8.0 Apply academic content in Planning, Action, Reflection, and Celebration activities.

- 2.8.1 Apply knowledge of government, history, and current affairs to each step of a service experience in the school or the community.
- 2.8.2 Apply knowledge of science and mathematic problem solving strategies to each step of a service experience in the school or the community.
- 2.8.3 Apply knowledge of oral and written communications skills to each step of a service experience in the school or the community.

2.9.0 Examine the need for civic and social responsibility.

- 2.9.1 Identify the difference between civic and social responsibilities to the community and school.
- 2.9.2 Compare the effects of civic engagement and non-engagement.
- 2.9.3 Examine how social responsibility impacts government, communities, and individuals.
- 2.9.4 Examine ethical behavior as part of an individual's social responsibility.
- 2.9.5 Examine the topics of human rights and diversity and their relationship to civic engagement.

2.10.0 Develop skills essential for both service and future employment.

- 2.10.1 Identify skills that are common for service and future jobs.
- 2.10.2 Practice skills required for both service and future jobs.
- 2.10.3 Demonstrate skills for interviewing, developing resumes, and completing applications for both non-paid and paid jobs.

Grades 9-12

3.1.0 Conduct a needs assessment to identify potential assets and issues related to the community.

- 3.1.1 Use brainstorming techniques to generate a list of community and school issues.
- 3.1.2 Prioritize, rank, and select issues for action.
- 3.1.3 Identify community needs and assets related to targeted issue using cognitive maps, authentic community assessments, and other information.

3.2.0 Develop a plan of action to address a targeted issue. (Planning)

- 3.2.1 Identify desired intermediate and final outcomes.
- 3.2.2 Determine the indicators of success.
- 3.2.3 Determine resources necessary to achieve the plan and their availability.
- 3.2.4 Anticipate potential obstacles to achieving desired outcomes.
- 3.2.5 Establish points for reflection in the process.
- 3.2.6 Research potential partnerships, activities, responsibilities, costs, and timelines.
- 3.2.7 Demonstrate how the plan will contribute to a safe and healthy environment for the school, community, and individuals.

3.3.0 Implement the plan of action. (Action)

- 3.3.1 Participate in activities identified in the plan of action.
- 3.3.2 Distinguish between relevant and non-relevant information and situations while carrying out the activities.
- 3.3.3 Apply creative thinking to finding solutions for complex problems.
- 3.3.4 Use problem solving techniques to select alternative actions.
- 3.3.5 Adapt continuous improvement processes for redirecting activities to accomplish outcomes.

3.4.0 Analyze activities through ongoing reflection and recognition of accomplishments. (Reflection)

- 3.4.1 Reflect on accomplishments and improved ability to achieve outcomes.
- 3.4.2 Increase ability to question previously held perceptions and assumptions.
- 3.4.3 Analyze weaknesses and propose improvements for future activities.
- 3.4.4 Increase ability to analyze judgments and conflicting points of view.
- 3.4.5 Apply potential improvements to new situations.
- 3.4.6 Capture data and recollections about the activities as an ongoing process.
- 3.4.7 Assess actions in relation to outcomes during and at the completion of activities.

3.5.0 Promote achievements related to outcomes. (Celebration)

- 3.5.1 Acknowledge successful group and individual accomplishments.
- 3.5.2 Identify benefits to the community, school, and individuals.
- 3.5.3 Identify the unexpected achievements and benefits for all involved.

3.6.0 Develop leadership and team building skills in new settings and new areas of influence.

- 3.6.1 Practice leadership skills needed for achieved identified group goals
- 3.6.2 Analyze teamwork, processes for building consensus, continuously improving, learning from peers, teaching others, and achieving group outcomes.
- 3.6.3 Analyze leadership skills of idea contribution, acting as a role model, ethical behavior, promotion of achievement, mentoring, and motivation.
- 3.6.4 Identify potential group conflicts and how to resolve them.

3.7.0 Assess self-development in relation to the individual's community responsibilities.

- 3.7.1 Develops personal skills required for achieving community goals.
- 3.7.2 Identify the need for individuals to take responsibility for achieving community and societal goals.
- 3.7.3 Practice collaboration skills needed for partnership efforts.
- 3.7.4 Examine multiple perspectives to comprehend supporting and opposing arguments for an issue.
- 3.7.5 Practice skills related to advocacy for an issue.
- 3.7.6 Practice skills of adaptability and overcoming obstacles.
- 3.7.7 Develop formal and informal written and oral community skills needed for participation in community activities.

