Juvenile Services Education (JSE)
Division of Career and College Readiness
Maryland State Department of Education

Service-Learning Plans for:

Charles H. Hickey Detention Center
J. DeWeese Carter Center
Lower Eastern Shore Children’s Center
Victor Cullen Center
Juvenile Services Education  
**Service-Learning Plans**

In accordance with COMAR regulations (13A.03.02.06), students attending school in the Juvenile Services Education (JSE) Program engage in service-learning activities to acquire a minimum of seventy-five hours as required for high school graduation.

Students in grades 7-12 participate in both school-wide and content-based service-learning projects a minimum of 2.5 hours weekly. The projects are extended instructional activities that enhance and expand academic concepts taught in the classroom in each core academic content subject as well as in the ancillary content areas. The concepts are aligned with state educational Standards, core learning goals, and the academic curriculum used in schools. Moreover, rather than interacting face-to-face with the community, the projects that students engage in are basically categorized as “advocacy” and “indirect” in that the focus is on educating the public about specific problems and developing resolutions to alleviate them.

Students who enter the JSE Program performing at different grade levels become engaged in ongoing content-based academic projects focused on the same concepts, with instruction provided at their individual levels of performance.

**Benefits of Service-Learning for Students in the JSE Program:**
Five of the service-learning projects (Knitting Caps; Recycling; Bullying; Adopt-A-School; and Greeting Cards) that students are engaged in focus on goals outlined in the Career Development Framework that specifically relate to the concept of character education: increasing self awareness; acquiring and applying self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others; and evaluating how the impact of situations, attitudes, and the behavior of others affect one’s self-concept and how one’s behavior and attitudes affect the self-concept of others (Standard 1; Indicators: A, B).

In teaching the goals outlined in the Economics and Public Issues course, students are engaged in instructional activities related to civic education including the development of historical and current economical principles and processes needed to become effective citizens and workers who participate in local community, the nation and the world (Standard 4.0).

Through participation in the three service learning projects specifically related to environmental education (Recycling, Environmental Enrichment, and Environmental Enhancement) students are engaged in activities focused on eliminating waste, conserving natural resources, soil conservation, soil erosion, and air and water quality, all of which are environmental issues.

In essence, as participants in the aforementioned service-learning projects students in the juvenile services education program are demonstrating increased self-esteem gained from the satisfaction of helping others; increased knowledge of the environment; and acquiring a better understanding and appreciation of contributions made through civic engagement and social responsibility.
Transfer Policies
When students transfer out of the system the number of service-learning hours they earned and the tasks they performed are recorded on their report cards and transcripts. The student’s portfolio also includes a notation indicating that a copy of the comprehensive service-learning plan may be accessed on the JSE and MSDE websites.

Implementation of Service-Learning Plans in the Juvenile Services Education Program

Primary Contact Person
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Role: LSS Service-Learning Coordinator

School Staff Who Fulfill Service-Learning Roles
At the school level, service-learning plans are implemented by Principals in the Juvenile Services Education Program who fulfill the following tasks: Provide leadership to the school improvement teams to assist in the projects plan development; ensure that plans are executed as designed; monitors implementation, and supervise staff involved in plan execution; ensure that student complete the required reflection essay; and oversees documenting of student service-learning hours. The school principals are:

Ms. Beth Hart
Acting Principal, Charles H. Hickey Jr. Detention School
9700 Old Harford Rd., Parkville MD 21234
Phone: 410-663-7732

Ms. Peggy Stanford
Principal, Lower Eastern Shore Children’s Center
405 Naylor Mill Rd., Salisbury, MD. 21801
Phone: 443-523-1532

Ms. Peggy Stanford
Principal, J. DeWeese Carter Center
300 Scheeler Rd., Chestertown, MD 21620
Phone: 410-778-6444
Role: Service-learning Coordinator

Ms. Anna Lisa Nelson
Principal, Victor Cullen Center
6000 Cullen Dr., Sabillisville, MD. 21780
Phone: 301-739-7779
Descriptive Summary of Service-Learning Projects

School-Wide Projects

School: Victor Cullen
Project Title: Environmental Enhancement
Project Description: The students, with staff assistance, constructed wooden planter boxes and plant flowers annually in various areas around the school building to enhance the environment. Students tend the flowers and painted a mural outside the entrance to the building, which adds colorful artwork that increases the aesthetic view of the entire area.

School: J. DeWeese Carter Center
Project Title: Environmental Enrichment
Project Description: The students, with staff assistance, plant flowers and shrubbery annually to improve the school’s aesthetic climate. The plants are maintained on a regular basis.

School: Charles Hickey Jr. Detention School
Project Title: Pen-Pals for Soldiers
Project Description: Through partnership with the Pen-Pals for Soldiers Organization, individual students are linked with compatible military members out of the country whom they write letters to.

Content-Based Learning Academic Projects

School: Lower Eastern Shore Children’s Center
Project Title: Painting With Pride to Keep the Arts Alive
Project Description: In light of decreasing funding for arts education at the national level, students are engaged in a public art campaign to advocate for keeping arts education in schools. The campaign includes writing letters to state legislators to highlight the importance of the arts and requesting increased funding to maintain and/or restore programs that have been eliminated. In addition, with assistance from an art student volunteer from Salisbury University, students painted a mural in the courtyard of the school to improve the school aesthetic climate.

Project Title: Blankets for People in Need
Project Description: Students construct blankets from pre-cut fabric. The blankets are given to the HOPE AND Life Outreach (HLO) agency for the needy and homeless individuals and ex-convicts in the community. Notes and messages are attached to each blanket. After finishing the blankets, the Director of HLO visits the school and speaks to the participating youth.

Project Title: Natural Disaster Preparedness
Project Description: Students decide which natural disasters are most probable in their area and which ones the public needs more information about in order to be prepared for survival. Students then create and conduct a community-wide campaign on emergency preparedness. Posters are displayed in the mall areas where large masses of people congregate.
Project Title: Nursing Home Cheer
Project Description: In order to make the environment of the Wicomico Nursing Home more pleasant for its residents, the students create tanagram turkey placemats at Thanksgiving, Mother’s and Father’s Day cards in May and June, and pumpkin centerpieces in October.

Project Title: Knitting Cap
Project Description: The girls at the school continue to crochet caps for premature infant patients at the Peninsula Regional Medical Center’s neonatal units using yarn purchased by the nursing supervisor at the hospital.

School: J. DeWeese Carter Center
Project Title: Paper Recycling Program
Project Description: Paper waste are disposed of and recycled in receptacles throughout the facility by student participants. Waste products are processed and reused.

Project Title: Greeting Card Campaign
Project Description: Students write friendly letters to the elderly at the Genesis Care Corsica Hills Nursing Facility and the Queen County’s Department of Aging, with intentions of lifting their spirits.

Project Title: Bullying
Project Description: The boys at the school designed an informational brochure on bullying that was distributed to community churches and schools. The brochure informs the community about bullying and ways to advocate and promote strategies to stop bullying. This project materialized following students’ participation in an aggressive replacement training discussion.

School: Victor Cullen
Project Title: Frederick County 4-H Therapeutic Riding Program (TRP)
Project Description: Students serve as volunteers to assist the organization in providing a safe and enjoyable riding experience to Frederick County Citizens with specific disabilities.
Comprehensive Summary of Individual School Projects

Submitted by: Mr. Raleigh Turnage, Principal
The Charles H. Hickey, Jr. Detention Center School

Service-Learning Project

“PEN-PALS FOR SOLDIERS”

July 2010
I. Implementation Plan and Curricular Connections

Members of our Armed Forces work hard for us here and overseas. These patriots put their lives on the line in defense of our freedom and the American way of life. Often far away from home and family, soldiers may feel isolated and lonely. Letters from home can brighten the day for these brave soldiers. *Pen-Pals for Soldiers* is an organization dedicated to linking soldiers with individuals who want to communicate by writing letters.

We, educators at the Charles H. Hickey Jr. Detention School propose to partner with *Pen-Pals for Soldiers* to link individual students with compatible military members out of the country. We believe that both our youth and the soldiers will benefit from this service-learning project. The young men, here, will be motivated by a sense of purpose knowing that they are boosting the morale of those fighting for us, and the servicemen and servicewomen will be appreciative of the attention and support. Since most Hickey boys have had limited exposures to people, places, and activities outside of their immediate communities, they will learn to recognize that a vibrant world exists beyond the Washington, D.C.-to-New York City corridor. Troops thousands of miles away will have eager young citizens with whom to share their experiences. The opportunity to interact (on paper, at least) with others temporarily displaced from home is a common factor for populations, the detained and the dispatched. As mutually caring relationships grow, soldiers will anticipate hearing their names shouted out at mail-call, while the boys in lock-up will look forward to receiving letters from afar. The students will improve upon their interpersonal skills; their role models will provide windows to the world.

A. Minimum Level of Student Engagement

Students in all Maryland schools are required to engage in Service-learning activities for a minimum of 75 hours in order to meet State graduation requirements. The average enrollment for most students in the Hickey School is between 30 and 90 days. Therefore, it is unlikely that any student would meet the entire graduation Service-Learning requirement while enrolled at Hickey. Our goal, therefore, is to provide a means for eligible students to complete some of the State’s requirement while they are confined. Tracking Service-learning hours would not present an obstacle to the success of this proposal; the hours of engagement for each student could easily be added to a transcript or report card.

