

MIDDLE SCHOOL

SERVICE-LEARNING

INSTRUCTIONAL FRAMEWORK

DRAFT
Revised Spring 2004

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Maryland State Department of Education
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Baltimore, MD 21201

Evaluation Form

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FOREWORD

Students have enormous energy, enthusiasm, and intelligence that they will devote to our communities when they are asked and given the opportunity. Schools are now doing the asking and they are creating opportunities, both in courses and as part of their extracurricular activities.

Students have weather stripped and rehabilitated houses and tended animals at the zoo. They have planted marsh grass to save the Chesapeake Bay and tested streams for pollutants. They have created plays about drug and alcohol abuse and put on fashion shows for senior citizens. These are not simply nice things to do. They contribute to an individual's development of the strong, active character crucial to a vibrant national life.

Student service is now an item on the national agenda. President Bush has initiated the Points of Light Foundation to promote his belief that "any definition of a successful life must include serving others." Senators Edward Kennedy and Barbara Mikulski were instrumental in obtaining passage of the "National and Community Service Act." The best test of a program, however, is the actions taken at the local level. Maryland, which has often been called "America in miniature," has the opportunity to demonstrate just how good a service program can be.

The ethic of service has been a hallmark of our democratic heritage since America's inception, enlisting the spirit and energies of old and young alike. Thomas Jefferson wrote in 1793, "a term of duty in whatever line he can be most useful to his country is due from every individual."

In truth, Jefferson saw this duty not as a burden but as the joyful exercise of freedom. To be, in his famous phrase, "a participator in public affairs" was not only a self-evident right, but was the source of a happiness far greater than what could be attained by pursuit of private interest only. Today, too few are finding the happiness of participation.

Now the United States is a nation at risk. We are at risk, but not because of our mathematic or scientific frailty, which are serious problems. The more serious threat results from caring too much about ourselves.

Individualism unchecked can be like an infection run wild. The same business that gives prosperity to a community may later be discovered to have poisoned its waters. Today the yearning for mere material success breeds a moral emptiness in our youth. Designer clothes are more important than the drought in Ethiopia; school courses or summer activities are chosen almost exclusively on the basis of whether they will enhance a resume or college application. This relative disengagement or disconnectedness from deeper moral values has terrifying results: escalating teen pregnancy rates; a higher proportion of high school students using drugs in the United States than in any other industrialized nation; increasing delinquency rates, up by 130% since 1960; increasing teen suicide to frightening proportions; growing barriers between races and classes.

The unraveling of common bonds threatens our economy as well as our sense of community. Overwhelmed at the prospect of never overcoming this disintegration, many people feel paralyzed, unsure of where to start and what to do. Reversing these trends is easier said than done, for the struggle is over nothing less than the nation's soul.

In the past, we have turned to the church and the family to build character. But involvement in religious institutions is not nearly as robust as it was a generation ago. Nor is the family as strong.

Thus, it is time for us in education to rededicate ourselves to the original purposes for which schools were founded - not only to teach reading or math, but to go beyond in the quest to produce conscientious participants in our democracy, to make the virtues of citizenship a habit.

One of the most effective ways to do this is through a program of student service. As Aristotle knew, virtue is best taught by instilling correct habits in the young.

Student service, by teaching to give of one's self, encourages youth to reach to a greater community, one beyond themselves. By alerting young people to problems and giving them the opportunity to solve the problems, a program of student service instills a sense of responsibility and purposefulness.

By demonstrating that goals can be accomplished, student service can build the courage the young will need to tackle life's tough issues. And courage, as Winston Churchill said, is "the most important virtue, for it is the one virtue which makes all others possible."

Student service has great potential both to meet unmet needs and to build a cadre of dedicated and committed young people. It will be most effective if projects are chosen with care, and if young people are given adequate supervision and training. Most important, however, is the need for reflection and thought. In this way the students will learn to integrate their own service experience into a complete concept of good citizenship duties.

Student service should not, however, be viewed merely as an interesting experience for young people and cheap labor for the community. A student service program will be most effective if it is regarded as a fundamental part of being a good citizen.

Each program of student service is, after all, an act of faith. It is based on the belief that young people are eager to serve, and when given the opportunity, they will use their energy to do what is necessary to make Maryland a better place. They will develop habits of good citizenship and demonstrate courage to tackle tough problems.

This framework is intended to help teachers and administrators infuse service learning into their courses in order to engage students' interest and enthusiasm and instill in them a life-long commitment to service.

INTRODUCTION

The Middle School Service-Learning Instructional Framework has been devised to offer teachers many options on how to provide service opportunities for students

and help place service-learning within Maryland's system of education.

Section I -- gives a brief history of service-learning in Maryland.

Section II -- describes a variety of outcomes that students should meet after they have been involved in a series of sustained service experiences. The outcomes were created by teachers who had developed and managed service programs in their schools. It is not expected that all outcomes will be met, but this section should be a useful guide in helping a teacher consider which outcomes she or he should concentrate on teaching.

Section III -- emphasizes the need for excellent preparation and reflection for a service program to be an optimum learning experience. Examples of activities are included.

Section IV -- details strategies for gaining support for service-learning activities. Included is a variety of "how to" exercises for approaching the principal, faculty, staff, parents and the community at large.

Section V -- (Part A) introduces service-learning. Numerous exercises help students think about the relation between good citizenship and service, as well as help them refine their skills of communication, information gathering and need assessment. Teachers can use all or just some of these exercises to prepare their students for a particular service project.

Section V -- (Parts B,C, D and E) provides a variety of projects, both curricular and co-curricular, which students may undertake to serve senior citizens, people in poverty, the environment, and numerous other needs in their communities and schools. The projects may be easily adapted to any environment, and most are curricular, meaning they may be incorporated into specific subject areas such as social studies, language arts/English, math, science, art and vocational education. Such projects give students the chance to see first-hand how they can use their academic skills to help others. Thus, the benefits are twofold: Not only will students learn to be of service to others, but they are likely to become more engaged in their studies.

Following is a breakdown of subject areas that could be covered by various projects in this manual.

Science:

environmental studies
nature, biology
aging process
genetics/disabilities
public health/health regulations

health education
sanitation
pollution
nutrition

Social Studies:

political/historic/economic aspects
political awareness
cultural sensitivity

social awareness
local government
citizenship

Math:

measuring
problem solving
graphing
budgeting

estimating
calculating
surveying
analyzing

English/Language Arts:

research components--explore issues, gather data
language experience stories
writing letters, poems, journal entries, stories

Vocational Education/Job Skills:

communication skills
job tolerance
appropriate behavior
personal appearance

socialization
work ethics
work habits

This list is only the beginning. All of the projects contain opportunities for students to learn and practice many academic and life skills. They also include ideas for preparation and reflection, as well as extensive bibliographies.

Section VI -- provides examples of student service programs that are already successful. If you have questions or run into road blocks with your program, it's a good idea to contact these schools that have already addressed such issues.

Section VII -- simply lists general resources pertaining to service-learning, which could be used in connection with a particular service activity.

We hope this framework is helpful. Please let us know how it can be improved. Of course, we would love to hear about your successes so that they may be included in our next edition.

Service-Learning in Maryland

SERVICE-LEARNING IN MARYLAND

History

Schools in Maryland have always provided some opportunities for students to volunteer. There have been walk-a-thons, canned food drives, visits to the elderly on holidays and tree planting projects. Building on this tradition, in 1985 the State Board of Education enacted a bylaw that required all school systems to offer courses and programs in community service for elective credit. These courses were to be "open to all students."

Following the adoption of the community service bylaw, it became apparent that local school systems would need technical assistance in order to develop effective community service programs. In response to this need, the Abell Foundation, in 1988, provided a two-year grant to support the initial implementation of the bylaw. With this support, a community service specialist was hired.

As of January 1992, over 2,500 students have been engaged in student service projects for credit, over 1,000 teachers have taken part in teacher training. A teacher training video was produced, as well as a teacher training guide, draft instructional framework for both high school and special education students, and a volume of readings from the Great Books.

In the last few years, growing numbers of middle schools have demonstrated interest in involving their students in service. A number of teachers would like to infuse service into the curriculum (service-learning), while others are choosing to make service a co-curricular activity. This manual is an effort to help teachers provide a variety of service experiences for students.

Student Service Definition

Student service can be defined in a number of ways. Some believe service can only take place outside the school setting. Others would include participation in the band or on sports teams. After considered discussion and experience, the Maryland Student Service Alliance has developed the following definition:

Making a difference through actions of caring for others through personal contact, indirect service, or civic action, either in school or in the community, with preparation and reflection.