3.8.0 Analyze academic competencies in the context of civic engagement and service to the community.

- 3.8.1 Apply knowledge of government, history, and current affairs to civic engagement and service experiences in the community.
- 3.8.2 Apply knowledge of mathematics problem solving strategies and data analysis to a variety of civic engagement and service experiences in the community.
- 3.8.3 Apply knowledge of language arts competencies for oral and written communication to a variety of civic engagement and service experiences in the community.
- 3.8.4 Apply higher level learning from experimental activities for use in new situations.
- 3.8.5 Reflect on human interaction and community growth as it relates to the service learning experiences.

3.9.0 Assess the need for civic and social responsibilities by individuals and groups.

- 3.9.1 Analyze the role of the individual as part of the school, community, and society.
- 3.9.2 Determine how individuals can affect social change and build a social conscience in meeting community needs.
- 3.9.3 Examine the different ways that social responsibility impacts government, community, and individual goals.
- 3.9.4 Analyze ethical behavior as part of an individual's social responsibility to others, the community, and society.
- 3.9.5 Investigate the topics of human rights and diversity and their relationship to civic engagement.
- 3.9.6 Compare the impact of varying levels of civic engagement.

3.9.7 Identify possibilities for groups and individual contributions to community development and renewal.

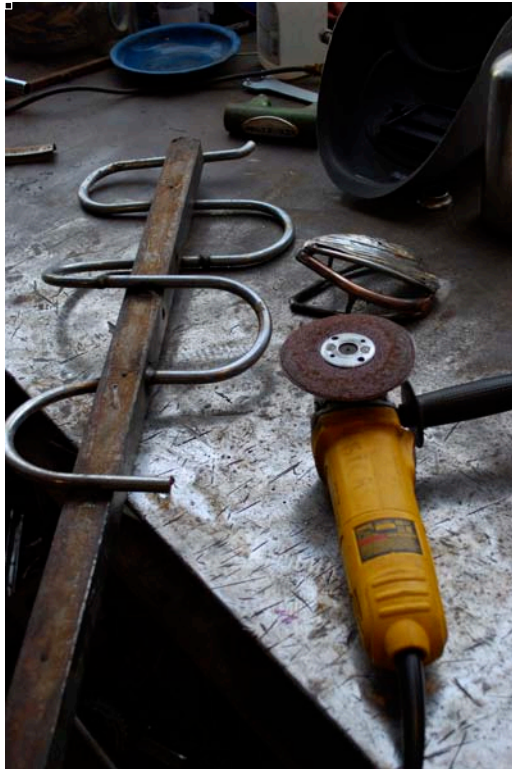
3.1.10 Develop employment skills through participating in service to the community.

3.1.11 Identify the skills that are useful for service projects as well as paid employment.

3.1.12 Practice skills for a variety of work-based experiences, both paid and non-paid.

3.1.13 Develop interviewing, application, and resume-writing skills for use with both paid and non-paid jobs.

3.1.14 Develop communication skills that are used in serving the community and in employment.



Recycled bicycle parts in process in Tucson.

Appendix D: Service Learning Project Planning Sheet

Project Title:

Course/Subject Area:

Overview of Project (2-3 sentences including the service and learning goals):

Stage	Student Activities	Course Objectives/ Competencies	AZ Service Learning Standards	Reading	Writing	Math
Preparation						
Action						
Reflection						
Community Connections and Resources			National Standards <input type="checkbox"/> Meaningful Service <input type="checkbox"/> Link to Curriculum <input type="checkbox"/> Reflection <input type="checkbox"/> Diversity <input type="checkbox"/> Youth Voice <input type="checkbox"/> Partnerships <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Duration and Intensity			

Originally printed in *Service for a Life Time: A Training Manual for Educators K16*

Appendix E1: Arizona K-3 Service Learning Competencies Project Activities Crosswalk

[illegible]

Originally printed in *Arizona Community Service Learning Curriculum Guidelines*, 2004

Appendix E2: Arizona 4-8 Service Learning Competencies Project Activities Crosswalk

[illegible]

Originally printed in *Arizona Community Service Learning Curriculum Guidelines*, 2004

Appendix E3: Arizona 9-12 Service Learning Competencies Project Activities Crosswalk

