

# On Purpose: Teaching and Learning Through Service



Mesa Public Schools Service Learning

Funded by Arizona Department of Education  
Learn and Serve Arizona 2002, 2003, 2004  
Corporation for National and Community Service



# *On Purpose: Teaching and Learning Through Service*

## *A Training Manual for K-12 Teachers*

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## **Foreward and Acknowledgements**

Discovering service learning as a teacher is a treat. Its successes are awe-inspiring for both rookie and veteran educators while its challenges often become great rewards. Guiding young people as they learn the lessons of school and life through acts of service is an honor and a delight.

The teachers who worked on this training manual over the last three years have experienced the magic of service learning with their students. Beyond that, they have developed their skills and talents in this arena to a professional level that qualifies them to mentor others who are newer practitioners of service learning as an instructional strategy.

Over three school years, from 2002 to 2005, this manual was written, implemented, and rewritten several times. The brilliant and fun team of teacher contributors included Joan Bird, Katie Butler, Margie Cordoza, Larry Johnson, Andrea Murphy, Kathy Sandoz, and Ladd Stewart. In addition to writing and editing this manual, these educators used this manual to teach small classes of colleagues. Each did so with her or his own angle and flair, helping other teachers discover the ease and joy of service learning. The teachers-as-students then wrote the "One Hundred Teacher Projects" found in the final section.

Huge thanks to Learn and Serve Arizona at the Arizona Department of Education, with Jan Brite at the helm, for funding this project over a three year period. Thanks, also, to Mike Cowan, Mesa Public Schools Associate Superintendent, who gave me the freedom to do this project.

Debbi Bertolet, Director  
Mesa Public Schools Service Learning



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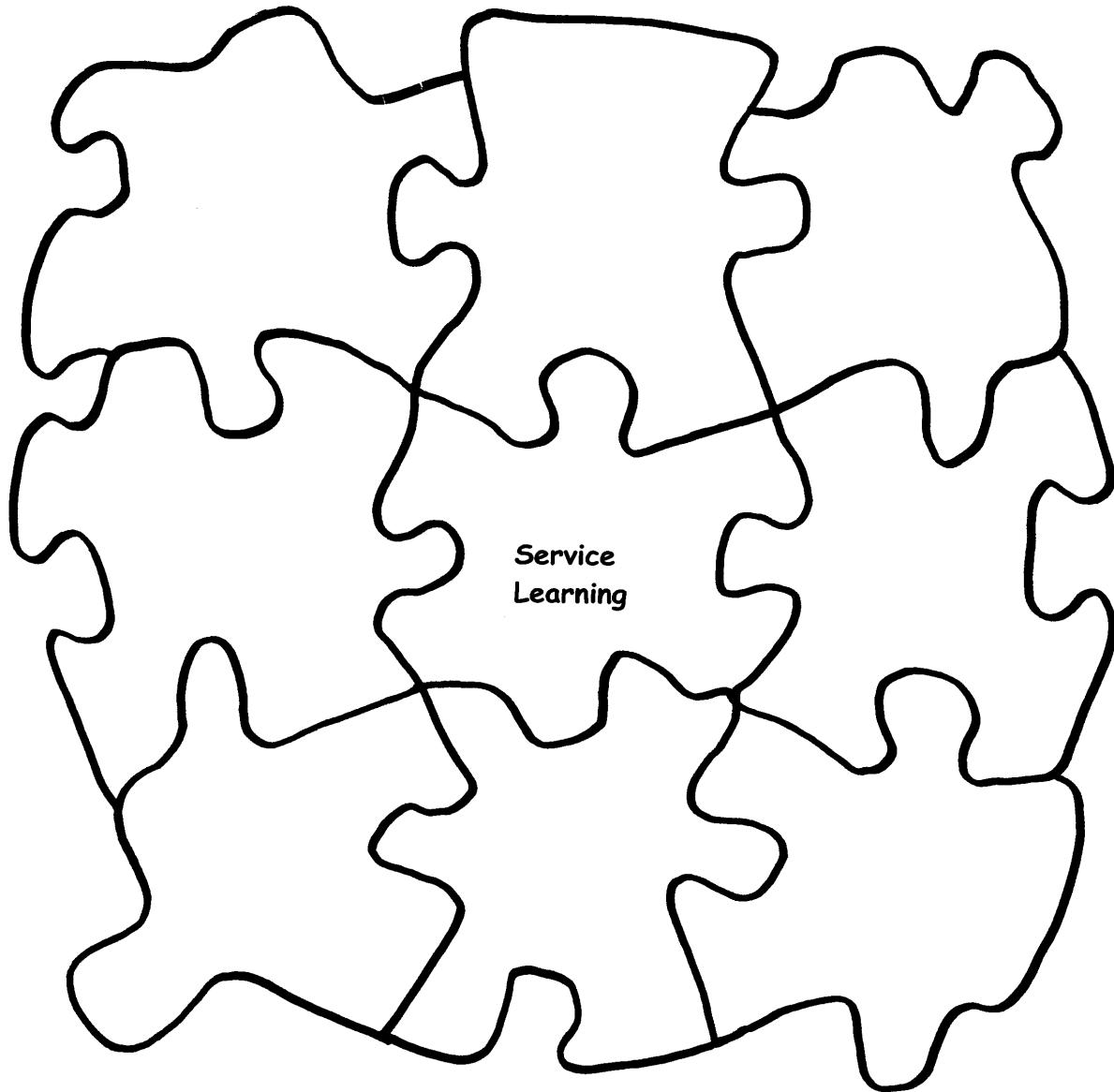
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**What are the puzzle pieces of your teaching?**



**Service Learning is the piece that completes the puzzle.**

# Service Learning Defined

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## School-based service learning is...

- \* A method of teaching that combines community service with curriculum-based learning
- \* Linked to academic content and standards
- \* About students helping to determine and meet real, defined community needs
- \* Reciprocal in nature, benefiting both the community and the student
- \* An effective way to encourage and foster active citizenship as part of public education
- \* An approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to the learning goals
- \* For all ages, even the youngest children

## School-based service learning is not...

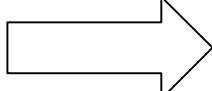
- \* A volunteer or community service program with no ties to academics
- \* An "add-on" to the existing curriculum
- \* Logging a certain number of service hours in order to graduate
- \* One-sided, benefiting either the students or the community
- \* Compensatory service assigned as a form of punishment by the courts or school administrators
- \* Only for use in social studies classes, civics, or American government
- \* Only for high school and college students

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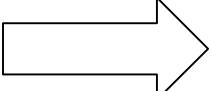
From Learning in Deed: The Power of Service Learning for American Schools,  
A Report from the National Commission on Service Learning, 2001.

## A Teacher's Planning for Service Learning

can go

From standards/curriculum  to a service project

and/or

From a service project  to standards/curriculum.

**WOW!**

# **Service Learning Ideas For Elementary Education**

The following lists were compiled by Mesa educators. They come from a variety of experiences and resources from our district, the state, and the country. We hope teachers will be sparked by these ideas.

## **Language Arts**

- \* Tutor peers or younger students.
- \* Visit a nursing home or senior center and gather oral histories.
- \* Write persuasive letters to community, state, national, or world leaders addressing a concern.
- \* Make posters/pamphlets of awareness on various issues.
- \* Hold a clinic for safety, awareness, or academic achievement.
- \* Write plays or skits on "hot" topics and perform for the school, senior citizens, or at community events.
- \* Exchange letters with pen-pals.
- \* Make books for others.
- \* Rewrite emergency directions and materials for non-readers, early learners, or limited English students.
- \* Write student generated newsletters for the school.

## **Math**

- \* Tutor peers or younger students.
- \* Count and sort items that have been collected for various causes or needs (e.g. food, toys, clothes, cleaning supplies, recycled items, money).
- \* Plot and design areas for gardens or playgrounds.
- \* Collect and chart trash from school.
- \* Design to-scale maps of the world, nation, or state.
- \* Map the school's neighborhood with directions and distances in a "Welcome Packet" for new students' families.
- \* Create flash cards or other school supplies for others.

## **Reading**

- \* Read to room buddies or serve as guest readers for younger students.
- \* Read to the disabled or elderly.
- \* Read about an issue and then "Adopt"-a-cause.
- \* Chorally read for others.
- \* Investigate needs and issues that interest students, and then respond with action.
- \* After reading about gardens, plant one for the school, neighborhood, or a community area.
- \* Put books on tapes for the library.
- \* Have a book exchange or fair.
- \* Start a book club.

# **Service Learning Ideas For Secondary Education Content Areas**

The following lists were compiled by Mesa educators. They come from a variety of experiences and resources from our district, the state and the country. We hope teachers will be sparked by these ideas.

## **Art**

- \* Display art work at hospitals, senior centers, nursing homes, and shelters.
- \* Create bowls for an "Empty Bowls" fundraiser at your school.
- \* Assemble and deliver craft kits to a local nursing home.
- \* Visit residents of a nursing home or senior center and draw portraits. Ask questions about their lives while drawing. Exhibit finished work.
- \* Paint over graffiti-covered walls.
- \* 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 supplies for a school for children living in poverty.
- \* Create a website or posters to encourage a theme such as "Reduce, Reuse, Recycle."
- \* Type letters on behalf of persons 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 or video on a current topic that needs to be publicized to a youth audience.
- \* 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 (e.g. safety tips, neighborhood welcome, drowning prevention, etc.).
- \* 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 then get 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 the person.
- \* Research a problem and propose a solution. Take action as an individual or group based on your proposed solution.
- \* Write a play on discrimination and perform it for other students.
- \* Write storybooks, pamphlets, videos or commercials with a positive theme for a chosen audience.
- \* Read books on tape for struggling readers or the blind.
- \* Write an advocacy letter to the city council or state legislature on a current issue.
- \* 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 commercials opposing drugs, gangs, tobacco, etc. and offer them to radio or TV stations.
- \* Create a booklet of ideas for fundraising to be used by school service clubs.

## **Family and Consumer Sciences**

- \* Tutor 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 and 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 disabled people. Try to get parents involved.
- \* Work with residents of public shelters to fix up and decorate living areas. This could also be done with individual families.
- \* Develop brochures and lesson plans on parenting, budgeting, "Dress of Success," child abuse, domestic violence, or drug abuse. Teach these topics to teen mothers, peers, and families.
- \* Make dolls, pillows, quilts, or stuffed animals and donate them.
- \* 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 story books in another language and have the English translation included.
- \* Translate important government, or other documents, into languages used by local residents or tourists.
- \* Respond to Santa letters from non-English speaking children.
- \* Orient new ELL students (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 for whom English is a second language.
- \* Volunteer in an elementary classroom needing a translator in the language you are learning.
- \* 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.
- \* After surveying and discussing the available technology and needs of children, elderly, handicapped or the homeless, make or repair adaptable equipment for schools, senior centers, or shelters.
- \* 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 and donate them to those in need.
- \* 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 (fire extinguishers, smoke detectors, security systems, locks, wiring, GFCI) in the homes of the elderly.
- \* Plan and conduct an automotive repair clinic and teach peers or adults how to change a tire, check engine fluids, and 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 (on 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 and 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, cost equivalency, etc. 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 rolls of toilet paper needed by a family in one year and then do a collection of toilet paper to donate.
- \* Graph the local temperatures by month and coordinate collections to match seasonal needs (e.g. blankets in winter, hats in summer, etc.).
- \* 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, people with disabilities or to interested peers or adults.
- \* 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 commercials about current events or community issues.
- \* Perform plays on current issues such as tobacco or drug use and then facilitate discussion 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 tapes and donate the tapes (with books included if possible) to a school, shelter, hospital, or neighborhood.

## **Performing Arts - Music**

- \* Research popular music of the 20's, 30's, and 40's. Invite senior citizens to a special concert, or make tapes of the music to send to nursing homes or senior centers.
- \* Sponsor an intergenerational dance or prom and play music both groups enjoy and can dance to.
- \* Teach children songs from different cultures at a local elementary school.
- \* Create/write 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, cash, etc.

- \* 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 and distribute them to the school or the greater community.
- \* Volunteer in a hospital or hospice.
- \* Learn games appropriate for senior citizens and conduct a "games morning" at a senior center. Chair exercises are fun.
- \* Set up sports or cheer clinics.

## **Reading**

- Tutor younger students in reading. Teach them skills, read to them, and have them read to you.
- \* Read 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 and take them to a public day care center to read and donate to the children.
- \* Make audio tapes of books and distribute them through the local library to visually impaired patrons.
- \* Design and write attractive synopses of books you have read for the local library.

## **Science**

- \* Develop 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 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 your school that includes native plants. Design plaques to identify the plants.
- \* Design yard landscaping that requires very little watering. Use your design to landscape a senior citizen's or handicapped person's yard.
- \* Create a book for children that teaches them about healthy food for their bodies.

## **Social Studies**

- \* Research a problem in the community and 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 and 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 your 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 school.
- \* Create a game to use a playground map to teach the children the continents and nations of the world.
- \* Use the Close-Up "ACT" curriculum to design a class-based or school-based project.
- \* Participate in a local march or action concerning a civil rights issue.
- \* Survey other students on an issue of concern to them and share that information 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 on Social Studies terms for elementary and/or junior high students.

# PAR: The Basic Model for Service Learning

Teacher Role:

**IMPLEMENT**

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

A  
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**EVALUATE**

# Preparation

The three basic areas of preparation are 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 preparation activities. Which are relevant for your activity and help you meet academic standards?

## Preparation I: Knowledge and Skills

- How to write a letter
- How to read fluently to others
- How to locate places on a map
- How to nurture a seedling into a plant
- How to play an instrument
- How to design and construct a wood project
- How to care for a pet
- 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 who are killed each day?
- How can one communicate with someone who is hearing impaired or speaks a different language?
- What kinds of recreational activities do physically challenged people 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 the 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

- Tutoring
- Coaching
- Reading with or for others
- Entertaining
- Playing games with others
- Adopt-A-Grandparent
- Yard Work
- Sewing and mending
- Cooking and serving food
- Walking and feeding animals
- Planting trees
- Providing 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
- Books (original, on tape, collection, etc.)
- Flashcards and learning games
- Toiletry kits
- Dog beds or houses
- Brochures
- Videos and Power Point Presentations

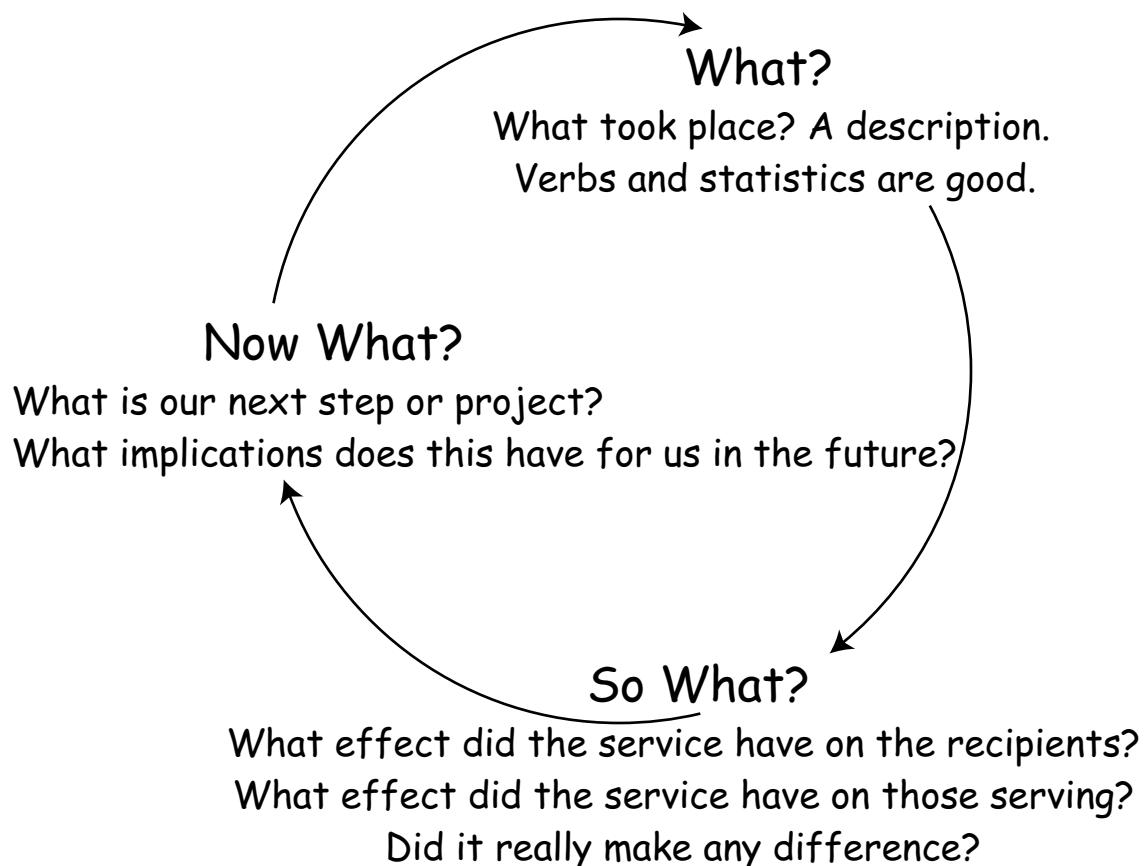
**Advocacy - service whose purpose is to influence opinions and create change in order to better life for people, animals, or the earth**

- Letter writing campaign
- Letter to the editor
- Survey with results presented to decision-makers
- Proclamation
- Kids Voting
- Phone calls
- Speeches
- Petitions
- Campaign for tolerance, against crime, etc.
- Lobbying
- Fundraising for a cause
- Initiate ordinances or laws

# Reflection

Reflection is the process of summarizing, analyzing and evaluating the service learning project. It includes intellectual and personal observations and discoveries, as well as the exploration of issues and the posing of new questions. Service experiences gain meaning and understanding from the process of reflection.

Reflection 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:



## 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 teacher - both intellectual and personal - lead to insightful reflections on behalf of the students. Here are just a few of the many forms of reflection students can do:

- Interviews
- Small and large group discussions
- Journals
- Written reports
- Posters
- Bulletin boards
- Skits
- Song parodies
- Oral presentations
- Annotated scrapbooks
- Power Point presentations
- Table and graph summaries

# Celebration

Celebration can be simple or elaborate. It honors the accomplishments of everyone who contributed to the service project. It can also be a way to publicize the project. It is nice to involve those served, school officials, families, and the media as well as the students and teachers.

Of course, sometimes the intrinsic reward of an act of service is the most important reward. A big fuss is not always necessary. But sometimes celebration is a good thing because it thanks those who helped and those who allowed others to help. A few popular forms of celebration are:

- Create bulletin boards or displays in the classroom or around the school with pictures, letters, posters, certificates, and art.
- Have a party in class or out in the community where you served.
- Distribute recognition symbols in a ceremony: t-shirts, certificates, serious and silly awards.
- Have a parent night, festival, or picnic to share photos, writing, music and art about the project. Include people from the places served.
- Create and present videos, Power Point presentations, or songs about the experience.
- Keep a scrapbook of service learning activities over the years and add to it each semester.

## **Popular Project Prototypes and Teacher Projects**

The following four sections are service learning project plans developed by Mesa teachers. A blank planning sheet may be found in Appendix A. 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 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 state standards.

The first twelve projects are prototypes of activities that have proven popular and successful. Written by the authors to show the best practices of service learning, they served as models in the training that was conducted using this manual during the 2002 - 2003 and 2003 - 2004 school years. It is important to note that all of these projects, and most of the 100 other projects, may easily be adapted to any grade level. We just created examples at different grade levels to show the possibilities.

The next three sections are 100 service learning activities written by educators who attended the "On Purpose" training. The teachers represented a spectrum of service learning practitioners from rookies to sages. The authors are aware that there are variations of the prototypes, and even some very similar projects, but we wanted to include the work of all who attended the training and created a project. 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 delight in and learn from the process of learning through service.

