# SERVICE
## *for a*
# LIFE TIME



## *A Training Manual for Educators K16*

### ARIZONA 2010

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*Edited by*

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*Arizona, 2010*

# Foreword

When I taught freshman English, I especially enjoyed the *Great Expectations* unit.  I admire Dickens greatly because his themes – education of the poor, public health, reform of the legal system, prison reform, and betterment of the working classes – made a lasting difference.  He used his profession to shape a more just world and to improve the quality of life.  It would be impossible to know the full extent of his influence.

Likewise, service learning offers teachers an opportunity to accomplish the same good.  It is an approach to teaching that simply enhances curriculum and makes it meaningful and memorable.  After struggling for years with students who swore they led empty lives and had nothing interesting to say, service learning provided meaningful experiences worthy of description.  For many years, my students complained they were powerless to solve the problems that plague us. Service learning gave them local, national, and global problems worth researching.  Suddenly, through service, it dawned on them that they could have an impact, especially when the cause was something they cared about; and they discovered they cared about many things: homelessness, animals, the environment, crime, disability, or the elderly.  They tapped into interests which might have gone forever neglected.  Equally important, the curriculum, reading, writing and research, was not just an abstraction. They learned skills, which had real life application.  They quit asking, "Why are we doing this?  When will we ever use this?"

As with enlightened authors who accomplish change through their literature, it's hard to guess the long-term implications of service learning.  Many of my former students now in their twenties and thirties still donate time to their classroom causes.  They have involved parents, siblings, and friends in their volunteer work, as well.  It is heartening to see students roll up their sleeves rather than throw up their hands.  And service learning renewed my own interest in teaching.  It infused new life into an old curriculum.  Like my students, I no longer felt the problems we face are just too big to tackle.  As a teacher, I developed a new respect for the altruistic nature of children.

We can only hope that what we do as teachers will make a meaningful and lasting impact on the world in which we live.  By engaging service learning as an educational strategy, we can improve the very fabric of our community and the lives of our students.  For what other purpose did we choose this profession?


Joan Bird
Editor

# Acknowledgments

# Table of Contents

# Service Learning Basics

- **What is it?**
- **Why do it?**
- **Where does it fit?**

*"A bone to the dog is not charity.  Charity is the bone shared with the dog when you are just as hungry as the dog."*  Jack London

# What Is Service Learning?

"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."

Corporation for National and Community Service

"Service-Learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-Learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community."

Campus Compact



"Service learning is a powerful way to teach young people and enhance the curriculum through community service. Service learning activities provide real-life connections for students of all ages and ability levels while meeting true community needs. Students are actively engaged in learning because it is interesting, meaningful, hands-on, and fun. Youth become educated, problem-solving, and caring members of society.

*A Quick Guide to Service Learning
for Elementary Schools*

"Service-learning is the blending of service and learning goals in such a way that the two reinforce each other and produce a greater impact than either could produce alone."

Barry Fenstermacher,
National Youth
Leadership Council

# What About All Those Other Terms?

Campus Compact defines the following key terms:

## Community Service

The engagement of students in activities that focus primarily on the service being provided as well as the benefits the service activities have on the recipients. Students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

## Volunteerism

The engagement of students in activities where the primary emphasis is on the service being provided and the primary beneficiary is clearly the service recipient.

## Internships

The engagement of students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.



The big difference between these concepts and service learning is focus. Service learning is a strategy for teaching course standards. The balance between the acquisition of core skills and the service being provided is equal.

# National Service-Learning Standards for Quality Practice, 2008

The following eight standards are research-based and contribute to a deeper understanding of the definition of service learning. The standards with their indicators may be found in Appendix A.

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

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

## 3. 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.

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

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

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

## 7. 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.

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

# Rationale

Service learning has benefits for everyone involved: students, educators, schools, and communities.

## Benefits for Students

- Makes learning real; gives students a reason for learning
- Provides the opportunity to make a difference in the world
- Fosters a sense of caring, compassion, and respect for others
- Allows personal expression and creativity
- Promotes problem solving skills, and critical and reflective thinking
- Facilitates responsibility, decision making, teamwork, leadership, and communication skills
- Offers exploration of career options and develops a work ethic

## Benefits for Educators

- Improves the quality of student learning
- Engages and motivates reluctant, special needs, and gifted students
- Encourages students to work for the greater good
- Connects the academic curriculum to real life
- Inspires students to take charge of their own learning

## Benefits for the School

- Enhances school spirit, pride, and unity
- Establishes community partnerships
- Develops enthusiastic, involved students
- Results in positive recognition by the community
- Combines academic development with civic and social responsibility

## Benefits for the Community

- Contributes valuable goods, services, and funds
- Allows parents, guardians, and families to volunteer and share knowledge
- Increases community's knowledge about school programs
- Boosts students' knowledge and respect for community members
- Builds bridges between different generations and ethnicities

# Where Does Service Learning Fit in a School Organization?

| Extra/Co-Curricular Activities | Curricular Activities |
|---|---|
| Student government-sponsored, school-wide projects | Extra credit offered for service related to a course |
| Honor Organizations: National Honor Society, Phi Theta Kappa, Omega Phi Alpha | Service learning elective credit, an independent module, or an internship course |
| Service-Themed Clubs:<br>    Best Buddies<br>    Sparky Club<br>    Environment/Recycling<br>    New Global Citizens<br>    Key Club/Builders Club<br>    Faith-Based Clubs | Courses with significant "application," "clinical," or service components:<br>    Athletic trainers<br>    Education<br>    Marketing<br>    Medical professions<br>    Social work<br>    Vocational courses |
| Peer and Cross-Age Tutoring or Mentoring | Service learning integrated into academic classes through units, themes, or specific standards lessons |
| Students volunteer in the community on their own (for recognition programs, Americorps, America Reads, or resume-building) | Special education use of service learning for "community-based instruction" and other IEP goals |
| **Add learning to the service** | **Add service to the learning** |

# Where Does Service Learning Fit in a Class?

Here are some key questions to consider when planning how to integrate service learning into a class.  Notice the many options there are for structuring service learning in a course.

## Placement or Project Model?
• Placement?
• Project?
• Minimum number of hours required?
• Hours include preparation, reflection, and demonstration?
• Other _____

## Size of Placement/Project Team(s)
• Individual
• Small Groups
• Whole Class/Grade Level
• Whole Program/Department
• School-Wide
• Other _____

## Timing of Placement/Project
• One-shot deal
• Monthly
• Weekly
• Twice each week
• Other _____
• Consideration: more than one semester?

## Location of Placement/Project
• Everyone is at the same service site/project
• Students overlap at multiple sites/projects
• Each student is at his/her own site/project
• Local, national or international site(s)/project(s)

# The Basic Model for Service Learning

- **Preparation**
- **Action**
- **Reflection**

*"Don't judge each day by the harvest you reap, but by the seeds you plant."*
Robert Louis Stevenson

# Getting Started

There are many approaches to integrating service into an existing curriculum. Catherine Berger Kay outlines five basic approaches in *The Complete Guide to Service-Learning*.

- **Begin with a school-wide activity.**  A canned food drive could be enhanced to meet academic standards.

- **Begin with standard curriculum, content, and skills and then find the natural extension into service.**  One example of this would be learning history through a discussion with senior citizens.

- **Begin from a theme or unit of study, and identify content and skill connections.**  As an example, Kaye suggests having students write, publish, and distribute an informative pamphlet after researching local agency needs.

- **Begin with a student-identified need**.  A teacher might provide guidance for students who wish to turn an empty lot near the school into a community garden.

- **Begin with a community-identified need**.  Students, for example, could collaborate on a math tutoring program.

Any of Kaye's "Five Points of Entry" are viable beginnings.  Appendix D, "Generating Curriculum-Related Ideas for Service Learning Projects," or Appendix E, "Generating Theme-Based Ideas for Service Learning," may be helpful. Once a project related to academic standards is selected, it's time to delve into the three-part process for engaging students in service:  preparation, action, and reflection.

# PAR: The Basic Model for Service Learning

**Teacher Role:**

## IMPLEMENT

| Student Role: PREPARATION | ACTION | REFLECTION |
|---|---|---|
| Knowledge and Skills | Direct Service | What? |
| Issues and People | Indirect Service | So What? |
| Plan and Organize | Advocacy | Now What? |

**P L A N** (left side)

**A S S E S S** (right side)

## EVALUATE
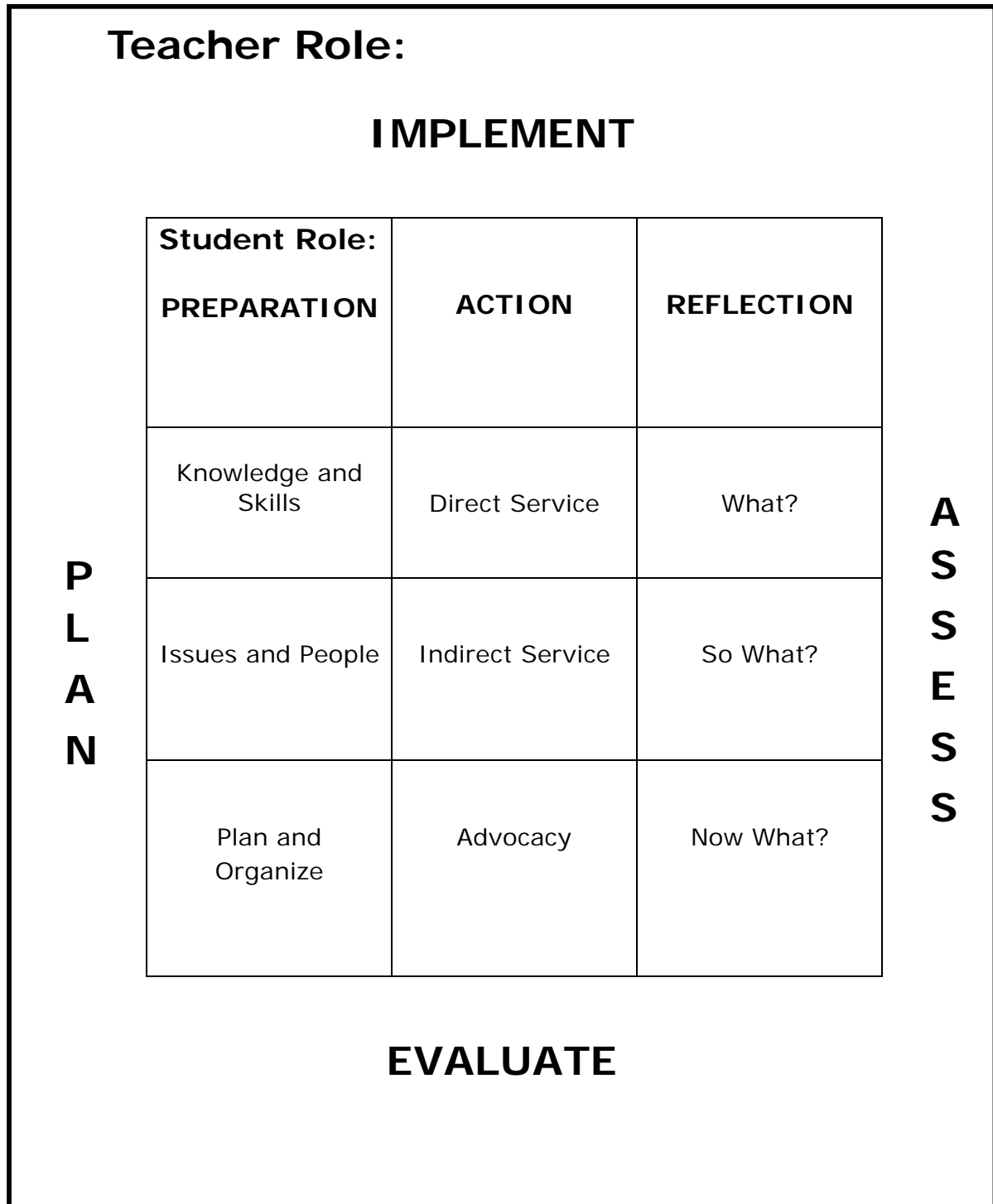
# Preparation

The three fundamental areas of preparation are these:  Knowledge and Skills, Issues and People, and Plan and Organize. The following are just a few examples of the many lessons that can be part of the preparation activities. Choose those that are relevant to the content area and that help students meet academic standards.