B. Curricular Connections

One of the instructive experiences provided by the Hickey School is student planning for post-secondary education/employment—the TRANSITION process, which incorporates aspects of all of the school’s curricula. Purposely linked to each student’s unique, current status in the educational and legal systems, the transition process is customized for maximum practical use to each youth. Since, in a detention facility, a youngster stays only a short time, he may be seen by the Transition Specialist only once or twice; rarely is a youth scheduled for many sessions. Typically, an individual meeting with the Transition Specialist may focus on: the development of a personal profile (eliciting the student’s own “pre-assessment” perspective for later decision making), career awareness (revolving around Holland
Code interest inventory results), or career exploration (utilizing the print materials and occupation-specific videos available). If a student has moved closer in his thinking to what kind of work he wants to do in young adulthood, and what it will take to make that idea a reality, he has attained his goal, here.

Among the options often discussed in the Transition Room regarding a young man’s future is joining the military. Books depicting the different branches of the Armed Forces, as well as informative pamphlets left by recruiters who visited on several occasions are prominently displayed. Additionally, there are volumes for loan to any student who wants to compare eligibility requirements and occupational opportunities in the Services. And, there is always a considerable amount of curiosity surrounding military life…especially, during wartime.

Writing a letter to an American soldier on duty overseas injects an exciting activity into a student’s classroom-based research. His mindset necessarily shifts as he progresses from talking with the school’s career counselor to communicating in writing with a real, honest-to-goodness combatant! The soldier might not be much older than the student himself. This is a chance to ask the questions that no one in the school can answer as authentically as today’s soldier. It is, also, a new opening for a youth to freely express and share his thoughts and feelings. Hopefully, it is ways to let a serviceman or servicewoman know that he or she is not only appreciated, but, possibly, considered a model. If the soldier/letter recipient replies, a “pen-pal” relationship is established. This can be a win-win situation.

Curricular connections include alignment with the core classes: English, Computer Literacy, Social Studies, Science, Library Media and Mathematics. Students who are willing to participate would engage in the activity for a minimum of five hours per week during school hours. Each of the above listed courses would contribute at least one hour per week of class time to the activity. Hours would not necessarily be contributed on a fixed weekly basis.

This Service-Learning project aligns with the State Curriculum (SC) in the six instructional areas as well as Transition, an area that is a primary component of the Juvenile Services Education (JSE) program.

1. **State Curriculum for English**
   Standard 3: The student will compose [his letter] in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

   Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. The student will:
   - demonstrate attention to audience interest and understanding
   - combine basic sentence patterns to vary sentence structure and emphasize selected ideas
• produce work-related texts (e.g., color brochures, project plans, proposals, letters, pamphlets) that
  o address audience needs and potential misunderstandings
  o develop ideas and main points with appropriate strategies
  o incorporate both non-technical and technical vocabulary
  o adapt a tone, style, and format appropriate to the subject, audience, and purpose

2. Computer Literacy Skills

A Companion to the Maryland Technology Standards for Students

Computer Use—Proficient

• Multi-task in a variety of ways

Using Word Processing & Desktop Publishing—Basic, Intermediate, Proficient

3. State Curriculum for Social Studies

1.0 Standard: Social Studies Skills and Processes—Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Grades 6-8 B: Write to Learn and Communicate Social Studies Understandings
• Use formal writing, such as multi-paragraph essays, historical investigation, research reports, letters, and summaries, to:
  o organize facts and/or data/statistics to support a topic

Grades 6-8 D: Acquire Social Studies Information
• Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.
• Read and obtain information from texts representing diversity in content, culture, authorship, and perspective
• Access and process information that is factual and reliable from readings, investigations, and/or oral communications.

4. State Curriculum for Biology

Expectation 1.7: The student will show that connections exist both within the various fields of science and among science and other disciplines including mathematics, social studies, language arts, fine arts, and technology.

Indicator 1: The student will apply the skills, processes and concepts of biology, chemistry, physics, or earth science to societal issues.
5. **State Curriculum for School Library Media, Grades 9-12**

**Literature Appreciation**
- Identify relationships among literary settings, characters, actions, and events and situations in real life
  - apply standard English punctuation and capitalization in written language
  - apply appropriate English usage involving subject/verb agreement
  - apply consistent and appropriate use of person, number and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who-whom and incomplete constructions; active and passive voice; and verbal phrases
  - recognize and correct common usage errors such as misplaced and dangling modifiers, incorrect use of verbs; double negatives and commonly confused words such as accept and except.

6. **State Curriculum for Algebra/Data Analysis**

**Core Learning Goal 3:** The student will demonstrate the ability to apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed.

**Standard 4.0: Knowledge of Statistics**

**Indicator 3.1:** The student will collect, organize, analyze, and present data.

**Indicator 3.1.1:** The student will design and/or conduct an investigation that uses statistical methods to analyze data and communicate results.

**Indicator 3.1.2:** The student will use the measure of central tendency and/or variability to make informed conclusions.

We propose that the Project Coordinator communicate with *Pen-Pals for Soldiers* to obtain the designated names and addresses of soldiers. Simultaneously, the young men at Hickey who qualify for participation will be selected. Of necessity, all outgoing mail would have to be approved by appropriate adults in the facility. After the youth receive the names of their pen pals, they will compose letters to their soldiers.

Students detained over an extended time could establish relatively long-term, pen-pal relationships with responsible adult servicemen and women. The transient nature of juvenile detainment renders turn-around time too short for some students to maintain this correspondence over a lengthy duration. Still, youth participating in this project for however long will gain status by their participation. And, they will, also, earn Service-Learning credit. This Service-Learning project includes academic contributions from every quarter of our
school: English, Mathematics, Science/Life Skills, Social Studies; as well as Computer Literacy, Library Media, and Transition. For example, pupils will learn to apply written communication skills, including grammar, language mechanics and composition, as they compose letters to soldiers. Other curricular connections include:

- working with students to compose and edit letters to soldiers (English and Computer Literacy);
- introducing letter writing in an historical context by studying Civil War letters to and from soldiers (Social Studies);
- introducing Civil War letters and supporting project expository text as primary documents and secondary sources (Library Media);
- discussing the difference between a draft and voluntary military system (Social Studies);
- exploring the incidence of criminal waiver and the opportunity to join the military (Mathematics and Social Studies);
- researching
  - tools of war as commodities that are bought and sold without allegiance to country
  - background on current United States war involvement
  - background on cultures, religions, and customs of the “enemy” compared to United States cultures, religions, and customs (Social Studies and Library Media);
- studying
  - disease among soldiers in war and in an historical context;
  - Post Traumatic Stress Disorder (PSTD) and soldiers;
  - soldiers and nutrition during war in an historical context;
  - how the weather affects combat;
  - global warming and war (Science);
- returning from military life to civilian life
  - job availability before and after military life;
  - diversity of military job (Transition).

So, students engage in a variety of scholastic experiences from different discipline areas and contribute to a societal need. Particular activities are pursued as independent study for those who need to meet the State requirement for Service-learning.

C. Assessment & Evaluation

Our Service-Learning project meets Maryland’s Seven Best Practices of Service-Learning as follows:

1. Communication with members of our Military meets a recognized community need for awareness of global public safety and education regarding military service and life;
2. Alignment with specific objectives across six content areas achieves requirements for service-learning through curricular infusion and the letter-writing project component;
3. Students will be asked to reflect on the letter-writing experience in terms of understanding and appreciation of letters written to and from soldiers in an historical context;
4. Students will develop a civic responsibility to understand military service as duty and an act of good citizenship;
5. Students will establish community partnerships by communicating with active military members;
6. Teaching staff will plan several extensive lessons to put the Service-Learning project into historical and cultural contexts;
7. Teaching staff will work with students to refine language, grammar, and letter-writing skills needed to engage successfully in the Service-Learning project.

D. Transfer Policies
The school transcript will include the number of Service-Learning hours completed while the student was enrolled at the Charles H. Hickey, Jr. School.

E. Connections
The Pen-Pals for Soldiers project aligns strongly with character development in terms of social and cultural awareness, empathy, and patriotism as a personal value. Further, the project will give the students an opportunity to explore the impact of battle on the physical environment.
“ENVIRONMENTAL ENRICHMENT”

J. DeWeese Carter Center School

May 2010

Submitted By:  Dorthea Hanner, Instructional Assistant
J. DeWeese Carter Center School
Service-Learning Project

Description of the Project:

Horticulture is widely practiced as an industry and as a hobby. Planting and cultivating gardens is an ancient art form.

In order to focus on environmental enhancement at the Carter Center, the boys will plant a variety of flowers native to Maryland, and mow the grass on a weekly basis.

The boys at Carter will receive 1.5 hours of service-learning credit for every 1.5 hours that they work outside weeding, cutting the grass, cultivating the soil, and planting and tending the flowers.

There will be pictures taken from beginning to the end of this project and later made into a CD.

The purpose of this project is for students to become more familiar with environmental issues affecting the community, to become more familiar with plants native to Maryland, and to maintain the value of the community’s property.

Mr. Robert Raleigh (Chief Maintenance) will lend the boys a push mower and an edger. Mrs. Stanford is purchasing the supplies needed to carry out this project successfully. Though the project is under Mrs. Hanner’s and Ms. Johnson’s leadership, several DJS staff members have volunteered to monitor the boys while they are working outside.

The project will be on-going throughout the year.

Achieve Curricular Objectives

The following curricular objectives are being addressed with this project.

Career Development Framework

Standard 1: Self Awareness/Students will acquire and apply self knowledge to build and maintain a positive self-concept.

Indicator A: Acquire and apply self knowledge to understand one’s abilities, interests, and talents seen by self and others.