# Popular Project Prototype 1: Welcome to Our Community

Suggested Subject Areas: Social Studies, Computers, Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>WELCOME TO OUR COMMUNITY</b>	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards	Reading	Writing	Math
	<b>Suggested Activities</b>					
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Discuss the problems a newcomer to our community might encounter.</li> <li>• Research the community: identify schools, stories, services, etc.</li> <li>• Write letters to community organizations and businesses for materials information and gifts.</li> <li>• Have guest speakers come to the class to talk about the community or what it's like to move into a new place.</li> </ul>	1.1 1.2 1.7 1.8	X X X	X	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Create a detailed map of the community.</li> <li>• Create welcome cards, posters, brochures or information packets for newcomers.</li> <li>• Enrichments: Second language translations of materials.</li> <li>• Deliver the map to the new move-ins around the neighborhood.</li> </ul>	1.3 1.6 1.7 1.8	X	X	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Chart the number of welcome items distributed.</li> <li>• Write about expected and real responses from new citizens to the materials they received.</li> <li>• Discuss ways to improve and expand the welcome materials in the future.</li> </ul>	1.4 1.6 1.7 1.8		X	X	X
<b>Community Connections:</b> Businesses, social service agencies, civic centers, Chamber of Commerce, etc.					<b>Additional Information:</b> For enrichment: Family histories of community members.	

## Popular Project Prototype 2: Animals

<b>Suggested Subject Areas:</b> Science, Language Arts, Social Studies	<b>TITLE OF SERVICE LEARNING PROJECT:</b> <b>ANIMALS</b>		<b>Arizona Service Learning Standards (For Grades K-3)</b>	<b>Content Area Standards</b>
	<b>Suggested Activities</b>	<b>Reading</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research books about animals.</li> <li>Research animal care and grooming tips.</li> <li>Find "Animals in the News."</li> <li>Create reports/"book talks" about the subject.</li> <li>Make poems, stories, plays, or picture books about animals.</li> <li>Make phone calls to local animal welfare organizations for information.</li> <li>Invite speakers on animal welfare, care, etc.</li> </ul>		1.1 1.2 1.3 X 1.7 1.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Conduct a food drive or gather donations for a shelter.</li> <li>Adopt-a-pet or zoo animal.</li> <li>Write letters/posters to promote awareness.</li> <li>Make a hummingbird garden.</li> <li>Create nesting boxes for various types of wildlife.</li> </ul>		1.3 1.6 X 1.7 1.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Chart the donations received.</li> <li>Write about the project's accomplishments from an animal's point of view.</li> <li>Have a pet show.</li> <li>Make "Pet of the Week" display.</li> <li>Visit the zoo, animal shelter or Wildlife Park to celebrate.</li> </ul>		1.4 1.5 1.6 X 1.7 1.8	X X
<b>Community Connections:</b>	<b>Additional Information:</b> Phoenix Zoo, Friends for Life, Maricopa County Animal Control Services, wildlife refuge centers, assistance animal organizations, other animal shelters.			

# Popular Project Prototype 3: Reading Buddies

Suggested Subject Areas: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>READING BUDDIES: TEACHING LANGUAGE SKILLS</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>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, plots steps sequencing, reading graphs, etc.</li> <li>Big Buddies learn/review a skill and prepare a lesson for their Little Buddies.</li> </ul>	<p>2.2 2.3 2.8</p>	<p>X</p>	<p>X</p>
<b>Action</b>	<ul style="list-style-type: none"> <li>The two classes of students meet weekly or monthly, depending on the situation.</li> <li>Big and Little Buddies pair up or form groups to complete the lesson of the day.</li> <li>Older students help younger ones fill out book report form.</li> </ul>	<p>2.3 2.6 2.8</p>	<p>X</p>	<p>X</p>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Place students in small groups to discuss their successes and challenges. Each group then reports to the class.</li> <li>Create a poster for the pictures that were taken during the activity.</li> <li>Make Read Across America Day a big reading party, complete with Seuss hats and green eggs and ham.</li> </ul>	<p>2.4 2.5 2.6 2.8</p>	<p>X</p>	<p>X</p>
<b>Community Connections:</b>	District language arts resources, Mesa Public Library, Read Across America, etc.		<b>Additional Information:</b>	

# Popular Project Prototype 4: Performing for the Elderly

Suggested Subject Areas: Music, Drama, Dance, Social Studies	TITLE OF SERVICE LEARNING PROJECT: <b>PERFORMING FOR THE ELDERLY</b>	Content Area Standards (For Grades 4-8)	Arizona Service Learning Standards (For Grades 4-8)		
			Math	Writing	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research interests, concerns and needs of the elderly. Write a summary of the findings.</li> <li>Invite a speaker who works with the elderly to teach students how to work with senior citizens.</li> <li>Research and rehearse songs/dances from different eras.</li> <li>Make phone calls to set up dates and times for performances. (Students can tour off campus, or the elders can come to the school.)</li> </ul>		2.1 2.2 2.3 2.6 2.8 2.9	X X	X X
<b>Action</b>	<p><b>Possible activities that can be performed for and with elders:</b></p> <ul style="list-style-type: none"> <li>Perform music/dances from a variety of eras or a specific decade, especially those familiar to the elders.</li> <li>Decorations or refreshments that match the theme are nice.</li> <li>Conduct a sing or play along.</li> <li>Perform music/dances from Broadway musicals.</li> <li>Organize a joint talent show, including comedy!</li> <li>Allow time for elders and youth to interact before or after the performance.</li> </ul>		2.3 2.6 2.7 2.8	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Create a scrapbook using pictures from the event and student-written reflections.</li> <li>Make a video or cassette of the performance and give it to the audience as a surprise later.</li> <li>Compile information from the socialization into a report.</li> </ul>		2.4 2.5 2.6 2.7 2.8	X	X
<b>Community Connections:</b>	Mesa Senior Services (downtown Mesa and Red Mountain Center), care centers, trailer parks, retirement communities, respite care centers.				<b>Additional Information:</b>

# Popular Project Prototype 5: Empty Bowls

Suggested Subject Areas: Art, FACS, Music, Social Studies, Clubs, Homeroom	TITLE OF SERVICE LEARNING PROJECT: <b>EMPTY BOWLS</b>		Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	Suggested Activities	Reading		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Discuss the history and purpose of Empty Bowls.</li> <li>Research hunger in the community and the world.</li> <li>Ask students to skip two meals in order to feel hunger.</li> <li>Form committees and assign responsibilities.</li> <li>Teach students to make the bowls, how to make phone calls, and how to cook and serve the food.</li> <li>Discuss how to sell tickets and collect the money.</li> <li>Decide what agency will receive the proceeds.</li> <li>Plan and practice the entertainment for event.</li> </ul>		2.1 2.2 2.3 2.6 2.7 2.8 2.9	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Make the bowls.</li> <li>Publicize the event. Invite students, teachers, parents and the community.</li> <li>Prepare and serve the food. Set up the room.</li> <li>Greet guests, collect money and give receipts.</li> <li>Deliver the money to the approved individual or agency.</li> <li>Write thank you notes.</li> </ul>		2.3 2.6 2.8 2.10	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Discuss the highlights and successes of the event.</li> <li>List changes for next year to improve the event.</li> <li>Draw or write a reflection from a bowl or a hungry person's point of view describing how the student contributed to eliminating hunger.</li> <li>Create a scrapbook or bulletin board of the event.</li> </ul>		2.4 2.5 2.6 2.7 2.8 2.9	X X
<b>Community Connections:</b> Empty Bowls, Int'l., Paz de Cristo, United Food Bank, St. Vincent de Paul, Mesa Arts Center, Mesa Community College Art Department.				<b>Additional Information:</b>
				Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004. 25

# Popular Project Prototype 6: School and Community Gardens

Suggested Subject Areas: Science, Math, Agriculture	TITLE OF SERVICE LEARNING PROJECT: <b>SCHOOL AND COMMUNITY GARDENS</b>	Suggested Activities	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing	
		Math		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Gather info about types, sizes, and materials related to school/community gardens.</li> <li>Contact resource personnel at University of Arizona Co-op Extension.</li> <li>Decide on a type of garden after research: e.g. flower, vegetable, xeriscape, wildlife, riparian, etc.</li> <li>Design the garden and draw the plans.</li> <li>Write letters to get permission, requisition materials, work orders and donations.</li> </ul>	2.1 2.2 2.3 2.7 2.8	X X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Mark the area.</li> <li>Prepare the soil and watering system.</li> <li>Plant the garden. Label the plants.</li> <li>Set up the care schedule. Follow it.</li> <li>Keep notes and journals.</li> </ul>	2.3 2.8 2.4 2.9 2.5 2.6 2.7	X X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Enjoy and/or donate the products of the garden.</li> <li>Evaluate the results of the garden.</li> <li>Compare plants from the garden with store products.</li> <li>Create a scrapbook/photo album/collage.</li> <li>Invite guests to share in a garden party (celebration).</li> </ul>	2.4 2.5 2.6 2.7 2.8	X X X	X
<b>Community Connections:</b>	Maricopa County Cooperative Extension, 4-H, Boy Scouts, Agriculture teachers, American Horticultural Society, Desert Botanical Garden, Boyce Thompson Arboretum.	<b>Additional Information:</b> There are many great websites and grants on-line for gardening		

# Popular Project Prototype 7: Campus Beautification

Suggested Subject Areas:	TITLE OF SERVICE LEARNING PROJECT: <b>CAMPUS BEAUTIFICATION</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Read books aloud to class on the theme such as <u>Just A Dream</u> or <u>The Wartville Wizard</u>.</li> <li>Survey the campus and conduct an analysis of the problem areas. Present the information to the student body through video or posters.</li> <li>Students create posters out of school litter or pictures of problem areas to illustrate the problem to the student body.</li> </ul>	<p>2.1 2.2 2.6 2.7 2.8</p>	<p>X X</p>	<p>X X</p>
<b>Action</b>	<ul style="list-style-type: none"> <li>Collect trash on campus on a regular basis.</li> <li>Conduct a data analysis (histogram) identifying the types of garbage collected.</li> <li>Compute percentages of recyclables, aluminum cans to be sold for money, and actual trash.</li> <li>Scrape gum from walkways and collect in a large, glass jar.</li> <li>Paint school trash cans or bathrooms.</li> <li>Conduct a media campaign about school cleanliness.</li> </ul>	<p>2.3 2.4 2.7 2.8</p>	<p>X</p>	<p>X</p>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Use results of the data analysis to advocate for a cleaner campus (creating ads/media campaign), start a recycling program, or create teams for keeping the campus clean once a week.</li> <li>Create a photo album documenting the project.</li> <li>Evaluate the success of the program after each month.</li> </ul>	<p>2.4 2.5 2.6 2.7 2.8</p>	<p>X</p>	<p>X</p>
<b>Community Connections:</b> City of Mesa Sanitation Department, recycling businesses, paint stores.	<b>Additional Information:</b> Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.			

# Popular Project Prototype 8: Storybooks

Suggested Subject Areas: Language Arts, Visual Arts, Media Technology	TITLE OF SERVICE LEARNING PROJECT: <b>STORYBOOKS</b>		Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	Suggested Activities	Reading		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Read a variety of storybooks at the correct grade level for the recipients (preschools, 1<sup>st</sup>, etc.).</li> <li>• Teach or review the elements of a short story.</li> <li>• Brainstorm the necessities for a good story for the intended audience.</li> <li>• Organize into individual or groups to create the original, illustrated books.</li> </ul>		2.2 2.6 2.8	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Determine the theme/message of the story.</li> <li>• Select an art style for the book.</li> <li>• Design the characters.</li> <li>• Select a setting and make a preliminary sketch.</li> <li>• Create a basic plot using a plot chart.</li> <li>• Write the story.</li> <li>• Complete the storyboards.</li> <li>• Prepare the book with the art.</li> <li>• Share the book with the class and analyze one's own and other's books.</li> <li>• Prepare to send or take the books to the recipients.</li> </ul>		2.2 2.3 2.4 2.6 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Write a personal letter to the recipients to accompany the books.</li> <li>• Complete an evaluation sheet.</li> </ul>		2.4 2.8	X X
<b>Community Connections:</b> Younger grades in same school or a different school, or a Family Tree program or child care center.		<b>Additional Information:</b>		

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# Popular Project Prototype 9: Collections

Suggested Subject Areas:	TITLE OF SERVICE LEARNING PROJECT: <b>COLLECTIONS</b>	Suggested Activities	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
		Reading	Writing	
Math, Media Technology, Business, Social Studies, FACS, Clubs, Homeroom				
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research the needs of the individual or organizations and write an expository essay.</li> <li>Set goals and predict outcomes and rewards.</li> <li>Brainstorm how to publicize the drive.</li> <li>Form committees and assign responsibilities.</li> <li>Involve parents, staff and faculty, and local businesses.</li> </ul>	3.1 3.2 3.6 3.7 3.8	X X X X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Publicize information about the collection.</li> <li>Encourage participation with appropriate incentives.</li> <li>Collect and count the food, clothes, household items, toys, etc. Analyze the data.</li> <li>Mend, repair, categorize, and store "the stuff."</li> <li>Deliver the collected items.</li> </ul>	3.3 3.4 3.6 3.8	X X X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Write thank you notes to business partners and others who made donations.</li> <li>Make a flag of helping hands with students describing their feelings on their traced, cut-out hands.</li> </ul>	3.4 3.5 3.6 3.7 3.8		X
<b>Community Connections:</b>	Contact MPS Service Learning, the Volunteer Center, or Community Information and Referral for information on organizations seeking collections.	<b>Additional Information:</b>		
		Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004. 29		

# Popular Project Prototype 10: Oral History Interviews

Suggested Subject Areas: Social Studies, Language Arts, Career Prep	TITLE OF SERVICE LEARNING PROJECT: <b>ORAL HISTORY INTERVIEWS</b>	Suggested Activities	Math		
			Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Gain background knowledge on a historic era, life stages, careers, etc. as related to the curriculum.</li> <li>Prepare questions relevant to the curriculum/topic.</li> <li>Role play the interview process.</li> <li>Learn how to make phone calls to set up the project.</li> <li>Identify interviewees and organize interview meetings.</li> </ul>		3.2 3.7 3.8 3.9	X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Conduct the interviews. Tape record, video, or take notes on the information received.</li> <li>Write/word process the transcripts and summaries of the interviews.</li> <li>Publish and distribute the interviews to appropriate audiences, including those interviewed.</li> </ul>		3.3 3.4 3.7 3.8	X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write thank you notes to the interviewees, including reflections of what the student gained from the interview.</li> <li>Write a summary and analysis of lessons learned from interviews related to the curriculum and personal development.</li> </ul>		3.4 3.5 3.7 3.8 3.9	X	X
<b>Community Connections:</b>	Senior centers, retirement centers, nursing homes, Veteran's hospital, school alumna, adult service organizations, churches.				
<b>Additional Information:</b>			<a href="#">Recording your Family History: A Guide to Preserving Oral History Using Audio and Video Tape</a> <a href="#">Veteran's Interviews-Library of Congress</a>		

## Popular Project Prototype 11: Social Action

Suggested Subject Areas:	TITLE OF SERVICE LEARNING PROJECT: <b>SOCIAL ACTION</b>	Suggested Activities	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards	Reading	Writing	Math
Social Studies, Language Arts, Science, Business Clubs, Homeroom							
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research issues using print media, the Internet, field trips, guest speakers, surveys, and phone interviews.</li> <li>Analyze the data and information gathered.</li> <li>Write a persuasive essay or research (problem and solution) paper.</li> <li>Develop a detailed action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Research issues using print media, the Internet, field trips, guest speakers, surveys, and phone interviews.</li> <li>Analyze the data and information gathered.</li> <li>Write a persuasive essay or research (problem and solution) paper.</li> <li>Develop a detailed action plan.</li> </ul>	3.1 3.2 3.7 3.8 3.9	X	X	X	
<b>Action</b>	<ul style="list-style-type: none"> <li>Implement the action plan. Possible modes of social action: phone calls, letters, petition, survey, proposal, news/press release, PSA, proclamation or resolution.</li> <li>Present information to relevant individual, government agency, media, etc.</li> <li>Follow up.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the action plan. Possible modes of social action: phone calls, letters, petition, survey, proposal, news/press release, PSA, proclamation or resolution.</li> <li>Present information to relevant individual, government agency, media, etc.</li> <li>Follow up.</li> </ul>	3.3 3.4 3.7 3.8 3.9	X	X	X	
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write a summary of the entire process, including analysis of the results.</li> <li>Discuss the strengths and weaknesses of the project and possible future actions to take.</li> <li>Write an article on the project for school or local papers or Internet sites.</li> </ul>	<ul style="list-style-type: none"> <li>Write a summary of the entire process, including analysis of the results.</li> <li>Discuss the strengths and weaknesses of the project and possible future actions to take.</li> <li>Write an article on the project for school or local papers or Internet sites.</li> </ul>	3.4 3.5 3.7 3.8 3.9			X	
<b>Community Connections:</b> City, state, and federal government officials and agencies, news media, Close Up of Arizona, Kids Voting.		<b>Additional Information:</b> <u>Kids Guide to Social Action</u> , <u>No Kidding Around</u> , <u>Take Action! A Guide To Active Citizenship</u>					

# Popular Project Prototype 12: School Clubs

Suggested Subject Areas: Clubs, Homeroom	TITLE OF SERVICE LEARNING PROJECT: <b>SCHOOL CLUBS</b>		Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
	Suggested Activities	Reading		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Students research a school or community need through phone calls, speakers, newspaper research, etc.</li> <li>Form committees and assign responsibilities.</li> <li>Learn and practice the skills needed to do the project.</li> <li>Gather the tools and supplies needed.</li> <li>Recruit adults/peers skilled in areas of need.</li> <li>Schedule the dates and times of the project with the recipients.</li> </ul>		3.1 3.2 3.6 3.7 3.8 3.9	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Everyone provides a service that is needed and organized.</li> <li>The service may be direct service to a client or group, indirect service (a collection or creation), or advocacy.</li> </ul>		3.3 3.6 3.7 3.8 3.9	
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Using a journal, timeline and/or discussion to evaluate if a real need was filled, what worked well, what could be improved next time, what needs still exist, and what project might be conducted next.</li> </ul>		3.4 3.5 3.8	X X
<b>Community Connections:</b> Contact MPS Service Learning, the Volunteer Center, or Information and Referral for information on organizations seeking help. Make sure help offered is needed.		<b>Additional Information:</b>		

## Animal Awareness

Suggested Courses: Science, Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>ANIMAL AWARENESS</b> Georganne Wolfe, Sousa Elementary	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Research habits of animals from <u>Zoobooks</u>.</li> <li>• Visit the zoo.</li> <li>• Research the Internet about animals.</li> <li>• Make a KWL chart</li> </ul>	1.1 1.8	X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Create a poster to save habitats.</li> <li>• Create a Tuesday News: "Save The Animals."</li> <li>• Write a jingle for others to remember our slogan.</li> <li>• Develop a brochure for animals' rights.</li> <li>• Send a letter to the editor.</li> </ul>	1.3 1.8	X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Present products and information to class and other classes.</li> <li>• Make a Venn diagram on two animals.</li> <li>• Place students in groups to discuss highs and lows from the project.</li> <li>• Make a video on saving animals' habits.</li> </ul>	1.4 1.6 1.8	X X	X X
<b>Community Connections:</b>	Phoenix Zoo, Humane Society, PETA, Service Dog Trainers. Invite a zookeeper to speak.			<b>Additional Information:</b>

# Bring A Grandparent Tea/Cookies

Suggested Courses: Language Arts, Reading	TITLE OF SERVICE LEARNING PROJECT: <b>BRING A GRANDPARENT TEA/COOKIES</b> Susan Thomas, Tawny Veschio, Linda Ems, Kerr and Edison Elementary	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Set up location and time.</li> <li>Order food through food and nutrition.</li> <li>Read books that show elderly needs (e.g. <u>Mr. Faulkner, On My Grandma's Lap</u>).</li> <li>Practice reading with a partner</li> <li>Learn and review good manners.</li> <li>Make and send invitations.</li> <li>Design and make decorations.</li> </ul>	1.1 1.2 1.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Decorate and prepare the room.</li> <li>Greet elders/grandparents.</li> <li>Children serve food to all.</li> <li>Children and grandparents read together.</li> </ul>	1.3 1.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Create an annotated photo album.</li> <li>Write thank you notes to the grandparents who attended.</li> <li>Write a journal on the experience.</li> </ul>	1.4 1.5 1.8	X X
<b>Community Connections:</b>	PTO, Mesa Senior Services, Care Centers, Grandparents Day.	<b>Additional Information:</b>	

## Calendars for the Elderly

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>CALENDARS FOR THE ELDERLY</b>	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards	Math
Writing	Reading			
Languages Arts, Math, Visual Arts	Linda Knoblock, Janine Lee, Lorrie Callison, Julie Petsch, Taft Elem			
	<b>Suggested Activities</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Look at this year's calendar showing the pictures and calendars.</li> <li>Practice counting to 31 and show which months have 28 or 30 days.</li> <li>Discuss poetry. Give examples to read. Practice writing poetry.</li> </ul>	1.8	X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Select art activities for each month and create the pages.</li> <li>Write poems for each month. Do whole group poetry.</li> <li>Do calendar activities (names of days, months, numbers, addition, subtraction, etc.)</li> <li>Practice reading poems.</li> </ul>	1.3 1.6 1.8	X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write a letter to the recipients of the calendars.</li> <li>Orally share experiences. Which part did they enjoy? Did they prefer creating, visiting, or sharing?</li> <li>Do they want to continue their involvement with the nursing home?</li> </ul>	1.4 1.8		X
<b>Community Connections:</b>	Nursing homes in our community.			
	If we have funds, a field trip to the nursing home would be fun. Students could give the residents the calendar and read the poems to them.	<b>Additional Information:</b>		

# Garden Beautification

Suggested Courses: Science, Biology, Agriculture	TITLE OF SERVICE LEARNING PROJECT: <b>GARDEN BEAUTIFICATION</b> Lori Finto, Colleen Lopez, Emily Myers-Rice, Sousa Elementary	Arizona Service Learning Standard (For Grades K-3)	Content Area Standard
Suggested Activities		Reading	
		Writing	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research types of flowers and vegetables.</li> <li>Determine which plants grow in our climate.</li> <li>Gather materials: soil, cups, seeds, and garden tools.</li> <li>Determine the number of seeds per cup.</li> </ul>	1.2 1.8	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Plant seeds in the cups.</li> <li>Make labels for seedlings.</li> <li>Create and follow a watering schedule.</li> <li>Transplant the seedlings into grade level gardens.</li> <li>Measure and chart individual growth.</li> </ul>	1.3 1.6 1.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Hold a planting party or Flower Fiesta.</li> <li>Write journal entries.</li> </ul>	1.4 1.5 1.8	X X
<b>Community Connections:</b> Have a celebration of everything we have grown at an open house. Invite students' families.		<b>Additional Information:</b> Do units on plants and D.S.A. unit.	