## Preparation I:  Knowledge and Skills
- How to write a letter
- How to read fluently to others
- How to create a marketing plan for a non-profit
- How to nurture a seedling into a plant
- How to play an instrument
- How to design and construct a wood project
- How to research a community or global issue
- How to create a Power Point presentation
- How to change a law
- How to test water samples for pollutants


## Preparation II:  Issues and People
- What do senior citizens enjoy doing?
- What is the best way to help children learn to read?
- What can be done so everyone has enough food to eat and clothes to wear?
- How can everyone learn to respect and get along with others?
- How can we reduce the number of dogs and cats that are killed each day?
- How can one communicate with someone who is hearing impaired or speaks a different language?
- What recreational activities do people with disabilities enjoy?
- What should be done about our water supply and shortage?
- What could help lessen the violence in our families, schools, and cities?
- What are the most important things parents can do to raise healthy children?

## Preparation III:  Plan and Organize
- Identify and research a meaningful community need to fill or problem to solve.
- Brainstorm possible solutions.
- Select the best solution.
- Clearly define the purpose of the project.
- Identify the skills and knowledge students already have and/or need to learn.
- Arrange knowledge and skills development in needed areas.
- Plan a course of action including goals, major tasks, a timeline, and a budget.
- Delegate various tasks to different students.
- Follow a course of action through to completion.

# Action

There are three basic categories of action:  Direct Service, Indirect Service, and Advocacy.  Here are just a few of the many project possibilities for each category.

**Direct Action -** service provided directly to other people, animals, or the earth

- Tutor
- Coach
- Read with or for others
- Entertain
- Play games with others
- Adopt a "Grandparent"
- Yard work
- Sew and mend
- Cook and serve food
- Walk and feed animals
- Plant trees
- Provide computer and clerical skills



## Indirect Action - service, such as collections and creations, that benefit other

people, animals, or the earth without necessarily having direct contact with the recipient

- Shoes and socks drive
- Cleaning products drive
- Toys and games drive
- Paper products drive
- Money collection to assist with a need
- Quilt making
- Original books
- Flashcards and learning games
- Toiletry kits
- Dog beds or houses
- Brochures
- Video, Power Point, or website



**Advocacy** - service which influences opinions and creates change in order to better life

- Letter writing campaign
- Letter to the editor
- Kids Voting
- Phone calls
- Speeches
- Petitions
- Campaigns for tolerance
- Lobbying
- Fundraising for a cause
- Initiation of ordinances or laws
- Websites or blogs
- Power Point presentations
- Survey with results presented to decision-makers

# Reflection

Reflection is the process of summarizing, analyzing, and evaluating the service learning project.  It includes intellectual as well as personal observations, discoveries, and the posing of new questions.  It is the major component that distinguishes service learning from volunteering.  It occurs throughout the planning and implementation of the project as well as at its conclusion.  It is a cyclical process:

## What?

What took place?  A description.

Verbs and statistics are good.

## Now What?

What is our next step or project?

What implications does this have for us in the future?

## So What?

What effect did the service have on the recipients?

What effect did the service have on those serving?

Did it make any difference?
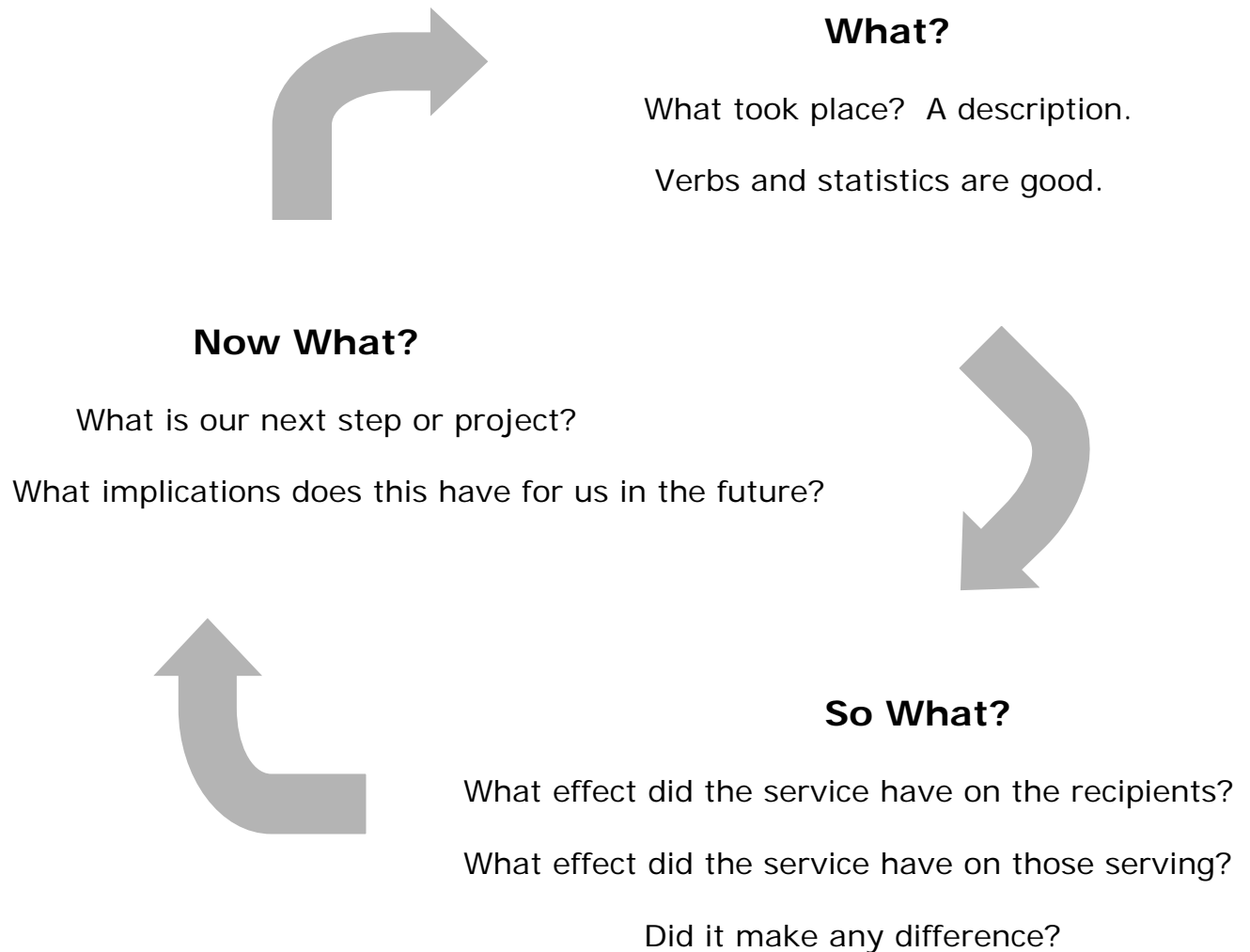
# Forms of Reflection

Have fun choosing and designing reflection activities that are appropriate for the service learning project and the developmental levels of the students. Good questions posed by the instructor, both intellectual and personal, lead to insightful reflections on behalf of the students.

## Reflection Formats
- Interviews
- Small and large group discussion
- Journal
- Report or essay
- Letter
- Poster
- Bulletin board
- Class story
- Skit
- Song parody
- Oral presentation
- Annotated scrapbook
- Power Point presentation
- Table and graph summaries
- DVD or podcast presentation
- Website

## Basic Reflection Questions
- What service did you do?
- How did you prepare/get organized to do that service?
- How did it go?
- What is different now because of what you did?
- What surprised you?
- What obstacles/challenges did you encounter? How did you overcome them?
- What did you learn about those served, the staff, and volunteers?
- What, if anything, was totally new for you?
- What was a funny or sad thing that happened during your service?
- From your service, what have you learned about yourself, family, friends, adults, school, community, or the greater world?
- What would you tell a friend about your service experience?
- What is your most memorable story?
- How did your service activities influence your education, career, and volunteer plans?
- What social or environmental issues are connected to the service you did?
- How could you work to eliminate the need for your service?

# Content Area Idea Lists and Project Plans

The following three sections are service learning project ideas and plans for elementary, secondary, and college students. They were written by educators from schools throughout Arizona who are dedicated to sharing their popular and successful projects with others. The ideas and plans are all easily adapted to any grade level. It's funny that a kindergarten student and a college level student might well work on a similar project with entirely different learning goals and degrees of sophistication.  For example, Empty Bowls is a service learning project done at all educational levels.

Each section begins with general project ideas for content areas. Obviously, many projects are appropriate for multiple content areas and interdisciplinary work. Furthermore, a project may start with a community need from which learning goals can be extracted. Read all the lists – there are great ideas everywhere.

The idea lists are followed by detailed project plans that have really worked! The format of the planning sheet includes the basic components of a good service learning project:  planning, action, and reflection activities that are integrated into the curriculum. The Arizona State Service Learning Standards taught through the activity are identified. Those complete standards may be found in Appendix B. Finally, an "x" indicates when the service learning project teaches or reinforces content area, reading, writing, or math standards. Specific academic standards and performance objectives have been removed because as soon as we fill in the blanks, the standards and numbering system change. We trust teachers to know their own course objectives/competencies. A blank planning sheet may be found in Appendix C.

The educators who wrote these prototypes represented a spectrum of service learning practitioners from rookies to sages. Who knows what will inspire the educator reading through these examples? What is certain is that whether it's a traditional service learning project or a daring new idea, both teachers and students will enjoy them and learn though the process of service.

# Service Learning Ideas for Elementary and Middle Schools Grades K-8

*"If you can't feed a hundred people, just feed one."* Mother Teresa

# Elementary Ideas by Content Area

### Fine and Performing Arts

- Teach a younger student to play a musical instrument.
- Give an upbeat concert at a nursing home.
- Organize holiday carolers to sing for a local hospital.
- Collect canned food for admissions to a concert.  Donate the items to a food bank.
- Make percussion instruments for the local Boys and Girls Club.
- Mold clay into pot containers for plant boxes at a hospice.
- Clean and repair instruments for the school's band.