This definition of student service should be understood in the light of the goals of encouraging service. The purpose of a service-learning course or course component is to provide opportunities for students to experience the joy of making a positive difference in their communities. We want students to reach beyond themselves to help others.

Student Service in Maryland

Ideally, students experience multiple types of service in a progression. First, the student understands the issue through face-to-face contact with people in need. He or she visits with an elderly person or tutors a child, for example. Next, the student performs indirect service by, for instance, recruiting other tutors or putting up a display concerning the elderly. Many service programs start with indirect action--collecting coats for the homeless or canned food for a soup kitchen. But we believe it is better to work first face-to-face with the homeless or the hungry, because then the collecting will be more meaningful. Finally, having understood the need and having thought about what is needed to address it, the student may engage in civic action. This could range from writing a letter to the editor, to lobbying for a cause, to engaging in a political campaign.

Service-learning programs are not vocational education. While the student may be learning job skills, the major goal should be to see the work as service to the school or community, making a difference. For example, working at a legal aid office where the lawyer is helping poor people would count, whereas interning at a corporate law firm would not.

Other examples of school-based activities which would not qualify as service-learning are playing in the band or on a sports team. While each of these is a valuable activity, neither meets the criteria for student service.

Outcomes of Service-Learning

OUTCOMES OF STUDENT SERVICE-LEARNING

Rationale for Service-Learning

Service-learning teaches students the citizenship skills necessary for a vital democracy. Over 2,000 years ago Aristotle said, "We learn to build houses by building houses; to play the harp by playing the harp; to be just by doing just acts." In student service, students develop the habits of acting effectively in the community.

The ultimate outcome of service is the individual's assumption of citizenship responsibility. Service-learning is the best way to accomplish this goal.

Recent reports on educational reform have pointed out that traditional teaching methods have not effectively engaged students socially, personally, or intellectually. The National Assessment of Educational Progress criticizes the teacher-centered lecture/exam approach, and recommends more hands-on learning. The National Association of Secondary School Principals issued a recent report which found that eighth grade instruction is overwhelmingly boring and passive for students. Students spend their time listening to teachers, copying from the chalkboard, or reading assignments and taking tests. Mr. Lousbury, senior author of the report, notes that the traditional school program is "cold and canned" and is viewed by the students as a thing apart from their struggle to become independent young adults. NASSP has endorsed student service.

The National Association of Social Studies recommends that service-learning be infused into social studies classes, and further urges that every school offer a student service course.

Student service has been recommended by the Carnegie Foundation for the Advancement of Teaching in both its high school and middle schools reports. The Educational Commission of the States has strongly endorsed its use. The National Governor's Association has set for its year 2000 goal that every student be engaged in community service.

The commitment to service-learning on the national level has not grown because educators are rereading their Aristotle. Their commitment is based on documented evidence that students learn by performing service. As cited in the Harvard Educational Review, students engaged in service-learning--action accompanied by structured preparation and reflection within the school curriculum--demonstrate growth in three areas: social and political development, personal development, and intellectual development. For instance, one researcher at Cornell found that students who worked in a government setting all semester outperformed students who had simply stayed in the classroom. The time on task that was most effective was the action component.

Outcomes of Student Service-Learning

Students who engage in service-learning develop the social, personal and intellectual skills necessary to make a positive contribution to the community. They

develop those values which help them make a difference. The specific outcomes which follow have been developed based on extensive readings of the literature, careful examination of the studies on what students learn, and the experience of teachers who engage students in service.

Service-Learning Outcomes

I. Outcomes for social growth and development

By performing service a student will demonstrate principled decision-making which is necessary to assume civic and political responsibility.

A. Outcome: Demonstrate social and civic responsibility in service settings.

Sub-outcomes:

1. Assume responsibility for influence of own behaviors on others in service settings.
2. Demonstrate commitment to a service project.
3. Expect to contribute to and receive from a larger human community through service.
4. Establish connections with a wide range of people, issues, and places by performing service projects.
5. Experience feeling of personal growth which comes from performing service.
6. Help others in service settings learn to solve their problems.

B. Outcome: Demonstrate political efficacy in service settings.

Sub-outcomes:

1. Direct concern for fellow human beings into political action.
2. Demonstrate understanding that one person can make a difference by performing service.
3. Demonstrate understanding that making a difference by performing service brings a feeling of satisfaction.
4. Find and use government resources to improve the community.
5. Find and use non-government organizations, foundations, and other community resources to make the community better.
6. Participate in democratic processes; seek involvement; make presentations.
7. Develop an ethic of political involvement.

II. Outcomes for personal growth and development

A. Outcome: Demonstrate proficient use of service skills.

Sub-outcomes:

1. Use nonverbal and verbal communication skills that are needed to perform service.
 - a. Work well with others in service settings.
 - b. Be a positive role model for others in service settings.
 - c. Persuade people to act in the public interest.
 - d. Be able to converse with a variety of people.
2. Develop capacity to help in service settings: listening, supporting, interviewing, tutoring.
3. Demonstrate caring for others in service settings, enabling others to care for themselves.
4. Solve problems and be productive in service settings: accomplish tasks, manage, assess, and redirect one's own performance.
5. Demonstrate teamwork in service settings: contribute to accomplishment of team goals; work smoothly with others.
6. Identify tasks that need doing in service settings.
7. Perform leadership tasks in service settings: persuade people to act in the public interest, ask people to act.

B. Outcome: Demonstrate personal development through performing service.

Sub-outcomes:

1. Demonstrate self-esteem in service settings.
 - a. Identify and acknowledge one's skills, abilities, and gifts, and recognize potential for growth.
 - b. Maintain a positive attitude, confidence, and competence in service situations.
 - c. Share self with others in service settings through conversing, active listening, supporting, and helping.
2. Demonstrate personal efficacy in service settings.
 - a. Expect to succeed at service.
 - b. Demonstrate ability to make a significant difference through service.
 - c. Demonstrate ability to persevere and complete difficult tasks in service activities.
 - d. Try new experiences, accept new challenges, and take new risks by performing service.
 - e. Explore new and unfamiliar roles and career interests by performing service.
 - f. Demonstrate independent action and self reliance by performing service projects.
 - g. Direct own behaviors, be appropriately assertive, accomplish goals in service settings.

C. Outcome: Demonstrate moral development by acting ethically in service settings.

Sub-outcomes:

1. Demonstrate empathy with others in service settings.
 - a. Recognize and understand the importance of the principle of human equality by performing service.
 - b. Perceive viewpoints of others in service settings.
 - c. Show ability to distinguish thoughts and feelings of self from thoughts and feelings of others by engaging in service activities.
 - d. Show ability to imagine oneself in the social role of the other by performing service.
 - e. Respect and appreciate people of diverse backgrounds, ages, and life situations, especially those served.
2. Demonstrate capacity for independent principled choice in service settings.
 - a. Use a process of reasoning (principled thinking) when making decisions in service settings.
 - b. Take responsibility for one's own behaviors and accept consequences of own actions in service settings.
 - c. Show capacity to consider welfare of the community over self interest.

III. Outcomes for intellectual growth and development

A. Outcome: Practice basic academic skills in real life situations by engaging in service.

Sub-outcomes:

1. Demonstrate verbal skills in service activities: read, communicate (listen and speak), and write.
2. Demonstrate mathematical skills in service settings: formulate a problem, estimate, and calculate.
3. Demonstrate research skills in service activities: explore an issue and service opportunity, survey, interview, gather data, conduct library research. Learn where to seek new information and experience.
4. Share verbal, mathematical, and research skills by carrying out a service project.

B. Outcome: Demonstrate increasing ability to do higher order thinking through performing service.

Sub-outcomes:

1. Analyze the social, historical, political, economic, and environmental

- factors which impact on the people being served.
2. Develop theses about what action should be taken by which groups to improve the situation.
 3. Evaluate the impact various courses of action would have on the people served and on the community as a whole.
 4. Judge which actions would be the best given the interdependence among problems and solutions.

C. Outcome: Learn by reflecting on service experience.

Sub-outcomes:

1. Discuss service experience and information with others, seeking significance.
2. Draw on literature, biography, philosophy, visual arts and music to make sense of one's service experience.
3. Construct a meaningful philosophy of life by integrating facts, ideas, and service experiences.
4. Evaluate the meaning of one's service experience with what others have understood.
5. Create a mission.