Goal: Evaluate how the influence of others can have a positive effect on one’s self concept, attitudes, and behaviors.

Standard 2: Career Awareness/students will learn about occupations in the Construction and Development Cluster with an emphasis on maintenance and operations.

Indicator A: Analyze/compare the industries represented in Maryland 10 career Cluster and how they relate to the needs and function of the economy and society.
Goal: Use knowledge of one’s learning style, positive attitudes and behaviors to improve educational attainment and adjust behavior, when needed to maximize achievement.

Standard 5: Students will demonstrate skills to secure, maintain, and advance in their chosen related career cluster.

Indicator A: Understand how academic, technical, cross cluster and employability skills are needed to obtain, create, maintain, and advance in one’s career.

Goal: Identify different career options, including those that may be considered non-traditional based in gender or small % in the work force.

Standard 6: Environmental Science / Students will learn that all plants are autotrophy (they produce their own food) and that all plants are eukaryotes that contain many cells.

Indicator A: Understand the stages of a plant’s life cycle and compare nonvascular and vascular plants.

Goal: Identify the characteristics that all plants share and name all the things that a plant needs to live successfully on land.

Discussions / Reflections of Activity and How It Connects to Schoolwork
Reflection is an important part of service-learning. The boys will be asked to reflect on their experience by describing the project. They will be asked to reflect on the project and answer several questions concerning the project and its significance. They also will be asked to tell how the future project might impact them in the future.

Develop Student Responsibility
The boys are excited about the project. They have decided to take on the concept “Adopt a School”. This project is helping the boys to take pride in their surroundings. It is helping them to develop positive relationships with fellow peers and staff. This project is also allowing these boys to be seen in a different way – as a Good Samaritan not a problem.

Establish Community Partnership
A partnership has been developed between the boys and the facility. This benefits the students because they have learned a new skill and are applying these skills to focus more on environmental issues and maintain an attractive appearance of the school grounds.

Plan Ahead for Service-Learning
The boys plan to plant several different types of flowers and mow the grass. In the future, the boys will plant vegetables and other plants that will be given to nursing homes in the community.

Equip Students with Knowledge and Skills Needed for Service
Through this project the boys will have increased access to a range of supports and opportunities they need to grow healthy, caring, and responsible. This project will enhance their ability to work in teams and put forth effort at meeting their goals. The
students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. The service-learning project will give them a strategy for addressing goals for learning and personal development.

Students that participate in service-learning projects are reported to have greater increases in pro-social behaviors such as caring, respect, and the ability to make sound decisions.

**Project Evaluation**

The student will be required to complete the attached service-learning exercise worksheet that will describe their service-learning experience(s).
Service-Learning Project

J. DeWeese Carter Center

“RECYCLING PROGRAM”

2010-2011

Mr. Anthony Reed
Mr. Prakash Anthony
Meeting a Recognized Need in the Community

Description of the Project:

Due to increase in population, there is a rise in demand of all consumer goods. This further results in increase in the quantity of waste being generated in homes, schools, hospitals, hotels and everywhere else. One way to eliminate this problem is to install more recycling containers and to focus more on the three R’s—reducing, rethinking, and reusing. Also, the fast depleting natural resources have become an issue of concern. Recycling not only helps in making new products but also decreases the burden on the environment for raw material. The energy that is used for recycling is much less than the energy needed for creating products from raw materials. Once again, the use of more recycle bins is the most doable and immediate action we can take. Recycling also provides an economical way of getting rid of harmful waste products like plastics, aluminum cans, glass, electronic waste, etc. that would otherwise be disposed in landfills and pollute the environment.

New evidence supports the idea that most of the global warming over the last 50 years is due to human activities. According to the National Academy of Sciences, Earth’s surface temperature has risen by about 5/9 degree Celsius in the last century, with accelerated warming during the last 20 years. Human activities have contributed to the buildup of green house gases in the atmosphere, primarily carbon dioxide, methane and nitrous oxide.

Due to the rising pollution levels and depletion of natural resources, there is an urgent need of making recycling popular among the masses. One of the largest waste materials that can be recycled at Carter Center is paper. Students can initiate a facility campaign and paper can be collected from each staff member and can be given to partnering institutions. Students are directly affecting the building community for a neat environment and indirectly eliminating waste which is helpful to our community, country and the world. We need to recycle to conserve our natural resources so that they last for our future generations and to contribute our bit towards saving our planet. This can be done by conducting recycling programs in homes, offices and communities. Recycling bins can be highly useful in successful implementation of a recycling program. These recycle bins can be placed in schools, offices and homes to collect waste materials that can be recycled. Most of the waste material like paper, aluminum cans, bottles, electronic items, and cardboard can be recycled and these can be collected in appropriate recycle bins.

Achieve Curricular Objectives through Service-Learning

The following curricular objectives are being addressed with this project.

Career Development Framework

Standard I: Self Awareness-Student’s shall acquire and apply self-knowledge in order to develop personal, learning, and career goals.

Indicator A: Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.
Goals: Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self concept and how one’s behaviors and attitudes affect the self concept of others. Compare/Contrast the shifts in the work organization of the 21st century versus the past.

Standard: Students shall use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and lifelong learning.

Indicator E: Understand that balancing personal, leisure, community, learner, and work roles is an important part of one’s career development.

Goal: Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.

**Economics and Public Issues**

Standard A: Scarcity and Economic Decision-Making

Indicator 1: Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions

Goal: Identify the opportunity cost of economic decisions made by individuals, businesses, and governments such as decisions about investing in education

Indicator 2: Analyze how scarcity of economic resources affects economic choices in contemporary world regions

Goal: Explain how available resources affect specialization and trade

**Environmental Science**

Standard: The student will demonstrate the ability to use the scientific skills and processes (Core Learning Goal 1) and major environmental science concepts to understand interrelationships of the natural world and to analyze environmental issues and their solutions.

Expectation 6.2: The student will investigate the interdependence of organisms within their biotic environment.

Indicator 6.2.1: The student will explain how organisms are linked by the transfer and transformation of matter and energy at the ecosystem level.

Indicator 6.2.2: The student will explain why interrelationships & interdependencies of organisms contribute to the dynamics of ecosystems

**Reflections/Connecting to School Work**

A recycling program can not only create awareness about recycling among people but it also makes the surroundings neat and clean as all the waste products are collected in
recycling bins and sent for recycling. Recycling bins with interesting recycling decals that promote recycling can be used to collect recyclable materials. Recycling programs also promote source reduction of waste material as most of it is sent for recycling. The benefits of a recycling program in a community, home or office are many as the people involved can make an effective effort in making the world a better place by adopting the habit of recycling.

The students will be asked to reflect on their experience by describing the project and who they interacted with during the project. The project experience will introduce them to the need for recycling. They will be introduced through multiple objectives and goals by integrating major core subjects like Economics, Environmental Science and Career Development which provide an awareness how we can have a positive impact on our community, country and even globally. The theory and practical will be done during the computer block hours once a week at Carter Center. The students are responsible for collecting the recycling waste material from education staff as well as Department of Juvenile Justice staff and to place in the allotted bin. The supervising staff will deliver it to the appropriate place.

**Develop Student Responsibility**

The students will analyze multiple data from different sources by integrating core subjects. Students will be introduced to SWA activities and interactive materials. The student will analyze other facts from national agencies.

**Environmental Recycling Benefits and Facts**

*information supplied by: National Recycling Coalition*

a) Recycling and composting diverted nearly 70 million tons of material away from landfills and incinerators in 2000, up from 34 million tons in 1990-doubling in just 10 years.

b) Every ton of paper that is recycled saves 17 trees.

c) The energy we save when we recycle one glass bottle is enough to light a light bulb for four hours.

d) Recycling benefits the air and water by creating a net reduction in ten major categories of air pollutants and eight major categories of water pollutants.

e) In the U.S., processing minerals contributes almost half of all reported toxic emissions from industry, sending 1.5 million tons of pollution into the air and water each year. Recycling can significantly reduce these emissions.

f) It is important to reduce our reliance on foreign oil. Recycling helps us do that by saving energy.

g) Manufacturing with recycled materials, with very few exceptions, saves energy and water and produces less air and water pollution than manufacturing with virgin materials.

h) It takes 95% less energy to recycle aluminum than it does to make it from raw materials. Making recycled steel saves 60%, recycled newspaper 40%, recycled plastics 70%, and recycled glass 40%. These savings far outweigh the energy created as by-products of incineration and land filling.
i) In 2000, recycling resulted in an annual energy savings equal to the amount of energy used in 6 million homes (over 660 trillion BTUs). In 2005, recycling is conservatively projected to save the amount of energy used in 9 million homes (900 trillion BTUs).

j) A national recycling rate of 30% reduces greenhouse gas emissions as much as removing nearly 25 million cars from the road.

k) Recycling conserves natural resources, such as timber, water, and minerals.

l) Every bit of recycling makes a difference. For example, one year of recycling on just one college campus, Stanford University, saved the equivalent of 33,913 trees and the need for 636 tons of iron ore, coal, and limestone.

m) Recycled paper supplies more than 37% of the raw materials used to make new paper products in the U.S. Without recycling, this material would come from trees. Every ton of newsprint or mixed paper recycled is the equivalent of 12 trees. Every ton of office paper recycled is the equivalent of 24 trees.

n) When one ton of steel is recycled, 2,500 pounds of iron ore, 1,400 pounds of coal and 120 pounds of limestone are conserved.

o) Brutal wars over natural resources, including timber and minerals, have killed or displaced more than 20 million people and are raising at least $12 billion a year for rebels, warlords, and repressive governments. Recycling eases the demand for the resources.

p) Mining is the world's most deadly occupation. On average, 40 mine workers are killed on the job each day, and many more are injured. Recycling reduces the need for mining.

q) Tree farms and reclaimed mines are not ecologically equivalent to natural forests and ecosystems.

r) Recycling prevents habitat destruction, loss of biodiversity, and soil erosion associated with logging and mining.