### Health and Fitness

- Promote a healthy heart week with a fun run.
- Paint a food pyramid mural for the school's cafeteria.
- Create a fitness course for a playground or park.
- Measure and mark quarter mile markers in the neighborhood.
- Publish pamphlets with fun physical activities for younger students.
- Develop fitness plans with varying levels of exercises for students to check out of the library.
- Make body system models for displays in local parks and recreation departments.
- Take a hike on a nature trail with younger kids.
- Collect sports equipment for a child crisis center.
- Sponsor an after school fitness club or team.
- Organize games and activities for students at recess and before or after school.
- Sponsor a field day or a run station.
- Sponsor jump rope, miles, or hoops to raise funds for a cause.
- Sponsor Relay for Life team participation.



### Math

- Tutor peers or younger students, with or without technology.
- Teach concepts to others through student-developed Power Points.
- Perform math magic activities to motivate math haters.
- Count and sort items that have been collected for various causes or needs such as food, toys, clothes, cleaning supplies, recycled items, or money.
- Plot and design a school or community garden.
- Collect, chart, and analyze trash data from the school and conduct an anti-litter campaign.
- Use Google Earth to draw a to-scale map of the school and neighborhood for new students' families.
- Gather and organize data on a hot topic to present an argument to people in power.

## Reading

- Read with or listen to the reading of younger children or elders.
- Practice flash cards with language learners.
- Perform readers theater for elders.
- Record a podcast book talk to post on the school/district website.
- Start a book exchange for the neighborhood.
- Create reading manipulatives to donate.
- Collect books and magazines to send abroad.
- Publish original bookmarks to distribute during Read Across America Week.
- Sponsor a school literacy night.
- Conduct a "Reading Is Fun" school-wide campaign.
- Petition the state legislature for increased funding for school books and e-books.

## Science

- Construct a hummingbird garden for the school or a nursing home.
- Paint a solar system model with scale distances around the school's gym.
- Sponsor a recycling drive for the community.
- Build bird nesting boxes for the city riparian preserve.
- Produce a weather channel PSA or newsletter for the school.
- Demonstrate science concepts for children with disabilities.
- Build butterfly feeders for a nursing home.
- Grow flowers and plants for a community garden.
- Educate consumers about recycling.
- Design and create model airplanes for firemen to give to trauma victims.
- Prepare class sets of microscope slides for science centers in the school.
- Establish a school recycling center.
- Create a website to educate others about recycling.
- Write persuasive letters to legislators about pollution.

## Social Studies

- Perform patriotic songs on a national holiday.
- Sponsor a community night that highlights regional cultures.
- Provide shelter by partnering with Habitat for Humanity.
- Publish state or country flash cards for a public library.
- Sponsor a child from another country.
- Research and preserve a historical marker in town.
- Invite community leaders and parents to speak at a job fair for all students.
- Make a clay bowl with Native American designs for an Empty Bowls event.
- Plan a "Bike Fair" and encourage students to ride bikes to school.
- Perform drama or dances of cultural significance at a community event.
- Gather images of other countries for a Power Point presentation to senior citizens.
- Research customs of an earlier period, and make a video to present to others.

## Technology

- Boot up and shut down computers in the school lab daily.
- Teach a peer how to use a digital camera to document a service project.
- Host an intergenerational photo session, and give photos to participants.
- Teach others how to create a Power Point presentation.
- Interview an elder and make a DVD for him or her to keep.
- Make an old time radio show podcast.
- Make a museum tour podcast of the school for new students.
- Create a digital class book of stories or poems.
- Host a breakfast club for students needing help on computers.
- Use digital photos to create T-shirts for project reflections.
- Write, film, and produce a daily news show for the school.

## Writing

- Edit papers or conduct a writers' workshop with peers or younger students.
- Take dictation and publish oral histories of elders.
- Draw ABC books for kindergarteners.
- Write and illustrate an original book or parody to donate.
- Publish a class book in collaboration with senior citizens.
- Create seasonal cards with original poetry for elders to send to their families.
- Publish websites, brochures, or flyers of awareness on various issues.
- Write plays or skits on hot topics ,and perform them for the school, senior citizens, or community events.
- Write cards of encouragement to members of the armed forces.
- Rewrite informational text for non-readers, early learners, or language learners.
- Write and announce the school news.
- Write persuasive letters to community, state, national, or world leaders addressing a concern.
- Research a social cause, write and record a PSA, and send it to radio stations.

# Elementary Project 1: Animals

**Course/Subject Area:  Science, Language Arts, Social Studies**

**Overview:** Students participate in meaningful and personally relevant service activities which benefit animals by conducting shelter food drives, writing letters of advocacy, or creating nesting boxes or hummingbird gardens.  Service is used as an instructional strategy to meet science, language arts, and social studies content standards.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| Preparation | • Research books about animals.<br>• Research animal care and grooming tips.<br>• Find "Animals in the News."<br>• Create reports/"book talks" about the subject.<br>• Make poems, stories, plays, or picture books about animals.<br>• Make phone calls to local animal welfare organizations for information.<br>• Invite speakers on animal welfare and care. | x | 1.1<br>1.2<br>1.3<br>1.7<br>1.8 | x | x | |
| Action | • Conduct a food drive or gather donations for a shelter.<br>• Adopt a pet or zoo animal.<br>• Write letters/posters to promote awareness.<br>• Make a hummingbird garden.<br>• Create nesting boxes for various types of wildlife. | x | 1.3<br>1.6<br>1.7<br>1.8 | | x | x |
| Reflection | • Chart the donations received.<br>• Write about the project's accomplishments from an animal's point of view.<br>• Have a pet show.<br>• Make "Pet of the Week" display.<br>• Visit the zoo, animal shelter, or Wildlife Park to celebrate. | x | 1.4<br>1.5<br>1.6<br>1.7<br>1.8 | | x | x |

| Community Connections and Resources | National Standards |
|---|---|
| Zoo, local animal shelter, County Animal Control, wildlife refuge center, assistance animal organization. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Elementary Project 2: School and Community Gardens

**Course/Subject Area:  Science, Math, Agriculture**

**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** | • Gather information about types, sizes, and materials related to school/community gardens.<br>• Contact resource personnel at local Co-op Extension.<br>• Decide on a type of garden after research: flower, vegetable, xeriscape, wildlife, or riparian.<br>• Design the garden and draw the plans.<br>• Write letters to get permission, request materials, place work orders, and solicit donations. | x | 2.1<br>2.2<br>2.3<br>2.7<br>2.8 | x | x | x |
| **Action** | • Mark the area.<br>• Prepare the soil and watering system.<br>• Plant the garden.  Label the plants.<br>• Set up the care schedule. Follow it.<br>• Keep notes and journals. | x | 2.3  2.4<br>2.5  2.6<br>2.7 2.8<br>2.9 | | x | x |
| **Reflection** | • Donate the products of the garden to a local soup kitchen.<br>• Evaluate the results of the garden.<br>• Compare plants from the garden with store products.<br>• Create a scrapbook/photo album/collage.<br>• Invite guests to share in a garden party (celebration). | x | 2.4<br>2.5<br>2.6<br>2.7<br>2.8 | | x | |

| **Community Connections and Resources**<br><br>4-H, agriculture teacher, American Horticultural Society, botanical garden, arboretum, Co-Op Extension program, National Gardening Association. | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |
|---|---|

# Elementary Project 3: Desert Awareness and Conservation

**Course/Subject Area:  Science, Language Arts**

**Overview:**  Elementary students meet clearly articulated science, math, and language arts goals by researching and educating others about desert animals and water conservation.  Reflection includes verbal, written, artistic, and nonverbal activities which demonstrate knowledge and skills.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| Preparation | • Read desert stories.<br>• Research desert animals.<br>• Invite desert animal specialists and conservationists to give presentations for class.<br>• Learn desert songs.<br>• Write animal reports. | x | 1.1<br>1.2<br>1.3<br>1.7<br>1.8 | x | x | |
| Action | • Write poetry featuring the desert.<br>• Graph desert animals.<br>• Make water conservation posters for the school.<br>• Write and solve desert story problems.<br>• Create a water conversation art calendar.<br>• Conduct a science evaporation experiment. | x | 1.3<br>1.7<br>1.8 | x | x | x |
| Reflection | • Create a Dinah Zike tri-fold desert book to share.<br>• Perform for parents with songs, food, and displays about the desert at open house.<br>• Enter a writing contest.<br>• Plant saguaro seeds.<br>• Take a trip to a botanical garden. | x | 1.4<br>1.5<br>1.8 | x | x | |
| **Community Connections and Resources**<br><br>Science museum, botanical garden, city water conservation department, arboretum, zoo, 4-H. | | | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity | | | |

# Elementary Project Title 4: Reading Buddies

**Course/Subject Area:  Language Arts**

**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 | • 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.<br>• Big Buddies learn/review a skill and prepare a lesson for their Little Buddies. | x | 2.2<br>2.3<br>2.8 | x | | |
| Action | • The two classes of students meet weekly or monthly.<br>• Big and Little Buddies pair up or form groups to complete the lesson of the day.<br>• Older students help younger ones fill out a book report form. | x | 2.3<br>2.6<br>2.8 | x | x | |
| Reflection | • Discuss the successes and challenges of the activity and report to the class.<br>• Create a poster from the pictures that were taken during the activity.<br>• Make Read Across America Day a big reading party, complete with Seuss hats and green eggs and ham. | x | 2.4<br>2.5<br>2.6<br>2.8 | x | | |

| Community Connections and Resources | National Standards |
|---|---|
| District language arts resources, public library, Read Across America. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Elementary Project 5: Empty Bowls

**Course/Subject Area:  Art, Music, Social Studies, Drama, Language Arts**

**Overview:**  Empty Bowls provides students with a cross-curricular activity to promote art, music, drama, social studies, and language arts learning goals.  By hosting an Empty Bowls night, students fill a community need while gaining a deep understanding of multiple perspectives.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Discuss the history and purpose of Empty Bowls.<br>• Research hunger in the community and the world.<br>• Ask students to skip two meals in order to feel hunger.<br>• Form committees and assign responsibilities.<br>• Teach students to make the bowls, how to make phone calls, and how to cook and serve the food.<br>• Discuss how to sell tickets and collect the money.<br>• Decide what agency will receive the proceeds.<br>• Plan and practice the entertainment for the event. | x | 2.1<br>2.2<br>2.3<br>2.6<br>2.7<br>2.8<br>2.9 | x | x | x |
| **Action** | • Make the bowls.<br>• Publicize the event.  Invite students, teachers, parents, and the community.<br>• Prepare and serve the food. Set up the room.<br>• Greet guests, collect money, and give receipts.<br>• Deliver the money to the selected agency.<br>• Write thank you notes. | x | 2.3<br>2.6<br>2.8<br>2.10 | | x | x |
| **Reflection** | • Discuss the highlights and successes of the event.<br>• List changes for next year to improve the event.<br>• Draw or write a reflection from a bowl or a hungry person's point of view describing how the student contributed to eliminating hunger.<br>• Create a scrapbook or bulletin board of the event. | x | 2.4<br>2.5<br>2.6<br>2.7<br>2.8<br>2.9 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| Empty Bowls, Intl., local soup kitchen, food bank, St. Vincent de Paul, local arts center, college art department. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Elementary Project 6: Math in the World