# Grandparents Party

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>GRANDPARENTS PARTY</b> Barbara Bristow, Kerr Elementary	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards (For Grades K-3)	Reading	Writing	Math
	<b>Suggested Activities</b>					
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read books that have senior citizens in them (e.g., <u>On My Grandma's Lap</u>) and about manners (e.g. <u>Monster Manners</u>).</li> <li><input type="checkbox"/> Order some goodies from Food and Nutrition, or have children bring them.</li> <li><input type="checkbox"/> Plan and make decorations and place settings.</li> <li><input type="checkbox"/> Learn table manners.</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.3</li> <li>1.8</li> </ul>		X		X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decorate the room, setting a place for each invited guest.</li> <li><input type="checkbox"/> Children serve the guests.</li> <li><input type="checkbox"/> Children use appropriate manners.</li> </ul>	<ul style="list-style-type: none"> <li>1.3</li> <li>1.8</li> </ul>		X		X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The children make a book about the event, including pictures, stories and thank you notes.</li> <li><input type="checkbox"/> Products can become a class book.</li> </ul>	<ul style="list-style-type: none"> <li>1.4</li> <li>1.5</li> <li>1.8</li> </ul>		X	X	X
<b>Community Connections:</b>	Care centers, Mesa Senior Services.			<b>Additional Information:</b> Good activity for Grandparents Day in September.		

# Performance Desert Awareness & Conservation

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>PERFORMANCE DESERT AWARENESS &amp; CONSERVATION</b>	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards
Math			
Writing			
Reading			
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Read desert stories and research desert animals.</li> <li>• Research desert animals.</li> <li>• Invite desert animal presentation, and puppeteer <i>Zoner &amp; Drip</i> to inform students about conservation and water waste.</li> <li>• Invite "Hotel Saguaro" to teach desert animals.</li> <li>• Learn desert songs.</li> <li>• Write animal reports.</li> </ul>	1.1 1.2 1.3 1.7 1.8	X X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Write poetry featuring the desert.</li> <li>• Graph desert animals.</li> <li>• Make water conservation posters for the school.</li> <li>• Write and solve desert story problems.</li> <li>• Enter Water Conversation Calendar Art contest.</li> <li>• Conduct science evaporation experiment.</li> </ul>	1.3 1.7 1.8	X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Create a Dinah Zike tri-fold desert book to share.</li> <li>• Perform for parents with songs, food and displays about the desert at open house.</li> <li>• Enter writing contest, "A Desert Adventure."</li> <li>• Plant saguaro seeds.</li> <li>• Take a trip to the Desert Botanical Garden.</li> </ul>	1.4 1.5 1.8	X X X
<b>Community Connections:</b> Desert Botanical Garden, Child's Play, Mesa Science Dept.	<b>Additional Information:</b> Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.		

# Place Mats for the Senior Center

Suggested Courses: Language Arts, Visual Arts, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>PLACE MATS FOR THE SENIOR CENTER</b>	Arizona Service Learning Standards (For Grades K-3)	Math	Writing	Reading	Content Area Standards
			Suggested Activities			
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Write individual letters to parents asking for a small donation to purchase place mats and decoration supplies.</li> <li>Determine amount of money collected and purchase items.</li> <li>Read or listen to books about the elderly or grandparents.</li> <li>Discuss appropriate sayings one could write on the decorated place mats.</li> </ul>		1.1 1.2 1.8	X	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Decorate place mats for the particular holiday.</li> <li>Write sentences about themselves or holiday caring messages on the place mats.</li> <li>Take pictures of students working on the place mats.</li> <li>Deliver place mats to the Senior Center.</li> <li>Take pictures of the seniors utilizing and reading the place mats.</li> </ul>		1.3 1.5 1.8	X	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Design a bulletin board to display the student and senior pictures.</li> <li>Write an article to place in the school or district newsletter describing the project with examples of the sentences written on the place mats.</li> <li>Provide students with a list of age appropriate books to read that relate to the elderly.</li> <li>Brainstorm other activities that include the elderly.</li> </ul>		1.4 1.5 1.8	X	X	X
<b>Community Connections:</b> Care centers, Mesa Senior Services, etc.						<b>Additional Information:</b>

Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.  
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# Safety Storybook

Suggested Courses: Language Arts/Visual Arts, Social Studies	TITLE OF SERVICE LEARNING PROJECT: <b>SAFETY STORYBOOK</b> Linda Nichols, Brimton Elementary	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades K-3)	Content Area	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a variety of books on the kindergarten level about safety (water, fire, sun, etc.)</li> <li><input type="checkbox"/> Have guest speaker (nurse, police, fireman, etc.).</li> <li><input type="checkbox"/> Review topics and brainstorm ideas for pages in a book.</li> <li><input type="checkbox"/> Each student picks a topic for the page she/he wants to write and illustrate.</li> </ul>		1.1 1.2 1.7 1.8	X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the theme of each page and what actions should be written and illustrated.</li> <li><input type="checkbox"/> Write safety ideas.</li> <li><input type="checkbox"/> Illustrate.</li> <li><input type="checkbox"/> Share book with class and a preschool.</li> <li><input type="checkbox"/> Give book to a preschool class.</li> </ul>		1.3 1.7 1.8	X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss what was learned.</li> <li><input type="checkbox"/> Write thank you notes to the guest speakers.</li> <li><input type="checkbox"/> Give an oral presentation to the preschool class.</li> <li><input type="checkbox"/> Incorporate ideas into a bulletin board.</li> </ul>		1.4 1.5 1.8	X X	X
<b>Community Connections:</b>	Traffic Safety Dept., Police, Fire Dept., Mesa Parks & Rec (water safety), Sunwise E.P.A., and Community Ed.			<b>Additional Information:</b> Students will make a safety storybook, which includes ideas on water, fire, home, and sun safety.	

# School Garden Beautification

Suggested Courses: Science, Math, Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>SCHOOL GARDEN BEAUTIFICATION</b> Susan Little, Vivian Nichols, Linda Ziegler, Marie Propp, Las Sendas Elementary	Arizona Service Learning Standards (For Grades K-3)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research drought-resistant plants.</li> <li>Summarize information in consumer literature.</li> <li>Decide on which kinds of desert plants to use.</li> <li>Design a garden and draw plans.</li> <li>Write letters to get donations from grants, PTA, Mesa Foundation, SRP, etc.</li> </ul>	1.1 1.2 1.3 1.8	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Prepare garden surface and plant the desert plants.</li> <li>Research and label plants.</li> <li>Record observations (measurements).</li> <li>Write cause and effect reports.</li> <li>Use journals to record and graph garden changes.</li> </ul>	1.3 1.6 1.8	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Enjoy the beautiful garden.</li> <li>Evaluate the results of garden.</li> </ul>	1.4 1.5 1.8	X X
<b>Community Connections:</b> Desert Botanical Garden, SSRP, Maricopa County Extension Coop.	<b>Additional Information:</b>		

## AR Reading Buddies

Suggested Courses: Reading	TITLE OF SERVICE LEARNING PROJECT: <b>AR READING BUDDIES</b> Eileen Hoffman, Lowell Elementary	Content Area Standards		
		Arizona Service Learning Standards (For Grades 4-8)	Reading	Writing
<b>Preparation</b>	<input type="checkbox"/> High Low reading level students pair up three times a week to read to each other.	2.2	X	
<b>Action</b>	<input type="checkbox"/> Two students at different reading levels take turns reading a book on their level to each other. <input type="checkbox"/> Buddies ask each other who, what, where, when, why, and how about each other's books. <input type="checkbox"/> Short and Fill In book report follows students help each other.	2.3 2.6 2.8	X X	X
<b>Reflection</b>	<input type="checkbox"/> Each student draws a picture about his buddy's book and tells the class about it. <input type="checkbox"/> Read A Thon Day: students bring blankets, snacks and read.	2.4 2.5 2.8	X	X
<b>Community Connections:</b>	District language arts resources, Mesa Public Library.	<b>Additional Information:</b>		

# Being Successful at Carson Junior High

Suggested Courses: Language Arts, Drama	TITLE OF SERVICE LEARNING PROJECT: <b>BEING SUCCESSFUL AT CARSON JUNIOR HIGH</b> Samuel Thomas Mitchell V, Carson Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
<b>Preparation</b>	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Research how to write plays: conversations, stage directions, actions and dialogue.</li> <li>• Learn brochure concepts: Cornell notes, binder organization, and Carson stamp program.</li> </ul>	2.2 2.3 2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Perform plays for Emerson 6<sup>th</sup> grade. Film the plays to show at Whitman, Whittier, and Webster.</li> <li>• Develop brochures on Cornell notes, binder organization, and Carson stamp program.</li> </ul>	2.2 2.3 2.6 2.8	X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Write entries in learning journals.</li> <li>• Create presentation in written, video, Power Point, or poster.</li> </ul>	2.4 2.5 2.6 2.8	X X X X
<b>Community Connections:</b>			<b>Additional Information:</b>

# Book Buddies

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>BOOK BUDDIES</b> Rich Campos, Porter Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Preparation	<ul style="list-style-type: none"> <li>• Book Buddy teachers plan together what reading and writing skills will be taught.</li> <li>• Pen Pal interest inventory of book buddy.</li> <li>• Learn writing skills and process.</li> <li>• Learn reading skills.</li> <li>• Learn story elements.</li> <li>• Intermediate buddy will review a skill for their primary buddy.</li> </ul>	2.2 2.8	X X X
Action	<ul style="list-style-type: none"> <li>• Classes meet weekly.</li> <li>• Intermediate buddy teaches reading skill to primary buddy.</li> <li>• Pen Pals exchange letters throughout year.</li> <li>• Intermediate buddy creates a book and gives to primary buddy.</li> <li>• Shares book with class (oral report of book)</li> </ul>	2.3 2.6 2.8	X X X
Reflection	<ul style="list-style-type: none"> <li>• Intermediate student writes letter to the primary book recipients.</li> <li>• Complete Book Buddy evaluation sheet.</li> <li>• Students journalize about their successes and challenges.</li> <li>• Create poster from pictures taken.</li> <li>• Dr. Seuss day readathon party</li> </ul>	2.4 2.5 2.8	X X
Community Connections:	Community of school learners, Mesa Library, District reading and writing resources.	<b>Additional Information:</b> Students may want to read specific books to teach specific reading skills.	

## Book Collection

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>BOOK COLLECTION</b> Lisa Bowen, Stapley Jr. High	<b>Suggested Activities</b>	Arizona Service Learning Standards	Content Area Standards	<b>Reading</b>
			(For Grades 4-8)		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research a community need for reading materials by telephoning, writing, and e-mailing local agencies.</li> <li>Set a goal of how many books to collect.</li> <li>Plan motivation to get students involved.</li> <li>Set time period for collection.</li> </ul>		2.1 2.2 2.8	X	X      X
<b>Action</b>	<ul style="list-style-type: none"> <li>Publicize and explain the need for books throughout the school with posters and announcements.</li> <li>Collect the books from home, friends, and family.</li> <li>Take pictures of students bringing books.</li> <li>Call local businesses and ask for contributions.</li> <li>Deliver the books.</li> </ul>		2.3 2.7	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Group discussion.</li> <li>Power Point presentation of kids collecting, sorting and delivering books.</li> </ul>		2.4 2.5		X
<b>Community Connections:</b>	Homeless shelters, child crisis center, hospitals, women's shelters, senior centers, etc.				<b>Additional Information:</b>

# Book Drive/Giveaway with Read-A-Long Tapes

Suggested Courses: Language Arts, Technology	TITLE OF SERVICE LEARNING PROJECT: <b>BOOK DRIVE</b> Mary Ellen Carolan, Mesa Jr High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
Preparation	<ul style="list-style-type: none"> <li>Contact a primary level teacher at an elementary school.</li> <li>Instruct students regarding types of books to be collected.</li> <li>Students create a list of questions related to 5 W's and how to discuss them with elementary students.</li> <li>Discuss with students concerns regarding reading level and attention span of buddies.</li> <li>Students pre read books for accuracy and fluency.</li> </ul>	2.2 2.8	X X	Writing
Action	<ul style="list-style-type: none"> <li>Students tape readings of books to be given to students at elementary school.</li> <li>Students meet with their reading buddies to complete the lesson (read to students and listen to tape with students).</li> <li>Give the books and tapes to buddies.</li> </ul>	2.3 2.6 2.8	X X	Reading
Reflection	<ul style="list-style-type: none"> <li>Students interview each other and share responses with the class (using teacher provided questions).</li> <li>Students then journal regarding positives/negatives/changes.</li> </ul>	2.4 2.5 2.6 2.8	X X	
Community Connections:	<p>Mesa Public Library, Read Across America.</p> <p><b>Additional Information:</b></p>			

# Books on Tape

Suggested Courses: Cross-age Elementary Classrooms	TITLE OF SERVICE LEARNING PROJECT: <b>BOOKS ON TAPE</b> Kymra Donaldson, Sousa Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities			Writing
			Reading	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Sixth and first grade teachers coordinate the book buddy reading project.</li> <li>Sixth grade students are instructed on how to help their first grade buddies read with fluency, use expression, and present a book to an audience.</li> <li>Sixth graders learn how to operate cassette recorders.</li> </ul>	2.2 2.8	X X	
<b>Action</b>	<ul style="list-style-type: none"> <li>Sixth and first grade students meet weekly.</li> <li>Book buddies are paired up. Sixth graders work with first graders on books that are on their levels of reading.</li> <li>Sixth graders coach first graders to read fluently, use expression in voice, and present the books to an audience.</li> <li>Oral readings are recorded by first graders.</li> </ul>	2.3 2.6 2.8	X X X	
<b>Reflection</b>	<ul style="list-style-type: none"> <li>First grade students share their books on tape with their sixth grade buddies.</li> <li>First grade students share their books on tape during read aloud with classmates.</li> <li>First grade students share their books on tape with Kindergarten students.</li> </ul>	2.3 2.4 2.5 2.8	X X X	
<b>Community Connections:</b>	Books on tape are sent home to share with families. Community volunteer storyteller visits our classroom.		<b>Additional Information:</b>	

# Buddy Bears

Suggested Courses: FACS (Intro)	TITLE OF SERVICE LEARNING PROJECT: <b>BUDDY BEARS</b> Brittany Baggs, Fremont Jr. High	Content Area Standards		
		Arizona Service Learning Standards (For Grades 4-8)	Reading	Math
<b>Preparation</b>	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>Study the mental and physical development of school-age children.</li> <li>Discuss and practice basic sewing techniques.</li> <li>Practice threading a needle and, the gathering stitch.</li> <li>Practice stuffing a bear and finishing it off.</li> <li>Study fabric types and fabric direction.</li> <li>Write step by step directions.</li> <li>Cut out circles.</li> <li>Call and invite 6<sup>th</sup> graders to come over. Set up date and time.</li> </ul>	2.2 2.3 2.8 2.10	X X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Sit with 6<sup>th</sup> graders and talk to them.</li> <li>Show 6<sup>th</sup> graders how to thread needle and stitch circle.</li> <li>Show 6<sup>th</sup> graders how to stuff bear and finish it off.</li> <li>Glue bears together.</li> <li>Show and explain direction steps.</li> </ul>	2.3 2.6 2.8	X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Take picture of all bears and students.</li> <li>Discuss how physical development effected achievement.</li> <li>Write thank you notes to 6<sup>th</sup> graders.</li> </ul>	24 2.5 2.8		X
<b>Community Connections:</b>	Younger students at nearby elementary schools.	<b>Additional Information:</b> This will help raise our enrollment in FACS.		