Establish Community Partnership
Midshore Regional Recycling Program
Kent County Drop-Off Sites:
Betterton: Beach Parking Lot
Chestertown: 500 Washington Ave
Galena Recycling / Transfer Station
Nicholson Recycling / Transfer Station
Pomona: Pomona Store, Route 289
Rock Hall Recycling / Transfer Station

Kent County Curbside Program (free service for residents): 410-778-7448
Contact person: Marty Holden
mholden@kentgov.org
(410) 778-7448

Solid Waste Authority
7501 N. Jog Road
West Palm Beach, FL 33412
(516) 640-4000
Plan Ahead for Service-Learning

This project and lessons will be incorporated into the daily curriculum. In this activity, participants will go through many activities and complete many activity assignments apart from collecting the waste material from residents. Classroom presentations and activities are presented through Solid Waste Authority’s interactive CD’s which covers many activities including making materials out of recycled waste materials and demonstrations for students. Solid Waste Authority already provided Carter Center with many activity materials, overview presentations and demo interactive tours which will be utilized in the classroom. One block a week will be dedicated to this project and the hours will be tracked by the assigned supervisor.

Equip Students with Knowledge and Skills Needed for Service.

Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will enhance their problem-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. The service-learning project will give them a strategy for addressing goals for learning and personal development. It will cultivate connections between the school, the detention facility and the community.

Students who participate in service-learning projects are reported to have greater increases in pro-social behaviors such as caring, respect, and the ability to choose right and wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in academic/learning development, life/career development, personal/social development, and multicultural/global citizenship. Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases respect between teachers and students, decreases discipline referrals, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro-social behavior of students exhibiting emotional and behavioral problems. It is used as a strategy with the students to help them develop self control.

The student skills including activities, assignments, classroom participation, and writing activities are assessed periodically and the grade and hours will be tracked by the supervising teacher.

Examples of Student activities other than SWA materials

i. Converting used items: Ask students to look around for items that are typically used once and then discarded. Challenge students to think of ways to convert the items into items that would be useful at home or in school. Encourage students who are artistically inclined to create new things. (Examples: A used greeting card can be cut to make gift tags. Items can be turned into art or jewelry.)
ii. Name common consumer items, and ask students to tell whether each can be reduced, reused, or recycled, or a combination.

iii. Have each student write a paragraph in favor of or against mandatory recycling in a community using facts from the topics to support their point of view.

iv. For one week, collect all trash in bags. Do not include food waste. At the end of the week, hold a trash weigh-in. Multiply the total amount by 52 to show how much trash you produce in a year. Can you come up with any ideas to reduce your trash load?
J. DeWeese Carter Center School

Service-Learning Project

“GREETING CARD CAMPAIGN”

Project Sponsors:
Mr. Anthony Reed, Teacher
Mr. Prakash Anthony, Teacher

300 Scheeler Road - Chestertown, Maryland 21620
410-778-6444
410-778-4469 Fax
Service-Learning Project

Description of the Project:

The growing elderly population here in the United States, has caused a need for more attention to their needs. Senior centers, assisted living facilities, and nursing homes are often full of residents who are sometimes forgotten. Yet they are still a vital part of our communities.

The students at Carter are providing an indirect service to this population. The Greeting Card Campaign is designed to lift the spirits of the residents at a local nursing home facility. The students are educated about the demographics and needs of the seniors in nursing facility; while gaining personal awareness and advocacy skills that they can use in the community. By participating in this project students are taking an active part in reaching out to this often isolated population.

Achieve Curricular Objectives

The following curricular objectives are being addressed with this project.

Career Development Framework

Standard 1: Self Awareness-Student’s shall acquire and apply self-knowledge in order to develop personal, learning, and career goals.

Indicator A: Acquire and apply self-knowledge to understand one’s abilities, strengths, interest, skills, and talents as seen by self and others.

Goal 3: Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self concept and how one’s behavior and attitudes affect the self concept of others.

Standard 2: Career Awareness-Student’s shall use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and lifelong learning.

Indicator B: Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

Goal 2c: Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.

Indicator E: Understand the balancing personal, leisure, community, learner and work roles is an important part of one’s career development.

Goal 1: Examine one’s personal leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.
Technology
Standard 3: Use a variety of technologies for learning and collaboration.

Indicator 1: Select and use technology tools to encourage collaboration.

Goal A: Use technology tools to work collaboratively with individuals or groups outside of the school community.

Standard 4: Use technology to communicate information and express ideas using various media formats.

Indicator 1: Select and use technology to express ideas.

Goal C: Change, edit, and revise graphs, graphics, presentation, and word processing documents. Evaluate student-created product design based on purpose, audience, and format.

Writing
Standard 4: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 1: Compose texts using the prewriting and drafting strategies of effective writers and speakers.

Goal 1: Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas.
Select, organize, and develop ideas appropriate to topic, audience, and purpose.

Indicator 2: Compose oral, written and visual presentations that express personal ideas, inform, and persuade.

Goal 1: Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone.

Discussions / Reflections of Activity and How It Connects to Schoolwork
The Greeting Card Campaign is designed to create a sense of civic responsibility in the greater community. After learning about the changing needs of the elder community, and developing a sense of empathy for this population, students are proactively trying to make a positive difference. The students are to periodically design and send greeting cards to seniors at the nursing home. As part of reflection, students are asked how this project may impact them in the future.
Develop Student Responsibility
The project is helping the students to gain an awareness of the senior population in nursing home facilities, which will develop an interpersonal connection with this growing population. The students will look the facility data to determine the number of residents and the production needs. They will brainstorm list of holidays and other occasions (birthdays etc…) when cards are appropriate and will use a calendar to properly schedule production and delivery times anticipated. Production is accomplished once a week, during the normally scheduled computer literacy time.

Establish Community Partnership
Partnerships have been developed between the facility and the activity director at the Genesis Care-Corsica Hills Nursing Facility as well as a Senior Care Specialist from the Queen Anne’s County Department of Aging. This project creates positive communication between the youth and the community. As the project expands and continues to develop we anticipate staff from the partnering agencies visiting the youth facility quarterly to educate the youth about the seniors they directly work with as well as update the youth on the progress of the project.

Plan Ahead for Service-Learning.
In preparation for this project students will engage in discussions geared towards sensitizing them to develop an appreciation of becoming elderly, and what it is like to be elderly. The activities will include:

- Lessons that address ways to respect and honor older members of the community.
- Staff and teachers model respectful behavior toward the elderly in the school and community environment.
- Participation in an assembly in which residents of a local elder care facility talk to students about a timeline leading to their placement in the eldercare facility, and describe their life and feelings about being in the facility.
- Discuss factors that constitute healthy living and consider lifestyle decisions that affect life expectancy. Explore how various people define a sense of purpose in one's life.
- Students view commercial films like Grand Torino, Up and Karati Kid in which the bond between a boy and an older man is beneficial to both. After viewing the students will analyze the boy-man relationship and relate personal stories in their lives
- Staff will urge youth to create an art project, a family tree that recognizes and honors their ancestors.

The Greeting Card campaign is completed in the computer literacy class. Using the publishing component of the Microsoft software students will self-publish greeting cards. The goal is to design and publish cards on a weekly basis to be delivered to residents at nursing facility once a month.
**Equip Students with Knowledge and Skills Needed for Service.**

Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring, and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will enhance their problem-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The service-learning project will give them a strategy for addressing goals for learning and personal development. It will also cultivate connections between the school, the detention facility and the community.
Service-Learning Exit Exercise

Directions: Please answer the following questions regarding your service-learning experience.

1. Describe what you learned and felt on your service project.

2. Use to adjectives (feeling words) which represent your service-learning experience.

3. What was the worst or most difficult thing that happened to you during this experience?

4. What was the best thing that happened?

5. Rate yourself from 1 to 10 for your performance. Why?

6. How have you benefited from your service experience: personally, academically, etc.?

7. What have you learned about yourself from your service-learning experience?

8. Name five things that you can do to better society.

9. How does your service experience relate to your academic work or courses?

10. Because of my service-learning experience, I am… (Complete the sentence)
Service-Learning Project

“BULLYING”
**Description of the Project:**

“Meet a Recognized Need in the Community”

Bullying is a growing problem across the country. Dan Olweus, one of the leading researchers on bullying stated, “approximately 15% of children are either bullies or victims of bullies in schools”. Bullying can have lifelong detrimental effects both on the perpetrators of the bullying and on their targets.

Victims of bullies usually snap and either lashes out violently at others or take their own lives. Mr. Felix Nathan, one of the instructors of the A.R.T. (Aggressive Replacement Training) comes to the classroom twice a week to meet with the students. During one of his classroom discussions, the subject on bullying can up. One of the students open up and shared with the class that his sister is a victim of bullying. He was very concerned about what his sister is dealing with and how he needs to get home to deal with the person that is bullying his little sister.

The duration for this project should consist of 3-ninety minutes session. Our goal is to distribute 250 brochures to churches and schools.

The boys will receive 1.5 hours of service-learning credits for every class session that they attended and worked diligently on the brochure.