**Course/Subject Area:  Math, Language Arts**

**Overview:**  By participating in Math in the World, students assist teachers and augment career education materials while learning how to transfer knowledge and skills from one setting to another.  They learn and teach others how math is used in the real world.  In addition, they sharpen interviewing and letter writing skills.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|-------------------------------|-----------------------------------|---------|---------|------|
| **Preparation** | • Clearly define the purpose of the project: to learn about how math is used in the real world.<br>• Prepare interview questions relevant to the curriculum.<br>• Model the interview process.<br>• Identify careers and people to interview, and organize meetings. | x | 2.1<br>2.2<br>2.3<br>2.4<br>2.5<br>2.6<br>2.8<br>2.10 |  | x | x |
| **Action** | • Conduct the interviews. Take notes or record them electronically.<br>• Summarize the interviews and word-process.<br>• Publish the brochures, and distribute the interviews for kids, the media center, and other math classes to use.<br>• Create a table to show where math is used in the world.  Make posters for other math teachers to use with their students. | x | 2.3<br>2.4<br>2.5<br>2.6<br>2.7<br>2.8<br>2.10 |  | x | x |
| **Reflection** | • Write thank you notes to the interviewees including brief reflections of what the students learned from the interview.<br>• Write an analysis of the lessons learned from the interviews and how they pertain to the curriculum. | x | 2.4<br>2.5<br>2.6<br>2.8<br>2.7<br>2.10 |  | x |  |
| **Community Connections and Resources**<br><br>Insurance companies, pilots, home contractors, and local aircraft, telecommunications, and electronic hardware companies. | | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity | | | | |

# Service Learning Ideas for Secondary Schools Grades 9-12
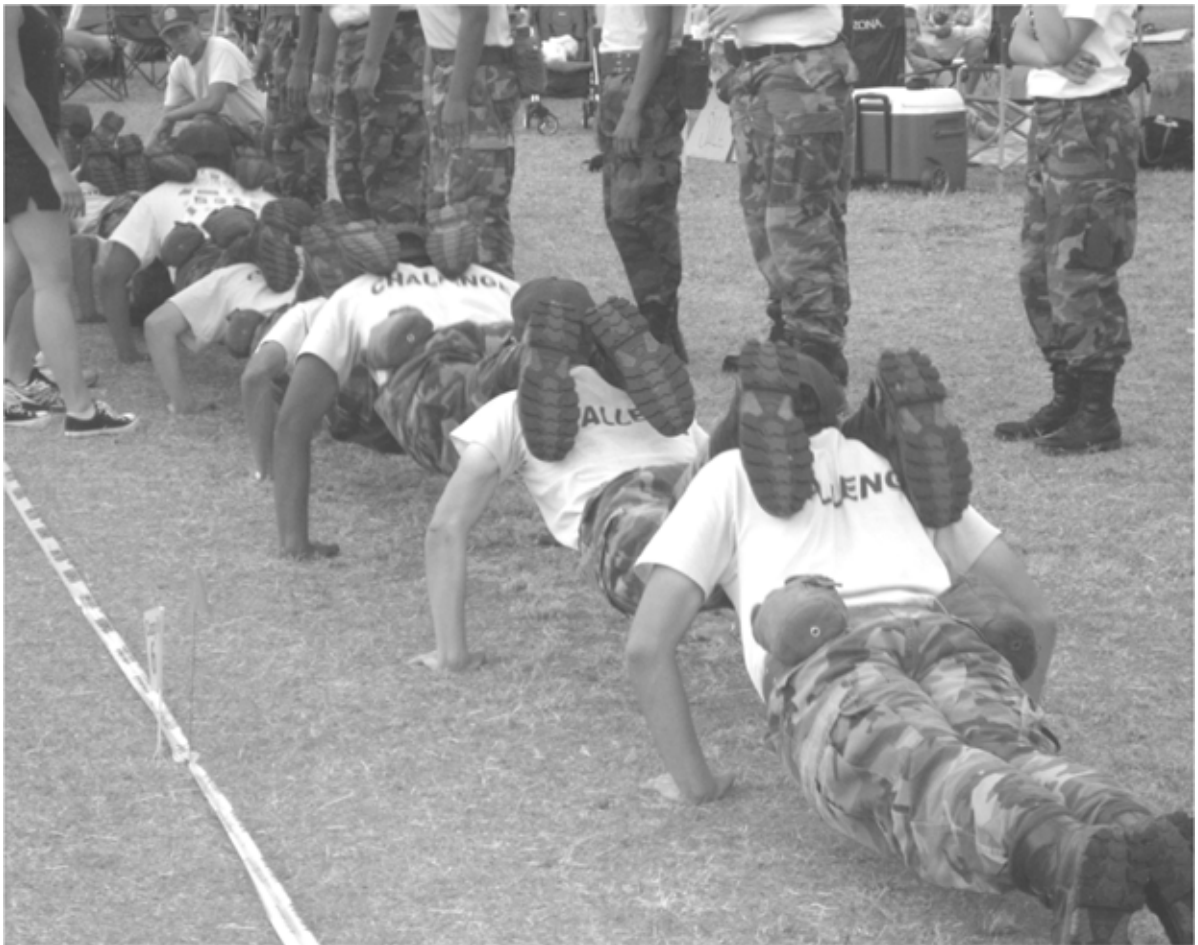
*"As we look ahead to the next century, leaders will be those who empower others."* Bill Gates

# Secondary Ideas by Content Area



## Art
- Display art work at hospitals, senior centers, nursing homes, and shelters.
- Create bowls for an "Empty Bowls" fundraiser at the school.
- Design and paint a mural on a school or community wall that expresses a positive theme.
- Visit residents of a nursing home or senior center and draw portraits. Ask questions about their lives while drawing. Exhibit finished work.
- Make table decorations for a meal center to cheer the hungry and homeless.
- Repaint old playground equipment.
- Sponsor an after school art program.
- Collect art supplies for children of communities in need.
- Illustrate phonics flash cards to use in literacy programs.

## Business
- Organize an intergenerational prom for teens and senior citizens.
- Create publicity materials for a walk-a-thon.
- Provide school supplies for children living in poverty.
- Create a website or posters to encourage a theme such as "Reduce, Reuse, Recycle, Repurpose."
- Type letters on behalf of people in nursing homes and shelters on a laptop computer.
- Design a business plan for a non-profit organization.
- Create a school store with products made or donated by students; use the proceeds to fund local needs or service projects.
- Start a business in class. Develop a product, sell stock, start production, market the product, and donate the proceeds to a community organization.
- Write a grant to help a local organization: assess the clients' needs, research funding sources, write grants, and follow-through with the projects.

# Computer and Media Technology

- Produce a Power Point presentation, video, or website on a current topic.
- Develop educational computer games that reinforce school curriculum for different grades and subjects.
- Teach computer skills to peers, younger children, parents, or senior citizens.
- Develop lesson plans and teach a lesson in one of the content areas to high school, middle school, or elementary school students on the Internet.
- Design and distribute brochures that provide needed information to the public such as safety tips, neighborhood welcome, or drowning prevention.
- Create a manual to teach others how to recycle.
- Produce newsletters for nursing homes.
- Develop learning programs and computer games for use by children who are physically or mentally challenged.
- Gather and repair computers, which are then donated to schools or non-profit organizations.
- Enter data into a computer business system for nonprofit organizations.
- Set up email pen pals with foreign students, and discuss community issues in different countries.



# English

- Tutor younger students in reading or writing.
- Create a newsletter for a nursing home, including pictures and personality profiles of residents.
- Write a play on discrimination and perform it for other students.
- Write storybooks, pamphlets, videos, podcasts, Power Point presentations, or commercials with a positive theme for a chosen audience.
- Establish a pen pal project with a class of younger students.  Write letters and send cards. Culminate the project with a visit/meeting after a period of writing.
- Research and report on the connections between literacy and crime.
- Write 30 second PSA's promoting internet safety, volunteerism, or daily exercise.  Offer them to radio or TV stations.
- Create a booklet of ideas for fundraising to be used by school service clubs.
- Research an issue and contribute to the solution with volunteer work or an editorial to the local newspaper.
- Interview recovering patients in long-term care facilities. Prepare and present the patients copies of their oral histories.
- Write and perform substance abuse scripts for drug awareness week.
- Create websites for energy conservation.
- Create and distribute fire safety brochures for elementary students.

- Write holiday letters for nursing home residents.
- Create and teach Six Traits lessons for peers.
- Write persuasive letters of advocacy to TV stations, congressmen, or the White House.
- Write persuasive letters soliciting funds or materials for disaster relief agencies.
- Create and present Power Point presentations advocating for local animal shelters.
- Prepare advance fliers for neighborhood canned food collections.
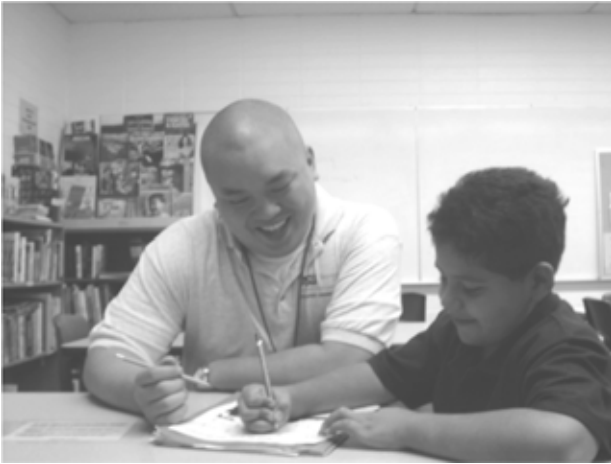


## Family and Consumer Sciences
- Create and teach lessons to children at a local elementary school, day care center, or homeless shelter.
- Offer workshops on cooking, shopping, sewing, or babysitting during an after-school or summer program.
- Develop brochures about nutrition, and distribute them to senior centers or the YMCA.
- Design an intercultural cookbook, share it or sell it, and donate the profits to a family-oriented charity.
- Collect and repair clothing, socks, shoes, hygiene kits, cleaning products, or household items, and donate them to an elementary school or shelter.
- Cook and deliver meals to needy families, senior citizens, or people with disabilities.
- Develop brochures and lesson plans on parenting, budgeting, "Dress for Success," child abuse, domestic violence, or drug abuse.  Teach these topics to teen mothers, peers, and families.
- Make dolls, pillows, quilts, or stuffed animals to donate.
- Write letters to the editor about child abuse, elderly abuse, hunger, and lack of parenting skills.

## Foreign Language

- Translate brochures or announcements for community events.
- Design and write children's storybooks in a foreign language.
- Translate documents into languages used by local residents or tourists.
- Respond to Santa letters from non-English speaking children.
- Orient new English Language Learners to the school.
- Assist non-English speaking adults at voter registration tables.
- Tutor younger students in their foreign language classes.
- Help at a homeless shelter or day care center for those who don't speak English.
- Teach children foreign language phrases and songs in a school or non-profit setting.
- Use the Welcome Wagon theme, and give a welcome basket of goods and information (in English and the family's native language) to new students and their families.
- Translate for non-English parents during elementary school parent-teacher conferences.
- Assist with elementary school field trips, serving as the guide for ELL or hearing impaired students.
- Interpret for hearing impaired adults or children.