Effective Service-Learning

EFFECTIVE STUDENT SERVICE

School-based service programs have two equally important and inseparable purposes: to perform useful service and to learn from the experience of serving. Programs that accomplish these purposes explicitly link service and learning. Effective student service programs use three critical elements: **preparation, action, and reflection.**

Preparation

Preparation involves four steps: identifying and analyzing issues, choosing a project, learning skills needed to perform service, and planning the service project.

A. Identify and Analyze Issues

To identify the issues in need of service, students and teachers may watch news programs, read the newspaper, scan the community, and hold discussions. Units in this manual cover some of the most commonly mentioned issues: senior citizens, people living in poverty, and the environment.

To analyze these issues, students might take a field trip to talk to experts and work with them for a day--social workers, police officers, medical professionals, scientists--to find out how they tackle tough problems. Students might also elicit suggestions for service projects from the experts. (For further information on choosing service projects, see pages 67-84.)

B. Choosing a Project

Learning about the issues helps students select a project. Students might decide to volunteer at an existing agency, such as a senior center, soup kitchen or homeless shelter. Or they might develop a new project to meet a need: setting up a recycling center, organizing a tutoring program at the library, or undertaking beautification of the school grounds. Students may choose to serve the community or the school itself.

Another aspect of choosing a project is selecting the kind of service activity: **direct/personal contact, indirect service, or advocacy.** Personal contact, or **direct service,** is helping people or environments first-hand: serving meals at a soup kitchen, tutoring, planting trees, etc. These kinds of activities seem most rewarding for young people, especially those new to service.

Indirect service activities involve channeling resources to a problem. Some examples of these activities are collecting items for a shelter or raising money for a cause. These activities are popular in schools because they are easy to organize and can involve large numbers of students. However, they are also often the least valuable kind of service because students often remain far removed from the need and do not see the benefit of their efforts. When indirect service projects grow out of direct experience, they can be more meaningful for students.

Once having helped an individual, a student may decide to take civic action, or **advocacy**. This involves working to eliminate the causes of a problem and to inform the public about the issues involved. Third and fourth graders in New York attacked litter by getting their mayor and city council to ban styrofoam food packaging. This kind of action is particularly effective if students have previously had direct experience with the issue.

C. Learning Service Skills

The third preparation activity is for students to learn the skills necessary to perform service for the project they select. Basic skills, such as communication and problem-solving, can be taught and practiced in class. Useful skills include learning to listen attentively, asking open-ended questions, using ice-breakers for first meetings and being assertive rather than aggressive. (Fun and helpful exercises for learning communication skills can be found on pages 51-66.)

Training specifically to an issue (i.e. the aging process or the effects of poverty) could be handled through orientation activities at a community agency, the use of guest speakers or experiential sensitivity training. For example, the Department of Aging can help teachers set up workshops which allow students who plan to work with senior citizens to experience some of the ailments of aging. Students could try to read through glasses smeared with Vaseline to simulate cataracts or wear gloves while threading a needle to simulate a decline in sensitivity to touch.

Following is several other activities for sensitivity training that students can use to prepare for any service project. Such activities not only educate students about the issue they've chosen, but they help students discover why their service is needed. Keep in mind that service-learning is a process. Most of these activities will also allow for more effective reflection upon completion of a project.

True or False? To dispel students' myths and misconceptions about an issue, start a discussion with a true or false test. (i.e. Some students may be surprised to learn that all homeless people are not alcoholics and drug addicts.)

Chart Your Learning Process. Begin project by making a chart with three columns: "What We Know/What We Want to Know/What We've Learned." The chart can visualize students' learning process throughout the project.

Collage. Students could make a collage to describe what they know about their chosen issue. (For reflection, they could make another collage and compare it to the first.)

Effective Student Service Diary. Students keep a diary for a few days in which they describe all of their routine activities (brushing teeth, making bed, eating breakfast, watching TV, etc.). They could then rewrite their entries as if their lives are different--as if they are senior citizens, as if they are homeless, or as if no one in the world knew how to recycle.

Role-play. Invite someone outside of the class to bring an issue alive for students. He or she could pretend to be homeless, elderly, or upset about the environment. Students

could also perform role-plays to express their beliefs and feelings about an issue.

D. Planning Service Activities

The final element of preparation is planning service activities. This can be accomplished in class or with the agency where service will occur. Students in Prince George's County who visited nursing home residents worked with the home's director to develop conversation-generating activities.

Action

Perform the service as planned. Make adjustments to the initial plan as new information is gained and new circumstances are encountered.

Reflection

The third element of an effective service program is reflection. Reflection enables students to learn from their service experience. Reflection is most effective when regularly scheduled during the course of the service project, as soon as possible after students perform their service.

Reflection should be a balance of individual and group activities. Individual reflection enables students to analyze the personal impact of their experience. Journals--whether in written, tape recorded, or pictorial form--help students think about their service. Asking students to write or talk about their impressions of people, best and worst experiences, and opinions of an agency provides a format for reflection. Students could keep a scrapbook of their service activities.

Another method of individual reflection is face-to-face meetings between a student and the teacher or agency supervisor. The meetings would give students a chance to voice their opinions about their service experience. Teachers and supervisors could assess students' performance and modify the project if needed.

Effective Student Service

Group reflection activities are important for students to learn from each other and work together to solve problems. Students can discuss and share their experiences, learn more about the people they are serving, and learn more about the issues pertaining to their project. For example, reflection could include students exploring global perspectives of their service. They could learn how other countries are addressing the same problems, or why different cultures do not have the same problems.

Reflection activities such as reading the newspaper and talking with politicians

could encourage students to theorize about the relationship between the problems they are addressing and other problems. Relations between poverty and poor school performance, for instance, might be explored.

Students could also reflect on the effectiveness of their service. They could determine if they are addressing the symptoms of bigger problems or if they are really getting at the causes of problems. This might lead to exploring alternative ways to tackle the same issues.

Reflection inspires students to stick with a project. Students could look to "servant heroes" for role models--they could read about people who have made a difference in their communities and the world by serving, or they could invite contemporary servant heroes to visit their class.

An exciting part of reflection is discovering the meaning of citizenship in a democracy. Students could discuss the importance of participation. They could talk about the rights and duties of citizenship and the meaning of politics in the context of service. They could learn about politics as an effective way to address problems. (See pages 23-28 for further information and exercises about service and citizenship.)

In addition to students' regularly scheduled times for reflection, opportunity should be available to evaluate students' service as well as the overall program. Students, teachers and agency supervisors should evaluate each aspect of the program and continue to make improvements if necessary.

Mid-point evaluation of a service project will help keep everyone on track and allow time for any needed modifications. Final evaluation gives service projects closure and can be helpful in future planning.

Building Support for Service-Learning in Your School

BUILDING SUPPORT FOR SERVICE-LEARNING IN YOUR SCHOOL

No matter how dedicated you are, your service class or club will be much more successful if you garner support in the school and community at large. It's also a comfort to have friends with whom you can commiserate.

Think about ways to approach the principal, fellow teachers, staff, parents, community and press.

Following are a few strategies to consider in building support for your program.

School Principal

A key factor in initiating and sustaining student service-learning in your school is determining the best strategy for gaining support. The obvious place to begin is with the principal. You need her or his support, but what is the best way to gain it?

Ask Yourself:

- ✓ Is this a principal who wants to know everything (i.e. No action without prior approval)?
- ✓ Is this a principal who would prefer to be approached with a well-developed plan?
- ✓ Would your principal prefer students to be part of the initial approach? If so, get the students excited and have them approach the principal with their ideas.

Essentially, figure out the preferences of your principal and pitch your plea for support accordingly. Consider yourself and your students marketers: Before you can successfully sell your idea, you must analyze your consumer's -- your principal's -- needs and interests.

What interests your principal the most?

- improved test scores?
- a motivated student body?
- front page news?
- pleased parents?
- students taking charge?
- self-esteem?
- school-community relations?
- reputation as an innovator?