The boys at Carter Center have decided to design an informational brochure on “Bullying” that will be distributed to the community churches and schools.

The purpose of the brochure is to inform the community about bullying by advocating and promoting strategies to stop bullying. Here lately when you turn on the television, it is all over the media. Bullying behavior by students is a critical problem that is interfering with a positive, pro-social environment in a classroom or school.

Mr. Felix Nathan has volunteered to help with some of the expenses for this project, we have a sponsor (Ms. Evans) who is willing to print some of the brochures at Staples, and several staff members at the facility has volunteered to help distribute these brochures to the churches and schools in their communities.

Mrs. Hanner and Ms. Johnson will enhance the students’ motivation by asking them thought provoking questions (such as: What is your purpose for putting together a brochure on bullying? What do you hope to accomplish with this brochure? How can this brochure impact your life? Who will benefit from this brochure? etc.) to foster their thinking.

Mrs. Hanner and Ms. Johnson will be supervising this project to ensure that the students gather accurate information, use correct grammar, and produce a worthwhile project.

**Achieve Curricular Objectives**

The “Bullying” brochure materialized from an A.R.T. (Aggressive Replacement Training) classroom discussion that the students participated in. They (the students)
decided to include in the brochure the following: defining bullying, offer ways to recognize bullying behavior in students, list the types of bullying behavior, and how to respond to bullying. The students were engaged in activities that required them to research, speak, listen, and write about bullying. While working on this project, the students explored concepts of citizenship specifically focusing on promoting civic engagement in the community. The following curricular objectives are being addressed with this project.

**Career Development Framework**

**Standard 1: Self Awareness** / Students will acquire and apply self-knowledge to form and to carry on a positive self-concept.

Indicator A: Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, and skills as seen by self and others.

Goal: Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self-concept and how one’s behavior and attitudes affect the self-concept of others.

Indicator B: Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.

Goal: Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful and respectful.

Indicator D: Apply self-knowledge to decision making and goal setting. Goal – Utilize print, non-print, software and human resources in educational sites to expand knowledge of career options, educational requirements to set goals and make planning decisions.

**Standard 2** / Students will utilize the Maryland Career Cluster and pathways to help them understand their relationship to educational achievement and lifelong learning.

Indicator D: Recognize that decision making is an important part of an individual’s career development.

Goal: Apply the decision making process in preparation for training for this career pathway or if alternative planning would be necessary.

Indicator A: Investigate the media in order to evaluate its impact on citizens, politics, and public policy.

Goal: Determine the relationship of sources of information and assess the impact of the media politics and public opinion.

Indicator B: Analyze public issues in order to determine how individuals can impact the political system.

Goal: Take action on a current public issue.
Standard 4: Students will demonstrate the ability to use human development knowledge and social skills to promote positive relationships throughout the life cycle.

Indicator A: Perceive emotions to access and generate emotions so as to assist thought.

Goal: Tell when someone else is feeling angry, disappointed, anxious, sad, excited or happy.

**Discussion / Feedback of Activity and How It Relates to Schoolwork.**
Feedback is essential in the Service-Learning Project. The boys will be expected to give feedback on their experiences by describing the project and how this project can help children in the community. They will also be asked to consider thoughtfully how this project may impact them in the future.

**Develop Student Responsibility**
The boys have taken pride in this project. They are beginning to see the seriousness of bullying and how bullying can have a devastating effect on an individual. This project is helping the boys to enlighten other children in the community their age or younger, develop positive relationships with fellow peers, and allowing these youth to be seen in a different way – as a resource, not a problem. This project will also help the boys to take on more responsibility by reinforcing effective developmental activities, and provide the boys with appropriate structure, supportive relationships, opportunities to belong, positive/ social norms, and integration of school, church, and community efforts.

**Establish Community Partnership**
A partnership will develop between the local schools and churches in the neighboring counties. This will benefit the students because they will be giving back to the community and helping a fellow peer. This project will let the community see a positive side from the boys that are detained at the Carter Center. Also this project will create a partnership between the local schools’ and churches’ officials to work closely with the boys by occasionally visiting the facility, giving them positive reinforcement, and encouraging them to continue making positive decisions towards becoming productive citizens in today’s society.

**Plan Ahead for Service-Learning**
The boys plan to distribute 250 brochures. Several principals and ministers from the local schools and churches will visit the facility, and at that time, the boys can give them some brochures to take back to their schools and churches.

**Equip Students with Knowledge and Skills Needed for Service**
Through this project the boys will have acquired a better understanding of the feelings of others. They will gain a sense of self- efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will promote problem solving skills, ability to work as a team, and show empathy for others. The students are more likely to stay engaged when they feel their participation is
meaningful and they can make a useful contribution to the community and make a
difference in the lives of children their age.

The service-learning project will help to boost the boy’s self-esteem and build their
character. It will cultivate connections between the school, church, community, and the
detention facility. Students that participate in service-learning projects are to have a
greater increase in pro social behavior such as caring, respect, and the ability to choose
right and wrong. Service-learning helps to meet goals in academic/learning development,
life/career development, personal/social development, and multicultural/global
citizenship.

Other positive effects includes: positive school climate, increase academic achievement,
good teacher/student relationship, decrease discipline referrals, and improves
interpersonal development.

**Project Evaluation**

The student will be required to complete the attached service-learning exercise worksheet
that will describe their service-learning experience(s).
BULLYING

300 Scheeler Road
DeWeese Career School
Chesterstown, Maryland 21620
350.778.6444 (fax)
410.778.6444

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Mr. Nation - LCSWC
Mrs. Hamer - Lead Assistant

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NO BULLY ZONE


To Bullying... How to Respond
Service-Learning Project for LESCC Girls

“BABY CAPS”
Description of the Project:

Many infants are born prematurely. The body temperature of preterm babies can drop after delivery. This hypothermia is associated with an increase in mortality and morbidity. For this reason, the local hospital’s neonatal unit places crocheted or knitted caps on all the premature infants. These caps help them maintain their body heat and survive.

The girls at LESCC are providing an indirect service to the hospital by crocheting caps for the infants. Staff at the facility is donating money and yarn for the project. The nursing supervisor of the facility is teaching the girls how to crochet and supervising the project. The project started as a once a week 2 hour session, but the girls have enjoyed so much they ask to work on the caps several other times a week. There is no set number of caps that will be made. It will be an ongoing project. In just one month’s time, the girls have already crocheted 25 caps. The girls will receive one hour of service-learning credit for every hour that they work on the caps.

Achieve Curricular Objectives

The following curricular objectives are being addressed with this project.

Career Development Framework

Standard I: Self Awareness-Student’s shall acquire and apply self-knowledge in order to develop personal, learning, and career goals.

Indicator A: Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

Goal: Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self concept and how one’s behaviors and attitudes affect the self concept of others.

Indicator B: Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.

Goal: Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful and respectful.

Standard 2: Students shall use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and lifelong learning.

Indicator E: Understand that balancing personal, leisure, community, learner, and work roles is an important part of one’s career development.

Goal: Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.

Health Education Curriculum

Standard 4: Family Life and Human Sexuality-Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to
promote positive relationships and healthy growth and development throughout the life cycle.

Indicator 1: Explain the process of human reproduction (fetal and maternal).

Objective b: Identify the most prevalent congenital and hereditary conditions that affect the fetus.

**Discussions/Reflections of Activity and How It Connects to Schoolwork**

Reflection is what makes service-learning. The girls will be asked to reflect on their experience by describing the project and who they interacted with during the project. They will be asked to reflect on the project and answer several questions concerning the project and its significance. They also are asked to contemplate how this project may impact them in the future.

**Develop Student Responsibility**

The girls have taken ownership of the project. They have named the project CAP—Children Are Precious. This project is helping the girls to meet the needs of individuals in the community. It is helping them to develop positive relationships with people in the community. It is also allowing these youth to be seen in a different way—as a resource, not problems. It is helping them to develop more responsibility by reinforcing effective developmental activities. It is providing them with appropriate structure, supportive relationships, opportunities to belong, positive social norms, opportunities for skill building, and integration of school and community efforts.

**Establish Community Partnership**

A partnership has been developed between the facility and the neonatal unit at Peninsula Regional Medical Center. This benefits the students because they have learned a new skill and are applying these skills to the benefit of the infants at PMRC. This also enables the community to see a positive side from the girls that are detained at LESCC. This also allows a partnership with PRMC to work with the girls to speak to them on issues such as teenage pregnancy and its effects on infants.

**Plan Ahead for Service-Learning**

The girls plan to crochet 25 caps and then invite the head nurse from the neonatal unit to LESCC and present the caps to her. In the near future, plans can hopefully be made to allow the girls to take a trip to the neonatal intensive care unit to see the infants. They will continue to crochet more hats and provide them to the hospital periodically.

**Equip Students with Knowledge and Skills Needed for Service**

Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will enhance their problem-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay
engaged when they feel their participation is meaningful and they can make a useful contribution. The service-learning project will give them a strategy for addressing goals for learning and personal development. It will cultivate connections between the school, the detention facility and the community.

Students that participate in service-learning projects are reported to have greater increases in pro-social behaviors such as caring, respect, and the ability to choose right and wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in academic/learning development, life/career development, personal/social development, and multicultural/global citizenship. Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases respect between teachers and students, decreases discipline referrals, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro-social behavior of students exhibiting emotional and behavioral problems. It is used as a strategy with the students to help them develop self control. It has already shown that it increases the self-esteem of the girls that are participating.
Service-Learning Exercise

Please answer the following questions regarding your service-learning experience.