## Industrial Technology

- Repair homes, cars, small engines, appliances, computers, bicycles, toys, and other items. Advertise the service through public service announcements, cable television, radio, and the Internet.
- Make or repair adaptable equipment for schools, senior centers, or shelters after surveying and discussing the available technology and needs of children, the elderly, people with disabilities, or the homeless.
- Help design and build physically challenged access on the school campus or at local parks and buildings.
- Collect and recycle tools and household items, and teach others how to use them.
- Create toys or useful household items during a mass production unit. Donate them to a non-profit organization for distribution.
- Learn construction, computer, and geometry skills by designing and building homes, planters, bird feeders, bus stop shelters, furniture, or other needed items.
- Work with the city government to build or adopt nature trails, gardens, restrooms, and playground equipment.
- Check and repair safety equipment such as fire extinguishers, smoke detectors, security systems, locks, wiring, or GFCI in the homes of the elderly.
- Plan and conduct an automotive repair clinic. Teach peers or adults how to change a tire, check engine fluids, and do other simple automotive maintenance and repair.

## Mathematics
- Tutor younger children or peers in math skills.
- Create and distribute board games, computer games, or hands-on activities that teach and reinforce math skills.  Donate them to a class or non-profit organization.
- Create tables and graphs for posters, web sites, or bulletin boards on current issues that motivate others to take action to solve the problem.
- Interview adults in various careers about how they use math in their jobs.  Publish the results in a brochure or booklet for other students.
- Do a variety of calculations on food collected in a school-wide drive: ounces, pounds, number of meals provided, or cost equivalency. Share the information with the people who made the donations.
- Make a quilt or other sewing items to be donated while applying lessons of geometry and measurement.
- Calculate the number of pairs of socks a family needs in one year, and collect enough for a chosen number of families.
- Graph the local temperatures by month.  Coordinate collections to match seasonal needs such as blankets in winter or hats in summer.
- Develop budgets, spreadsheets, tables, and graphs on service activities.
- Perform accounting tasks or statistical analysis for a non-profit or service organization

## Performing Arts - Drama
- Teach any performing art to younger children or people with disabilities.
- Invite local retirement center residents to attend school performances on campus during the school day.  Invite them to share lunch afterwards.
- Research and write plays or TV podcasts about current events or community issues.
- Perform plays on current issues such as energy conservation or bullying, and then facilitate discussions about these topics.
- Use theater games to help peers develop communication, listening, and other important skills.
- Create and perform a puppet show on a particular issue in order to educate the audience on the topic.
- Write, produce, and perform a "living history" play for a local museum.
- Put on a vaudeville show for or with senior citizens.
- Produce a dinner theater for homeless families at a local church or soup kitchen.
- Compose one-act plays in which a senior citizen and a student act together by reversing roles as a strategy for intergenerational understanding.
- "Perform" books or plays on DVD and donate the discs (with books) to a school, shelter, hospital, or community center.

## Performing Arts - Music
- Research popular music of the 30's, 40's, and 50's. Invite senior citizens to a special concert or make a DVD of the music to send to nursing homes or senior centers.
- Sponsor an intergenerational dance or prom.  Play music both groups enjoy and can dance to.
- Teach children songs from different cultures at a local elementary school.
- Create songs or raps on an important theme, and perform or record the music.
- Put on a concert, and donate the collected items to the cause.  Admission can be canned food, books, or cash.
- Sponsor and organize a community fair with local youth and adult musicians.
- Work with community members to write organization or community theme songs or jingles.
- Learn to perform a song in sign language, and include it in a concert.
- Serve as an aide to an elementary or junior high school music teacher.
- Plan and staff a summer music program for younger children.

## Physical Education/Health/Prevention
- Coach, referee or keep score for a youth sports team.
- Organize a health and fitness fair with hands-on activities.
- Collect personal hygiene items for children and adults in shelters.
- Organize and lead a community fundraiser such as "Jump Rope for Heart" or "Cancer Relay for Life."
- Lead games and sports activities for shelters or community centers.
- Create posters, Power Point shows, or brochures on health and fitness topics.  Distribute them around the school or the greater community.
- Volunteer in a hospital or hospice.
- Learn games appropriate for senior citizens.  Conduct a "games morning" at a senior center.
- Set up sports or cheer clinics.



## Reading
- Tutor younger students in reading. Teach them skills, read to them, and have them read.
- Read magazines, newspapers, books, or mail to the elderly at a nursing home.
- Read and analyze a story related to bias.  Interview a person who has been subjected to prejudice or discrimination about his/her experiences.
- Collect and distribute children's books for a homeless shelter.
- Write and illustrate children's books.  Take them to a public day care center to read, and donate them to the children.
- Design and write attractive synopses of books for the local library.
- Help manage a summer reading program at the local library.
- Prepare book talks for homeroom videos.
- Participate in poetry readings at a senior center or a poetry slam at a soup kitchen.
- Start a book club on campus.

## Science

- Develop and run a recycling program at school.
- Adopt a nearby lake, river, or stream for research, pollution testing, or maintenance.
- Make compost on school grounds, and use it to enhance the school's flowerbeds.
- Plant a "safe garden" with or for senior citizens that includes plants that are familiar and safe to the elderly, have pleasant scents for those who are visually impaired, and stir up memories. Build and plant adjustable planters that can be brought to wheelchair laps.
- Create a book of simple scientific activities for young children to do at home.
- Work with a local humane society, zoo, or nature center to assist injured animals or care for healthy ones.
- Produce videotapes, books, plays, web sites, or puppet shows for young children on selected scientific topics.
- Create a botanical garden at the school that includes native plants. Design plaques to identify the plants.
- Design yard landscaping that requires little watering. Use the design to landscape the yards of senior citizens.
- Create a book for children that teaches them about healthy food for their bodies.
- Organize and conduct park, canal, or desert clean-ups.
- Reforest a fire-damaged area.
- Teach a rain forest lesson to elementary students.
- Present a Power Point presentation on proper animal care.

## Social Studies

- Research a problem in the community.  Take action to solve the problem.
- Distribute voter registration information.
- Track and publish the voting record of local elected officials.
- Research the candidates in a campaign.  Teach younger children about the candidates to prepare them for Kids Voting. Volunteer at a Kids Voting poll.
- Work on a political campaign.
- Write lobbying letters to government leaders or the newspaper editor on a concern that needs to be addressed in the community.
- Research a non-profit agency and where its services fit into the community. Design a project to benefit the agency.
- Research the indigenous people of a region of the country. Participate in a dig at a site of ancient ruins.
- Research an immigrant culture. Write a story, design a lesson, and create a game to share with elementary students on that culture.
- Paint a world or country map on the playground of an elementary or middle school.
- Create a game to use a playground map to teach the children the continents and nations of the world.
- Participate in a local march or action concerning a civil rights issue.
- Survey other students on an issue of concern to teens, and share the results with local policy makers.
- Compile oral histories about a time or event in American history.
- Write a pamphlet or teach newly employed people, including teens, about managing personal finances and balancing a checkbook.
- Make flash cards of social studies terms for elementary or middle school students.

# Secondary Project 7:  Oral History Interviews

**Course/Subject Area:  Social Studies, Language Arts, Career Prep**

**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** | • Gain background knowledge on a historical era, life stages, or careers as related to the curriculum.<br>• Prepare questions relevant to the curriculum/topic.<br>• Role play the interview process.<br>• Learn how to make proper phone calls and emails to set up the project.<br>• Identify interviewees and organize interview meetings. | x | 3.2<br>3.7<br>3.8<br>3.9 | x | x | x |
| **Action** | • Conduct the interviews.  Tape record, video, or take notes on the information received.<br>• Write/word process the transcripts and summaries of the interviews.<br>• Publish and distribute the interviews to appropriate audiences, including those interviewed. | x | 3.3<br>3.4<br>3.7<br>3.8<br>3.9<br>3.10 | | x | x |
| **Reflection** | • Write thank you notes to the interviewees, including reflections of what the students gained from the interviews.<br>• Write a summary and analysis of lessons learned from interviews related to the curriculum and personal development. | x | 3.4<br>3.5<br>3.7<br>3.8<br>3.9<br>4.1 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| Senior center, retirement center, nursing home, veteran's hospital, school alumna, adult service organization, church.<br>**Additional Information:**<br>*Recording your Family History:  A Guide to Preserving Oral History Using Audio and Video Tape,* Veteran's Interviews-Library of Congress | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 8:  Water Sample Testing

**Course/Subject Area:  Chemistry, Other Sciences**

**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** | • Research specific solute tests for common water pollutants (solutes). <br> • Write laboratory procedures to test water samples and compare to distilled water samples. <br> • Model safe and effective laboratory techniques for testing for unknown solutes in water. <br> • Design a graph or table for plotting the presence of unknown solutes. | x | 3.2 <br> 3.3 <br> 3.8 <br> 3.9 <br> 3.10 | x | x | |
| **Action** | • Collect water samples from designated bodies of water. <br> • Analyze water samples for the presence of specific solutes. <br> • Prepare tables and graphs to list the presence of specific solutes. <br> • Discuss conclusions about the cleanliness and purity of designated bodies of water. <br> • Present the findings to appropriate government agencies. | x | 3.3 <br> 3.8 <br> 3.10 | | | x |
| **Reflection** | • Analyze possible errors in collecting, testing, and recording of data. <br> • Complete lab report for the above testing. | x | 3.4 <br> 3.8 <br> 3.10 | | x | x |

| Community Connections and Resources | National Standards |
|---|---|
| City and state water departments. | • Meaningful Service <br> • Link to Curriculum <br> • Reflection <br> • Diversity <br> • Youth Voice <br> • Partnerships <br> • Progress Monitoring <br> • Duration and Intensity |

# Secondary Project 9: French Fairy Tales

**Course/Subject Area:  World Language, Language Arts, Visual Arts**

**Overview:**  By reading classic French fairy tales to junior high feeder classes, high school students motivate younger students to continue taking upper level language. Constructing original books with narratives and art to share with junior high partners leads to attainable and visible outcomes that are valued by those being served.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Read original French version of fairytales such as Charles Perrault's *Fairy Tales* and *Tales of Mother Goose*.<br>• Contact junior high feeder school French classes.<br>• Select fairy tales to retell.<br>• Learn story board technique.<br>• Review/learn narrative skills such as verb tense or transitions.<br>• Organize students into pairs to create original, illustrated books. | x | 3.2 3.8 | x | x | |
| **Action** | • Design cover and art for each page.<br>• Write narratives to match the artwork.<br>• Complete a storyboard.<br>• Prepare the book with art.<br>• Share the book with the class and analyze one's own and each others' books.<br>• Select "readers" to deliver the class books to the recipients. | x | 3.3 3.4 3.8 | x | x | |
| **Reflection** | • Complete an evaluation sheet.<br>• Compare the produced fairy tale to the French original and contrast. | x | 3.4 3.5 3.8 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| Junior high feeder school, beginning French classes in high school, senior center. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 10: Social Action