# Buddy Cooks

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>BUDGY COOKS</b> Judy Hammann, Mesa Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities			Writing
			Reading	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Students learn how to use kitchen equipment and read recipes.</li> <li>Students form kitchen groups and practice working in cooperative groups.</li> <li>Contact elementary 6<sup>th</sup> grade teacher to find out interest in the project and make arrangements.</li> <li>Prepare students for lab day. Suggest topics for older students to discuss with 6<sup>th</sup> grade class about entering junior high.</li> </ul>	2.2 2.6 2.8	X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Students prepare spider cookies with 6<sup>th</sup> grade students from Lowell Elementary.</li> <li>Students discuss junior high life and alleviate some of the anxieties 6<sup>th</sup> graders may have about coming to a new school.</li> </ul>	2.3 2.6	X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Discuss reflection questions.</li> <li>Complete reflection questionnaire that addresses what went well, what could be improved, what was difficult, and what their individual role was.</li> </ul>	2.4 2.5 2.6 2.8	X X	X
<b>Community Connections:</b>	4 H Boys/Girls, elementary schools, Boys and Girls Club		<b>Additional Information:</b>	

# Campus Beautification

Suggested Courses: Science, Math, Art	TITLE OF SERVICE LEARNING PROJECT: <b>CAMPUS BEAUTIFICATION</b> Holly Smith, MacArthur Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<input type="checkbox"/> Read books aloud to class on recycling and cleaning up the community. <input type="checkbox"/> Walk around campus and decide what the problems are and how they will be solved. <input type="checkbox"/> Students create a video for the student body displaying the litter and their plan of action.	2.1 2.2 2.8	X X X
<b>Action</b>	<input type="checkbox"/> Collect trash on campus on a regular basis. <input type="checkbox"/> Gather trash data, analyzing the types of trash found. <input type="checkbox"/> Collect recyclables to be sold for money for school supplies, projects, etc. <input type="checkbox"/> Students make posters to encourage campus cleanliness.	2.3 2.8	X X
<b>Reflection</b>	<input type="checkbox"/> Use data to encourage a more beautiful campus. Continue the recycling program and assign students to continue the "clean campus" program. <input type="checkbox"/> Take before and after photos and videos of campus to document the monthly progress. <input type="checkbox"/> Evaluate the successfullness of the program after each month.	2.3 2.4 2.7 2.8	X X
<b>Community Connections:</b> City of Mesa Sanitation Dept.			<b>Additional Information:</b>

## Career - Education Interviews

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>CAREER - EDUCATION INTERVIEWS</b> Mary Ruben, Smith Jr. High	<b>Suggested Activities</b>	Content Area Standards		
			Arizona Service Learning Standards (For Grades 4-8)	Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Write interview form. Prepare relevant questions such as why do adults value education, and how we can insure maximum education.</li> <li>• Identify interviewees and organize meetings.</li> </ul>		2.2 2.3	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Conduct the interviews.</li> <li>• Take notes on the information received.</li> <li>• Create a booklet of the interviews, including highlight pages.</li> </ul>		2.3 2.8	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Group discussions on successes and improvements.</li> <li>• Oral presentations on the most interesting person and career.</li> <li>• For the celebration, present the booklet to the career center and media center.</li> </ul>		2.4 2.5 2.8	X	X
<b>Community Connections:</b>	Family members, school personnel (alumna), nursing homes, business and community leaders, churches, senior centers.	<b>Additional Information:</b>			

## Career Interviews

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>CAREER INTERVIEWS</b> Heather Larsen, Rhodes	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set-up time in the career center.</li> <li><input type="checkbox"/> Find people who are available to be interviewed by students.</li> <li><input type="checkbox"/> Create lists of questions for interviews.</li> </ul>	2.2 2.3	X	
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview people in various careers.</li> <li><input type="checkbox"/> Take notes.</li> <li><input type="checkbox"/> Present and compile the findings.</li> <li><input type="checkbox"/> Create a graph.</li> </ul>	2.3 2.4 2.8	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole/small group discussion.</li> <li><input type="checkbox"/> Personal journal entry.</li> <li><input type="checkbox"/> Counselor visits to reinforce the benefits of the interviews.</li> </ul>	2.4 2.5 2.8	X	
<b>Community Connections:</b>	Compile a notebook to share with other students (elementary schools, lower SES schools, etc.).			<b>Additional Information:</b> To be worked on over time. Not to take up full class period

# Careers In Art

Suggested Courses: Art, College Prep	TITLE OF SERVICE LEARNING PROJECT: <b>CAREERS IN ART</b>	Levi Mason, Powell	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math  Writing  Reading
			Why the need?	Content Area Standards	
			<p>Many students at Powell (and the community) are talented in art but have little or no knowledge of art related careers for their future. These students are usually talented in art but not so successful in the academic areas. I would like to help educate the community about careers in the art field as a future for many talented students in this low income community, and help students create better goals for their future. The length of the project is one school year.</p>		
			<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students go on field trips to ASU, MCC, other art schools and career related businesses.</li> <li><input type="checkbox"/> Students conduct Internet research for top companies or nearby businesses hiring for art-related fields.</li> <li><input type="checkbox"/> Students create presentation boards and recap of all activities in the past year (pictures, information, notes, drawings, etc.)</li> <li><input type="checkbox"/> Students write speeches for presentations sharing knowledge and experience.</li> </ul>	2.2 2.3 2.4 2.5 2.8	X X X X
			<p><b>Action</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students draw and do painting activities such as murals for the school, art works for special projects, etc.</li> <li><input type="checkbox"/> Students present to Redbird Elementary, parents at the Art Exhibition, and homerooms at Powell.</li> </ul>	2.3 2.8	X
			<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep sketchbooks and journals about the experience.</li> <li><input type="checkbox"/> Students create portfolios of activities and artwork.</li> </ul>	2.4 2.5 2.8	X
			<b>Community Connections:</b> ASU, MCC, art school, art related businesses.	<b>Additional Information:</b>	

# Celebration of Mother's and Father's Day For The Elderly

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>CELEBRATION OF MOTHER'S AND FATHER'S DAY FOR THE ELDERLY</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Kaye Bodine, Christy Holder, Sousa Elementary		Reading	
		Writing	
		Math	
<b>Suggested Courses:</b> All ages elementary and secondary, including Special Education	<b>Preparation</b> <ul style="list-style-type: none"><li>• Learn a song. Make cards. Practice interviewing skills.</li><li>• Research elderly behavior traits.</li><li>• Talk about appropriate behavior around the elderly.</li><li>• Create a list of area nursing homes.</li><li>• Set a date and arrange transportation.</li></ul> <b>Action</b> <ul style="list-style-type: none"><li>• Perform a song and give out cards.</li><li>• Interview an elderly person.</li><li>• Visit, chat, and share life stories.</li><li>• Take pictures.</li></ul> <b>Reflection</b> <ul style="list-style-type: none"><li>• Create a scrapbook using pictures from the event and student written reflections.</li><li>• Send a copy of the scrapbook to the nursing home.</li></ul> <b>Community Connections:</b> Mesa Senior Services, care centers, Sirrine Adult Day Care.	2.2  2.3 2.6 2.8  2.4 2.5 2.8	X      X      X  X      X      X  X      X      X

**Additional Information:**

Elders may also be invited to classroom for the activities.

# Character Counts

Suggested Courses: Language Arts, Math, Computers, Homeroom, Student Council	TITLE OF SERVICE LEARNING PROJECT: <b>CHARACTER COUNTS</b>		Content Area Standards (For Grades 4-8)	
	Darlene Sitzler, Tamara Miller, Anette Federico, Eisenhower Elementary			
	Suggested Activities	Arizona Service Learning Standards (For Grades 4-8)		
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lead class discussion of the "Character Counts" traits.</li> <li><input type="checkbox"/> Brainstorm characteristics of each trait.</li> <li><input type="checkbox"/> Write persuasive letters to other classes encouraging them to practice the traits.</li> <li><input type="checkbox"/> Write to businesses requesting supplies, donations, or speakers.</li> <li><input type="checkbox"/> Research quotations, biographies, and icons to represent the traits.</li> </ul>	2.1 2.2 2.6 2.7 2.8 2.9	X X X X	
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generate an ongoing record of Accelerated Reading books, sorted by trait, grade level, and reading level.</li> <li><input type="checkbox"/> Create displays to illustrate the characteristics.</li> <li><input type="checkbox"/> Produce oral skits for morning broadcasts.</li> <li><input type="checkbox"/> Survey staff and students to determine the best characterization and present information to students and teachers.</li> <li><input type="checkbox"/> Publish a parent newsletter to support the project.</li> <li><input type="checkbox"/> Poll staff and students about the best location for a permanent reminder of the traits on campus and graph the results.</li> <li><input type="checkbox"/> Establish the permanent reminder on campus.</li> <li><input type="checkbox"/> Have a family night at the school that focuses on the trait.</li> </ul>	2.3 2.6 2.7 2.8 2.9	X X X X	

<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a summary of the project for the school paper.</li> <li><input type="checkbox"/> Make a class journal describing how implementing the characteristics have impacted the students, the neighborhood, and the culture of the school.</li> <li><input type="checkbox"/> Compare and contrast previous year's climate to current climate.</li> <li><input type="checkbox"/> Discuss and record how growing in character leads to good discussion.</li> </ul>	2.4 2.7 2.8 2.9	X	X
<b>Community Connections:</b>	<p><b>Additional Information:</b></p> <p>This is a school-wide project.</p> <p>Funding information from Dr. Josephine Kelleher, <a href="mailto:Josephine.Kelleher@nau.edu">Josephine.Kelleher@nau.edu</a>. Arizona Character Education Foundation, Tricia Williams, <a href="mailto:chartered@ade.edu">chartered@ade.edu</a> Lila Kleinkopf, State Supervisor of Family and Consumer Sciences, <a href="mailto:lkeink@ade.az.gov">lkeink@ade.az.gov</a>. Arizona Department of Education website. <a href="http://www.ade.state.az.us/chartered/">http://www.ade.state.az.us/chartered/</a>. Character Education in America's Schools: Moral Reflection. A nonprofit, character education framework that teaches the Six Pillars of Character on <a href="http://www.charactercounts.com">www.charactercounts.com</a>.</p>			

# Character P.S.A.: "You Make A Difference"

Suggested Courses: Drama, Homerooms, Student Council, Video Production	TITLE OF SERVICE LEARNING PROJECT: <b>CHARACTER P.S.A.: "YOU MAKE A DIFFERENCE"</b> Jeff Anderson, Rhodes Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Math	Writing	Reading
			Content Area Standards		
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct polls re concerns: Parents, kids, teachers administrators, the community, Mesa Police Dept., etc.</li> <li><input type="checkbox"/> Analyze the data.</li> <li><input type="checkbox"/> Write persuasive essays (problem/solution).</li> <li><input type="checkbox"/> Create an action plan.</li> </ul>	2.1 2.2 2.6 2.8	X X X	X	
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop monthly PSA's and skits that address Character Concerns.</li> <li><input type="checkbox"/> Videotape well rehearsed and screened PSA's, or skits.</li> <li><input type="checkbox"/> Present videotapes to age appropriate audiences.</li> </ul>	2.3		X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Get feedback from teachers and students after they hear/view the PSA's and videos.</li> <li><input type="checkbox"/> Adjust future videos.</li> <li><input type="checkbox"/> Write articles for monthly newsletter, local papers, news media, and national publications.</li> </ul>	2.4 2.5 2.8		X	X
<b>Community Connections:</b>	<b>Additional Information:</b>	<p>Student body, parents, faculty, administration, Superintendent, community, Mesa Police Dept., local news media, national publications.</p> <p>Kids need good advice, good role models and solutions to daily pressures, stresses and problems. Issues involved are getting along with others, responsibility, respect, avoiding alcohol, drugs, mischief, unsupervised kids, troubles at home, troubles on campus, etc. Relevant "Character Education", sites on Internet, from other districts, thinks thanks, educational and sociological publications.</p>			

# Children's Books

Suggested Courses: Language Arts, Special Ed, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>CHILDREN'S BOOKS</b> Jan Barber, Smith Jr. High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a variety of children's books.</li> <li><input type="checkbox"/> Analyze characters, character traits, and how characters are developed.</li> <li><input type="checkbox"/> Study individual story elements.</li> <li><input type="checkbox"/> Develop descriptive writing skills.</li> <li><input type="checkbox"/> Use graphic organizers to identify story elements in familiar stories.</li> </ul>		2.2 2.3 2.8	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a storybook character from a publicized book.</li> <li><input type="checkbox"/> Students create their own plot for a story with that character and write the story.</li> <li><input type="checkbox"/> Create a storyboard and illustrate the story.</li> <li><input type="checkbox"/> Edit.</li> <li><input type="checkbox"/> Make the book: write in the story and illustrate it.</li> <li><input type="checkbox"/> Share with another group of students.</li> </ul>	2.3 2.6 2.8	X	X	
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Upon completion, list the steps that were used in the process.</li> <li><input type="checkbox"/> Write journals on feelings during the creation of the book and upon sharing the final product.</li> <li><input type="checkbox"/> Get a written or drawn response from those with whom books were shared.</li> </ul>	2.4 2.5 2.6 2.8		X	
<b>Community Connections:</b>	Nursing home, elementary students, younger siblings.				<b>Additional Information:</b> Photograph students throughout the process.

# Christmas Cards for Elderly

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>CHRISTMAS CARDS FOR ELDERLY</b> Patsy Nazario, Poston Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Review writing basics: spelling, grammar, punctuation, and capitalization.</li> <li>Discuss the elements of a novel.</li> <li>Read <u>A Christmas Carol</u>.</li> <li>Identify theme.</li> <li>Write a paragraph summarizing the theme using three specific examples from the novel.</li> </ul>	2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Students create Christmas cards for the elderly.</li> <li>Cards are delivered along with a single flower.</li> </ul>	2.3	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Students write a paragraph describing how the project connected to <i>A Christmas Carol</i>.</li> <li>Create a poster from pictures taken during the activity.</li> </ul>	2.4 2.5 2.8	X X X
<b>Community Connections:</b> City of Mesa nursing home facilities; Friendship Village of Tempe.			<b>Additional Information:</b>

## Comfort Objects - The Giver

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>COMFORT OBJECTS - THE GIVER</b> Beth Gaffney, Poston Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Read the novel <u>The Giver</u>.</li> <li>Research problems of children in shelters and/or those who are terminally ill.</li> <li>Review how the story writing process relates to children's books.</li> <li>Review expository writing of a factual report.</li> <li>Decide on an agency to receive the stuffed animals.</li> </ul>	2.1 2.2 2.7 2.8	X X X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Select a stuffed animal to donate.</li> <li>Research the selected animal to get facts.</li> <li>Write a short (1-2 page) expository essay about the selected animal.</li> <li>Write a children's short story about the animal.</li> <li>Present it to agency.</li> </ul>	2.3 2.8	X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Complete an evaluation sheet.</li> <li>Journal about experience.</li> </ul>	2.4 2.5 2.8	X X	X X
<b>Community Connections:</b> Homeless shelters, Phoenix Children's Hospital.				<b>Additional Information:</b>

# Foreign Language Children's Book

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>FOREIGN LANGUAGE CHILDREN'S BOOK</b> Stephanie Lehmburg, Rhodes Jr High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Suggested Activities			
<b>Preparation</b>	<input type="checkbox"/> Learn a vocabulary in foreign language. <input type="checkbox"/> Learn adjective agreement. <input type="checkbox"/> Look at foreign language children's books.	2.8	X
<b>Action</b>	<input type="checkbox"/> Pick nouns and adjectives to use in story. <input type="checkbox"/> Make a rough draft of story. <input type="checkbox"/> Peer edit. <input type="checkbox"/> Write the book. <input type="checkbox"/> Put the book together. <input type="checkbox"/> Decorate the book. <input type="checkbox"/> Give books to conversational French class. <input type="checkbox"/> Have the lower level class fill in feedback form.	2.3 2.8	X
<b>Reflection</b>	<input type="checkbox"/> Upper level students read the feedback from the lower level students. <input type="checkbox"/> Students discuss other ways to share the books, e.g. younger siblings, 6 <sup>th</sup> grades at the elementary school, etc.	2.4 2.5	X
<b>Community Connections:</b>	Can donate finished product to the Mesa Public Library.	<b>Additional Information:</b> Share activity at French Connection meetings for all school levels to do and share.	

# Teach Younger Students to Make a Gift for a Relative

Suggested Courses: Special Ed, Math, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>GIFT FOR A RELATIVE</b> Teddye Stadler, Whittier Elementary	Content Area Standards Arizona Service Learning Standard Learning Standard (For Grades 4-8)	Math	Writing	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Purchase yarn, plastic canvas and needles for making gifts.</li> <li>Demonstrate the procedure to the student instructors and have them read and follow written instructions.</li> <li>Student instructors each make a sample of the gift project.</li> <li>Students estimate the time it will take to make a crafty gift with their younger student.</li> </ul>	2.2 2.8	X	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Pair students and have student instructors show their gift model to the younger child.</li> <li>Student instructors help others make the product.</li> <li>Display finished products in classroom</li> </ul>	2.3 2.4 2.6	X		X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Students write about project and how helping someone made them feel.</li> <li>Create a picture book of products and students.</li> <li>Group sharing and wrapping of gifts.</li> </ul>	2.4 2.5 2.8		X	X
<b>Community Connections:</b> Care Centers - Make earring holders for elderly.		<b>Additional Information:</b> Students are helping younger children create a craft gift item to develop helping skills.			

# Handicapped Pals

Suggested Courses: FACS, Sp Ed, Language Arts, Art	TITLE OF SERVICE LEARNING PROJECT: <b>HANDICAPPED PALS</b> Rosemarie Bell, Rhodes Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Discuss the meaning of being handicapped.</li> <li>Share experiences learned from handicapped friends or relatives.</li> <li>Simulate handicaps and have students share their feelings while "handicapped."</li> <li>Invite a spokesperson for handicapped people to explain some needs of the handicapped.</li> <li>Read books or short stories about the accomplishments of handicapped persons.</li> <li>Brainstorm ways students might help handicapped.</li> </ul>	2.1 2.2 2.6 2.7 2.8 2.9	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Adopt a handicapped person or student.</li> <li>Write letters/cards to the person to establish a relationship with an understanding of the person.</li> <li>Find out special needs of the person, which might become a project.</li> <li>Schedule dates and time of project/visit with recipient.</li> <li>Donate time to a handicapped group activity or to an individual. This can be done as a class or individually.</li> </ul>	2.2 2.3 2.6 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Discuss what worked well, what needs improving, what future projects might benefit the handicapped.</li> <li>Create scrapbook or memory book of communications with person and/or pictures of activities participated in.</li> <li>Invite handicapped participants to join in a friendship celebration.</li> </ul>	2.4 2.5 2.6	X X
<b>Community Connections:</b> Mesa Association of Sports Disabled, Mesa Parks and Recreation Special Olympics, Therapy Zone	<b>Additional Information:</b> "Helping Hands" in Spotlight on Literature gold level. (Short story) pp. 141-156.		

# Health And Fitness Posters

Suggested Courses: PE, Adapted PE, Science	TITLE OF SERVICE LEARNING PROJECT: <b>HEALTH AND FITNESS POSTERS</b> Sandy Pritchard, Adapted PE, Student Services	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct research using fitness and health magazines.</li> <li><input type="checkbox"/> Get information and pictures on health and fitness.</li> <li><input type="checkbox"/> Invite a P.E. coach to speak on fitness.</li> <li><input type="checkbox"/> Discuss how we can get healthier.</li> <li><input type="checkbox"/> Discuss goals on health and fitness.</li> </ul>	2.2 2.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interview several P.E. teachers.</li> <li><input type="checkbox"/> Have students organize a Fun Run.</li> <li><input type="checkbox"/> Make posters promoting health and fitness.</li> <li><input type="checkbox"/> Hang posters up in gyms and locker rooms.</li> <li><input type="checkbox"/> Conduct the Fun Run.</li> <li><input type="checkbox"/> Take pictures at the Fun Run.</li> </ul>	2.3 2.6	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a scrapbook of Fun Run pictures.</li> <li><input type="checkbox"/> Organize a fitness challenge for next school year.</li> </ul>	2.4 2.5	<input checked="" type="checkbox"/>
<b>Community Connections:</b> AZ Republic, other Mesa schools, City of Mesa Parks and Rec., Special Olympics, MASD.			<b>Additional Information:</b>

# Hero\* Books (Helping Enrich Reading Outcomes)

Suggested Courses: Language Arts, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>HERO* BOOKS (HELPING ENRICH READING OUTCOMES)</b> Ellen White, Smith Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
		Math	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Read a variety of storybooks at the grade appropriate level of recipients.</li> <li>Teach or review the elements of the short story.</li> <li>Brainstorm elements necessary for a good story for target audience age.</li> </ul>	2.2 2.3 2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Visit elementary class or childcare program to conduct interviews. If a visit is not possible, send questionnaires to target audience to be completed and returned.</li> <li>Based on responses to interview questions, complete the following: theme, art style, characters, setting (including sketch), and plot (using diagram or story wheel).</li> <li>Write the story.</li> <li>Edit and critique in small groups.</li> <li>Prepare books to send.</li> </ul>	2.3 2.6 2.8	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Throughout the process, provide feedback through discussion in collaborative groups.</li> <li>Conduct a large group discussion postproduction about what worked and what didn't. Leave a list of recommendations.</li> </ul>	2.4 2.5 2.8	X
<b>Community Connections:</b>	Students in a targeted class at an elementary school or child care program.	<b>Additional Information:</b>	

## Holiday Cards

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>HOLIDAY CARDS</b> Tiffani Olstad, Poston Jr High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn/review punctuation, grammar and vocabulary of commonly used foreign language phrases.</li> <li><input type="checkbox"/> Show prior cards and photos to students.</li> <li><input type="checkbox"/> Research recipients.</li> </ul>	2.2 2.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students make bilingual holiday cards for senior citizens at a senior center.</li> <li><input type="checkbox"/> Students personally deliver cards to the senior center.</li> <li><input type="checkbox"/> Photos are taken and shared with the center.</li> </ul>	2.3	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussion of responses from the senior center.</li> <li><input type="checkbox"/> Students discuss photos that were taken during the trip.</li> <li><input type="checkbox"/> Record feedback and suggestions in order to improve the experience next year.</li> </ul>	2.4 2.5 2.8	
<b>Community Connections:</b> Mesa Senior Services, care centers		<b>Additional Information:</b>	

# Holiday Letters to Elderly

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>HOLIDAY LETTERS TO ELDERLY</b> Karen Kaliski, Poston Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research information regarding the elderly, such as health, nursing care facilities, percentages, money, and psychological effects of loneliness.</li> <li>Contact activities directors of care/senior centers to establish need for letters and the number of residents.</li> <li>Learn letter writing.</li> <li>Create a list of materials needed for cards and letters.</li> <li>Send a project information sheet home.</li> </ul>	2.2 2.7 2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Write letters throughout the year at holiday seasons to residents.</li> <li>Create arts/crafts/treats to accompany letter.</li> </ul>	2.3 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write a log continually throughout the project of the process: plusses, minuses, know before, and learned afters.</li> <li>Write a survey for the nursing home to fill out about the project, its effects, and their desire for continuation.</li> </ul>	2.4 2.5 2.8	X X
<b>Community Connections:</b> Care centers and senior centers.	<b>Additional Information:</b>		

# Hoops For Heart

Suggested Courses: PE	TITLE OF SERVICE LEARNING PROJECT: <b>HOOPS FOR HEART</b> Susan Johnston, Taylor Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	<b>Suggested Activities</b>		Reading	Writing
<b>Preparation</b>	<input type="checkbox"/> Recruit an adult to help. <input type="checkbox"/> Schedule the Hoops for Heart event. <input type="checkbox"/> Students research the types of heart disease. <input type="checkbox"/> Get into groups of three to five.	2.2 2.8	X	X
<b>Action</b>	<input type="checkbox"/> Students share the information by making an overhead, brochure, or presentation of their research so other can see the benefits of exercise. <input type="checkbox"/> Students raise money. <input type="checkbox"/> Students participate in the Hoops for Heart activities.	2.3 2.6 2.8	X	X
<b>Reflection</b>	<input type="checkbox"/> Students write a summary of the entire process, how much money they raised, and what they learned. <input type="checkbox"/> Discuss the strengths and weakness of the project and possible future actions to take.	2.4 2.5 2.8	X	X
<b>Community Connections:</b> American Heart Association			<b>Additional Information:</b> The American Heart Association has curriculum materials available. Students will raise funds and make the brochures available to the school and the community.	