1. Describe what you learned and felt on your service project.

2. Two feeling words which represent your service-learning experience.

3. What was the worst or most difficult thing that happened to you during this experience?

4. What was the best thing that happened?

5. Rate yourself from 1 to 10 for your performance. Why?

6. How have you benefited from your service experience: personally; academically; occupationally?

7. What have you learned about yourself from your service-learning experience?

8. Name five things that you can do to better society.

9. How does your service experience relate to your academic work or courses?

10. Because of my service-learning experience, I am…(Complete the sentence)
Service-Learning Projects

“NURSING HOME CHEER”

July 2010
Description of the Project:

Nursing homes can be a very lonely place with no personal touches for many older Americans. Some residents are lonely, some are just sad because they have no family or their family is unable to visit them a lot. Usually the décor in a nursing home is very antiseptic and is not always fresh and exciting. However, adding a few homemade items each year can help brighten the décor and the spirits of the residents.

The students at LESCC are providing an indirect service to the nursing home by creating Tanagram Turkey placemats in November for Thanksgiving, Mother's and Father’s Day cards in May and June, and a pumpkin centerpiece in October for fall. Therefore following The Corporation for the National and Community Service categories of community needs and Maryland's service-learning requirements this project will cover both the health category. The students will be improving the mental and emotional health by making decorations, to add to the “hospital” type environment and providing the residents of Wicomico Nursing Home a homemade card with an appropriate but personal message for Mother's or Father's Day. The students of The Lower Eastern Shore Children's Center will also be providing an indirect service since the students are providing a service in a detention facility and not allowed to leave.

Achieve Curricular Objectives

The following curricular objectives are being addressed with this project:

Mathematics:

Standard 7: Process of Mathematics: Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings.
A. Problem solving
   1. Apply a variety of concept; processes, and skills to solve problems
B. Identify alternative ways to solve a problem.
C. Connections
   1. Relate or apply mathematics within the discipline, other disciplines, and to life.

Standard 2: Knowledge of Geometry: Students will apply the properties of one-, two, or three dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.
A. Plane Geometric Figures
   1. Analyze the properties of plane geometric figures
   2. Identify and describe relationships of lines and line segments in geometric figures or pictures.
   3. Identify and describe the radius and diameter of a circle

Math Standard 3: Knowledge of Measurement: Students will identify attributes, units, and a variety of techniques, formulas, tools or technology for determining measurements.
A. Measurement units
   1. Read customary and metric measurement units
a. Estimate and determine length and height

B. Measurement tools
   1. Measure in customary and metric units
      a. Select and use appropriate tools and units.

**Maryland Technology Literacy Standards for Students**

Standard 3.0 Technology for learning and collaboration: Use a variety of technologies for learning and collaboration
A. Learning
   1. Select and use technology tools to enhance learning
      a. Use technology tools, including software and hardware to learn new content or reinforce skills.

Standard 4.0 Technology for Communication and Expression: Use technology to communicate information and express ideas using media formats
B. Expression
   1. Use and explain how the technology can be used to express ideas.
      a. Use multimedia and publishing tools to express original ideas with print, drawings, and/or digital images.
      b. Evaluate the appropriateness of media formats for various purposes.

**Discussions/Reflections of Activity and How it Connects to Schoolwork**

It is important for the students to look outside themselves and see how other people are feeling. Prior to the beginning of the project, I will lead a brainstorming session and discussion about nursing homes. The class will discuss: Has anyone ever been to a nursing home? If so, what was it like? How do you think the residents feel? What made you think that? Describe it. What could improve the environment and/or improve the mental and emotional health of the residents?

When the students complete the projects outlined previously, I will take them to the nursing home and then come back to the students to tell them how the residents reacted to the projects. Then the class will discuss how they felt about what they did. As an evaluation of the project, the student's will also complete a reflection journal where they will reflect on what they accomplished, describe their feelings about the project and tell me if they think they made a difference by participating in this project including details about why or why not they felt that way. The students will also describe how they think this project can be improved or anything they felt like needed to be changed.

**Develop Student Responsibility**

Although the project has been given to the students, the students are still responsible for many tasks which will give them the responsibility and leadership needed to make this project a success. The students will be given a time frame in which to work so that I can just the projects there in plenty of time before the season/holiday, therefore they will need to organize the information and stay on schedule to finish on time. The students will also have to work as a team and use problem solving skills to help each other understand the directions and to pack the project so they do not get damaged in transit. The student's are
also responsible to evaluate the effectiveness of the project and offer suggestions to improve it in their reflective journal.

**Establish Community Partnership**
The students at The Lower Eastern Shore Children's Center will team up with The Wicomico Nursing Home. It was conceived by a local woman who envisioned a facility that would admit all people, regardless of race, color or creed. Wicomico Nursing Home is a twenty-four hour full service nursing home employing physicians, nurses, aids, physical therapists, occupational therapists, speech language pathologists, and nutritionists. Many students are surprised to find out that Wicomico Nursing Home has so many career possibilities and that it is right in their community. The purpose of this partnership is to provide the residents and staff of Wicomico Nursing Home a better environment and a personal touch to the residents, but also to inform our students of the opportunities available in their communities and an opportunity to do something for some else, to work as a team and show leadership skills.

**Plan Ahead for Service-Learning**
I will prepare students for these projects by first having students learning information about nursing homes from personal experiences, article that I provide them to read and discuss, and by having the activities director come into the facility to talk to the students about Wicomico Nursing Home. As far as the academic aspect of the projects, I will teach Measurement and Geometry in the fall before we start the projects so that it will be fresh on their minds. The Technology Literacy will need to be taught before the spring and practiced so the greeting card project can be a success.

**Equip Students with Knowledge and Skills Needed for Service**
Students in Maryland, through the Maryland State Standards, are taught the Math Standard 7 Process of Mathematics, Math Standard 2 Knowledge of Geometry, as well as, Math Standard 3 Knowledge of Measurement in varying forms of difficulty from kindergarten through eighth grade. Therefore, in this project, I am building on their current knowledge base. In all three projects students will need to read directions and use the math skills they have learned in a different way, which is applying it to a project rather than just completing a worksheet, (Math 7.A.f.1). In the pumpkin centerpiece and the turkey tangram project students will need to choose the correct side of the ruler to use and be able to read fractional inch marks in order to correctly follow the directions (Math 3.A.1.a and 3.B.1.a). In the pumpkin centerpiece, students will need to work with the radius and diameter of a circle (Math 2.A.1.c), but these will not be circles on a 2-dimensional sheet of paper, it will be a 3-dimensional roll, which will force them to apply the information they have learned in a new way.

In the turkey tangram project students will need to cut apart shapes from a square and then rearrange them to form a turkey shape. To do this they will need to identify polygons and describe relationships of lines and line segments, (Math 2.A.1.a, 2.A.1.b). In the third project, students would use computers and a greeting card application to create a card for the residents, (Technology Literacy 3.A.1.a). The students would also
be using publishing tools to create an appropriate message for their card, (Technology Literacy 3.B.1.a, 3.B.1.c).

Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will enhance their problem-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. The service-learning project will give them a strategy for addressing goals for learning and personal development. It will cultivate connections between the school, the detention facility and the community.

Students that participate in service-learning projects are reported to have greater increases in pro-social behaviors such as caring, respect, and the ability to choose right and wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in academic/learning development, life/career development, personal/social development, and multicultural/global citizenship. Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases respect between teachers and students, decreases discipline referrals, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro-social behavior of students exhibiting emotional and behavioral problems. It is used as a strategy with the students to help them develop self control. It has already shown that it increases the self-esteem of the girls that are participating.
Service-Learning Projects

“NATURAL DISASTER PREPAREDNESS”

July 2010
Description of the Project:

In recent years the news has reported more and more violent natural disasters that have caused Millions and millions of dollars in property damage, as well as countless human injuries and even deaths. Although humans are unable to control natural disasters, they are able to give warnings as to where the natural disaster could occur and an estimate as to when it could happen. Everyone needs to pay attention to this information and know what to do; this is where my project fits. While students are studying causes of natural disasters, in Science class, including earthquakes, volcanic eruptions, hurricanes, floods, and tornadoes, they will explore the needs of their school/community to be prepared for such disasters. The students will decide which natural disasters are most probable in their area and then which ones the public needs more information about the natural disaster itself and how to be prepared for it for survival. The students will create and implement a community-wide campaign on emergency preparedness. This would include posters on natural disasters most probable in their area and how to prepare for it. These posters will be hung in the Centre at Salisbury, a large indoor mall where large masses of people congregate. This will be an indirect and advocacy type of service.

Achieve Curricular Objectives

Science
Standard 2.0 Earth/Space Science: Students will use scientific skills and processes to explain the chemical and physical interactions of the environment, Earth, and the universe that occur over time.
A. Plate tectonics
   1. Recognize and explain how major geologic events are a result of the movement of Earth’s crustal plates.
      a. Recognize and describe the evidence for plate movement. global patterns of earthquakes and volcanoes
      b. Recognize and explain that major geologic events occur along crustal plate boundaries.
B. Interactions of Hydrosphere and Atmosphere
   1. Identify and describe the atmospheric and hydrospheric conditions related to weather systems.
      b. Identify and describe the atmospheric and hydrospheric conditions associated with the formation and development of hurricanes, tornadoes, and thunderstorms.