**Course/Subject Area:  Social Studies, Language Arts, Science, Business**

**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** | • Research issues using print media, the Internet, field trips, guest speakers, surveys, and phone interviews.<br>• Analyze the data and information gathered.<br>• Write a persuasive essay or problem and solution paper.<br>• Develop a detailed action plan. | x | 3.1<br>3.2<br>3.7<br>3.8<br>3.9 | x | x | x |
| **Action** | • Implement the action plan.  Possible modes of social action: phone calls, letters, petition, survey, proposal, news/press release, PSA, proclamation, resolution, or website.<br>• Present information to relevant individual, government agency, or media.<br>• Follow up. | x | 3.3<br>3.4<br>3.7<br>3.8<br>3.9 | x | x | x |
| **Reflection** | • Write a summary of the entire process, including analysis of the results.<br>• Discuss the strengths and weaknesses of the project and possible future actions to take.<br>• Write an article on the project for school or local papers or Internet sites. | x | 3.4<br>3.5<br>3.7<br>3.8<br>3.9 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| City, state, and federal government officials and agencies; news media.<br><br>**Additional Information:**<br>*The Kids Guide to Social Action, No Kidding Around, Take Action! A Guide To Active Citizenship, A Kids Guide to Global Action* | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 11: Collections

**Course/Subject Area:  Math, Media Technology, Business, Social Studies, FACS, Clubs, Homeroom**

**Overview:**  This collections project begins by having students conduct a needs assessment to identify potential assets and issues related to the community. Then they develop and implement a plan of action. Course writing objectives include research, publicity pamphlets, expository essays, and formal thank you notes to business partners.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Research the needs of the individual or organizations, and write an expository essay.<br>• Set goals and predict outcomes and rewards.<br>• Brainstorm how to publicize the drive.<br>• Form committees and assign responsibilities.<br>• Involve parents, staff, faculty, and local businesses. | x | 3.1<br>3.2<br>3.6<br>3.7<br>3.8 | x | x | x |
| **Action** | • Publicize information about the collection.<br>• Encourage participation with appropriate incentives.<br>• Collect and count the food, clothes, household items, cash, or toys.  Analyze the data.<br>• Mend, repair, categorize, and store items.<br>• Deliver the collected items. | x | 3.3<br>3.4<br>3.6<br>3.8 | | x | x |
| **Reflection** | • Have a discussion in which everyone analyzes if the goals were met, how the committees functioned, what they learned, and what they would do differently in the future.<br>• Write thank you notes to business partners and others who made donations.<br>• Make a flag of helping hands with students describing their feelings on their traced, cut-out hands. | x | 3.4<br>3.5<br>3.6<br>3.7<br>3.8 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| Parents, local businesses, local and global relief agencies. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 12:  Safe Teen Driving "Project Ignition"

**Course/Subject Area:  Drama, Physics, Math, English, Marketing, Government, Special Education/Community Based Instruction (CBI)**.

**Overview:** This project helps students use research and statistics to educate their peers about the importance of making good decisions while driving or riding in a motor vehicle. In addition, they learn about the legislative process, civic engagement, and their role in the process.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Research safe behaviors for driving and riding in a motor vehicle, current laws, pending legislation, and local driving habits.<br>• Select dates for Safe Teen Driving Day and/or National Night Out event.<br>• Classes choose sub-topics and create learning activities for the special events that are connected to their curriculum.<br>• Contact relevant local government agencies and businesses. | x | 3.1<br>3.2<br>3.4<br>3.7<br>3.8<br>3.9 | x | x | x |
| **Action** | • Meet with legislators on current legislation pertaining to teen driving issues.<br>• Conduct the planned Project Ignition Day/Safe Teen Driving Day.<br>• Conduct a National Night Out Event. | x | 3.3<br>3.8<br>3.10 | | x | x |
| **Reflection** | • Publish a summary and results of the Safe Driving events in the school paper, including student editorials.<br>• Post a reflective YouTube video of the events. | x | 3.4<br>3.5<br>3.8 | | x | |

| Community Connections and Resources | National Standards |
|---|---|
| Department of Transportation, police department, sheriff's department, local businesses (autos, radio stations, towing, ambulance service, funeral home, Native Air), State Farm Insurance, newspaper, town council. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 13:  Keeping Warm

**Course/Subject Area:  Resource English**

**Overview:** This project provides high school special education students the opportunity to improve their reading skills while teaching elementary students the importance of helping others.  The high school students read to elementary students.  Then they make blankets together to donate to an organization that relates to the social issue presented in the picture book.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Select a picture book from a series of books designed to bring awareness to social issues.<br>• Practice reading the selected picture books.<br>• Script out what students will discuss with elementary students.<br>• Make community connections.<br>• Set a budget and timeline, and write objectives for blanket supplies.<br>• Purchase blanket materials.<br>• Schedule dates to work with the elementary students. | x | 3.1<br>3.2<br>3.4<br>3.8 | x | x | x |
| **Action** | • Cut out blankets.<br>• Go to the elementary school.<br>• Read the story to the students.<br>• Discuss the social issue of the story with the children.<br>• Make the blankets.<br>• Deliver the blankets to the charitable agency. | x | 3.3<br>3.6<br>3.7<br>3.8<br>3.10 | x | x | x |
| **Reflection** | • Use scraps and fabric paint to create a class reflection patchwork quilt.<br>• Use social media as a means of reflection and demonstration: Facebook, YouTube, or MySpace . | x | 3.4<br>3.5<br>3.8 | x | x | x |

| Community Connections and Resources | National Standards |
|---|---|
| Elementary school, Head Start, social service agencies. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 14: Fidget the Bear

**Course/Subject Area: Language Arts, Visual Arts**

**Overview:** Students write a short story for pediatric oncology patients in a local hospital. They publish and illustrate the story, and read it to children in the hospital. They also give copies to patients and the hospital's library.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|-------------------------------|-----------------------------------|---------|---------|------|
| Preparation | • Study the elements of a short story.<br>• Review children's literature.<br>• Explore ways to illustrate a story.<br>• Learn about publishing formats.<br>• Contact hospitals to determine specific needs.<br>• Brainstorm story ideas.<br>• Create a storyboard.<br>• Write a short story.<br>• Peer edit.<br>• Prepare documentation for publication. | x | 3.2<br>3.8 | x | x | x |
| Action | • Read stories to patients in the hospital.<br>• Donate books to patients and hospital libraries. | x | 3.3<br>3.8 | x | | x |
| Reflection | • Create a display of the project.<br>• Present the project to other schools.<br>• Discuss the hospital experience.<br>• Interview with a local newspaper about the project. | x | 3.4<br>3.5 | | | |

| Community Connections and Resources | National Standards |
|-------------------------------------|--------------------|
| Hospital, hospice, library, local cartoonists, children's authors and illustrators. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Secondary Project 15: Saguaro Census

**Course/Subject Area:  Social Studies, Science**

**Overview:** Students conduct research on the size of saguaros at a location such as Saguaro National Park to contribute to scientific research being done on the state of saguaros in Arizona.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|-------------------------------|----------------------------------|---------|---------|------|
| Preparation | • Study the functions of various departments in the Executive Branch of government and the basic political and social responsibilities of citizenship.<br>• Schedule classroom guest speakers about the national parks and the link between government and environmental protection.<br>• Study the decline of the saguaro.<br>• Learn how to gather data on the saguaro. | x | 3.2<br>3.8 | x | x | x |
| Action | • Visit a site such as Saguaro National Park to collect census data required to study the decline of the growth of the saguaro.<br>• Submit the census data to the proper organization. | x | 3.3<br>3.8 | x |  | x |
| Reflection | • Present the project at the end of the year showcase with a presentation board and speeches.<br>• Give small cactus plants as thank you gifts to project helpers. | x | 3.4<br>3.5 | x | x | x |

| Community Connections and Resources | National Standards |
|-------------------------------------|--------------------|
| Saguaro National Park, state park, botanical garden, arboretum, science museum, Environmental Protection Agency, forest rangers, science teachers. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Service Learning Ideas for Colleges and Universities



*"If you want to change the world, be that change."* Gandhi

# College Ideas by Content Area

## Accounting
- Work with neighborhood leadership/advisory boards to put on workshops for residents of low-income areas on household finances and budgeting.
- Assist non-profits with fund-raising efforts such as grant writing, investments, and budgeting.
- Develop a free tax preparation and counseling service for low-income individuals, for example, VITAS program from the IRS.
- Contribute to the running and staffing of a cooperative food store or credit union.

## Administration of Justice Studies
- Participate in patrol support with the police department.
- Contact victims of various crimes to provide ease, victims' rights, and criminal justice system information. Check welfare of victims and make necessary social service criminal justice referrals.
- Provide computer input for victim notification, and place phone calls for priority cases.
- Accompany and support victims in court.
- Assist in the procurement of orders of protection.
- Offer counseling, shelter, and other resources to victims and their families.

## Anthropology
- Assist people at half-way houses to explore their roots.
- Help students in grades 6-12 search for their ancestors using online databases.
- Collect and document what life was like during a specific time in history.  Visit nursing homes, rehab hospitals, veterans hospitals, and cemeteries. Present findings in a public domain.
- Interview an elderly relative to learn what his/her life was like and what events shaped his/her life. Publish a collection of interviews for the elders and their families.
- Restore a community cemetery after researching the stories of buried residents, providing needed headstones, and gathering the families of the deceased for a rededication of the cemetery.

## Art
- Create and present mini-lectures with visual aides on a famous piece of art or artist for K-12 classrooms.
- Prepare and present a tour of a local museum exhibit for at risk high school students.
- Interpret the changes in the human body with different age groups in a rehabilitative program.
- Make clay bowls and other pieces of art to raise funds at an Empty Bowls charity event.
- Involve community members of all ages in the creation of a public mural or tile collage.
- Create ready-to-use packages of art projects, including instructions, for children or people in shelters to assemble and decorate.

## Biology

- Present workshops at elderly resident homes on "What's Happening to My Body," including the nutritional needs of the elderly and physical changes they are going through.
- Conduct presentations at local schools on the pathology of AIDS, HIV infection, and sexually transmitted disease and prevention.
- Become trained in disaster relief for the Red Cross. Volunteer when called upon.
- Volunteer with Planned Parenthood as an information line counselor, family planning counselor, or reference person for information on fertility, reproductive physiology, contraception, and reproductive health care.
- Serve as guides, helpers, and animal handlers at a non-profit nature study center that provides free education programs and tours for inner-city youth.
- Provide pet therapy in a nursing home.

## Business

- Prepare a business or strategic plan for a non-profit agency.
- Develop a business plan or marketing strategy to assist high school students in art/shop classes sell their works.
- Create and conduct workshops for homeowners in low-income areas to brush up on budgeting and personal finance skills.
- Form a "Consumer Helpline" to act as advocates for consumer's rights.
- Survey food and drug stores in the community to establish the relative prices and quality of essential items. Issue a monthly listing of this information to prevent stores in low-income communities from raising their prices above those found in surrounding areas.