Building Support for Service-Learning in Your School

Once you feel comfortable with approaching your principal, prepare your plan of action:

- 1) Set up a time for an appointment--make sure it is long enough to discuss issues.
- 2) Prepare yourself:
 - Why do you want to get involved?
 - What do you see as the advantages?
 - What do you see as the pitfalls and how are you going to overcome them?
 - Write out important points.
 - Practice your presentation and make sure that no other faculty member is already doing this.
- 3) Go in with a specific service project, with details worked out--regardless of whether or not you believe your principal will want to hear them at this time.
- 4) Clarify in your own mind what you aim to accomplish.
- 5) Be open to input from the principal. Have a question so that the principal can have some input.
- 6) Choose a project that includes only your class. Don't expect other teachers to be involved until you demonstrate success.
- 7) There are exceptions to the "start small" advice. It might be a good idea to do a school-wide service day that would coincide with other activities around the state. (Note: If you decide to do this, provide a number of choices to everyone about ways they can get involved. People like to feel that they have options, and can be creative if they desire.)
- 8) When you implement the project provide updates to principal (written), to faculty, and to parents. Spread as much credit to other people as you can.

Fellow Teachers

Inform the teachers about your plans for service-learning. It is much better to talk to each one individually rather than as a group. Then they feel they are special. You don't have to be long-winded about this but they probably would like to hear what is going on. This is particularly true if the other teachers are involved in service themselves.

It would be great if you can involve other teachers in a service project. Try to form an in-school committee to pull together different service activities. This could generate excitement for service and the peer support you need to keep your own spirits up. The group should try to meet on a regular basis.

One way to get the teachers excited is to have the students approach them. Get the students to go to each class and make a presentation about service. They should use creative approaches - rap, song, poem, skit, commercial, game show theme. Not anything longer than three minutes.

Icing on the cake: Service project is to praise, applaud and thank the teachers. Make them feel great. Give them signs that say "you light up my life", or lollipops because they are so "sweet." Students can survey teachers to discover what they care about--so that the students can help.

Staff

Remember the staff! The secretaries are particularly important. You need their support. They can be crucial in answering phones or helping with last minute typing. Involve them in the activities--or make one of your first service projects a "Staff Appreciation Day."

Also include the custodians and the building and grounds staff. They can provide crucial support for school beautification projects and recycling efforts.

Parents

Many parents can recognize the value of service-learning that others do not see--but it's up to you and your students to get them involved. Inform parents of the philosophy, goals and activities of your service-learning program. Invite them to work with students in the classroom. They could help teach service-learning materials. Invite them to accompany students to a service site.

After all, the actual experience of helping another person can turn even the biggest doubters around.

At one school, a parent vigorously objected to her child visiting a homeless shelter, complaining that such an activity was not educationally sound and might give her child nightmares. However, she agreed to accompany her child to the shelter. Upon arriving, one of the homeless children ran up to her and gave her an enormous hug. She never objected again. One service engagement is usually worth a thousand arguments.

Many parents, however, work during school hours. Don't shy away, though! Think of ways they can participate without having to rearrange their schedules. To get you started, the MSSA and its colleague StarServe have come up with some ideas for encouraging parental involvement:

- **Inform parents of service plans.** Send parents a letter describing your plans and suggesting ways they can help. Update them on projects by sending them samples of students' work, such as something from a reflection activity (creative writing or art) to illustrate how students feel about serving.

- **Talk about caring.** Following a discussion on what they care about in their community, have students ask a parent or family member, "What do you care about in our community?" Students could report on what they discover.
- **How have our families served others?** Students compile a family and neighborhood history. They work with their parents to answer: "How have members of our family helped others?" Each student documents his/her information on a page of a class book.
- **Identify community needs and resources.** Students ask parents for suggestions as to where they should serve in their community. If you need extra library books about a certain topic, see if parents will help obtain them.
- **Presentations for parents.** Students give presentations to PTA meetings and other community groups. This gives students the opportunity to improve communication skills, inform parents, and directly request support for their service projects.
- **Include parents in recognition and celebration of service.** Invite parents to help reward students for their service efforts. Or invite them to a school assembly on service. Give them the opportunity to listen as the students testify enthusiastically about their accomplishments and insights.
- **Make service visible in your school.** Decorate your school so that parents who visit can see the benefits of the students' service-learning. Display posters, bulletin boards, photos, students' artwork and essays, and letters from grateful recipients of the students' service. The trophy cases in the front hall need not be limited to athletic achievements.

Press

It's always a good idea to obtain press coverage for your service activities. Usually the press is less interested in award ceremonies than in pictures and reports of actual activities. Remember this when writing press releases. And always give your principal plenty of credit--your service projects are a reflection of the school as a whole.

A more extensive press strategy can be found in the Teacher's Manual, also published by the MSSA.

Additional Hints

Plan a strategy to convince students, parents, teachers, administrators and the community that student service-learning will benefit everyone. Following are some ways to get started:

- **Set an example:** Start a small project with your class and publicize its successes

around the school.

- **Testimonials:** Bring in students, service recipients and community members to speak about the benefits of service.
- **Curriculum:** Incorporate service into course curriculum. Let other teachers know how you have met course objectives by engaging students in service.
- **Team:** Discuss options for team-teaching/service-learning across courses with your department chair and fellow teachers. Form a core group of teachers from different grade levels to coordinate service.
- **Hidden service:** Look for service activities being performed in your school that aren't labeled as service, and play them up.
- **Documentation:** Present written support for the benefits of service-learning to the administrators at your school or to the PTA.
- **Creativity:** Prepare a brief, entertaining presentation regarding the benefits of community service (i.e. skits, songs, poems). You may want to perform a rap about recycling, portray elderly people before and after a student visits, or make up a play about deforestation. These have all been created by groups of teachers at a workshop who were given 15 minutes to come up with something to present.
- **Publicity:** Write a press release or article about your service project or about service in general.
- **Applause:** Arrange recognition for all who are willing to participate.
- **Co-curricular:** Start a service club, and arrange for students to receive a "letter" for service (like a sports letter) or a spirit pin.
- **Announcements:** Include "service news bulletins" with the daily announcements.

Trouble Shooting

When you are getting your projects underway, you may run into some obstacles--these can be overcome! Some common problem spots are listed below, with some possible solutions.

Lack of Money?

- ✓ put on a fundraiser
- ✓ apply for a grant (local businesses, fraternal organizations)
- ✓ get "adopted" by a local business
- ✓ ask for PTA or other school funding

- ✓ have a "serve-a-thon"; collect pledges for service provided on a certain day

Building Support for Service-Learning in Your School

Lack of Time?

- ✓ do service after school
- ✓ do service during class time
- ✓ rotate periods for service
- ✓ do mini projects
- ✓ block off chunks of time, prioritize
- ✓ team with other staff, divide the work
- ✓ use student interns to assist you; their service project would be to assist in coordinating the group's project
- ✓ use parents to help do some of the organizing and preparation

Students' Schedules Conflict?

- ✓ offer incentives, rewards
- ✓ negotiate with coaches, other advisors
- ✓ do in-school projects during class

Parents Have Reservations about Service?

- ✓ educate them with a parents workshop or a video about service
- ✓ invite them to participate along with their kids

Lack of Transportation?

- ✓ do projects within walking distance
- ✓ have those being served come to the school
- ✓ get bus tickets
- ✓ ask parents to drive
- ✓ if they have licenses, have students drive
- ✓ get special insurance and drive them yourself
- ✓ investigate the school bus schedule and routes; align your transportation to dovetail with their schedule
- ✓ check with teachers at your school who get a lot of buses - find out how they do it
- ✓ solicit donations of rides from bus companies
- ✓ use the transportation of the agency that you're serving

Limited Teacher Energy?

- ✓ set limits for yourself
- ✓ accept small gains
- ✓ be flexible
- ✓ have a sounding board

✓ delegate tasks

Unit: Introduction to Student Service

INTRODUCTION TO STUDENT SERVICE

This introductory unit is intended to provide students with the basic skills they need to perform school and community service. As service can be done in a variety of ways, this unit allows considerable flexibility for teachers to decide which activities and readings are most appropriate.

This unit seeks to:

- clarify students' responsibilities,
- introduce the concept of volunteerism,
- teach leadership, communication and interpersonal skills, help students identify projects that are important to both them and their community.

Some familiarity with each of these topics is crucial to developing a rich, educational experience from student service. The amount of time spent on each topic will vary with the particular needs of students.

The sections of this unit, which are listed below, have sets of objectives and several activities designed to help students to reach those objectives. In some cases, selected readings are also included.

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Introduction to Student Service

SERVICE AND VOLUNTEERING

Before we ask students to volunteer, it is helpful if they first become familiar with the idea. The purpose of this section is to acquaint students with the concept of volunteering, show them the many ways volunteer activities impact a community, and start them thinking about the role volunteers play in a democracy.

A number of issues can be covered. Teachers might choose different topics depending on the interest of their classes.