Health Education
Standard 5.0 Safety and Injury Prevention: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

A. Safety and Injury Prevention
   1. Demonstrate the ability to respond appropriately to situations requiring emergency service.
      a. Construct and perform scenarios applying effective utilization of emergency services.
Discussions/ Reflections of Activity and How it Connects to Schoolwork
Following the Maryland State Curriculum students learn about the causes of natural disasters, (2.C.2.a, 2.C.2.b, 2.D.3.b). Students learn these objects through reading, answering questions, discussions, and video clips of actual disasters. Classroom activities will consist of taking all the information they have learned to create posters to inform the public of natural disasters in our area and to promote emergency preparedness for these natural disasters in our community. The posters will also discuss the potential impact to the individual, family and community when a disaster strikes. The posters will be displayed at the Centre of Salisbury in an effort to access as many individuals as possible.

Develop Student Responsibility
Students will be responsible for choosing and researching a natural disaster in our area, then planning, implementing, and revising a safety poster needed for their community. Students working in teams will also need to assess whether their poster is eye-catching with color and drawings so the community will look at it, easy to read and understand so all members of the community will be able to use it, and helpful in telling the community what to do and what to have during a natural disaster.

Establish Community Partnership
The students at The Lower Eastern Shore Children's Center will be in a partnership with the local emergency management agencies (ex. Fire and police departments or Maryland Emergency Management Agency, and the American Red Cross) for assistance with the project. Brian Records, Assistant Chief for the Salisbury Fire Department will arrange for a guest speaker who can discuss emergency preparedness and the impact of natural disasters. Furthermore, the Centre at Salisbury will display the posters throughout the mall in order to reach the most number of people in the community.

Plan Ahead for Service-Learning
Using the Maryland State Curriculum, students will study about natural disasters using the objectives listed earlier. This will be the bases for their natural disaster posters. Students will then need to determine which natural disaster(s) they will address and must consider the advice of reliable sources and local emergency agencies to determine the procedure to be followed.

Equip Students with Knowledge and Skills Needed for Service
Students will use research and listening skills to gain the knowledge needed. Students will use communication and organization skills to plan and create the safety poster to be displayed in their community. Students will also explore the concepts of active citizenship and service-learning. Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems, and needs. It will lead to higher academic achievement. It will enhance their problem-solving skills, ability to work in teams, and planning abilities.
It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. The service-learning project will give them a strategy for addressing goals for learning and personal development. It will cultivate connections between the school, the detention facility and the community.

Students that participate in service-learning projects are reported to have greater increases in Pro-social behaviors such as caring, respect, and the ability to choose right and wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in academic/learning development, life/career development, personal/social development, and multicultural/global citizenship.

Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases respect between teachers and students, decreases discipline referrals, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro-social behavior of students exhibiting emotional and behavioral problems. It is used as a strategy with the students to help them develop self control. It has already shown that it increases the self-esteem of the girls that are participating.
Submitted by: Colleen Ford, Teacher
Lower Eastern Shore Children’s Center School

Service-Learning Project

“PAINT WITH PRIDE
TO KEEP THE ARTS ALIVE”
Description of the Project:
In light of decreasing funding for arts education at the national level, students will conduct a public art campaign to advocate for keeping the arts in schools. The campaign will include writing letters to state legislators to highlight the importance of the arts and requesting increased funding to maintain and/or restore programs that have been eliminated.

In addition to advocating saving the arts, students will also become more aware of positive art work and words that can enhance their living area at Lower Eastern Shore Children’s Center. Thus, with assistance from an art student volunteer from Salisbury University, students will paint a mural in the courtyard of the school to improve the school climate. The volunteer art student will outline the shapes on the brick wall in the courtyard then create paint by number so students can fill in the correct color.

The combination of advocating for the arts and enhancing the school climate with an art mural will allow people who visit the school to know that the students are engaged in worthy community concerns and trying to effectuate meaningful change and that they take pride in their surroundings.

This will be an ongoing project that will be completed in phases.

Achieve Curricular Objectives through Service-Learning
The project aligns with the VSC and Core Learning goals for government (social studies). Specifically, Indicator 4. B.2.B requires students to become knowledgeable about environmental concerns and the impact that people and industry have on the environment. Language Usage indicators would be met by 5.0 Controlling Language (English/language arts): Students will control language by applying the conventions of English in speaking and writing.

Discussion/Reflections of Activity
An opening discussion about words that are attributed in having good character will take place with the students. Discussions would also include what the word looks like in our own character. (Ex. compassion – helping an elderly neighbor with the planting flowers taking out the trash etc.) Students would also discuss what makes the Eastern Shore unique in its landscapes. (i.e. Worcester – Ocean City, Assateague, Wicomico- zoo, trails, fishing, Somerset – boating, blue crabs, fish. Included in the discussions will be graffiti in the outside community and ways to make positive, attractive areas.

Develop Student Responsibility
Given information by outside resources students will obtain knowledge of the need in the community for areas to become more appealing. Hopefully students will recognize that given the structure they can be part of a positive attractive project that can make the detention center more appealing and take pride in their accomplishments. Given this opportunity some students may become aware that art can be a career for them in the future.
Establish a Community Partnership
Through engagement in the letter writing campaign to advocate for the arts, students will become acquainted with individuals in the city who own and/or work at art galleries and museums. These individuals will be asked to conduct classroom presentations to discuss the benefits of art and strategies utilized in the art community to advocate for funding from elected officials. The students and art advocates will form partnerships in carrying out the letter writing campaign.

During the project the students will also establish a partnership with the Art Department at Salisbury University and with the university students who volunteer. After the first phase of this project is completed an official from Salisbury University would be invited to a ceremony and given a plaque for their assistance in the project.

Plan Ahead for Service-Learning
Students will have a discussion in the classroom with the topics of how the legislative process works at the local, state, and national level. Particular emphasis will be given to the advocacy process through letter-writing.

Classroom discussion will also center on the topic of graffiti and how graffiti destroys the naturalness of areas in the community. The discussion will include how the gang like art and symbols can be replaced and allow the area to become a positive reinforce for younger children in the community. Students will be shown the area where the projects will be started and given an opportunity to make sketches of ideas that they think would be appropriate. These sketches will be given to Mr. Witherspoon, the school superintendent, who will have the final decision on what will be placed on the outside recreation area wall.

Equip Students with Knowledge and Skills Needed for Service
Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. Students that participate in service-learning projects are reported to have greater increases in pro social behaviors such as caring, respect, and the ability to choose right from wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in multicultural/global citizenship. Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro social behavior of students to help them develop self control. Students will fill out a questionnaire regarding the “Blankets for the Needy” project. This will allow the students to reflect on their responsible behavior and how they have contributed positively to society. Students will complete a questionnaire as part of the project evaluation.
Submitted by: Colleen Ford, Teacher
Lower Eastern Shore Children’s Center

Service-Learning Project

“BLANKETS FOR PEOPLE IN NEED”
Description of the Project:

“Blankets for People in Need” will help the community by giving the homeless and ex-cons a blanket. This will allow these people in the community know that others care about them. Students will cut 5-6 inch slits around the perimeter of the two piece fleece material. After the slits are made, the two cut pieces (one from each piece of fleece) will be tied together. These ties will be made entirely around the blankets and become the fringe. A note will be attached to each blanket for the person who receives it. When several blankets have been completed the Director from HALO will be asked to come to LESC and the students will present her with the blankets. This organization assists ex-cons who are re-entering the community and the homeless people. These blankets can be used when organizations set up homeless shelters in the community during the winter. Speakers will be invited to share information to the class regarding the homeless population in the community. Thank you notes will be written and also notes will accompany each blanket. The note will give words of encouragement and the feeling felt by accomplishing the project. The service-learning project will give the students a strategy for addressing goals for learning and personal development. It will cultivate connections between the school, the detention facility and the community.

Achieve Curricular Objectives through Service-Learning

The following curricular objectives are being addressed with this project.

Career Development Framework

Content Standard 1.0: Students shall acquire and apply self-knowledge in order to develop personal, learning, and career goals.

Indicator A: Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

Indicator B: Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.

Content Standard 2: Students shall use the Maryland Career Cluster and pathways in order to understand their relationship to educational achievement and life-long learning.

Indicator E: Understand that balancing personal, leisure, work roles and responsibilities and illustrate how they are interconnected.

Discussion/Reflections of Activity

An opening discussion about homelessness will be completed, including the reading of stories and articles about homeless people and people in need. Questions on the student’s views on homelessness will be answered. Students will have discussions in the classroom about the need for homeless to have blankets. Included in these discussions will be what other resources that the community has for the homeless population. Next, speakers will be asked to come to the classroom to discuss what their agency does for the homeless. After the speakers visit thank you notes will be written and sent.
Develop Student Responsibility

Given information by outside resources students will obtain knowledge regarding the homeless and become aware of what resources are available. Hopefully students will recognize that no matter how bad things are for themselves there are always other people who are in a more challenging position in their life. They should also recognize that the homelessness is everyone’s civic duty to do whatever they can afford to do even if it is just volunteering at the agency.

Establish a Community Partnership

During the project the students will establish a partnership with HALO, a community resource for the homeless and ex cons. Hopefully, HALO will be able to see our youth as people who now want to assist others in the community instead of harming the community.

Plan Ahead for Service-Learning

Students will have a discussion in the classroom with the topic of why there is a need for blankets for the homeless. Students will make the fleece blankets and invite Celeste Savage, the director of HALO to present the blankets to her facility.