## Computer Science

- Design software for local community partners to better manage volunteers, resources, finances, or inventories.
- Open a computer lab for at risk kids and have them set up accounts to check emails, type essays, or conduct research.
- Teach and assist senior citizens with computer basics.
- Produce and publish Power Presentations, DVD's, or podcasts on a current topic that needs to be publicized to a target audience in the community.
- Create educational computer games that reinforce school curriculum for different K-12 grades and subjects.
- Develop and manage web-based communication systems for non-profit organizations.

## Counseling
- Provide peer counseling.
- Design mental health campaigns and prevention programs on the college campus.
- Offer emotional support and empathetic/active listening to victims of crimes.
- Work with case managers under close supervision to provide day to day problem-solving, resources, and support to men or women in shelters.

## Education
- Assist K-12 teachers in the development, presentation, and evaluation of lessons.
- Hold a book fair, and buy books with the proceeds to donate to young people with limited home libraries.
- Tutor students in grades K-12.
- Create learning materials for K-12 students.
- Teach literacy to adults.
- Form teams from different content areas.  Assist teachers in the development of lesson plans that incorporate a service-learning component.
- Volunteer with Special Olympics or a Best Buddies Club.

## English
- Generate folklore of a community area, and publish it for the good of that community.
- Write letters to businesses on behalf of non-profits asking for donations of goods and services.
- Write and illustrate children's or young adult books to donate.
- Write persuasive letters/essays for non-profits to alert citizens and media of a community issue or need.
- Work with artists to create words for cartoons, photo essays, or videos to promote a non-profit.
- Develop innovative and high quality noncommercial radio and television programs, or public service announcements for non-profits.
- Work with non-profits to write clear and concise grant proposals.
- Read books to children in schools.
- Write reviews of contemporary literature, poetry, and short stories for students and high school English teachers who would benefit from having a young person's point of view on the most up-to-date literature.

## Fire Science
- Volunteer with the Fire Department's Connector Program or a vocational school's Fire Science program.
- Perform home safety checks for citizens.
- Install and check fire and carbon monoxide alarms for low income families.
- Volunteer with the city's Crisis Response Team.
- Paint house numbers on the curb in needy communities in order to better facilitate delivery of emergency services.
- Teach workshops on family emergency preparedness.

## Geology
- Research land or trail restoration, and organize needed labor.
- Work with disadvantaged youth on outdoor activities.
- Monitor water quality and flow.  Present the data to appropriate government agencies.
- Organize a trash clean-up along a river or lake.
- Advocate for stronger environmental laws or rules.
- Write fact sheets, newsletter articles, or websites for non-profit or government agencies involved with geological issues.

## Nursing
- Volunteer with patients in hospitals, care centers, or rehab centers. Discharge patients, answer lights, pass meal trays, and run errands for staff to lab, x-ray, or medical records.
- Get involved with a hospice or bereavement program.
- Provide music, art, or pet therapy for patients.
- Assist the homebound with needed tasks.
- Tutor younger nursing students in medical programs at vocational high schools.

## Physical Geography
- Lead school and adult tour groups on educational hikes.
- Help with Girl Scout badge workshops.
- Serve as research assistants with monarch butterfly tagging program.
- Conduct lab and site-based research, and present data to appropriate government agencies.

## Political Science
- Study the state legislative process.  Choose an issue to study, and become engaged in the process.
- Form a non-partisan watch dog group that researches the backgrounds on candidates and their voting histories, finances, associations, and affiliations so voters can make informed decisions. Make a web site to support this.
- Assist in voter registration programs.
- Undertake training in community mediation, and volunteer in a community mediation center.
- Drive people to the polls on Election Day.
- Volunteer to work at the office of the candidate of choice.
- Organize debates for local candidates and issues.
- Provide legal services on immigration issues through a non-profit or consultation agency.

## Psychology

- Attend training and answer phones at a local hotline.
- Serve as advocates for victims of sexual assault through a non-profit.
- Volunteer at a homeless shelter.
- Lead sports or craft activities with mentally challenged children or adults.
- Develop printed or web-based resources on mental health issues to publish for a target audience.
- Use psychological principles to change people's behaviors in a certain area such as recycling or cell phone manners.

## Reading

- Teach reading to Engish as a Second Language students of any age.
- Volunteer at a literacy program.
- Do after school tutoring with low income kids.
- Become a reader in a classroom at a local elementary school.
- Assist at a school, neighborhood, or hospital library.
- Create learning materials that will help children or adults learning to read.

## Recreation

- Volunteer at a local Parks and Recreation program.
- Coach low income kids in soccer, baseball, or basketball.
- Organize sports activities at an after school program.
- Assist a local Boys and Girls Club with their athletic programs.
- Educate overweight kids and/or adults on diet and exercise.
- Volunteer with the Special Olympics or sports for the physically challenged.



## Sociology

- Plan and implement activities with clients of human services agencies.
- Study social services offered through the city. Make recommendations on improvements that could be made, and submit a formal proposal to the city council.
- Research social inequality in the community and organize an event that could build equality and unity.
- Interview people who lived through a significant event in our country (WWII, Vietnam, 9/11). Learn how the event changed their lives. Publish the interviews for those interviewed and others who are interested.

## Spanish

- Volunteer to be an interpreter with the VITA program during tax season.
- Tutor Spanish-speaking ESL students.
- Read books, magazines, and newspapers in Spanish to those who do not speak English.
- Plan a holiday party for a group of low income families with Spanish language games.
- Attend after school programs and play with the kids. Speak their native language and ask them for corrections.
- Research, write, and design a bilingual "Welcome to Our Community" brochure.

## Theater

- Volunteer with fine arts classes in Title One schools.
- Assist middle and high school directors with safety supervision of beginning technical theater class.
- Write, direct, or participate in a play that focuses on a community topic of concern.
- Direct a group of children or teens in a holiday play or pageant.
- Take a group of low income children to a play or concert.

# College Project 16: Tutoring 'At-Risk' Children

## Course/Subject Area: Education

**Overview:**  Students tutor children attending Title I schools in academics. The project goals include providing a real-world picture of educational theories and teaching strategies.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|-------------------------------|----------------------------------|---------|---------|------|
| Preparation | • Research social justice issues facing children living in poverty including how health care, immigration, and language affect academic achievement.<br>• Create fun, interactive, academic activities based on the AZ Academic Standards in reading, writing, and math for the grade level of the children. | x | 3.2<br>3.7<br>3.8<br>3.9 | x | x | |
| Action | • Spend 3-6 hours per week working with the same children at an approved Title I school or community center.<br>• Help the children with their homework and implement the interactive academic activities.<br>• Include college-knowledge mentoring as part of the sessions, speaking positively about college and instilling college-going expectations and opportunities with the children. | x | 3.3 | x | x | x |
| Reflection | • Give assigned readings addressing the social justice issues facing children attending Title I schools.<br>• Write reflection papers and participate in class discussions regarding how their knowledge was instrumental in delivering the tutoring sessions and how their service made the coursework more realistic.  Reflect upon how the experience will now drive their classroom learning about educational policies and teaching strategies. | x | 3.4<br>3.7<br>3.8<br>3.9 | x | x | x |
| **Community Connections and Resources**<br><br>Title 1 or other elementary school, after-school tutoring program, Boys and Girls Club, community center, children's hospital. | | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity | | | | |

# College Project 17: Hosting a Holiday Party for At Risk Kids

**Course/Subject Area:  Communication, Psychology, Sociology, Child Development, Diversity**

**Overview:**  This project helps students apply small group communication skills to a real life project. Each group plans and implements a holiday party for at risk kids.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Break into small groups of 4-6.<br>• Research and decide on a community partner.<br>• Contact and meet the community partner site supervisor to discuss having holiday party at the site.<br>• Discuss and confirm dates, time, ages of children, and special requirements.<br>• Brainstorm ideas for decorations, costumes, food, music, and age-appropriate games.<br>• Decide how supplies will be paid for: members of the group, donations, or mini-grants. | x | 3.2<br>3.3<br>3.6 | x | | |
| **Action** | • Assign tasks to group members.<br>• Use mini-grants to purchase supplies. Use grant for vendors, gather donations, and utilize faculty and service-learning staff for information and support.<br>• Have the party.<br>• Clean up after the party. | x | 3.3<br>3.6 | | x | |
| **Reflection** | • Create visual reflections such as scrap books or display boards.  Include pictures and comments by group members.<br>• Plan and create audio visuals such as YouTube or Face Book videos.<br>• Write a group reflection paper on the experience.<br>• Display visuals at a community reflection gathering. | x | 3.4<br>3.5<br>3.6 | | x | |

| **Community Connections and Resources**<br><br>Local children's home, child crisis shelter, domestic violence shelter, YMCA, Boys and Girls Club. | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |
|---|---|

# College Project 18: Pennies for Charity

**Course/Subject Area:  Communication, Math, Marketing, and Advertising**

**Overview:**  This project helps students apply small group communication, math, and marketing skills to a real life project. The class focuses on one project but includes separate components. The students work in small groups of 4-6.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|--------------------------------|-----------------------------------|---------|---------|------|
| **Preparation** | • Invite local social service agencies to discuss partner needs with the class.<br>• Research Greg Mortenson's Pennies for Peace Project. Adapt his project as needed.<br>• Decide on a recipient and goal for the fundraising drive.<br>• Research the college fiscal policies on collecting money and complete fiscal paper work as needed.<br>• Brainstorm which groups will be needed, for instance, marketing, money collecting, money counting, and communication with site.<br>• Select groups and choose leaders.<br>• Decide on dates for implementation.<br>• Visit site and do interviews with staff. This fosters relationships and helps students understand site goals, needs, and accomplishments.<br>• Create detailed "to do" list with the end in mind. | x | 3.2<br>3.6<br>3.7 | x | | x |
| **Action** | • Work toward the goal. Maintain ongoing communication with the instructor and site.<br>• Collect, count, and turn in money to the cashier on regular basis. This step is checked and double checked for accuracy.<br>• Plan a presentation of the check to the site during a celebration.<br>• Use mini-grants to pay for supplies, vendors for donations, and faculty and service-learning staff for information and support. | x | 3.3<br>3.6 | | | x |
| **Reflection** | • Use oral reflections in class to discuss progress, frustrations, and successes.<br>• Write one minute thoughts at least once every two weeks.<br>• Meet with team leaders and faculty members.<br>• Create visual and/or audio reflections of activities.<br>• Prepare celebration reflection for site, students, and faculty member. | x | 3.4<br>3.5<br>3.6 | | x | |

| Community Connections and Resources | National Standards |
|-------------------------------------|--------------------|
| Local social service agencies. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# College Project 19: Special Olympics