Invite a volunteer to the class to speak of his or her experiences. Have students consider the numerous ways volunteers make a difference. Essays by Vernon Jordan and Cotton Mather, which are included at the end of this section, could be useful for a concluding discussion.

Objective:

Demonstrate an understanding of community service and volunteerism. Students should be able to show they understand the work performed by volunteers and to appreciate the range and impact of volunteerism in communities.

Exercises:

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Introduction to Student Service

SERVICE AND VOLUNTEERING

Exercise A: The Concept of Volunteerism

Activity: Defining the term "volunteer"

Time: One class session

Materials: Chalkboard

Procedure:

Begin by asking students to jot down on a piece of scrap paper what they think is the meaning of the term "volunteer." To generate ideas, suggest that they think about their own experiences with volunteering or those of others. Allow about 3-5 minutes for students to think about the word and make a few notes. Ask them to then share their ideas with the class and write them on the chalkboard.

Sort through the ideas together, distilling them into a class definition of the term "volunteer." For the purposes of this project, the following definition of volunteer work is used:

To volunteer is to choose to act in recognition of a need with an attitude of social responsibility and without concern for monetary reimbursement, going beyond what is necessary to one's physical well-being.

The definition your class generates may contain all the important concepts and look something like this:

To do a job or give something because you want to help a person or a group of people even though you don't have to do it and won't get paid.

Alternative Activity:

Focus on the term "service". Have students think of the various ways the word is used: i.e. service station, military service, service-based economy, community service, etc. Discuss the meaning of service in each context. Formulate a definition of service that will be appropriate for this class.

Introduction to Student Service
SERVICE AND VOLUNTEERING

Exercise B: Service and Citizenship

Activity 1: Why Serve? (mini-lecture)

Time: One class session

Procedure:

Present the following information to students:

What motivates a person to help others? Ask yourself and your students: Why should we serve our community? Why do we want to serve?

It's probably safe to assume that most students will initially answer with the obvious: to help others. Students know that helping others is a good thing to do.

If the students have actually been involved in service they may add that they serve because "it makes me feel good." A community service program gives students the opportunity to experience the personal reward of helping someone else, and in doing so the students may start habits of service that will last a lifetime.

But that's not all a service program can do. What students may not realize is that by serving their community, they are actively supporting the American experiment in democracy. If students connect their actions to the notion of civic responsibility, they can begin to understand what it means to be a good citizen.

In a student service experience, students have the opportunity to practice and understand democratic principles and to appreciate the power of self-government. They will also see first hand the need to take responsibility. If the United States is to continue to have a government "of the people, for the people and by the people," each and every citizen should strive to participate in the American experience.

Different political systems require different kinds of citizens. Good citizens recognize their role within a democracy. In the first democracy, Athens, all citizens were expected to be involved, to take an active part in political decisions. They voted and acted on the jury. In fact, the Greek word for idiot is someone not involved in public affairs. The Roman empire fell when its citizens became lazy and more interested in their own wealth, when they began hiring mercenaries instead of acting in their own defense, and when they spent their time in vomitoriums rather than taking responsibility for their governance.

Introduction to Student Service

SERVICE AND VOLUNTEERING

For hundreds of years, the idea of active citizenship was suppressed. Emperors and priests made the decisions for the common people. People saw themselves as part of a family, clan or religious group. Loyalty to the group was the primary virtue--not any sense of an overarching principal.

What was so revolutionary about the American experience was that citizens insisted they could govern themselves. The American citizen was a new type of public person--one who tried to do something that few had imagined, much less dreamed of accomplishing. While many people were deliberately excluded from participation, the principle of public or civic parties has been a constant challenge to everyone.

Community service is an excellent way to get involved in public life and to contribute to society. Discuss with your students the qualities which they feel describe a good citizen.

Attempt to define citizenship for yourselves. You may wish to use the following definition as a guide:

Good Citizens ...

- **work out problems in their schools, neighborhoods and communities.**
- **work with others to improve group life.**
- **take responsibility to get involved.**
- **recognize that what is good for one person may not be good for all.**
- **understand the principles of a democracy.**
- **accept the challenge of conflicts and disagreements with others.**

It is no secret that the United States does not possess an ideal democracy. Many people have been--and still are--deliberately excluded from participation. Despite its shortcomings, however, the American democratic principle remains a constant challenge to U.S. citizens. By learning of our nation's past mistakes and by accepting the responsibilities of upholding a democracy, students will discover that they can make a difference. They will discover yet another reason for serving.

Introduction to Student Service
SERVICE AND VOLUNTEERING

Exercise B: Service and Citizenship

Activity 2: Defining American Citizenship

Time: Variable, one to three class sessions

Procedure:

Discuss the following topics:

- First Amendment
- Branches of Government: executive, legislative, judicial
- Constitution
- Bill of Rights
- Checks and Balances
- Rights and Responsibilities
- Historical examples of cooperation, compromise and conflict
- Historical and current examples of civic improvement
- Accountability

Discussion Questions

1. What are the responsibilities of a citizen as described in the U.S. Constitution?
2. How can you, as a citizen, make the Executive Branch work better? . . . the Legislative Branch? . . . the Judicial Branch?
3. How can you hold your government accountable?
4. How can citizens exercise their First Amendment rights?

Exercise B: Service and Citizenship

Activity 3: Build a Citizen

Time: One class session

Materials: Poster board, markers

Procedure:

Divide students into groups of 6-8. Give each group a pre-drawn outline of a human size body on poster board. Ask groups to build a citizen for 20 minutes by adding body parts that represent an aspect of good citizenship (i.e. a heart for compassion, intestines to filter out the bad, hands to reach out to others, a navel to make a human connection, etc.).

The groups should name their citizens and discuss as a class the common characteristics of good citizenship.

Introduction to Student Service
SERVICE AND VOLUNTEERING

Exercise B: Service and Citizenship

Activity 4: Servant Heroes of the Past and Present

Time: Variable

Procedure:

Have students research such topics as:

- Civil Rights Movement (Ida May Wells, Rosa Parks, Martin Luther King, Jr., Medgar Evars)
- Women suffragettes (Elizabeth Cady Stanton, Susan B. Anthony)
- Environmental groups (Sierra Club, Greenpeace)
- Human rights (Amnesty International, Helsinki Watch)
- Your community (citizen action groups, labor groups, Maryland Food Committee, Department on Aging)

Possible Resources

Salsini, Barbara. Susan B. Anthony, A Crusader for Women's Rights. SamHar Press, 1973.

Meriwether, Louise. Don't Ride the Bus on Monday: The Rosa Parks Story. Prentice-Hall, 1973.

Clarke, Mary Stetson. Bloomers and Ballots: Elizabeth Cady Stanton and Women's Rights. Viking Press, 1972.

Salsini, Barbara. Elizabeth Stanton, A Leader of the Women's Suffrage Movement. SamHar Press, 1973.

Exercise B: Service and Citizenship

Activity 5: Investigating Citizenship in Your Community

Time: Variable

Materials: Local media, community contacts, elected officials

Procedure:

Students determine the characteristics of good citizenship by finding examples in local news. Discuss news articles, TV stories, etc.

Students could also invite elected officials to speak to class about citizenship and effective ways to perform service in the community. Students should identify specific ways in which they can continue to work with the officials as they develop service projects throughout the school year.

Introduction to Student Service
SERVICE AND VOLUNTEERING

Exercise B: Service and Citizenship

Activity 6: Case Studies

Time: Variable

Procedure:

Present a case study of a community problem to students. What would they do? Be sure to discuss how the students featured in the study solved their dilemma.

Example Case Studies

Lewis, Barbara. The Kid's Guide to Social Action. Free Spirit Publishing, 1991, highlights numerous service projects completed by kids all over the nation such as:

- Elementary students in Utah rid their community of a hazardous waste site.
- Ninth graders in Pennsylvania form a "Forest Healers" information campaign about forest fires.
- A Nebraska high school student forms an alcohol-free Safe Prom Night party.

Rolzinski, Catherine A. The Adventure of Adolescence: Middle School Students and Community Service. Youth Service America, 1990.

Exercise B: Service and Citizenship

Activity 7: Reflecting on Service and Citizenship

Time: Variable

Procedure:

Present a quote(s) to students. Write thoughts in journal, discuss as a class.

Example Quotes

"Activism pays the rent on being alive and being here on the planet If I weren't active politically, I would feel as if I were sitting back eating at the banquet without washing the dishes or preparing the food. It wouldn't feel right."