# Introducing Improvisation

Suggested Courses: Performing Arts, Language Arts, Social Studies, Drama	TITLE OF SERVICE LEARNING PROJECT: <b>INTRODUCING IMPROVISATION</b> Kelly Harris, Mesa Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
<b>Suggested Activities</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn, study and practice the elements of improvisation.</li> <li><input type="checkbox"/> Coordinate with 6<sup>th</sup> grade classes at local feeder schools to combine elementary classes with junior high drama class.</li> <li><input type="checkbox"/> Brainstorm and research the needs, concerns, and interests of 6<sup>th</sup> graders preparing for junior high.</li> <li><input type="checkbox"/> Make phone calls to set up dates and times for presentations.</li> <li><input type="checkbox"/> Rehearse improvisation based on 6<sup>th</sup> graders concerns regarding junior high.</li> </ul>	2.1 2.2 2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a letter to 6<sup>th</sup> graders from drama class requesting information about students concerns about coming to junior high.</li> <li><input type="checkbox"/> Perform improvisations for intermediate students.</li> <li><input type="checkbox"/> Conduct a combined improvisation session with younger students and junior high students.</li> <li><input type="checkbox"/> Present combined improvisation (skits) to all students.</li> </ul>	2.3 2.6 2.8	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in a "sharing circle" where students can discuss their successes and challenges.</li> <li><input type="checkbox"/> Create posters or a class bulletin board of pictures from the event and vocabulary used.</li> </ul>	2.4 2.5 2.8	
<b>Community Connections:</b> Feeder elementary schools	<b>Additional Information:</b> Students from junior high and elementary schools will be given time to interact before or after improvisations.		

# Learning About Disabilities

Suggested Courses: FACS, Homeroom, Clubs	TITLE OF SERVICE LEARNING PROJECT: <b>LEARNING ABOUT DISABILITIES</b> Or, Why Can't I say "Retarded"? Molly Shown, Taylor Junior High <b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Survey groups of students to generate questions about the general topic of disabilities, and about specific disabilities.</li> <li><input type="checkbox"/> Discuss and prioritize the questions.</li> <li><input type="checkbox"/> Meet with the principal to discuss the distribution of information to faculty and students.</li> </ul>	2.1 2.6 2.8	X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research answers to the questions.</li> <li><input type="checkbox"/> Plan a presentation format (brochures, posters, videos, etc.).</li> <li><input type="checkbox"/> Make a rough draft.</li> <li><input type="checkbox"/> Prepare the final product.</li> <li><input type="checkbox"/> Distribute or present the final product, depending on format choice.</li> </ul>	2.2 2.3 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make decisions to modify, repeat and, measure impact.</li> <li><input type="checkbox"/> Determine further ways to enhance understanding.</li> <li><input type="checkbox"/> Discuss ways that this project possibly benefited everyone who participated or received information.</li> </ul>	2.3 2.4 2.6 2.8	X
<b>Community Connections:</b> Parents, church and community groups, other schools, Special Olympics.	<b>Additional Information:</b> This teaches regular ed students about the disabilities of their peers with whom they may volunteer.		

# City of Mesa MLK Parade Theme: "Let Freedom Ring: Our Call to Action"

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>LET FREEDOM RING: OUR CALL TO ACTION</b> Nell Jean, Sandy Muehling, Hermosa Vista Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Preparation	<ul style="list-style-type: none"> <li>Research Martin Luther King, including reading about his life and beliefs.</li> <li>Discuss the reason for the holiday and the political history in Arizona.</li> <li>Design a float keeping to the theme of the parade.</li> <li>Set up a time schedule for production of the float.</li> <li>Create a hall bulletin board that reflect 6<sup>th</sup> grade research and parade activities.</li> </ul>	2.1 2.2 2.3 2.8 2.9	X X X X
Action	<ul style="list-style-type: none"> <li>Build float.</li> <li>Participate in the parade.</li> </ul>	2.3 2.6 2.7 2.9	X
Reflection	<ul style="list-style-type: none"> <li>Place pictures of parade activities on the hall bulletin board.</li> <li>Writing a summary essay.</li> <li>Discuss the successes and challenges of the activities.</li> </ul>	2.4 2.5 2.8	X
Community Connections:	Participate in Mesa's MLK Day Parade.	<b>Additional Information:</b> Listen to "I Have A Dream Speech." Movies: "Martin," "Learning to Appreciate Diversity"	

# Make Flashcards On Social Studies Terms

Suggested Courses: Social Studies	<p><b>TITLE OF SERVICE LEARNING PROJECT:</b></p> <p><b>MAKE FLASHCARDS ON SOCIAL STUDIES TERMS</b></p> <p>Libby Smith, Shepherd Jr. High</p> <p><b>Suggested Activities</b></p>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose vocabulary words that students need to learn in the 1<sup>st</sup> quarter of Social Studies in 7<sup>th</sup> grade.</li> <li><input type="checkbox"/> Gather materials that will be necessary to make the cards.</li> <li><input type="checkbox"/> Learn the definitions of the terms and examples.</li> </ul>	2.3 2.8	X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students make sets of 20 cards (one side vocab word, one side with definition, and or picture) during two class periods.</li> <li><input type="checkbox"/> Organize the cards in sets and put them in envelopes for students coming into 7<sup>th</sup> grade.</li> </ul>	2.3 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have students write a letter to incoming 7<sup>th</sup> graders telling them why they made these cards and how they will help the 7<sup>th</sup> graders in the first quarter of school.</li> </ul>	2.3 2.4 2.5 2.8	X X
<b>Community Connections:</b>			<b>Additional Information:</b>

# Make Washable Blankets And Pillows

Suggested Courses: FACS	TITLE OF SERVICE LEARNING PROJECT: <b>MAKE WASHABLE BLANKETS AND PILLOWS</b> <i>Melinda Peterman, Powell Jr. High</i>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
<b>Math</b>			
<b>Writing</b>			
<b>Reading</b>			
<b>Suggested Activities</b>			<b>Additional Information:</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss issue of needy, poverty populations.</li> <li><input type="checkbox"/> Discuss emergency supplies needed.</li> <li><input type="checkbox"/> Contact hospitals, crisis centers, police depts., Red Cross, and trauma centers for needs.</li> <li><input type="checkbox"/> Observe demo of project skills. Practice the skills needed to complete the project.</li> <li><input type="checkbox"/> Work on letters to request materials and donations.</li> </ul>	2.1 2.2 2.3 2.7 2.8	X X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an assembly line to create the products.</li> <li><input type="checkbox"/> Create gift cards to attach to the products.</li> <li><input type="checkbox"/> Write a letter to the editor or a news release describing the project and needs produced.</li> <li><input type="checkbox"/> Read the directions to complete the project.</li> <li><input type="checkbox"/> Package, box and transport the products to the facility.</li> </ul>	2.3 2.6 2.7 2.8 2.9	X X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chart the number of items made based on the donations of material and time.</li> <li><input type="checkbox"/> Write reflection responses.</li> </ul>	2.4 2.5 26 2.7 2.8	X X X X X
<b>Community Connections:</b> Arizona Blankets for Kids			Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.

# Making Lap Quilts for the Elderly

Suggested Courses: Small groups led by school counselor, Math	TITLE OF SERVICE LEARNING PROJECT: <b>MAKING LAP QUILTS FOR THE ELDERLY</b> Netina Bodine, Edison Elementary	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Reading
			Math	Writing	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research needs of the elderly. Write a summary of the findings.</li> <li>Invite a quilter to come and show the students how to quilt.</li> <li>Research prices for materials, threads, batting, etc. Make price lists. Price ice cream.</li> <li>Students work on talents to share and organize talent show.</li> <li>Make phone calls to set up dates to quilt, deliver quilts, and present talent show.</li> </ul>	2.1 2.2 2.6	X X X	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Students meet and quilt bimonthly.</li> <li>Write letters to go with the quilts.</li> <li>Prepare and serve the ice cream.</li> <li>Present talent show.</li> </ul>	2.4 2.6 2.8	X X	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Create a scrapbook using pictures from the event and student reflections.</li> <li>Create posters from pictures taken during the quilting and delivery.</li> </ul>	2.4 2.5	X X	X	
<b>Community Connections:</b>	Citadel Care Center, Care Centers, Respite Care Centers, Mesa Senior Services.				<b>Additional Information:</b>

# Making It Like Home for the Holidays

Suggested Courses: Language Arts, Art, Math	TITLE OF SERVICE LEARNING PROJECT: <b>MAKING IT LIKE HOME FOR THE HOLIDAYS</b> Decorating for Senior Assisted Living (SAL) Jeanine Grayson, Lowell/SSRC	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Write letters to SAL homes to determine need. Use business format.</li> <li>Learn three or four types of poetry. Write an example of each with the holiday or season as the theme.</li> <li>Using cooperative groups, students read their poems to the group.</li> <li>Decide which ones will be used for the place mats.</li> </ul>	2.1 2.2 2.6 2.8	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Type the poems on the computer.</li> <li>Edit and type the final draft.</li> <li>Design and decorate the 9 x 13" place mats and attach the poems.</li> <li>Laminate the place mats.</li> <li>Deliver the place mats to SAL, if possible.</li> <li>Have students read their poems to the residents.</li> </ul>	2.3 2.8	X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write a journal entry on the process of creating the place mats, why the residents would enjoy the poems, and how the residents feel. Students share their feelings too.</li> <li>Discuss what might be done to brighten up another holiday.</li> <li>Write a friendly letter to a resident reflecting your experience.</li> </ul>	2.4 2.5 2.8	X X
<b>Community Connections:</b> Retirement centers, SAL homes.		<b>Additional Information:</b>	

# Math Board Games for Kids

Suggested Courses: Math	TITLE OF SERVICE LEARNING PROJECT: <b>MATH BOARD GAMES FOR KIDS</b> Chris Russell, Stapley Jr. High	Content Area Standard		
		Arizona Service Learning Standard (For Grades 4-8)	Reading	
			Math	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Get a list of concepts elementary students need to know.</li> <li>Identify the skills and knowledge students already have and/or need to learn</li> <li>Learn how to give instructions.</li> <li>Contact local school to set up a time and date to tutor.</li> </ul>	2.1 2.2 2.3 2.6 2.8	X X X	X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Make the board games.</li> <li>Write down the instructions.</li> <li>Present board games to elementary students.</li> <li>Play board games with the students.</li> <li>Tutor students in areas of struggle.</li> <li>Assess your student to see if they learned something.</li> </ul>	2.4 2.5 2.6 2.8	X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Have classroom discussion about the project.</li> <li>Write a reflection about your experience and about the student you played the game with.</li> </ul>	2.4 2.5 2.6 2.8		X
<b>Community Connections:</b>	Elementary schools, childcare center, Boys and Girls Club, YMCA, etc.	<b>Additional Information:</b>		

## Math Facts

Suggested Courses: Math	TITLE OF SERVICE LEARNING PROJECT: <b>MATH FACTS</b> Audrey Norris, Carolyn Conquest, McKellips Middle School	Content Area Standards	
		Arizona Service Learning Standards (For Grades 4-8)	Reading
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the importance of basic math facts (buying groceries, clothing, etc.).</li> <li><input type="checkbox"/> Do a timed test to see current levels of students.</li> <li><input type="checkbox"/> Focus on the 15 most missed math facts.</li> </ul>	2.2 2.8	<input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write down the 15 math facts with the answers.</li> <li><input type="checkbox"/> Have students pick colored construction paper and cut out flashcard-sized pieces.</li> <li><input type="checkbox"/> Write the problems on one side with the answers on the back.</li> <li><input type="checkbox"/> Practice with a partner.</li> </ul>	2.3 2.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will chart their progress on an individual chart to watch their improvement.</li> <li><input type="checkbox"/> When they have mastered the facts they get to be a mentor for younger students and practice with them.</li> </ul>	2.4 2.5 2.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Community Connections:</b>		<b>Additional Information:</b> At McKellips there are very few students who know their math facts and we will do this activity at a much slower pace.	

# Math in the World

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>MATH IN THE WORLD</b> Jacob Davis, Stapley Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	Suggested Activities		Reading
			Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Clearly define the purpose of the project: to learn about how math is used in the real world.</li> <li>Prepare interview questions relevant to the curriculum.</li> <li>Model the interview process.</li> <li>Identify careers and possible people to interview and organize meetings.</li> <li>Follow the course of action through to completion.</li> </ul>	2.1 2.2 2.3 2.4 2.5 2.6 2.8 2.10	X X X X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Conduct the interviews. Use either tape recorder, video recorder, or take notes.</li> <li>Summarize the interviews and word-process.</li> <li>Publish the brochures and distribute the interviews for kids, the career center, and other math classes to use.</li> <li>Create a table to show where math is used in the world and make posters for other math teachers to use with their students.</li> </ul>	2.3 2.4 2.5 2.6 2.7 2.8 2.10	X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Write thank you notes to the interviewees including brief reflections of what the students learned from the interview.</li> <li>Write an analysis of the lessons learned from the interviews and how they pertain to the curriculum.</li> </ul>	2.4 2.5 2.6 2.7	X X
<b>Community Connections:</b>	Motorola, Boeing, ON Semi-Conductors, Intel, insurance companies, pilots, home contractors, zoos.	<b>Additional Information:</b>	
		Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.	

# Miss You Club

Suggested Courses: Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>MISS YOU CLUB</b> Kathy Woolsey-Burke, Whitman Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<input type="checkbox"/> Review skills to be taught that day. <input type="checkbox"/> Take notes on assignments. <input type="checkbox"/> Form committee to assign subjects. <input type="checkbox"/> Learn and practice the skills missed. <input type="checkbox"/> Write out "Make-Up Sheet." <input type="checkbox"/> Gather supplies, materials, and whatever else is needed.	2.2 2.6 2.8	<input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Write the key ideas. <input type="checkbox"/> Give examples of work. <input type="checkbox"/> Student buddies up with absent student to tutor in missing work upon return. <input type="checkbox"/> Student writes appropriate card.	2.3 2.6 2.8	<input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> Discuss the challenges of missing school. <input type="checkbox"/> Discuss why coming to school is important. <input type="checkbox"/> Discuss how it felt making and receiving the "Welcome Back" bag.	2.4 2.6 2.10	<input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Community Connections:</b> Special area teachers			<b>Additional Information:</b> Targets absent students.

## Peer Tutoring

Suggested Courses: Math	TITLE OF SERVICE LEARNING PROJECT: <b>PEER TUTORING</b> Donna-Jean Wilson, Kino Jr High	<b>Suggested Activities</b>	Arizona Service Learning Standards	Content Area Standards	Reading
			(For Grades 4-8)		Writing
<b>Preparation</b>	<input type="checkbox"/> Learn the material. <input type="checkbox"/> Demonstrate proficiency in the content. <input type="checkbox"/> Describe algorithm for task.		2.2 2.3 2.8	X	X
<b>Action</b>	<input type="checkbox"/> Selection of peers to receive tutoring. <input type="checkbox"/> Tutoring sessions.		2.3 2.6 2.8	X	X
<b>Reflection</b>	<input type="checkbox"/> Tutors journal each session. <input type="checkbox"/> Individual and group discussions with tutors regarding success and improvements.		2.4 2.6 2.8	X	
<b>Community Connections:</b>	Younger grades in school/different school peers at same level.				<b>Additional Information:</b> A-Hour and lunch time tutoring are two possibilities.

# Personal Storybooks For First Grade Buddies

Suggested Courses: Language Arts, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>PERSONAL STORYBOOKS FOR FIRST GRADE BUDDIES</b> Deb Allred, Porter Elementary	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
<b>Math</b>			
<b>Writing</b>			
<b>Reading</b>			
<b>Suggested Activities</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange a weekly reading buddy program between two classes, e.g. fifth and first grade.</li> <li><input type="checkbox"/> Older buddies interview the younger buddies and take notes to create a personalized book.</li> </ul>	2.2 2.8	X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> After the interview, older students brainstorm with the whole class, and then in small groups. They make a web, and determine the setting, plot, and characters with their first graders as the main character.</li> <li><input type="checkbox"/> Write and illustrate the personal storybooks.</li> </ul>	2.3 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students present the books to their little buddies, including a note written as a "dedication page."</li> </ul>	2.4 2.5	X X
<b>Community Connections:</b> First grader or younger buddies feel like they have a "comrade" at school. They will read and re-read their special books and share them with their families.			<b>Additional Information:</b>

# Pizza Party For Others

Suggested Courses: Language Arts, Social Studies, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>PIZZA PARTY FOR OTHERS</b> Pamela Ripley, SSC and Stapley Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards (For Grades 4-8)	Reading	Writing	Math
	<b>Suggested Activities</b>					
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Find a place to give a pizza party (e.g. foster group home, elementary classes, nursing home).</li> <li><input type="checkbox"/> Read <u>Pete's A Pizza</u> practice reading and acting out the book.</li> <li><input type="checkbox"/> Collect pizza recipes</li> <li><input type="checkbox"/> Survey favorite pizza places.</li> <li><input type="checkbox"/> Visit various pizza restaurants.</li> <li><input type="checkbox"/> Decide whether to purchase pizza or prepare it.</li> <li><input type="checkbox"/> Get a pizza place to donate pizza.</li> <li><input type="checkbox"/> Develop timeline for party.</li> </ul>		2.1 2.2 2.3 2.8	X X X	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make pizzas for party or arrange pick up/delivery.</li> <li><input type="checkbox"/> Hold the pizza party.</li> <li><input type="checkbox"/> Perform pizza skit.</li> </ul>		2.3 2.6 2.7 2.8	X X		
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a journal entry reflection.</li> <li><input type="checkbox"/> Create scrapbook with pictures of students presenting their projects.</li> <li><input type="checkbox"/> Make a slide show to discuss successes and areas for improvement.</li> <li><input type="checkbox"/> Discuss other books with community experience connections.</li> </ul>		2.4 2.5 2.6 2.7 2.8 2.9		X	
<b>Community Connections:</b>	D.E.S., Elementary Schools, Family Tree, Save the Family, Prehab, Care Centers	<b>Additional Information:</b> This will be done with a unit on pizza that encompasses reading about history, finding recipes, making pizza, visiting pizza restaurants, estimating the cost of items and purchasing them. The emphasis is both classroom and community.				