Equip Students with Knowledge and Skills Needed for Service

Through this project the youth will have increased access to a range of supports and opportunities they need to grow up healthy, caring and responsible. They will have increased sense of self-efficacy, as they learn that they can impact real social challenges, problems-solving skills, ability to work in teams, and planning abilities. It will enhance civic engagement attitudes, skills and behaviors. The students are more likely to stay engaged when they feel their participation is meaningful and they can make a useful contribution. Students that participate in service-learning projects are reported to have greater increases in pro social behaviors such as caring, respect, and the ability to choose right from wrong. Service-learning is recognized as a “best practice” in character education. It helps to meet goals in multicultural/global citizenship. Other positive effects it has shown is an increase in students’ sense of civic and social responsibility and citizenship skills, improves school climate, increases academic achievement, and improves interpersonal development as well as the ability to relate to diverse groups. Studies have shown that service-learning helps to advance the pro social behavior of students to help them develop self control. Students will fill out a questionnaire regarding the “Blankets for the Needy” project. This will allow the students to reflect on their responsible behavior and how they have contributed positively to society. Students will receive one hour of credit for each hour spent on the project.

Evaluation

Students will be given the attached questionnaire to complete.

Materials: Scissors, yardsticks, material markers, fleece material
Service-Learning Evaluation

Please answer the following questions regarding your service-learning experience.

1. Describe what you learned and felt on your service project.

2. Two feeling words which represent your service-learning experience.

3. What was the worst or most difficult thing that happened to you during this experience?

4. What was the best thing that happened?

5. Rate yourself from 1 to 10 your performance. Why?

6. How have you benefited from your service experience: personally, academically, and occupationally?

7. What have you learned about yourself from your service-learning experience?
Service-Learning Project

“FREDERICK COUNTY 4H
THERAPEUTIC RIDING PROGRAM
(TRP)”
Description of the Project:

The mission of the TRP is to provide a recreational experience and therapeutic regimen to Frederick County citizens with medically certified mental, physical, and emotional disabilities, through appropriate equestrian activities. As a non-profit organization, they rely on a strong and committed group of volunteers to keep them going. Their goal is to provide a safe and enjoyable riding experience that challenges riders to be as independent as possible, with tremendous benefit received from the interaction with their mount, other riders, and the volunteers. The VCCS students will provide ongoing direct service to their community to address the staffing needs of this 4H Program. They will work with the stable to obtain initial training and support to assure most beneficial interaction.

Overview
The students will earn 1 (one) service-learning hour for each 1 (one) hour of service at the stable. They will support the program by either working in the barn assisting with preparing the horses for their riders or serving in the riding ring as a side-walker or leader. The duties for each role are outlined in the required reading (defined below) as well as the initial training they participate in (at the stable) prior to beginning service.

Currently, we have a total of 17 students who will be participating in this project. Students are chosen based upon demonstration of appropriate behavior and effort in all settings at VCC. These students serve at the stable on Tuesdays (from 5-7 p.m.) and on Saturdays (from 8 a.m. – 2:00 p.m.).

Achieve Curricular Objectives
Skills will be incorporated into study in English and Social Studies using service-learning throughout the year.

English Standard –Writing: Students will compose in variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Indicator 4.0.2: Compose oral, written, visual presentation that expresses personal ideas, information, and persuasions.

Social Studies World History Standard (Goal Four: Economics) – Indicator 4.1.2: The student will evaluate the effectiveness with which people throughout history have utilized specialization and trade to address economic scarcity and unequal resource allocation. The Content to achieve this indicator includes national use of natural, human, and capital resources.

Goal: Students will use the volunteer experience to develop a well-organized descriptive essay outlining several skills they were allowed to explore while serving others. Additionally, they will satisfactorily complete the course of study for volunteer training.

Discussions/Reflections of Activity and How it Connects to Schoolwork
At the end of the experience, the students contemplate their service-learning experience and present in a descriptive essay. They will receive a response from the English or Career Exploration teacher to assure that they get the most meaningful feedback, response, and discussion possible.

**Develop Student Responsibility**

Students will participate in this service to the stable on two days per week, 6 weeks each in the spring, summer, and fall. The established choices for students to select from during the experience include: the *side walker* (walks beside horse and rider and helps with safety of the rider), the *horse leader* (understands nature of the horse and can control it), or *barn worker* (assists with grooming and tacking horses to prepare them for the riders).

**Establish Community Partnerships**

The staff at TRP provided students with training on handling horses, communicating with the riders, and assisting the staff at TRP. By attending this training, students developed informed opinions on handicapping conditions and therapeutic programs, they better understand the impact that riding has on the handicapped, and how they can help those in need. As citizens, the students developed an understanding of how people can assist one another.

**Plan Ahead for Service-Learning**

Prior to beginning and throughout the project, students will engage in study about the causes and prevention of various disabilities to gain a better understanding of the individuals they will be assisting at the therapeutic riding center.

Since students will complete the service-learning hours primarily outside of the school day, we met with DJS staff to discuss student participants, scheduling/transporting, and recordkeeping. The English teacher will oversee the descriptive essay assignment, while the DJS staff will assure that students’ timesheets are completed appropriately and on time. The staff at the TRP will provide training at the beginning of each of their season sessions and will review as necessary throughout the session.

**Equip Students with Knowledge and Skills Needed for Service**

Because the students did most of the service somewhat independently, they were given the skills training they needed at the beginning of the service experience. Additionally, they were given required independent study using *The Horse, the Handicapped, and the Riding Team In A Therapeutic Riding Program – A Training Manual for Volunteers*. They read Chapter 2 (To the Volunteer) and Chapter 5 (The Team) and do Reviews. This prep will focus on skills, information, and student attitudes toward volunteer work with the handicapped, with the goal of making the students more comfortable once they meet the riders and the horses.

Students will be evaluated based upon their completion of:
• the Reviews from the Training Manual for chapters 2 and 5.
• their behavior during their service, based upon staff observation.
• the “Preparation and Action” reflection assignment.
Service-Learning Project

“ENVIRONMENTAL ENHANCEMENT”

Victor Cullen Center School (VCCS)
Description of the Project:

Recognized Need in the Community

The current VCCS began serving students in its current building in the fall of 2008. Having completed very few beautification efforts to the building and surrounding area, the staff and students suggested ideas such as posting an MSDE school sign, putting in flower beds in various spots around the site, painting a mural on the outside entrance wall, and various other esthetic improvements.

The students at VCCS are experiencing being involved citizens by participating in the decisions required to plan for and facilitate school beautification/improvement projects such as the suggestions outlined above. These indirect service projects will be ongoing, with set timelines determined individually for each project. Students will receive one hour of service-learning credit for every one hour that they participate in these projects.

Benefits: Short-term projects can generate excitement because of the “event” nature of the service and the novelty of the experience for student and teacher. With continuous projects such as these, students have the opportunity to practice and refine skills in the service setting. Also, this type of project allows students to make a positive, long-term contribution to their school community.

Achieve Curricular Objectives
Skills will be incorporated into study in different disciplines (depending upon the project at hand) using service-learning throughout the year.

Science Standard - Indicator
Students will generate and modify ideas based upon scientific information in order to analyze how human activities can accelerate or magnify many naturally occurring changes (i.e., erosion, air and water quality, population).

Goal
By studying the environmental changes that humans have helped to create, students will determine ways to reduce pollution as well as other environmental issues and create action plans to improve the environment.

Benefits include involvement in projects that immediately reinforce concepts and skills taught in class. There are a variety of different skills and concepts learned throughout the year which are useful outside of the classroom because these skills are applied to these projects.

Reflect Through the Experience
Throughout and at the end of each service-learning experience, students will complete summary reflection and/or contemplative reflection regarding the project activities and how these activities impact them now and in the future. (summary – accomplished or performed too quickly, with adequate consideration, preparation or space allotted;
contemplative – viewed with sustained attention: gazed at thoughtfully for a noticeable time)

Student will use journal and use discussion prompts to reflect frequently on their experiences.

Benefits: Students think about their experience and are allowed to gain new perspective and think more deeply about their service and the issues addressed. By contemplating, they move from summarizing to analyzing and evaluating their experience.

**Develop Student Responsibility**

Because students are most eager to participate in service-learning when they have some say in what happens, choices will be established for students in how they implement the teacher-planned projects. Additionally, there will be shared responsibility with students for service-learning development and implementation.

The benefits of this approach are that, although the teacher organizes the projects, the students still decide the roles they play. By working together, students learn organization, communication, and decision-making skills. They choose, plan, and take responsibility for logistics as well as the service. They have a role and are responsible for one another.

**Establish Community Partnerships**

Inviting VCC superintendent and maintenance staff to help our students design and participate in projects that improve our school lends value to the activities and encourages students to get involved as part of a larger community effort. This ensures that the projects meet a genuine, identifiable need and provides an “audience” for student learning and performance beyond the teacher.

Benefits include outside expertise and resources that make it easier for the teacher to plan and implement the projects. Students meet other adults and learn about their roles in the community, they recognize the importance of their own efforts, and the service that the students provide is more visibly tied to the whole community.

**Plan Ahead for Service-Learning**

Education staff will work together with students and the community to gain support from each other for new methods of teacher, make more resources available, and best assure that all members are invested in the project. By giving the students a partnering role in the process, they learn that their opinions and ideas matter and take more initiative as the project progresses.

**Equip Students with Knowledge and Skills Needed**

In order for the students to serve effectively, they may need to practice skills particular to the service setting, such as asking open-ended questions when planning projects and gaining skills in gardening. For this reason, it is important to equip students will
knowledge and skills at the beginning of the experience and as needs arise or as the projects change.

Benefits: Students feel prepared to do the project and are valued participants because of their understanding and necessary skills. By doing so, students will see their preparation as practical.