~ Alice Walker

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."
~ *Margaret Mead*

"Our chief want in life is somebody who shall make us do what we can."
~ *Ralph Waldo Emerson*

"Action is with the scholar subordinate but it is essential. Without it, he is not a man. Without it, thought can never ripen into truth."
~ *Ralph Waldo Emerson*

"Come on all you young people. Don't be content with things as they are. You will make all kinds of mistakes but as long as you are generous and true and also fierce, you cannot hurt the world or even seriously distress her. She was made to be wooed and won by youth."
~ *Winston Churchill*

"Youth is not a time of life but a state of mind . . . a predominance of courage over timidity, of the appetite for adventure over love of ease . . . it does not accept failures of today but knows it can grasp the future and mold it to our will."
~ *Robert F. Kennedy*

"The unexamined life is not worth living."
~ *Socrates*

"I shall tell you a great secret my friend. Do not wait for the last judgment, it takes place every day."
~ *Albert Camus*

"The longest journey begins with a single step."
~ *Chinese Proverb*

"Life is an adventure perilous indeed, but man is not made for safe havens."
~ *Edith Hamilton*

"There is a time for every purpose under heaven."
~ *Ecclesiastes*

Introduction to Student Service

SERVICE AND VOLUNTEERING

Exercise C: Basic Functions of the Volunteer Sector

Activity: Discuss the underlying purposes of voluntary groups and give examples of each type.

Time: One class session

Materials: Copies of worksheet: "Basic Functions of the Voluntary Sector" (pp. 31-35)

Procedure:

Present the following information to students along with the worksheets:

The volunteer sector's positive effect on the American culture is so extensive that we would have a hard time imagining life without it. Supporting minority rights, experimenting with new approaches to service delivery, preserving and promoting cultural resources, and researching little-known health problems are only a few of its many functions. Behind each cause, behind each project, is a committed group of volunteers freely associating to meet an unmet need or to promote a significant cause. The voluntary sector depends on individuals and institutions to support its efforts and requires financial resources to underwrite its costs.

Individuals' contributions of money, as well as time and talent, are necessary for the welfare of the sector's causes. Organizing fund-raisers such as bake sales, telethons and direct mail campaigns, and financially pledging support help to make the dreams of the voluntary sector come true.

Augmenting individual efforts are partnership ventures. Foundations, created through the generosity of individuals or corporations, provide a means for distributing money to meet community needs. For example, the Hillman Foundation devotes much of its resources to meet local needs in the areas of community affairs, social and human services, health and medicine, and religion. In fact, the Hillman Foundation is a major funder of the VYTAL project. In 1987, directors of this foundation distributed \$1,248,930 to 59 agencies in southwestern Pennsylvania.

Corporations, as responsible public citizens, make frequent contributions to support public causes and voluntary organizations. These contributions may take the form of allocating a portion of their profits. Recognizing the value of human and material resources, corporations may "loan" their executives with special talents to help solve a community or individual problem. Corporations may also contribute such material resources as office space and equipment, or use of their facilities for printing or production.

Corporate contributions can significantly help voluntary sectors in meeting their goals.

Introduction to Student Service

SERVICE AND VOLUNTEERING

The United Way organization operates on the concept that local communities can raise and distribute funds to agencies and organizations involved in meeting health and human service needs. The United Way assists local volunteer efforts by drawing together individuals from the public, private and nonprofit sectors to identify service needs.

These individuals, representing different facets of community life, have begun to examine community problems and to design strategies to solve them. The United Way uses a citizen review process for determining who will receive funds. In this process, volunteers from the community review requests for funds and examine agency operations to ensure that the public money is used in the most beneficial way.

In addition to raising money for agencies, the United Way may offers such services as an information hotline, a volunteer clearinghouse called the Volunteer Action Center, and development of special volunteer programs for solving high priority problems.

The combined efforts of concerned citizens--individuals, corporations and foundations--enable voluntary organizations to thrive while serving others in a country whose Constitution allows for the voluntary association of its people.

The functions served by the voluntary sector stem directly from the definition of volunteerism as it applies to organizations. As volunteerism stems from free will, nonprofit organizations often show a special kind of commitment and drive. As the primary function of volunteerism is to help and serve, nonprofit organizations reach out to solve problems which other organizations or individuals do not attempt to alleviate. As volunteerism involves work-related efforts given without a primary concern for financial gain, nonprofit organizations can tackle problems that would not be profitable for public or private businesses.

The functions of the voluntary sector are more fully described in the worksheets which follow ("Basic Functions of the Voluntary Sector"). Students should read the sheets, filling their own ideas into the blanks provided. Share responses with class. Note the various ways which students categorize organizations. Discuss how one organization can meet numerous needs.

Introduction to Student Service

SERVICE AND VOLUNTEERING

Exercise D: Invite a Volunteer to Class

Activity: Talk with people who are volunteers in the community.

Time: One class session

Procedure:

Invite a volunteer(s) to discuss volunteering in the community with your class. Encourage students to ask questions such as:

- 1) Where do you volunteer? How often?
- 2) How did you get started and why do you keep doing it?
- 3) Why do you volunteer?
- 4) What do agencies expect of volunteers?
- 5) What rewarding experiences have you had as volunteers?
- 6) What types of volunteer experiences are available for a teen?
- 7) What tips do you have for beginning volunteers?

Follow-Up:

1. Ask students to write down all of their volunteer experience in their journals. This includes church day care, bake sales, fundraising activities, etc. Help them identify any short- or long-term volunteering commitments. Suggest that they write "I learned . . ." sentences after listening to the guest speaker(s).
2. Ask students to share their volunteer experiences. Talk about why they got involved, what they liked and disliked about volunteering. Point out that almost everyone has had rewarding, short-term volunteer experiences.
3. Discuss the academic and interpersonal skills students used when volunteering (i.e., bake sale → math ability, friendliness.)
4. Ask students to share their general feelings about volunteering. What have they gotten out of their past experiences? What do they anticipate learning by doing more service with this class? (i.e., career opportunities, job references, sense of belonging in the community, new friends and acquaintances, etc.)

Introduction to Student Service

SERVICE AND VOLUNTEERING

Exercise E: Volunteer News

Activity: Search through local newspapers for evidence of individual and group volunteer efforts in the community.

Time: One class session

Materials: Several copies of local newspapers
Copies of the worksheet: "Volunteer News"

Procedure:

Search through papers to find articles, advertisements or announcements which identify volunteer efforts in the community. Work in small groups or individually. List findings on the "Volunteer News" worksheet.

Discuss:

- Did you have trouble deciding what to include on your worksheet?
- Did the newspaper provide you with enough information to decide if some items should be included? What additional information would you like to have had?
- For what community problems or needs did you discover volunteer efforts? Why do you think volunteers are tackling these particular problems?
- What benefits exist for reporting these stories in this paper? For the volunteers? For those who received their services? For organizations who sponsored the volunteers' efforts? For the general public?
- Are some volunteer efforts more likely than others to be described in a newspaper? If so, what kinds? What kinds of volunteer efforts might be taking place in the community that are not likely to be reported?

Introduction to Student Service

SERVICE AND VOLUNTEERING

Exercise F: Readings on Service and Volunteering

Activity: Read and discuss various views on service and volunteering from which students will develop their own opinions and ideas.

Time: One class session for reading and discussion.

Materials: Copies of the following readings (pp. 40-43)

Excerpt from "We Cannot Live for Ourselves Alone," by Vernon E. Jordan, Jr.
Excerpt from Bonifacious: Essays to do Good, by Cotton Mather

Introduction to Student Service

DETERMINING SKILLS AND INTERESTS

This section aims to help students identify their interests and strengths. Before students choose a volunteer site, it is a good idea for them to determine which kinds of activities might be of greatest interest to them.

Objective:

Identify students' abilities and interests to facilitate group assignments and activities. Help students understand how determining their interests in volunteerism is important to their own well-being--and to the people they intend to serve.

Exercises:

	Page
A. Personal Interest Inventories:	45
"Working with People"	
"Working with Things"	
"Working with Ideas"	
"Putting It All Together"	
B. Stories Of My Accomplishments	50

Introduction to Student Service

DETERMINING SKILLS AND INTERESTS

Exercise A: Personal Interest Inventories

Activity: Students clarify things they like to do. (The best volunteer experiences are those that match the interest and talents of the volunteer with the needs of the service agency.)