# Pledge Of Allegiance

Suggested Courses: Language Arts, Social Studies	TITLE OF SERVICE LEARNING PROJECT: <b>PLEDGE OF ALLEGIANCE</b> Kory Blickenderter, Alexis Skinner, McKellips Middle School	Content Area Standards			
		Arizona Service Learning Standards (For Grades 4-8)	Math	Writing	Reading
<b>Preparation</b>	<input type="checkbox"/> Students will research the words, meaning, history and patriotic importance of the words of the Pledge Of Allegiance. (This includes the "under God" addition later.)	2.2 2.3 2.6 2.8	X	X	X
<b>Action</b>	<input type="checkbox"/> Students write newspaper articles about this subject. <input type="checkbox"/> In a Friday assembly the students then discuss with lower grades and all students the proper procedure to do the Pledge.	2.3 2.6 2.7 2.8	X	X	X
<b>Reflection</b>	Students discuss and write journals on: <input type="checkbox"/> Why did we do this project? <input type="checkbox"/> What was it like to teach the younger guys? <input type="checkbox"/> How do feel about yourself knowing that you are doing the "right" thing?	2.4 2.5 2.6 2.7 2.8		X	X
<b>Community Connections:</b>	<b>Additional Information:</b> We are an alternative school, so any project/assignment that helps them feel better about themselves is a plus!				

# Pop-Up Storybooks

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>POP-UP STORYBOOK</b> Kathy Weil, Lehi	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Math	Writing	Reading	
<b>Suggested Activities</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read a variety of selected grade level books (i.e., 1<sup>st</sup>, 2<sup>nd</sup>, etc.).</li> <li><input type="checkbox"/> Learn and review short story writing.</li> <li><input type="checkbox"/> Learn computer publishing</li> <li><input type="checkbox"/> Review pop-up books and teach how to make pop-up pages.</li> </ul>	<ul style="list-style-type: none"> <li>2.2</li> <li>2.8</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select a number or counting activity for a pop-up book.</li> <li><input type="checkbox"/> Assign pages to students. (Each has a number to illustrate.)</li> <li><input type="checkbox"/> Select/determine a story plot which increases mathematically (e.g. 1 mouse to 30 mice).</li> <li><input type="checkbox"/> Create a "rough draft" with sketches.</li> <li><input type="checkbox"/> Type/edit/publish the story pages on a computer.</li> <li><input type="checkbox"/> Prepare and share the "published" book.</li> </ul>	<ul style="list-style-type: none"> <li>2.3</li> <li>2.7</li> <li>2.8</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have "shared class" evaluate the book.</li> <li><input type="checkbox"/> Have each student evaluate the completed book.</li> </ul>	<ul style="list-style-type: none"> <li>2.4</li> </ul>	<ul style="list-style-type: none"> <li>X</li> </ul>
<b>Community Connections:</b>	<p><b>Additional Information:</b></p> <p>Younger or older class (or different class/school) share books with senior citizens.            Students share book with younger students from a different class or school, or with senior citizens. Talk to a publishing company.</p>		
	<p>Incorporate state computer arts standards.  <a href="#">The Elements of Pop-Up</a> by David A Carter and James Diaz.</p>		

## Positive Choice Books

Suggested Courses: GUS, Language, Arts, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>POSITIVE CHOICE BOOKS</b> Lindsay Merkley, Whitman GUS	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
		Reading	
		Writing	
		Math	
<b>Preparation</b>	<input type="checkbox"/> Learn the benefits of making positive choices through various activities.	2.2 2.6 2.8 2.9	X X X X
<b>Action</b>	<input type="checkbox"/> Brainstorm ideas for the books. <input type="checkbox"/> Write, edit, and make final copies of books. <input type="checkbox"/> Decorate books. <input type="checkbox"/> Share books with classmates.	2.2 2.3 2.6 2.8 2.9	X X X X
<b>Reflection</b>	<input type="checkbox"/> Write a journal entry about the book creation process. <input type="checkbox"/> Share with the principal and counselor the final products. <input type="checkbox"/> Celebrate the students' positive choices.	2.4 2.5	X X
<b>Community Connections:</b>	Share with the school, public library, Prehab, etc.,		
		<b>Additional Information:</b> Students create books about making positive choices for the principal and counselor to use with other students.	

# Prefix/Suffix Flashcards

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>PREFIX/SUFFIX FLASHCARDS</b> Julie Davis, Stapley Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Suggested Activities		Reading	
Preparation		2.1 2.2 2.8	X X X
<b>Action</b> <ul style="list-style-type: none"> <li>Research which schools have a need for flashcards.</li> <li>Research which prefixes/suffixes are being taught in grades K-6 (WWW, curriculum guides, state standards).</li> <li>Establish timeline.</li> <li>Gather supplies.</li> <li>Set evaluation criteria for successful flashcards.</li> </ul>		2.3 2.6 2.8	X X X
<b>Reflection</b> <ul style="list-style-type: none"> <li>Make note cards with a prefix or suffix on one side and meaning and examples on the other side.</li> <li>Decorate, color, and laminate the note cards.</li> <li>Distribute the note cards to area elementary schools.</li> <li>Teach/practice prefix/suffix with elementary students.</li> <li>Reflect on preparation and action.</li> <li>How did it feel to make these for others?</li> <li>How did it feel to teach the students?</li> <li>Receive feedback from younger students.</li> </ul>		2.4 2.5 2.6 2.7 2.8	X X X X
<b>Community Connections:</b> Area elementary schools/students, elementary teachers, homeless schools, district newsletters.		<b>Additional Information:</b>	

# Project Linus Quilts

Suggested Courses: American History, Math	TITLE OF SERVICE LEARNING PROJECT: <b>PROJECT LINUS QUILTS</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Erin Stickland, Susan Samuel, Brian Hughes, Sousa Elementary		Reading	Writing
<b>Suggested Activities</b>				
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Learn sewing safety rules.</li> <li>• Study the role of quilts in American art history.</li> <li>• Determine the materials needed and the cost.</li> <li>• Obtain fabric donations from student council.</li> <li>• Request fabric and supplies donations from outside sources.</li> <li>• Measure the amount of fabric and yarn needed.</li> <li>• Gather sewing materials (buttons, thread, needles, scissors, and batting) and sewing machines.</li> </ul>	2.2 2.6 2.8	X X X	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Measure fabric.</li> <li>• Sew fabric.</li> <li>• Deliver quilts to Project Linus or arrange for a pick-up.</li> </ul>	2.3 2.8	X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Write a note to the anonymous child who will be receiving the quilt.</li> <li>• Write a letter to the teacher about what was learned.</li> </ul>	2.4 2.8		X X
<b>Community Connections:</b>	Project Linus, Child Protective Services, East Valley Crisis Center, and hospitals.		<b>Additional Information:</b>	

## Public Service Announcement (P.S.A.) Club

<b>Suggested Courses:</b> Social Studies, Technology, Language Arts	<b>TITLE OF SERVICE LEARNING PROJECT:</b> <b>PUBLIC SERVICE ANNOUNCEMENT CLUB</b> Trejo Trejo, Rhodes Jr. High	<b>Arizona Service Learning Standards (For Grades 4-8)</b>	<b>Content Area Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
			2.1 2.2 2.8	X X X	X X X	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Brainstorm home, school, community, state, and national issues.</li> <li>• Research the issues in small groups.</li> <li>• Present the issues to the club members via a presentation.</li> </ul>					
<b>Action</b>	<ul style="list-style-type: none"> <li>• Vote on the top 9 issues about which to do P.S.A.'s.</li> <li>• Contact agencies that will possibly air them.</li> <li>• Write P.S.A.'s.</li> <li>• Record, video tape P.S.A.'s.</li> </ul>		2.2 2.3 2.6 2.7 2.8	X X X X X		
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Each group will create a three-panel display on the P.S.A. they worked on.</li> <li>• Have a video viewing party and watch all the P.S.A.'s that were done throughout the year.</li> <li>• Critique the P.S.A.'s for improvement.</li> </ul>		2.4 2.5 2.6 2.7 2.8			
<b>Community Connections:</b>	MPS educational TV, news media, radio shows, school announcements.				<b>Additional Information:</b>	

## Read Books on Tape for the Blind/Children

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>READ BOOKS ON TAPE FOR THE BLIND/CHILDREN</b> Heather Kinne, Poston Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
			Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Discuss the availability of reading materials for special populations.</li> <li>Find organization for blind, children, struggling readers.</li> <li>Research what books they need on tape.</li> <li>Distribute parts to read in classes.</li> </ul>	2.1 2.2 2.3 2.8	X	
<b>Action</b>	<ul style="list-style-type: none"> <li>Request money for tapes.</li> <li>Check out tape recorders from A.V.</li> <li>Record reading in class. All students participate.</li> <li>Deliver tapes to organizations.</li> </ul>	2.3 2.6 2.7 2.8 2.9	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Students write about on of the literary elements found in the story read.</li> <li>Students write a summary of how the activity affected them.</li> <li>Class discussion on the benefits of service learning.</li> </ul>	2.4 2.5 2.6 2.7 2.8 2.9	X	X
<b>Community Connections:</b> Friendship Village, My Sisters Place, Foundation for the Blind.				<b>Additional Information:</b>

## Reading Buddies

Suggested Courses: Language Arts, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>READING BUDDIES</b> Pauline Nicols, Mari Fennell, Smith Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ninth grade students prepare to read the book <u>How To Eat Fried Worms</u> with small groups of 7<sup>th</sup> grade SLD students.</li> <li><input type="checkbox"/> Reading levels vary from 3<sup>rd</sup>-5<sup>th</sup>.</li> <li><input type="checkbox"/> Reading buddies meet weekly to prepare the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>2.2</li> <li>2.3</li> <li>2.8</li> </ul>	X	X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Buddy pairs read a story and discuss the setting, characters, sequencing, vocab, oral reading skills and summarizing.</li> <li><input type="checkbox"/> Focus on specific reading skills each Buddy session.</li> </ul>	<ul style="list-style-type: none"> <li>2.3</li> <li>2.6</li> <li>2.8</li> </ul>	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ninth grade answer questions focusing on how this helped their own reading, the reading skills of their seventh grade buddies, and how the younger students respond to their relationships with older peers.</li> <li><input type="checkbox"/> Seventh graders answer questions and make a poster to show what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>2.4</li> <li>2.5</li> <li>2.6</li> <li>2.8</li> </ul>	X	X
<b>Community Connections:</b>	<p>Develop relationships between 9<sup>th</sup> grade and 7<sup>th</sup> grade students.</p> <p><b>Additional Information:</b> Plan to have 7<sup>th</sup> graders implement the same idea next year for functional classes in the vein of <u>Pay it Forward</u>.</p>			

# Recycle it

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>RECYCLE IT!</b> Cheryl Smerekar, Hendrix Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards (For Grades 4-8)	Reading	Writing	Math
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep a box in our classroom and put all newspaper, scrap and used paper in it for a week.</li> <li><input type="checkbox"/> Look at and discuss the amount of paper from just our class. How much paper would we get if there was a box in every classroom?</li> <li><input type="checkbox"/> How can we do that? Who can help us?</li> <li><input type="checkbox"/> Talk to NJHS, Science Club, etc. Assign responsibilities: box set up and directions, putting the box numbers on the boxes, distributing boxes, picking up boxes, sorting paper, and taking it all to the recycling center.</li> </ul>	<ul style="list-style-type: none"> <li>2.1</li> <li>2.2</li> <li>2.3</li> <li>2.8</li> </ul>		X		
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number and distribute the boxes and instruction sheet.</li> <li><input type="checkbox"/> Publicize what is appropriate to put in boxes. Write direction sheets and announcements.</li> <li><input type="checkbox"/> NJHS &amp; Science Club: gather paper into boxes on Friday after school and put in Special Ed classroom.</li> <li><input type="checkbox"/> Students in Special Ed classroom: sort out inappropriate items and box paper.</li> <li><input type="checkbox"/> Take to recycle center.</li> </ul>	<ul style="list-style-type: none"> <li>2.3</li> <li>2.8</li> <li>2.6</li> </ul>		X		
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chart the weight of paper recycled.</li> <li><input type="checkbox"/> Chart the amount of money earned.</li> <li><input type="checkbox"/> Create a poster from pictures taken during each step.</li> <li><input type="checkbox"/> Have a celebration with students in NJHS using the proceeds from recycling.</li> </ul>	<ul style="list-style-type: none"> <li>2.3</li> <li>2.7</li> <li>2.4</li> <li>2.8</li> <li>2.5</li> <li>2.9</li> <li>2.6</li> </ul>		X		
<b>Community Connections:</b> Recycle center, Safeway	<b>Additional Information:</b>					

# Remapping Kino For The Community

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>REMAPPING KINO FOR THE COMMUNITY</b> Amy Lamer, Yvonne Garrido, Jan Laufer, Kino Junior High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Research school rooms, teacher names, phone numbers, and subjects.</li> <li>Translate all information into Spanish.</li> <li>Use a democratic process for the student presentations to the administration.</li> </ul>	2.1 2.2 2.3 2.6 2.8	X X X	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Use graph paper to recreate the school map.</li> <li>Create a bilingual template including teacher names, extensions, and rooms.</li> <li>Design and print a school map on the computer which is in English on one side and Spanish on the other.</li> <li>Make an oral presentation of the map to the administration.</li> <li>Write a paragraph on what they have learned and how this would be beneficial in the future.</li> </ul>	2.3 2.6 2.8 2.4 2.5 2.6 2.7 2.8 2.9 2.10	X X X X	
<b>Community Connections:</b>	Kino staff and students, MPS employees, the general public.		<b>Additional Information:</b> Computer skills	

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## School Awards Ceremony Plaques

Suggested Courses: Industrial Technology	TITLE OF SERVICE LEARNING PROJECT: <b>SCHOOL AWARDS CEREMONY PLAQUES</b> Ken Jacox, Poston Jr. High	Arizona Service Learning Standard (For Grades 4-8)	Content Area Standards		
			Math	Writing	Reading
<b>Suggested Activities</b>					
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Order supplies: metal, tape, wood and lacquer.</li> <li>Develop samples, templates, etc.</li> <li>Develop order forms.</li> </ul>		2.1 2.2 2.3 2.8	X X X	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>Pre cut supplies, wood and metal.</li> <li>Prep wood/corian (sand, stain, varnish).</li> <li>Collect names and engrave.</li> <li>Assemble plaques.</li> <li>Clean, package and deliver plaques.</li> </ul>		2.3 2.8	X	
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Prepare a Power Point presentation using pictures and sound bites dialogue about the success and challenges of the project.</li> </ul>		2.3 2.4 2.5 2.6 2.7 2.8	X X	
<b>Community Connections:</b> Johnson Plastics donates engraving material. Pinnecale Distribution concepts donates corian counter to material for plaques, etc.		<b>Additional Information:</b>			

# Teacher Appreciation Day Letter

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>TEACHER APPRECIATION DAY LETTER</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Math			
Writing			
Reading			
<b>Preparation</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn the format of a letter.</li> <li><input type="checkbox"/> List reasons, specific examples to support reasons, and why student appreciates the teacher.</li> <li><input type="checkbox"/> Write the rough draft.</li> <li><input type="checkbox"/> Editing groups.</li> </ul>			2.1 2.2 2.3      X 2.4 2.6 2.8
<b>Action</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write the final copy and type up the letters.</li> <li><input type="checkbox"/> Adhere to colored construction paper and use other artistic embellishments.</li> <li><input type="checkbox"/> Put in teachers' mailboxes at school.</li> </ul>			2.3 2.6 2.8
<b>Reflection</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a paragraph summary about what you did and why you liked doing the project.</li> <li><input type="checkbox"/> Reflect orally.</li> </ul>			2.4 2.5 2.6 2.7 2.8
<b>Community Connections:</b> Students can have their current teacher send their letters through school mail or in-district mail to ex teachers in lower grades.			<b>Additional Information:</b>
			Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.

# Teens and Teaching Working With Special Ed Classes

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>TEENS AND TEACHING WORKING WITH SPECIAL ED CLASSES</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Suggested Activities		Reading	
<b>Preparation</b>	<input type="checkbox"/> Research types of disabilities resulting in lower I.Q. <input type="checkbox"/> Listen and take notes on lecture from special ed teachers from SMD and MOMP classes. <input type="checkbox"/> Learn and review teaching techniques, e.g. hand/overhand.	2.1 2.2 2.3 2.4 2.6 2.7 2.8	X X X X
<b>Action</b>	<input type="checkbox"/> Teens and Teaching and SMD and MOMP classes meet once a week. <input type="checkbox"/> TNT students participate and plan activities with special ed students to reinforce training technique.	2.2 2.3 2.4 2.6 2.7 2.8	X
<b>Reflection</b>	<input type="checkbox"/> Students create a slide show or poster using pictures taken during the semester and share this with special ed classes. <input type="checkbox"/> Students write summaries of their experiences, including facts and figures.	2.4 2.5 2.6 2.7 2.8 2.9 2.10	X
<b>Community Connections:</b> Regular and special education students will be able to communicate and connect with each other, in spite of various disabilities.		<b>Additional Information:</b>	

# Tolerance Day

Suggested Courses: Language Arts, Social Studies	TITLE OF SERVICE LEARNING PROJECT: <b>TOLERANCE DAY</b> Jill Albracht, Stapley Jr. High	Suggested Activities	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
				Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Lead the class in a discussion on tolerance.</li> <li>Research a historical event in the library that relates to tolerance.</li> <li>Give students a list of requirements and instruct them to get at least one event from a print source and one Internet source.</li> <li>Make sure the events correlate with something that may happen in our present day.</li> </ul>		2.1 2.2 2.3 2.6 2.7 2.8 2.9	X X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Take info learned in preparation and make posters citing the historical event and promoting tolerance on a specified "Tolerance Day."</li> <li>The teacher should make a sample poster to be used as an example.</li> <li>Put posters up in school announcing the "Tolerance Day." Also advertise it in the school announcements.</li> <li>Have a class discussion the next day about how the experience was and whether they saw more tolerance than usual.</li> </ul>		2.2 2.3 2.4 2.6 2.7 2.8 2.9	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Students discuss how they would change the activity if they were to do it the following year.</li> </ul>		2.4 2.5 2.6 2.7 2.8 2.9		
<b>Community Connections:</b> Reaching out to <u>all</u> students to become more aware of stereotypes, prejudices, and non-tolerance behaviors.				<b>Additional Information:</b> Celebration: Give out small rewards for students seen exhibiting tolerance that day.	

# Tots, Teens & Tunes

Suggested Courses: Chorus	TITLE OF SERVICE LEARNING PROJECT: <b>TOTS, TEENS &amp; TUNES</b> German Aguilar, Mesa Jr. High	Content Area Standards			Arizona Service Learning Standards (For Grades 4-8)	Reading
		Math	Writing	Reading		
<b>Preparation</b>	<p><input type="checkbox"/> Students research the origins of various childhood tunes ("Itsy Bitsy Spider," "This Old Man," etc.) and prepare presentations about each song.</p> <p><input type="checkbox"/> Students review the elements of good singing: posture, tone, breath.</p> <p><input type="checkbox"/> Students learn about good vocal habits.</p> <p><input type="checkbox"/> Students model lessons for each other in class.</p>			X		
<b>Action</b>	<p><input type="checkbox"/> Students create lessons to teach about good singing habits and children's songs.</p> <p><input type="checkbox"/> Students visit K-3 classrooms to present and teach songs once a month.</p> <p><input type="checkbox"/> Students create posters about good singing habits and the origins of songs.</p> <p><input type="checkbox"/> Older students help younger ones with good singing habits.</p>	2.2 2.3 2.4 2.8	X	X		X
<b>Reflection</b>	<p><input type="checkbox"/> Videotape students teaching/presenting and do a written evaluation (student and teacher).</p> <p><input type="checkbox"/> Journal experience (students and teacher).</p> <p><input type="checkbox"/> Elementary and junior high students write about what they learned.</p> <p><input type="checkbox"/> Students write to each other to discuss the experience and thank each other.</p>	2.4 2.5 2.6 2.8	X	X		
<b>Community Connections:</b>	Local vocal coaches, local elementary schools (Lowell), Mesa Public Library (for research).					<b>Additional Information:</b> <a href="http://www.menc.org">www.menc.org</a> (Music Educators National Conference)

# Wall Hanging

Suggested Courses: Language Arts, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>WALL HANGING</b> Jan Barber, Smith Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	<b>Suggested Activities</b>		Reading	Writing
<b>Preparation</b>	<input type="checkbox"/> Students read a variety of books. <input type="checkbox"/> Study elements of good design. <input type="checkbox"/> Review examples of wall hangings. <input type="checkbox"/> Study details of setting and character. <input type="checkbox"/> Identify descriptive writing within stories that can be used for visual presentation.	2.2 2.8	<input type="checkbox"/>	<input type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Students choose a favorite character or story. <input type="checkbox"/> Illustrate character or story using elements of good design. <input type="checkbox"/> Make three. Choose the best. <input type="checkbox"/> Use fabric paint or crayons to do art on fabric. <input type="checkbox"/> Stitch squares together. (This could be done by quilters.) Display in the school.	2.3 2.4 2.5 2.8	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> List steps in the process. <input type="checkbox"/> Write an evaluation: Why the student chose a particular story or character, what was fun and what was difficult.	2.4 2.8		
<b>Community Connections:</b>	Quilting groups.			<b>Additional Information:</b> This is the culminating study of descriptive writing within stories.

