

Planning for Service Learning

Grade level: _____

CONTENT—LEARNING ABOUT:

SERVICE NEED:

SERVICE IDEA:

PREPARATION:

ACTION:

REFLECTION:

DEMONSTRATION:

CURRICULAR CONNECTIONS:

English/Language Arts:

Social Studies/History:

Mathematics:

Science:

Languages:

Art and Music:

Other:

SKILL DEVELOPMENT:

BOOKS:

YOUTH VOICE and CHOICE:

COMMUNITY CONTACTS:

NOTES:

Planning for Service Learning: *Example* *Elementary, Community Safety*

Grade level: **Elementary K–6**

NOTES: Disciplinary referrals reduced dramatically through this project.

CONTENT—LEARNING ABOUT:

- Respectful peer and cross-age relationships
- Conflict: current and in literature and history
- Peer mediation and problem-solving strategies

SERVICE NEED: Youth need to learn a variety of solutions and strategies to support caring relationships at school; their participation as leaders and partners can improve the community.

SERVICE IDEA: Peace Keepers Everywhere

Students partner with the administration and faculty by becoming:

- 1) peacekeepers (grades 3–4) who help on the playground and school buses when problems between children arise,
- 2) trained student mediators (grades 4–5) for student-to-student problem solving,
- 3) or by having all students study and practice conflict resolution strategies in their classrooms.

PREPARATION: Training provided to students and teachers by local community organization for both roles, which includes learning about conflict resolution and problem solving, using role plays, discussions, and continued meetings throughout year. All classes participate in peacekeeper education activities.

IMPLEMENTATION: Students perform their roles as peer mediators or peacekeepers in pairs and report results back to teachers and their peers.

REFLECTION: Journals and discussion: Students agree to make journal entries on the days when they perform their roles, and teachers give feedback and group discuss experiences, thoughts, and feelings.

DEMONSTRATION: Students showcase skills at open house and at partner agency board meeting, and discuss program impact with administrators. Student-written information about this project is presented to all new students who enroll. Students write stories to demonstrate knowledge.

YOUTH VOICE and CHOICE: Participation in peer mediation program; preparation of written materials.

Planning for Service Learning: *Example*

Middle School, Hunger and Homelessness

Grade level: 7 Life Skills

CONTENT—LEARNING ABOUT:

- Community issues: How hunger affects children
- Careers
- Role of local government and nonprofit agencies

SERVICE NEED: The health and learning ability of children are severely compromised when they do not receive adequate nutrition.

SERVICE IDEA: The Great American Bake Sale

Learn about childhood hunger and hold a bake sale to educate the community and raise needed funds to help children in the region; become part of the Share Our Strength National Campaign to End Childhood Hunger.

PREPARATION: Study childhood hunger, learn about the roles of government and community organizations, develop teams for project management: finance, media, schedule speakers, information, community outreach, sign onto The Great American Bake Sale, get support from other classes, bakers, and solicitors (looking for baked good donations).

ACTION: Hold two bake sale events—one during school and one on back-to-school night.

REFLECTION: Keep a journal to include entries following committee work, speakers (noting professions and career opportunities), and bake sales.

DEMONSTRATION: Announce revenue gathered through each bake sale on school PA system; recognition event inviting all partners from the school and community to give out thank you certificates (made by students) with student presentations on what they studied, learned, and accomplished.

YOUTH VOICE and CHOICE: Students suggested the idea of participation in The Great American Bake Sale after reading about it in Parade magazine and visiting the Share Our Strength Web site.

NOTES: The teacher asked students on the first day of class to be on the lookout for a class service project. Their initiative determined the direction, while she kept students connected with the curriculum. Teacher and students met with many schools groups including the PTSA and the entire faculty to generate school-wide support.

CURRICULAR CONNECTIONS:

- ☑ English/Language Arts: Adapt the downloadable resources from Share Our Strength, select from the reading listing provided and expanded by students and librarians and hold discussions in book club format
- ☑ Social Studies/History: Create posters to show myths versus accurate information about people who are homeless, invite representatives from local agencies assisting families in poverty, hold a seventh grade assembly to interview a local city council member about issues of hunger in the community and region
- ☑ Mathematics: Gather statistics from region and state of families who live on or below the poverty line, make a budget anticipating expenses and income from the bake sale, keep financial accounts
- ☑ Science: Identify dietary restrictions that need to be noted on baked goods, i.e., sugar-free, low sodium, kosher, etc.; discuss physiological and psychological impact of hunger on children
- ☐ Languages:
- ☑ Art and Music: Photo class used the theme of “hunger in our community” to create photo displays at school, library, and city hall
- ☑ Other: Digital design computer class helped make posters and banners for promotion before and during the bake sale

SKILL DEVELOPMENT:

- Organization
- Teamwork
- Research
- Community literacy
- Problem solving
- Public relations and marketing

BOOKS:

Video: Shelter Boy
Homeless Children
Changing Places: A Kid's View of Shelter Living
Soup Moon Soup
Money Hungry
Where I'd Like to Be

COMMUNITY CONTACTS:

Share Our Strength (www.strength.org)
City Council Representative
Family Resources, Inc.
School and community librarian