Materials: Copies of the three interest inventories (pp. 46-48):

"Working with People"

"Working with Things"

"Working with Ideas"

Worksheet "Putting It All Together" (p. 49)

Procedure:

This straightforward exercise helps students identify their talents and interests so they can find service projects they'd like to do. Students answer the questions on the three interest inventories and then analyze their answers to decide whether they would work better with people, things, or ideas. Use the "Putting It All Together" worksheet to help with analyses.

WORKING WITH PEOPLE

Circle the number between 1 and 5 that best describes your interests and feelings.

	Not at all		A lot		
1. I enjoy having people to talk with at work.	1	2	3	4	5
2. I enjoy supervising others.	1	2	3	4	5
3. I like to teach other people how to do things.	1	2	3	4	5
4. I like to work with lots of other people.	1	2	3	4	5
5. I like to share ideas and develop things with others.	1	2	3	4	5
6. I am comfortable with many different kinds of people.	1	2	3	4	5
7. I want to be a part of a working team.	1	2	3	4	5
8. I enjoy competitive team activities.	1	2	3	4	5
9. I am sympathetic to the needs of others.	1	2	3	4	5
10. I want to get to know different people through regular contact.	1	2	3	4	5
11. I feel comfortable with people of all ages.	1	2	3	4	5

Add the numbers you have circled: _____ **TOTAL**



WORKING WITH THINGS

Circle the number between 1 and 5 that best describes your interests and feelings.

	Not at all		A lot		
1. I like to design different projects.	1	2	3	4	5
2. I like working with my hands.	1	2	3	4	5
3. I generally like to work without being interrupted.	1	2	3	4	5
4. I remember details and am able to make projects simpler.	1	2	3	4	5
5. I am good at repairing things.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 6. I can do several things at one time. | 1 | 2 | 3 | 4 | 5 |
| 7. | | | | | |
| 8. I enjoy operating equipment or machinery. | 1 | 2 | 3 | 4 | 5 |
| 9. I enjoy completing something and being able to see the results of my work. | 1 | 2 | 3 | 4 | 5 |
| 10. I have an interest in the fine arts or crafts area. | 1 | 2 | 3 | 4 | 5 |
| 11. I like to work alone. | 1 | 2 | 3 | 4 | 5 |

Add the numbers you have circled: _____ **TOTAL**

Conclusions:

Things I enjoy working on are . . .

I would not like to work with people who . . .



WORKING WITH IDEAS

Circle the number between 1 and 5 that best describes your interests and feelings.

- | | Not at all | | | A lot | |
|--|-------------------|---|---|--------------|---|
| 1. I can change plans on the spot. | 1 | 2 | 3 | 4 | 5 |
| 2. I enjoy thinking about new ways to do things. | 1 | 2 | 3 | 4 | 5 |
| 3. I am able to plan and adapt different approaches. | 1 | 2 | 3 | 4 | 5 |
| 4. Experimenting with different ideas is enjoyable. | 1 | 2 | 3 | 4 | 5 |
| 5. I usually create my own project ideas. | 1 | 2 | 3 | 4 | 5 |
| 6. I enjoy helping others learn new skills. | 1 | 2 | 3 | 4 | 5 |
| 7. I think about abstract ideas more than concrete activities. | 1 | 2 | 3 | 4 | 5 |
| 8. I am able to grasp concepts quickly. | 1 | 2 | 3 | 4 | 5 |
| 9. I am able to see the relationships among different ideas or plans. | 1 | 2 | 3 | 4 | 5 |
| 10. I enjoy comparing and evaluating different options. | 1 | 2 | 3 | 4 | 5 |
| 11. I am able to brainstorm on different ideas for long periods of time. | 1 | 2 | 3 | 4 | 5 |

Add the numbers you have circled: _____ **TOTAL**

Conclusions:

Ideas or concepts I have developed are . . .

PUTTING IT ALL TOGETHER

If you scored highest in the "**Working With People**" section, some good volunteer experiences might include:

- ❑ Working with the elderly (senior, centers, nursing homes, etc.).
- ❑ Working with children (day care, coaching, teaching, etc.)
- ❑ Working with the handicapped.
- ❑ Volunteering at a hospital, a hot line for teens, a clinic.

If you scored highest in the "**Working With Things**" section, some good volunteer experiences might include:

- ❑ **Fixing up** and cleaning up a neighborhood park for kids.
- ❑ **Repairing** beat-up and run-down homes in your community.
- ❑ **Building** a picnic area or even a house.
- ❑ **Installing** sturdier locks and bolts, or weatherproofing materials, or similar improvements for those who cannot do so themselves in your community.

If you scored highest in the "**Working With Ideas**" section, some good volunteer experiences might include:

- ❑ **Designing** a project that will clean up your school or community (Anti-vandalism), etc.
- ❑ **Organizing** a Neighborhood Watch program for your community.
- ❑ **Organizing** a group of friends into an acting troupe and put on anti-drug and safety plays for kids in your local elementary schools.

- **Designing** posters, buttons, shirts, etc. for your community service group or some local charity drive.

Introduction to Student Service

DETERMINING SKILLS AND INTERESTS

Exercise B: Stories of My Accomplishments

Activity: Students clarify their past accomplishments to help them determine the types of service they would like to do now and in the future. (The best volunteer experiences are those that match the experience, talents, *and interests* of the volunteer with the needs of the service agency.)

Materials: Paper

Procedure:

Students write five short stories about themselves. Each story should be about how they accomplished something and what they gained from doing it (personal satisfaction, greater insight into something, new skills, new friendships, etc.). Students could write about working hard at something, such as winning a place on the track team or improving report card grades.

These stories should give some indication of the students' initiative, drive, ability to work on their own, etc. It would not be as helpful for a student to write about feeling good after watching a particular episode of the Cosby Show. Writing these stories requires some self-evaluation from the students.

Students should share their stories with each other, analyzing them to identify what skills they used, what they enjoyed doing, what motivated them, etc. Their analyses can help them determine which types of service they'd like to do in the future.

Introduction to Student Service

COMMUNICATION SKILLS

This generation has been called the Age of Computers and Information Systems. Never before have information accessibility and communication been more important; complex systems reach almost any place in the world. At the same time, society is experiencing problems that are partly the result of "communication breakdown." Substantial parts of the population live in isolation; young people feel unaccepted and misunderstood; marriages drift apart; people escape into drug and alcohol abuse; teenage suicide is rising.

Communication is a vital aspect of everyone's life, as it affects interpersonal relationships and success at work. Developing friendships, experiencing closeness with others, and building stable families require the ability to communicate well.

Meaningful communication is more than the transfer of information. It is the appropriate expression of feelings, thoughts and needs. Effective communication allows people to look at the world from a different perspective and to better understand others' opinions and experiences. Thus, communication is a primary way of building feelings of closeness and relation. Improving communication builds self-esteem, self-worth, and the feeling of being a contributing member of society.

This section aims to improve students' communication skills by engaging them in exercises which will help them become aware of themselves as communicators.

Objective: Develop nonverbal, oral and written communication skills to help make for a successful community service experience.

Exercises:

	Page
A. Definition of communication	52
1. What is communication?	52
2. Mini-lecture on communication	52
3. One way/two way communication	53
B. Influences on communication	54
C. Obstacles to communication	56
1. Mini-lecture on listening	56
2. Killer statements	58

D. Active Listening Skills	62
1. Mini-lecture on active listening	62
2. Active listening practice	66

Introduction to Student Service

COMMUNICATION SKILLS

Exercise A: Definition of Communication

Activity 1: What Is Communication?

Time: 10 minutes

Materials: Newsprint, magic markers

Procedure:

Students brainstorm a definition for communication. Write ideas on newsprint. The list may include such elements as hearing, talking, listening, asking questions, giving directions, expressing feelings, body language, etc.

After list is completed, have students analyze their responses and make conclusions. Try to come up with a complete definition. It may help to categorize responses (i.e. verbal, non-verbal).

Exercise A: Definition of Communication

Activity 2: Mini-Lecture on Communication

Time: 5-10 minutes

Procedure:

Communication can be described as sending and receiving messages:

SENDER → MESSAGE → RECEIVER

One person (the sender) sends a message to another person (the receiver).

Communication is a complex process that leaves a lot of room for misunderstanding. In many cases, people code their messages--they hide their true feelings behind their words, or they don't say exactly what they mean to say. Problems with communication occur because all people are unique. They look at the world from different perspectives. They don't always interpret something the same way. For example ...