# Welcome Book For New Students and Families

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>WELCOME BOOK FOR NEW STUDENTS AND FAMILIES</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Julie Erickson, Pomeroy		<b>Suggested Activities</b>	
<b>Preparation</b>	<input type="checkbox"/> Develop a survey to be given to students and their families regarding the kind of information that should be included in the book. <input type="checkbox"/> Assign responsibilities to students. <input type="checkbox"/> Gather supplies and volunteers. <input type="checkbox"/> Develop a timeline and outline for the project. <input type="checkbox"/> Write letters to businesses.	2.1 2.2 2.8	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Collect surveys and tally answers. <input type="checkbox"/> Write additional letters to businesses. <input type="checkbox"/> Gather community information, such as coupons. <input type="checkbox"/> Make maps. <input type="checkbox"/> Write book from rough draft to final copy. <input type="checkbox"/> Publish and distribute the books to new students and their families.	2.3 2.6 2.8	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> Discuss the successes and challenges of the project. <input type="checkbox"/> Write thank you notes to community businesses. <input type="checkbox"/> Do a story walk review of the sequence of events. <input type="checkbox"/> Have a publishing party.	2.4 2.5 2.8	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Community Connections:</b>	Businesses, Chamber of Commerce, Other community resources.		
	<b>Additional Information:</b>		

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# Whittier School Garden

Suggested Courses: Science, Math, Language Arts, Social Skills	TITLE OF SERVICE LEARNING PROJECT: <b>WHITTIER SCHOOL GARDEN</b> Harold Schnebly, Whittier Elementary	Content Area Standards		
		Arizona Service Learning Standards (For Grades 4-8)	Reading	
			Writing	Math
<b>Suggested Activities</b>				
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Prepare and present lessons on soil structure (geology), moon phases (astronomy), seed germination (botany), and vegetable nutrients (physiology).</li> <li>Make maps of individual garden plots; draw lots to assign.</li> <li>Read garden books (fiction, nonfiction) together and singly.</li> </ul>	2.2 2.6 2.8	X X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>Lay out garden; mark grow beds and paths.</li> <li>Dig soil, and remove rocks.</li> <li>Add manure; form grow beds.</li> <li>Plant seeds and seedlings.</li> <li>Weed, water and encourage plants on schedule.</li> <li>Harvest and consume vegetables.</li> </ul>	2.3 2.8	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Enjoy products.</li> <li>Evaluate results and compare them to store-bought products.</li> <li>Graph the growth of cornstalks.</li> <li>In journals, write narratives and express feelings.</li> <li>Create posters about eating vegetables; share with 1<sup>st</sup> grade.</li> <li>Invite parents for a salad-bar luncheon and celebration.</li> </ul>	2.4 2.5 2.8	X	X
<b>Community Connections:</b>	Maricopa County Cooperative Extension, Boyce Thompson Arboretum.	<b>Additional Information:</b> Websites, MPS Service Learning Resource Kit, <u>The Youth Gardening Book</u> by Lynn Ocone, <u>Cooperative Learning</u> by Spencer Kagan.		

# Who Am I? Oral History Interviews

Suggested Courses: Language Arts, Social Studies	TITLE OF SERVICE LEARNING PROJECT: <b>WHO AM I? ORAL HISTORY INTERVIEWS</b> Sharla Bowers, Shepherd Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
Suggested Activities		Reading	
Writing		Math	
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare questions for the interview during a class discussion.</li> <li><input type="checkbox"/> Choose family members to interview.</li> <li><input type="checkbox"/> Role-play the interview process.</li> <li><input type="checkbox"/> Set a deadline for interview.</li> <li><input type="checkbox"/> Schedule an appointment for interviews.</li> </ul>	2.2 2.3 2.6 2.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct the interview. Tape record, videotape, or take notes on the information received.</li> <li><input type="checkbox"/> Type the transcripts and summaries of interviews.</li> <li><input type="checkbox"/> Give copies of the interview to the persons interviewed and the teacher.</li> </ul>	2.3 2.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write at least three things learned from the interview.</li> <li><input type="checkbox"/> Write a thank you note to interviewee, including personal reflections.</li> </ul>	2.4 2.5 2.6 2.8	X X
<b>Community Connections:</b> Family History Library	<b>Additional Information:</b> Recording Your Family History		

# Working with the Elderly

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>WORKING WITH THE ELDERLY</b> Joan Bird, Poston Jr. High	Math	
		Writing	
		Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Students read <u>The Giver</u> and analyze the lit elements: mood, theme, and point of view.</li> <li>Students write a narrative describing a positive experience and focus on organization, voice, and word choice.</li> <li>Arrange for senior citizens to visit the classroom to be interviewed.</li> <li>Students prepare questions for the interviews.</li> </ul>	2.2 2.3 2.7 2.8	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>In groups of five, students interview seniors and write a segment of a "memory book" to add to their narratives. They check for organization, voice, and word choice.</li> <li>Compile essays in a class book and submit to the District Writing Contest.</li> </ul>	2.3 2.5 2.6 2.7 2.8	X X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Students complete a reflection sheet for the project.</li> </ul>	2.4	X
<b>Community Connections:</b> Mesa Senior Services (downtown and east)		<b>Additional Information:</b>	

# Writing Buddies: Teaching Writing Traits

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>WRITING BUDDIES</b> Tricia Vale, Mesa Jr. High	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Math
	Suggested Activities		Reading	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Teachers of two grades coordinate and plan the writing traits to be taught by the Big Buddies to the Little Buddies during one semester, preferably spring.</li> <li>Buddies can focus on one trait each time.</li> <li>Suggestions: sound ideas, good organization, individual voice, powerful words, smooth fluency, and correct conventions.</li> <li>Big Buddies learn/review a trait and prepare a lesson for their Little Buddies.</li> </ul>	2.2 2.3 2.8	X X X	X
<b>Action</b>	<ul style="list-style-type: none"> <li>The two classes of students alternate writing in their shared journal notebooks every two or three weeks, depending on the situation.</li> <li>Big Buddies demonstrate at least two approaches to incorporating a trait in to their writing and request that their Little Buddies do the same when responding and writing back.</li> <li>Journal notebooks are delivered and picked up by two Big Buddies on specified dates.</li> </ul>	2.3 2.4 2.6 2.8	X X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Toward the close of the semester, Big Buddies and Little Buddies meet in small groups to discuss their successes and challenges in incorporating the Six Writing traits into their shared-writing project.</li> <li>Create a poster from the pictures that were taken during the meeting/discussion activities.</li> <li>Big Buddies present bookmarks to their Little Buddies.</li> </ul>	2.4 2.5 2.6 2.8	X X X	
<b>Community Connections:</b>	<b>Additional Information:</b>			

# Writing Children's Book

Suggested Courses: Language Arts, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>WRITING CHILDREN'S BOOK</b> Paula Morelli, Mesa Jr. High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 4-8)	Content Area Standards	Reading
<b>Preparation</b>	<input type="checkbox"/> Understand the elements of a short story. <input type="checkbox"/> Learn concrete vs. abstract terms, figurative language, capitalization, and comma rules. <input type="checkbox"/> Research art techniques in various children's books. <input type="checkbox"/> Select a plot, create a storyline, and develop conflict, characterization, etc. <input type="checkbox"/> Collect concrete objects in the neighborhood to use in the book (e.g. leaf, gum wrapper, food label). <input type="checkbox"/> Determine the artistic mode.		2.2 2.3 2.8	X X	X
<b>Action</b>	<input type="checkbox"/> Write, edit and illustrate the book. <input type="checkbox"/> Have a class display of the books before sending to the recipients.		2.3 2.5 2.6 2.8	X	X
<b>Reflection</b>	<input type="checkbox"/> Students write a one-paragraph summary about what they enjoyed and found difficult about the project. <input type="checkbox"/>		2.4 2.6 2.8	X	X
<b>Community Connections:</b>	La Mesita homeless shelter, Save the Family Foundation, domestic violence shelters, Family Tree, Head Start.	<b>Additional Information:</b>			

# 9<sup>th</sup> Graders Tutoring Elementary Students

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>9<sup>TH</sup> GRADERS TUTORING ELEMENTARY STUDENTS</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
Clubs (NJHS), Teens and Teaching, FACS	Beverly Seyler, Taylor Jr. High <i>Suggested Activities</i>		
<b>Preparation</b>	<input type="checkbox"/> Establish the need by surveying elementary teachers. <input type="checkbox"/> Recruit and screen tutors. <input type="checkbox"/> Set a timeline with teachers and tutors. <input type="checkbox"/> Teach tutors the skills needed.	3.1 3.2 3.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Students tutor two mornings a week from 7:30-8:30am. <input type="checkbox"/> Advisor monitors students.	3.3 3.6 3.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> Tutors meet once a month for group discussion about successes, concerns and what they learned about themselves. <input type="checkbox"/> Advisor meets with teachers periodically to assess tutors effectiveness and teachers satisfaction with program.	3,4	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Community Connections:</b>	Other elementary grades, other elementary schools, day care centers, YMCA tutoring programs Mesa Parks & Rec. tutoring programs, NJHS tutoring program, private tutoring businesses.		<b>Additional Information:</b>

# Cancer Awareness

Suggested Courses: Language Arts, Science	TITLE OF SERVICE LEARNING PROJECT: <b>CANCER AWARENESS (BREAST, SKIN)</b> Michelle Broberg, Mesa High	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
	<b>Suggested Activities</b>		Reading
			Writing
<b>Preparation</b>	<input type="checkbox"/> Research issues relating to cancer: types, prevalence and, how it affects children, teens, and adults. Use print media, field trips, Internet and, phone calls. <input type="checkbox"/> Analyze the information and data gathered. <input type="checkbox"/> Write a research paper. <input type="checkbox"/> Develop a detailed action plan.	3.2 3.7 3.8 3.9	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Implement the action plan. Possible actions: <input type="checkbox"/> Develop a campus wide program educating students about the dangers of cancer with pamphlets, posters, presentations, etc. <input type="checkbox"/> Develop a project to sell something to raise funds for cancer research or people in need. <input type="checkbox"/> Serve at a cancer center providing treats, putting on hand lotion, foot massages, providing reading materials, etc.	3.3 3.7 3.8 3.9 3.10	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> Use a journal to evaluate if a need was filled. <input type="checkbox"/> Write a letter to the organization benefiting from the service. Share the lessons learned from the project. <input type="checkbox"/> Contemplate the next project.	3.1 3.4 3.5 3.7 3.8	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<b>Community Connections:</b> American Cancer Society, Susan G. Koehman Breast Cancer, schools, cancer centers.	<b>Additional Information:</b> Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.		

# Capital Punishment Action

Suggested Courses: Language Arts, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>CAPITAL PUNISHMENT ACTION</b> Margaret Anderson, Westwood High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
			Math	Writing
<b>Preparation</b>	<input type="checkbox"/> Learn letter form and phone calling guidelines. <input type="checkbox"/> Research the topic. <input type="checkbox"/> Learn the debate process. <input type="checkbox"/> Choose a side and team. <input type="checkbox"/> Practice "How to Form an Opinion." <input type="checkbox"/> Form an opinion (affirmative or negative).		3.2 3.6 3.7 3.8 3.9	X X X X
<b>Action</b>	<input type="checkbox"/> Write letters to the legislature and to teens on death row. <input type="checkbox"/> Debate the "Capital Punishment" topic in school.		3.3 3.6 3.7 3.8 3.9	X X X
<b>Reflection</b>	<input type="checkbox"/> Conduct discussion and journals on whether or not writing to legislators helped those involved, and did learning debate help students' thinking skills?		3.4 3.5 3.8 3.9	X X
<b>Community Connections:</b>	Letters could be printed in the school newspaper. Students could write to people involved, especially teens on death row.			<b>Additional Information:</b>

# Create Lap Quilts for "Justin Bags"

Suggested Courses FACS, Clubs	TITLE OF SERVICE LEARNING PROJECT: <b>CREATE LAP QUILTS FOR "JUSTIN BAGS"</b> J. Sue Lange, Red Mountain High	Math	
		Arizona Service Learning Standard (For Grades 9-12)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Justin's mother, Allison, tells Justin's story to students and brings an example of a quilt.</li> <li>• Students form groups.</li> <li>• A quilter gives a demonstration.</li> <li>• The teacher demonstrates sewing machine use.</li> </ul>	3.2 3.6 3.8	X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Gather scrap fabric.</li> <li>• Cut squares.</li> <li>• Plan patterns and color schemes.</li> <li>• Sew squares and backing.</li> <li>• Quilt on stretcher frame.</li> </ul>	3.3 3.6 3.8	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Write notes to hospitalized children to include with the quilts.</li> <li>• Justin's mom is invited back for presentation of many beautiful quilts.</li> <li>• Parents of students also attend.</li> <li>• Photos and presentation.</li> </ul>	3.5 3.8	X
<b>Community Connections:</b>	Children's Health Center, Child Life Department U. of A. Medical Center, St. Joseph's Hospital	<b>Additional Information:</b> Mrs. Allison West, Justin's mom can be reached at 480-3043.	

# Creating A Pre-K Library At Head Start

Suggested Courses: Language Arts, FACS	TITLE OF SERVICE LEARNING PROJECT: <b>CREATING A PRE-K LIBRARY AT HEAD START</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
<b>Math</b>			
<b>Writing</b>			
<b>Reading</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contact Head Start with offer.</li> <li><input type="checkbox"/> Decide on materials needed for creating a library (shelves, cushions, etc.).</li> <li><input type="checkbox"/> Divide the tasks.</li> <li><input type="checkbox"/> Write letters for donations.</li> </ul>	3.2 3.6 3.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organize donations.</li> <li><input type="checkbox"/> Catalog books.</li> <li><input type="checkbox"/> Create an annotated bibliography.</li> <li><input type="checkbox"/> Make bookshelves; sew cushions in P.A.L.S class (FS51).</li> <li><input type="checkbox"/> Create posters to encourage book reading.</li> <li><input type="checkbox"/> Set up library area.</li> <li><input type="checkbox"/> Plan a "library day" and implement.</li> <li><input type="checkbox"/> Have the Library Day! Have Fun!</li> </ul>	3.3 3.5 3.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written reflection (put on book-shaped cut-outs).</li> <li><input type="checkbox"/> Create a class poster using pictures and cutouts.</li> <li><input type="checkbox"/> Write "thank you" notes to donating businesses.</li> </ul>	3.4 3.5 3.8	X X
<b>Community Connections:</b> KAET "Ready to Learn."	<b>Additional Information:</b>		

# Design and Write French Fairy Tales for Junior High Classes

Suggested Courses: World Language, Language Arts, Visual Arts	TITLE OF SERVICE LEARNING PROJECT: <b>DESIGN AND WRITE FRENCH FAIRY TALES</b> Susan Arandjelovic, Dobson High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards	Reading
			Math	Writing	
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read original French version of fairytales.</li> <li><input type="checkbox"/> Contact junior high feeder school French classes.</li> <li><input type="checkbox"/> Read Charles Perrault's "Fairy Tales and Tales of Mother Goose" in French original (17<sup>th</sup> century).</li> <li><input type="checkbox"/> Select fairy tales to retell.</li> <li><input type="checkbox"/> Teach story board technique.</li> <li><input type="checkbox"/> Review/learn narrative skills (e.g. verb tense, transitions).</li> <li><input type="checkbox"/> Organize students into pairs to create original, illustrated books.</li> </ul>		3.2 3.8		X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design cover art and art for each page.</li> <li><input type="checkbox"/> Write narratives to match the artwork.</li> <li><input type="checkbox"/> Complete storyboard.</li> <li><input type="checkbox"/> Prepare the book with art.</li> <li><input type="checkbox"/> Share the book with the class and analyze one's own and each other's books.</li> <li><input type="checkbox"/> Select "readers" to deliver the class books to the recipients.</li> </ul>		3.3 3.4 3.8	X X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete an evaluation sheet.</li> <li><input type="checkbox"/> Compare the produced fairy tale to French original and contrast.</li> </ul>		3.4 3.5 3.8		X
<b>Community Connections:</b>				<b>Additional Information:</b> Books could be done in "dual language" to share with non-French speakers. Charles Perrault is a 17 <sup>th</sup> century French author whose fairy tales can be read by French III or IV students and adapted for story books. He wrote "Cinderella," "Tom Thumb," "Puss N Boots," "Little Red Riding Hood," etc.	

# Greek Heroes Storybooks

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>GREEK HEROES STORYBOOKS</b> Courses: Language Arts, Mythology, Social Studies Sylvia Nicholls, Dobson High	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
<b>Math</b>			
<b>Writing</b>			
<b>Reading</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the need in literature classes.</li> <li><input type="checkbox"/> Read comic strips and books for diction and dialogue appropriate for the chosen audience.</li> <li><input type="checkbox"/> Evaluate sources for story line and the elements of a short story.</li> <li><input type="checkbox"/> Read myths of heroes.</li> <li><input type="checkbox"/> Organize as individuals or groups to do the project.</li> <li><input type="checkbox"/> Select a hero to illustrate.</li> </ul>	3.1 3.2 3.6 3.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design the characters.</li> <li><input type="checkbox"/> Outline the plot/setting.</li> <li><input type="checkbox"/> Design preliminary sketches.</li> <li><input type="checkbox"/> Write the story.</li> <li><input type="checkbox"/> Incorporate story and art.</li> <li><input type="checkbox"/> Share the results with class.</li> </ul>	3.3 3.8	X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete group and individual evaluation forms.</li> <li><input type="checkbox"/> Conduct a class discussion analyzing the effectiveness of the books.</li> </ul>	3.4 3.5 3.8	X X
<b>Community Connections:</b>	<b>Additional Information:</b> Place books in the English department for literature teachers to use and the school library for student to use. Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.		
	The project is to illustrate adventures of heroes (Greek) to aid high school literature students with allusions.		
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# Pamphlets With A Positive Theme For A Chosen Audience

Suggested Courses: Language Arts, Business	TITLE OF SERVICE LEARNING PROJECT: <b>PAMPHLETS WITH A POSITIVE THEME FOR A CHOSEN AUDIENCE</b> <i>Diane Grogan, Mesa High</i>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
<b>Math</b>			
<b>Writing</b>			
<b>Reading</b>			
<b>Suggested Activities</b>			
<b>Preparation</b>	<input type="checkbox"/> Brainstorm the needs of incoming sophomore students. <input type="checkbox"/> Teach students how to create a brochure on the computer. <input type="checkbox"/> Discuss how to distribute the finished brochures.	3.1 3.2 3.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Action</b>	<input type="checkbox"/> Make and publish the brochures. <input type="checkbox"/> Add clip art. <input type="checkbox"/> Edit for content and clarity. <input type="checkbox"/> Laminate. <input type="checkbox"/> Distribute finished brochures.	3.3 3.8 3.10	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/> Discuss highlights and successes. <input type="checkbox"/> List changes for next brochure. <input type="checkbox"/> Compile a class book with copies of the brochures.	3.4 3.5 3.8	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<b>Community Connections:</b>	Key members of school community and feeder schools.		
			<b>Additional Information:</b> A good activity for "Team Up For Success" at MHS.