[illegible]

Originally printed in *Arizona Community Service Learning Curriculum Guidelines*, 2004

Appendix F: Service Learning Resources

Print Resources

- Belsisle, Kristine and Elizabeth Sullivan. *Human Rights and Service Learning*. MA: Human Rights Ed Associates, 2007.
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- . *A Kids' Guide to Climate Change and Global Warming*. Minneapolis, MN: Free Spirit Publishing, Inc., 2009.
- . *A Kids' Guide to Helping Others Read and Succeed*. Minneapolis, MN: Free Spirit Publishing, Inc., 2007.
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- MacGregor, Mairam. *Building Everyday Leadership in All Teens*. Minneapolis, MN: Free Spirit Publishing, 2006.
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Roberts, Pamela. *Kids Taking Action*. Greenfield, MA: Northeast Foundation for Children, 2002.

Shoemaker, Ann. *Teaching Young Children Through Service*. St. Paul, MN: National Youth Leadership Council, 1999.

Wagner, Deborah, et al, eds. *The Box: Service Learning Professional Development*. Michigan Community Service Commission, 2008.

Thomsen, Kate. *Service Learning in Grades K-8: Experiential Learning That Builds Character and Motivation*. Thousand Oaks, CA: Corwin Press, 2006.

Wegner, Maddy et al, eds. *Academic Success Through Service: Field Tested Service Learning Strategies for Grades 3-5*. St. Paul, MN: National Youth Leadership Council, 2006.

Organizations and On-line Resources

Arizona Department of Education
www.Service-LearningArizona.org

Arizona Governor's Office for Children, Youth and Families, Division for Community and Youth Development:
Arizona Governor's Youth Commission
Arizona Governor's Commission on Service and Volunteerism
www.gocyf.az.gov/CYD

Arsalyn Foundation
www.arsalyn.org

California Department of Education/Service Learning
www.cde.ca.gov/ci/cr/sl

Center for Civic Education
www.civiced.org

Cesar Chavez Service-Learning Resources
www.acoe.org/chavez

Character Education Partnership
www.character.org

Center for Information & Research on Civic Learning & Engagement (CIRCLE)
www.civicyouth.org

Close-Up Foundation
www.closeup.org

Constitutional Rights Foundation
www.crf-usa.org

Corporation for National and Community Service
www.nationalservice.gov

Do Something, Inc.
www.dosomething.org

Earth Force
www.earthforce.org

Generations United
www.gu.org

Generator School Network
www.gsn.nylc.org

Giving Point
www.mygivingpoint.org

Hands On Network
www.handsonnetwork.org
www.handsonphoenix.org

Idealist
www.Idealist.org

Institute for Community Inclusion at the University of Massachusetts
www.communityinclusion.org

Institute for Community Integration
www.ici.umn.edu

Institute for Global Education and Service-Learning
www.igesl.org

Kids Consortium
www.kidsconsortium.org

Kids Voting Arizona
www.Kidsvotingaz.org



Academics, Service, and Sports!

MLK Day of Service

www.mlkday.gov

Mesa Public Schools Service Learning

www.mesaservicelearning.org

National Center for Learning and Citizenship/Education Commission of the States

www.ecs.org

National Coalition for Academic Service-Learning

www.seanetonline.org

National Dropout Prevention Center

www.dropoutprevention.org

National Indian Youth Leadership Project

www.niylp.org

National Service Inclusion Project

www.serviceandinclusion.org

National Service Resources and Training

www.nationalserviceresources.org

National Service Learning Clearinghouse

www.servicelearning.org

National Service-Learning Partnership

www.service-learningpartnership.org

National Youth Leadership Council

www.nylc.org

Peace Jam

www.Peacejam.org

Points of Light Foundation

www.pointsoflight.org

Random Acts of Kindness Foundation

www.randomactsofkindness.org

RMC Research Corporation

www.rmcdenver.com

Rock the Vote
www.rockthevote.org

Six Billion Paths to Peace
www.sef.org/projects/six-billion-paths-to-peace

State Farm Mutual Insurance Companies
www.statefarm.com/aboutus/community/community.asp

Unicef
www.unicef.org

United We Serve
www.serve.gov

Volunteer Guide
www.volunteerguide.org

Volunteer Match
www.volunteermatch.org

Youth as Resources
www.yar.org

Youth Service America
www.ysa.org