**Course/Subject Area:  Recreation, Communication, Psychology, Sociology, Special Education**

**Overview:** Students volunteer in various capacities at Special Olympics events such as the Summer Games in order to apply knowledge of working with people with special needs.  They also explore potential careers in the field of therapeutic recreation.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|-------|-------------------|----------------------------------|------------------------------------|---------|---------|------|
| Preparation | • Contact and meet with Special Olympic partner site supervisor to learn about Special Olympics history, careers, and upcoming events.<br>• Learn how to interact and work with individuals with special needs and the importance of therapeutic recreation in the lives of these citizens.<br>• Discuss and confirm dates, time, special requirements for volunteers, and Special Olympics events.<br>• Attend training provided by Special Olympics before the games. | x | 3.2<br>3.6<br>3.9<br>3.10 | | | |
| Action | • Serve at Summer Games or other Special Olympics events in various capacities.<br>• Assist in the Operation Green Program to help make the events a green event. | x | 3.3<br>3.6<br>3.7<br>3.10 | | | |
| Reflection | • Complete a reflection through a Power Point, display board, essay, or class presentation.<br>• Share experiences with peers and community members. | x | 3.4<br>3.8<br>3.9<br>3.10 | | x | |

| Community Connections and Resources | National Standards |
|--------------------------------------|--------------------|
| Special Olympics, association of sports for the disabled. | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# College Project #20: Social Services

**Course/Subject Area:  Sociology, Psychology, Anthropology, Justice Studies, Counseling, Family Studies, Minority Studies, or other Social Science collegiate level courses**

**Overview:**  College students volunteer at a local homeless shelter, food bank, or similar non-profit. Students learn about the fundamentals of sociology, organization of human groups and society, processes of interaction, and social change, through first-hand experience working with diverse groups of people while serving the underprivileged at a non-profit.

| Stage | Student Activities | Course Objectives/ Competencies | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| **Preparation** | • Make arrangements to complete service working directly with the population in need at a local homeless shelter, food bank, or similar non-profit.<br>• Participate in liability and diversity training, often provided by the organization.<br>• Reflect upon assigned reading materials relevant to the placement. | x | 3.2<br>3.7<br>3.8<br>3.9<br>3.10 | x | x | |
| **Action** | • Spend 3-6 hours per week working directly with people in need at the service organization, either distributing food, clothes, or other goods; educating clients about resources; interviewing clients; or advocating in the community for the cause. | x | 3.3<br>3.8<br>3.9<br>3.10 | x | x | x |
| **Reflection** | • Write reflection papers and participate in class discussions regarding how their knowledge in sociology was instrumental in delivering social services to their clients.<br>• Reflect upon how their experience will now drive their classroom learning and future sociology research. | x | 3.4<br>3.8<br>3.9<br>3.10 | x | x | x |
| **Community Connections and Resources**<br><br>Food bank, homeless shelter, domestic violence shelter, gang prevention program. | | **National Standards**<br>• Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity | | | | |

# Appendices





*"My life is my message."* Gandhi

# Appendix A

## 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.

# Appendix B

**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.

**2.5.0 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.

# Appendix C

**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 | Arizona Service Learning Standards | Reading | Writing | Math |
|---|---|---|---|---|---|---|
| Preparation | | | | | | |
| Action | | | | | | |
| Reflection | | | | | | |

| Community Connections and Resources | National Standards |
|---|---|
| | • Meaningful Service<br>• Link to Curriculum<br>• Reflection<br>• Diversity<br>• Youth Voice<br>• Partnerships<br>• Progress Monitoring<br>• Duration and Intensity |

# Appendix D

## Generating Curriculum-Related Ideas for Service Learning Projects

| Class/Unit/Theme/Standard | Direct Service | Indirect Service | Advocacy |
|---|---|---|---|
| Math xyz | Teach/tutor a peer or younger student in math. | Design puzzles using geometry lessons, laminate, and donate to a shelter or child care program. | Gather data on a hot topic of interest, make calculations, and present mathematical conclusions to people in power. |
| Elements of a plot | Read a story with a younger student, and help them chart the story's plot. | Write and illustrate an original short story, and donate it to a children's hospital or school. | Write letters to tv/movie producers suggesting plot lines that would improve the world. |
| Fitness | Organize and lead fun afterschool exercise classes for local youth and adults. | Write, film, and distribute a "Fit at Home" video for local families. | Petition the school board for increased school time for exercise. |
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# Appendix E

## Generating Theme-Based Ideas for Service Learning Projects

| General Category | Direct Service | Indirect Service | Advocacy |
|---|---|---|---|
| Children/Teens | | Collect fresh school supplies for kids to receive in January | |
| Elderly/Senior Citizens | Play games with elders | | |
| People with Disabilities | | | Petition the city to offer "unified" sports through the parks and rec program |
| Animals | | Mix and bake homemade doggie treats to donate to an animal shelter | Conduct an on-line "spay and neuter your pets" campaign |
| The Earth/Environment | | | |
| Poverty, Hunger, Homelessness | | | |
| Literacy, Tutoring | | | |
| The Arts | | | |
| Drugs, Alcohol, Tobacco | | | |
| Neighborhoods, Safety | | | |
| Other | | | |

# APPENDIX F

## Frequently Asked Questions

### 1. How do I fit this into my packed curriculum?

Use service learning as a teaching strategy for required standards and competencies. Service learning is not an add-on; it is an additional way to teach skills.

### 2. Where do I get money for service learning projects?

- There are many service learning activities that do not require any money or that use available school supplies.
- Parents, families, and community businesses can sometimes donate. Create a "wish list" and distribute it to the school community. Offer thank you letters that can be used for tax deductions.
- Stores do have allotments of funds and products. Find out donation schedules, ask early, and use student-written requests.
- Mini-grants and bigger grants are available from local, school, and national sources.

### 3. What about transportation?

- Avoid the need. Do service activities that benefit the school community, building, or grounds. Do projects in the neighborhood around the school so that students can walk.
- Have service recipients come to the school. Senior citizens, speakers from non-profit organizations, and others often enjoy visiting the school.
- Take small groups to service sites in order to utilize school vans instead of busses.
- A small group of students may visit a site at the beginning of a project in order to have a visual sense of the service and recipients. Then those students motivate their peers.
- A small group of students may volunteer to deliver items made to donate to an organization.
- Use available school transportation funds to move students to a project site.

### 4. What about student resistance?

"I don't have time to do this – there's no way" usually turns into, "That was the best school project I've ever done." Students most often come to enjoy the hands-on learning and relevance of what they are learning if respect for the various demands on their lives is maintained, and whining is ignored. Even when provided an alternate assignment, few students choose that option once they see the fun, meaningful nature of the service learning project and catch the enthusiasm of their peers.

### 5. Is liability an issue?

Use the same caution and paperwork you would with any school activity. Be smart. Don't give a ten-year-old a chain saw. Remember permission slips and liability waivers. Invite family members and friends to participate. What a great way to get others involved with the school!

### 6. Can students with disabilities participate in service learning?

Of course. K12 special education students can do their own class projects that contribute to the good of the school or community. Mainstream students participate in service projects naturally with their peers. IEP and CBI goals can be met through service activities. Often people without disabilities need training in how to utilize those with disabilities in their projects more than people with disabilities need assistance in how to contribute to a project.

### 7. What types of extracurricular activities include service learning? Here are just a few possibilities:

- Student Council/Government
- Service sorority or fraternity
- Cross age or peer tutoring and mentoring
- Character Counts Club
- Environmental Club
- Recycling Club
- Sports leagues organized by older students
- Diversity Club
- Best Buddies
- Teacher's Helper
- Drama Club with performances on youth issues
- Computer Club
- Pen Pal Club
- Intergenerational Club

### 8. What are some good tips for doing service learning as an extracurricular activity?

- Use student generated ideas.  That's called, "Youth Voice!"
- Provide choices of activities.
- Do hands-on projects.
- Do more than just raise money.
- Break students into small groups.
- Use parent, family, senior citizen, and community volunteers to help.
- Remember to include preparation and reflection so the students have a more meaningful experience.

# Appendix G:

## Service Learning Resources: Print, Organizations, and On-line

Berger, Kaye. *The Complete Guide to Service Learning, Second Edition*. Minneapolis, MN: Free Spirit Publishing, Inc., 2009.

Bertolet, Debbi, et al. *On Purpose: Teaching and Learning Through Service: A Training Manual for K-12 Teachers*. Mesa, AZ: Print Shop, 2004.

Bertolet, Debbi and Ladd Stewart, eds. *A Quick Guide to Service Learning for Elementary Schools*. Mesa, AZ: Print Shop, 2008.

Campus Compact. *Introduction to Service-Learning Toolkit: Readings and Resources for Faculty*. Rhode Island: Campus Compact, 2000.

Ehrlich, Thomas. *Civic Responsibility and Higher Education*. Phoenix, Arizona: Oryx Press, 2000.

Gottlieb, Karla and Gail Robertson, eds. *A Practical Guide for Integrating Civic Responsibility into the Curriculum, Second Edition*. Washington D.C.: Community College Press, 2006.

Griffin, Jennifer et al, eds. *An Asset Builder's Guide to Service-Learning*. Minneapolis, MN: Search Institute, 2000.

Lewis, Barbara. *The Kids Guide to Service Projects*. Minneapolis, MN: Free Spirit Publishing, 1995.

Lewis, Barbara. *The Teen Guide to Global Action*. Minneapolis, MN: Free Spirit Publishing, 2008.

Mann, Sheila and John J. Patrick, eds. *Education for Civic Engagement in Democracy: Service Learning and Other Promising Practice*s. Indiana: ERIC, 2000.

Oakes, Duane and Sweet, Elise, eds. *Service Learning in the Community College Classroom*. Mesa, AZ, 2008.

RMC Research Corporation. *K-12 Service-Learning Project Planning Toolkit*. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009.

Roberts, Pamela. *Kids Taking Action*. Greenfield, MA: Northeast Foundation for Children, 2002.

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

Stanton, Timothy. *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future*. San Francisco: Jossey-Bass Inc. Publishers, 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.

Wade, Rahima. *Joining Hands Community Service Learning Kits.* Albany, NY: State University of New York, 1997.

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.

American Association of Community Colleges Service-Learning Clearinghouse
www.aacc.nche.edu

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

Campus Compact
www.compact.org

Center for Civic Education
www.civiced.org

Character Education Partnership
www.character.org

Close-Up Fundation
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

Five Keys to Youth Success: Unlocking the Door to Arizona's Future
http://gocyf.az.gov/CYD/Documents/FiveKeysYouthSuccess.pdf

Generations United
www.gu/org

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

Idealist
www.Idealist.org

Kids Who Care
www.kidswhocareaz.org

Learn and Serve Arizona
Arizona Department of Education/Career and Technical Education
www.Learnandservearizona.com

Mesa Community College Center for Service-Learning
www.mccservicelearning.org

Mesa Public Schools Service Learning
www.mesaservicelearning.org

National Center for Learning and Citizenship/Education Commission of the States
www.ecs.og/clc

National Dropout Prevention Center
www.dropoutprevention.org

National Indian Youth Leadership Project
www.niylp.org

National Service Resource Center
www.etr.org/nsrc

National Service Learning Clearinghouse
www.servicelearning.org

National Service-Learning Partnership
www.service-learningpartnership.org

National Society for Experiential Education
www.nsee.org

National Youth Leadership Council
www.nylc.org

Points of Light Foundation
www.pointsoflight.org

SERVEnet
www.servnet.org

State Education Agency K-12 Service-Learning Network
www.seanetonline.org

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

University Service Learning
Arizona State University
www.servicelearning.asu.edu

Youth as Resources
www.yar.org

Youth Service America
www.ysa.org