# Persuasive Letters To 6<sup>TH</sup> Graders

Suggested Courses: Language Arts	TITLE OF SERVICE LEARNING PROJECT: <b>PERSUASIVE LETTERS TO 6<sup>TH</sup> GRADERS</b> Karen Rex, Mountain View	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<input type="checkbox"/> Brainstorm topics on making positive choices. <input type="checkbox"/> Learn/review persuasive format. <input type="checkbox"/> Learn/review research process. <input type="checkbox"/> Learn/review friendly letter format.	3.2 3.7 3.8	X X
<b>Action</b>	<input type="checkbox"/> Gather information at the library. <input type="checkbox"/> Write/edit persuasive letter. <input type="checkbox"/> Deliver letters to 6 <sup>th</sup> grade students.	3.3 3.7 3.8	X X
<b>Reflection</b>	<input type="checkbox"/> Ongoing reflection during peer editing. <input type="checkbox"/> Teacher comments on letters during grading. <input type="checkbox"/> 6 <sup>th</sup> grade (teacher and student) comments upon receipt of letters. <input type="checkbox"/> Large group (class) discussion after comments received from 6 <sup>th</sup> grade class.	3.4 3.8	X X
<b>Community Connections:</b>	<p>6<sup>th</sup> grade class at local Mesa school. Any younger class of students.</p>	<b>Additional Information:</b> Sixth grade teachers request the letters be delivered first semester to enhance impact. Making positive choices topics include choosing friends, drugs and alcohol, fighting, study skills, etc.	

# Pet Overpopulation Prevention

Suggested Courses: Language Arts, Science	TITLE OF SERVICE LEARNING PROJECT: <b>PET OVERPOPULATION PREVENTION</b> Theo Massey, Mesa High	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
	<b>Suggested Activities</b>		
<b>Preparation</b>	<input type="checkbox"/> Research the extent of the problem and possible solutions. <input type="checkbox"/> Invite speakers on the subject. <input type="checkbox"/> Interview veterinarians and shelter workers on the subject. <input type="checkbox"/> Make a chart of problems and solutions.	3.2 3.8 3.9	X X X
<b>Action</b>	<input type="checkbox"/> Make educational brochures. <input type="checkbox"/> Get permission and distribute brochures. <input type="checkbox"/> Write article for school newspaper about findings.	3.3 3.7 3.8 3.9	X X
<b>Reflection</b>	<input type="checkbox"/> Brainstorm effects of the project (servers and recipients) on a large classroom poster. <input type="checkbox"/> Make a display of students' pets.	3.4 3.5 3.8	X X
<b>Community Connections:</b> ASPCA, HSUS, Friends For Life, Local veterinarians, local pet shelters.	<b>Additional Information:</b>		

# RMHSS/PDSSD "VIDEO PALS"

Suggested Courses: ASL	TITLE OF SERVICE LEARNING PROJECT: <b>RMHSS/PDSSD "VIDEO PALS"</b>  Gretchen Hombach, Red Mountain High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9–12)	Content Area Standards
			Math	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Watch a video performed by deaf students at Phoenix Day School for the Deaf.</li> <li>Students cooperate with each other when viewing the tape to be sure they understand everything that is being signed.</li> <li>After practicing, students perform skits in ASL to send to PDSSD students.</li> </ul>		3.2 3.3 3.6 3.8	X
<b>Action</b>	<ul style="list-style-type: none"> <li>After exchanging tapes once each quarter, RMHS students will travel to PDSSD.</li> <li>They will meet their deaf video pals, share pizza and pop, and use their receptive and expressive signing skill in a cultural activity.</li> </ul>		3.3 3.7 3.8 3.9	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>RMHS students will write a summary of their afternoon with the PDSSD students.</li> <li>They will discuss their strengths and weaknesses in a signing environment and share any insight they gained about deaf culture.</li> </ul>		3.4 3.8 3.9	X
<b>Community Connections:</b> Judy Robbins, Drama teacher at Phoenix Day School for the Deaf.				<b>Additional Information:</b>

# School Wide Recycling

Suggested Courses: Science, Language Arts, Special Education	TITLE OF SERVICE LEARNING PROJECT: <b>SCHOOL WIDE RECYCLING</b> Connie Derrigo, Westwood High School	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards	Reading Writing Math
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the benefits of recycling for the environment.</li> <li><input type="checkbox"/> Contact a recycling company.</li> <li><input type="checkbox"/> Survey teachers who need a container.</li> <li><input type="checkbox"/> Create posters and flyers to inform teachers about what cannot be recycled and how the pick up will take place.</li> </ul>		3.1 3.2 3.3 3.8	X X	
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students collect recycle materials two times a week.</li> <li><input type="checkbox"/> Students construct monthly bar graphs representing the pounds picked up each month to analyze if more or less time needs to be added each week for pick up and to give an average monthly weight.</li> </ul>		3.3 3.4 3.8	X X	
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List changes to improve the program.</li> <li><input type="checkbox"/> Evaluate the success of the program by writing a one-page paper.</li> <li><input type="checkbox"/> Discuss the possible benefits of expanding the program to the neighboring community.</li> </ul>		3.1 3.4 3.8	X X	
<b>Community Connections:</b> ABITIBI Consolidated Recycling					<b>Additional Information:</b>

# Sock Drive for One Small Step

Suggested Courses: FACS, Clubs, Homeroom	TITLE OF SERVICE LEARNING PROJECT: <b>SOCK DRIVE FOR ONE SMALL STEP</b> <i>Wanda Pedersen, Red Mountain High</i>	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
			Math	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Present the project to the HERO Clubs in the district.</li> <li>Have Mrs. Shoemaker, the founder, come to class to give an overview of her organization.</li> <li>Research the need for socks in our own community.</li> <li>Arrange for Channel One time to promote the project.</li> </ul>		3.1 3.2 3.8	X      X
<b>Action</b>	<ul style="list-style-type: none"> <li>Create a flyer inviting all high schools to participate and/or have a competition between homerooms.</li> <li>Create posters to advertise the project and its purpose.</li> <li>Organize the collection, washing and pairing of the socks.</li> <li>Make a presentation to Mrs. Shoemaker with media present for coverage.</li> <li>Make up and practice a skit for Channel One.</li> </ul>		3.3 3.7 3.9 3.10	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Chart the number of socks collected by each homeroom.</li> <li>Take pictures for a journal or scrapbook.</li> <li>Discussion on successful efforts and feelings about involvement.</li> <li>Write a thank you note to Mrs. Shoemaker for the opportunity.</li> <li>District HERO celebration.</li> </ul>		3.4 3.5 3.8	X      X
<b>Community Connections:</b> One Small Step, local businesses, Internet, East Valley Humanitarian Project, and other Local Charities.				<b>Additional Information:</b> Mesa Public Schools Service Learning. With funding from Learn and Serve Arizona 2002-2004.

# Teddy Bear Drive

Suggested Courses: FACS, Clubs, Student Council	TITLE OF SERVICE LEARNING PROJECT: <b>TEDDY BEAR DRIVE</b> Mary-Jean Davis, Dobson High	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
Preparation	<ul style="list-style-type: none"> <li>Call the fire station for needs and dates.</li> <li>Form committees and assign responsibilities.</li> <li>Gather the tools and supplies needed.</li> <li>Schedule the dates and time of the bear drive.</li> <li>Schedule announcement and bulletin days.</li> </ul>	3.1 3.2 X 3.3 3.8	X
Action	<ul style="list-style-type: none"> <li>Write TV and bulletin announcements.</li> <li>Make daily announcements on TV.</li> <li>Publish daily announcements in the bulletin.</li> <li>Provide a drop off center for new bears.</li> <li>Gather, sort, and deliver the bears to the fire station.</li> </ul>	3.3 3.6 3.7 3.8	X X
Reflection	<ul style="list-style-type: none"> <li>Discuss the project.</li> <li>Was need fulfilled?</li> <li>Did all members participate?</li> <li>Student comments/suggestions on ways to improve the project for next year.</li> </ul>	3.2 3.4 3.8	X
Community Connections:	Local fire station; children whose homes have burned and who have lost everything.	Additional Information:	

# Visiting a Senior Center

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>VISITING A SENIOR CENTER</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
Math	Writing		
Reading			
<b>Suggested Activities</b>			
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Brainstorm: How to work and interact with the elderly. What interests do they have, and how are we the same and different.</li> <li>• Read and discuss <u>The Giving Tree</u>.</li> <li>• Read and discuss <u>Now One Foot Now the Other</u>.</li> </ul>	3.2 3.7 3.8	X X X
<b>Action</b>	<ul style="list-style-type: none"> <li>• Enjoy a variety of activities with seniors over multiple visits.</li> <li>• Read with them from <u>Time For Kids</u>.</li> <li>• Play games (<u>UNO</u>, <u>Bingo</u>, <u>Checkers</u>).</li> <li>• Make no-bake recipes to enjoy.</li> <li>• Share stories.</li> </ul>	3.3 3.7 3.8	X X X
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Write thank you letters.</li> <li>• Write journal entries.</li> <li>• Create a memory album to share on another visit. Attach notes to enhance it.</li> </ul>	3.4 3.5 3.8	X X X
<b>Community Connections:</b>	<b>Additional Information:</b> <u>The Giving Tree</u> by Shel Silverstein. Camera for memory album. <u>Now One Foot, Now the Other</u> by Tomie de Paola.		

# Water Sample Testing (In Mesa)

Suggested Courses: Chemistry, Other Sciences	TITLE OF SERVICE LEARNING PROJECT: <b>WATER SAMPLE TESTING (IN MESA)</b> Ray Pfriem, Mesa High	<b>Suggested Activities</b>	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards
			Math	Writing
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research specific solute tests for common water pollutants (solutes).</li> <li><input type="checkbox"/> Write laboratory procedures to test (Mesa) water samples and compare to distilled water (control) samples.</li> <li><input type="checkbox"/> Model safe and effective laboratory techniques for testing for unknown solutes in water.</li> <li><input type="checkbox"/> Design a graph or table for plotting the presence of unknown solutes.</li> </ul>		3.2 3.3 3.8 3.9 3.10	X X X X
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect water samples from designated bodies of water.</li> <li><input type="checkbox"/> Analyze water samples for the presence of specific solutes.</li> <li><input type="checkbox"/> Prepare tables and graphs to list the presence of specific solutes.</li> </ul>		3.3 3.8 3.10	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss conclusions about the cleanliness and purity of designated bodies of water.</li> <li><input type="checkbox"/> Analyze possible errors in collecting, testing and recording of data.</li> <li><input type="checkbox"/> Complete lab report for the above testing.</li> </ul>		3.4 3.8 3.10	X X
<b>Community Connections:</b> Salt River Project, City of Mesa.		<b>Additional Information:</b>		

# Welcome To Skyline

Suggested Courses:	TITLE OF SERVICE LEARNING PROJECT: <b>WELCOME TO SKYLINEx</b> Ricardo Gonzales-Carriedo, Skyline	Arizona Service Learning Standards (For Grades 9-12)	Content Area Standards	Reading
Writing		Math		
Suggested Activities				
<b>Preparation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the main concerns 10<sup>th</sup> graders have when entering Skyline High.</li> <li><input type="checkbox"/> Plan actions that will help 10<sup>th</sup> graders.</li> <li><input type="checkbox"/> Create different groups or committees.</li> </ul>	3.1 3.2 3.6 3.8	X	
<b>Action</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create brochures to be distributed among 10<sup>th</sup> graders.</li> <li><input type="checkbox"/> Hand them out.</li> <li><input type="checkbox"/> Welcome incoming students and show them the school.</li> <li><input type="checkbox"/> Peer-tutor incoming students.</li> </ul>	3.3 3.7 3.8	X	X
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write and discuss responses from incoming students.</li> <li><input type="checkbox"/> Discuss ways to improve the project.</li> <li><input type="checkbox"/> Obtain feedback and discuss it.</li> </ul>	3.4 3.7 3.8	X	X
<b>Community Connections:</b> MPS will provide information about adult education and literacy programs for families. Hispanic organizations such as M.E.C.H.A and Lulac could be consulted.		<b>Additional Information:</b>		

## **Appendix A: Service Learning Project Planning Sheet**

<b>Suggested Courses:</b>	<b>TITLE OF SERVICE LEARNING PROJECT:</b>		
	<b>Suggested Activities</b>		
<b>Preparation</b>			
<b>Action</b>			
<b>Reflection</b>			
	<b>Community Connections:</b>		
	<b>Additional Information:</b>		

## **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.

**Arizona Department of Education  
Service Learning Competencies and Indicators  
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.
- 2.2.0      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.

**Arizona Department of Education  
Service Learning Competencies and Indicators  
Grades 9-12**

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

- 3.1.1      Using 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.
- 3.10.0 Develop employment skills through participating in service to the community.**
- 3.10.1 Identify the skills that are useful for service projects as well as paid employment.
  - 3.10.2 Practice skills for a variety of work-based experiences, both paid and non-paid.
  - 3.10.3 Develop interviewing, application, and resume-writing skills for use with both paid and non-paid jobs.
  - 3.10.4 Develop communication skills that are used in serving the community and in employment.

## **Appendix C: Service Learning Resources**

### **Arizona Department of Education**

#### **Service Learning Program**

**[www.Azservicelearning.org](http://www.Azservicelearning.org)**

Jan Brite, Education Program Specialist  
1535 W. Jefferson St., Bin #60  
Phoenix, AZ 85007  
602-542-4365

The Arizona Department of Education Service Learning Program promotes service learning as an instructional strategy through state standards, legislation, administration of Learn and Serve grants, training opportunities, and more. The department also oversees the Education Professions program.

### **Arizona Governor's Office for Children, Youth and Families**

#### **Division for Community and Youth Development**

**[www.governor.state.az.us/cyf](http://www.governor.state.az.us/cyf)**

The Governor's Division for Community and Youth Development manages and distributes funding and works to support issues around National Service programs (including AmeriCorps and Community Based Learn and Serve grants), service learning, volunteerism, positive youth development, and youth workforce development throughout Arizona. The Division houses the Governor's Commission on Service and Volunteerism and the Governor's Youth Commission.

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### **The National Service Learning Clearinghouse**

**[www.servicelearning.org](http://www.servicelearning.org)**

The National Service Learning Clearinghouse is a huge site with comprehensive resources on service learning. The directory includes "Getting Started" materials, library items, syllabi and curricula, lesson plans, tool kits, funding sources, effective practices, news articles, conferences, listserves, bulletin boards, publications to order, and great links.

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### **California Department of Education/Service Learning**

**[www.cde.ca.gov/ci/cr/sl](http://www.cde.ca.gov/ci/cr/sl)**

These pages give an overview of service learning and a fact sheet, list the key elements of service learning, provide a Service Learning Lesson Plan Inventory for PreK-12 classroom teachers and community partners, and have district models and regional networks.

### **Close-Up Foundation**

**[www.closeup.org](http://www.closeup.org)**

Close Up works to promote responsible and informed participation in the democratic process through a variety of education programs. The website describes the civic education programs and offers training and materials for youth and educators.

**Constitutional Rights Foundation**

[www.crf-usa.org](http://www.crf-usa.org)

The Constitutional Rights Foundation is a non-profit, non-partisan organization dedicated to educating America's youth about citizenship, government, politics, and the law. It offers programs, publications, online lessons, teacher training, and organizes student conferences and competitions on the subject of civic participation.

**Corporation for National and Community Service**

[www.cns.gov](http://www.cns.gov)

The federal corporation's mission is to engage Americans of all ages and backgrounds in service to help strengthen communities. It administers Learn and Serve America, AmeriCorps and Senior Corps, programs that enable those of all ages and abilities to volunteer. They also offer two Presidential Freedom Scholarships per high school in the country.

**Do Something, Inc.**

[www.dosomething.org](http://www.dosomething.org)

Do Something is a national nonprofit organization that inspires young people to believe that change is possible, and trains, funds, and mobilizes youth to be leaders who strengthen their communities. The organization offers curricula, activities, training, support, evaluation tools, awards, and recognition.

**Generations United**

[www.gu.org](http://www.gu.org)

Generations United is a national non-profit that focuses on promoting intergenerational strategies, programs and policies. They are developing an on-line resource center that connects and encourages intergenerational programs and strategies. Their newsletter offers solid stories of successful intergenerational service learning activities.

**The Giraffe Heroes Project**

[www.giraffe.org](http://www.giraffe.org)

The Giraffe Heroes Project honors people who stick their necks out for the common good and trains tomorrow's heroes. This non-profit organization fosters active citizenship by telling the stories of Giraffe Heroes in the media, on podiums, and in materials for schools. The program is a story-based K-12 curriculum that teaches courageous compassion and active citizenship. Publications, media successes, and a network are available on line.

**Learning in Deed/National Service-Learning Partnership**

[www.learningindeed.org](http://www.learningindeed.org)

The National Service Learning Partnership, created through the Learning in Deed initiative, is a national membership organization for educators, administrators, policy-makers, researchers, community leaders, parents and youth. They offer a variety of information services and educational opportunities to keep members connected to the latest ideas and developments in the service learning field. They focus on high-quality service learning and how to foster its growth.

**National Center for Learning and Citizenship/Education Commission of the States**  
[www.ecs.org/clc](http://www.ecs.org/clc)

The ECS National Center for Learning and Citizenship provides information about service learning and citizenship education through publications and the web site. Issue briefs and other publications are in a format to download and print. They also conduct forums, identify public policies that support service learning, provide technical assistance, and advocate nationally in support of service learning.

**National Indian Youth Leadership Project**  
[www.niylp.org](http://www.niylp.org)

The National Indian Youth Leadership Project is a non-profit organization whose mission is to engage Native youth in challenging activities and meaningful experiences in the community and natural world preparing them for healthy lives as capable, contributing members of their family, community, tribe and nation. The website includes articles written about their programs and philosophy, and descriptions of their camps and programs.

**National Society of Experiential Education**  
[www.nsee.org](http://www.nsee.org)

The National Society of Experiential Education supports learning-through-experience for civic and social responsibility, and intellectual and ethical development. They offer a resource center, training, publications, and program development assistance related to service learning, internships, apprentices, and other experiential education strategies.

**National Youth Leadership Council**  
[www.nylc.org](http://www.nylc.org)

The National Youth Leadership Council is a national non-profit organization that has been a leading advocate, and the home, of service learning for many years. They offer training for youth and educators, clearinghouse services, materials and curricula, program development assistance, and spearhead the national service learning conference.

**Points of Light Foundation & Volunteer Center National Network**  
[www.pointsoflight.org](http://www.pointsoflight.org)

The Points of Light Foundation and Volunteer Center National Network encourage and facilitate Americans to volunteer. They mobilize millions of people and various resources in thousands of communities to help address community problems. They sponsor the "Daily Point of Light" program and have an extensive resources shop online.

**SERVEnet**  
[www.servenet.org](http://www.servenet.org)

SERVEnet is a program of Youth Service America that matches thousands of organizations with young people seeking service opportunities, connecting them by zip code, skills, interests and availability. In addition to this database of local volunteer opportunities, they offer the National Service Calendar, service news, jobs, best practices, and inspiring quotes.

**Youth As Resources**

[www.yar.org](http://www.yar.org)

Youth As Resources is a program and a philosophy that recognizes youth as valuable resources in their community and engages them as partners with adults to bring about positive community change. Young people may start a YAR group in service learning, juvenile justice, or public housing. YAR supports youth who are designing service learning projects with grants, youth-friendly program materials, and technical support.

**Youth Service America**

[www.ysa.org](http://www.ysa.org)

Youth Service America is a resource center partnering volunteers ages 5 - 25 with organizations in need of assistance. They organize public policy and awareness campaigns including National and Global Youth Service Day, offer grants and awards, publish a newsletter, and offer curriculum guides, tip sheets, and tool kits. Youth may develop custom plans for service projects on their interactive site, [www.ysa.org/planit](http://www.ysa.org/planit).