"I don't want to go to that stupid party" could mean:

- ❖ I don't want to go because the people at the party are stupid and they'll be doing stupid things, OR
- ❖ I don't want to go because I wasn't invited and I feel hurt and left out.

To avoid miscommunication, receivers must tell senders how they interpret messages they hear. This lets senders correct their messages if receivers have misinterpreted them. This is called feedback.

Introduction to Student Service

COMMUNICATION SKILLS

Exercise A: Definition of Communication

Activity 3: One Way/Two Way Communication (Emphasizes importance of feedback.)

Time: 20 minutes

Materials: Pencils, journal or blank sheets of paper

Procedure:

Give students oral directions for drawing a design. Students are not allowed to ask questions. (Alternative: Allow one student to see design and written directions that he or she will read to other students.)

Do exercise again, this time allowing questions. Compare results, discuss exercises:

- Which way was harder? Why?
- How did you feel during each exercise?
- What conclusions about communicating can you draw from this activity?

Introduction to Student Service

COMMUNICATION SKILLS

Exercise B: Influences on Communication

Activity: A - B Communication
This activity deals with the different factors that influence the communication process. Messages can be distorted by feelings, situations, environment, past experiences, and body language. Understanding what affects communication will help students become more perceptive in identifying ways to improve their communication skills.

Time: 20 - 30 minutes

Materials: Instruction Sheets A and B (p. 55)

Procedure:

Students divide into two groups (A and B). Pair up into couples of A and B. Distribute Instruction Sheet A to A students, B sheet to B students. Remind students to keep instructions to themselves. Give students 8 minutes to work in pairs and complete activity (2 minutes per situation).

Discuss activity as a class:

A: How did it feel to look away as you talked to your partner? Was it different when you and your partner looked at each other? How did it feel to interrupt your partner? Do you find that you do this when you talk to your friends?

B: How did it feel when your partner did not pay attention to you? Did you like being interrupted? When did you feel important?

Point out that eye contact is an effective way of paying attention to someone--and showing interest in him or her. Discuss how non-verbal actions communicate, for example, fidgeting, frowning, and yawning.

Introduction to Student Service

COMMUNICATION SKILLS

Instruction Sheet A

You may talk about any topic, such as hobbies, family, sports, or school.

Situation 1: Talk about any topic. Look at your partner and really pay attention.

Situation 2: Talk to your partner, look around the room, act restless and avoid looking at your partner.

Situation 3: Listen to your partner, but act bored. Move around on your chair. Look around the room.

Situation 4: Listen to your partner for a short time. Then interrupt him/her and start talking about a totally different topic.

Instruction Sheet B

You may talk about any topic, such as hobbies, family, sports or school.

Situation 1: Listen and look at your partner. Really pay attention.

Situation 2: Listen and look at your partner. Show your interest by nodding your head and using other body language, especially facial expressions.

Situation 3: Talk to your partner; try to get his/her attention.

Situation 4: Talk to your partner about something that made you really unhappy.

Introduction to Student Service

COMMUNICATION SKILLS

Exercise C: Obstacles to Communication

Activity 1: Mini-Lecture on Listening

Time: 5 - 10 minutes

Procedure:

Present the following information to students.

Ask students to estimate how much time they spend talking and listening. When 5,000 businessmen were polled, they said they spend 30% of their time speaking, 16% reading, 9% writing and 45% listening. Many people, however, lack listening skills.

Distinguish between hearing and listening. When someone really listens, the speaker feels accepted and respected because he/she knows the listener is receiving the message. Listening builds self-esteem and better relationships.

The most common listening mistakes:

- On-off listening - As people think faster than they can speak, the listener thinks ahead when someone talks, causing low attention.
- Red-flag listening - Some words are like red-flags and shut off listening. Ask for examples.
- Open ears, closed mind - The listener decides that the speaker is boring and stops listening.
- Ask students to identify situations when faulty listening occurred. How did they feel? Have students summarize criteria for good listening.

Optional: Distribute poem (p. 57) titled "Listen" to students. Discuss.

Introduction to Student Service

COMMUNICATION SKILLS

Exercise C: Obstacles to Communication

Activity 2: Killer Statements

Time: 20 - 30 minutes

Materials: Poster board or chalkboard
Hand-out "Roadblocks to Communication" (pp. 59-61)

Procedure:

Present the following "killer statements" to students:

- Yelling: "Pick up those shoes right now!"
- Threatening: "If you don't come this minute, you're grounded!"
- Demeaning: "That stuff is for sissies."

Certain ways of talking automatically turn people off. All of us have had a feeling or thought "killed off" by someone's negative comments.

Brainstorm other common killer statements that students often hear from their family, friends, teachers, etc. Record on poster or chalkboard and discuss along with the hand-out, "Roadblocks to Communication."

Introduction to Student Service

COMMUNICATION SKILLS

Exercise D: Active Listening Skills

Activity 1: Mini-Lecture

Time: 10 minutes

Materials: Hand-outs (pp. 63-65):
"Positive Attitudes Toward Listening"
"What Not To Do"
"Guidelines in Learning . . . Active Listening"
"Ten Ways To Be A Better Listener"

Procedure:

Present the following information to students along with hand-outs.

Active listening gives feedback to the speaker--to assure him or her that the listener understands. The important aspect of active listening is the information and feelings that are being fed back.

Active listening is often used when the speaker is describing a problem or is very emotional about his or her topic.

Guidelines for active listening:

- Listen for the feeling, pay attention to speaker's tone of voice and non-verbal communication.
- Rephrase, repeat briefly what you heard, and mention the feeling you heard.
- Do not respond with a message of your own. Do not evaluate, judge or give advice.

Common Ways to Start Active Listening Sentences:

- I hear you saying that . . .
- You seem to be [feeling] . . . about [topic]
- It sounds as if . . .
- If I hear you correctly, you're saying that . . .
- So, in other words, you heard [or you feel] . . .

Remind students not to judge or give advice unless asked to do so. Active listening takes time and energy. If active listening is not possible, tell the speaker: "I'm really tired

[or busy] right now. Can we please talk later? I really want to hear what you have to say."

Introduction to Student Service

COMMUNICATION SKILLS

Exercise D: Active Listening Skills

Activity 2: Active Listening Practice

Time: Variable

Materials: Hand-out of sample statements. Use the statements listed below or create your own.

Procedure:

One student reads a statement to another student who responds with appropriate active listening feedback.

Example statement and reply:

"I'm sick of always babysitting for you."

"You sound upset because you have to babysit so much."

ACTIVE LISTENING PRACTICE

Respond to the following statements with active listening feedback.

"Thank goodness you're here! I thought something happened to you!"

"I'm really bored. There's nothing to do here."

"Bill hasn't talked to me in a week. I wonder why."

"I don't want to go that party at all."

"You always borrow my jacket, and then you don't return it."

"Today was great. Everything went so well."

"I can't believe he did this to me! He said he loved me."

"I really dread English. My teacher hates me."

Introduction to Student Service

CHOOSING A PROJECT

This section helps students decide which types of community service to perform. It's important that a service project sustains student interest as well as contributes to the school and/or community.

In choosing a service project, it is helpful for students to first recognize all of their options. This section offers several exercises to help students lead effective brainstorming sessions, assess the needs for service in their school and community, and interview service agencies which may assist them with choosing and/or performing a project.

Many of the issues students may wish to address are in their school, such as peer tutoring, beautification, mainstreaming special education classes, vandalism, school violence, drugs, etc.

For serving the community, students can contact numerous agencies--hospitals, governmental departments, and advocacy organizations such as The Chesapeake Bay Foundation--for information about performing service. Before choosing a project, students may want to understand not only what an agency does, but also understand what their duties at a particular volunteer site would be.

The decision to perform a service project should be based on information and realistic expectations. We would hope that by this stage students would have a clearer understanding of not only which issues they care about, but where they feel they can make the greatest impact. For instance, a student may not want to solve the tropical rainforest problem, but may believe it better to plant marsh grass on the Chesapeake Bay.

The following exercises should help students identify a service project. Some may decide to volunteer in a service agency. This requires learning where the services are located, what they do, and what students would be expected to do.

Another approach is for students to develop their own projects in their school or community, in which case they could conduct a needs assessment to help them decide what service is best.

Objective: Identify issues that need to be addressed and are considered important by the community and students. Develop skills to perform effective service.

Exercises:

	Page
A. Brainstorming Potential Projects	68
B. Conducting a Needs Assessment	69

Introduction to Student Service

CHOOSING A PROJECT

Exercise A: Brainstorming Potential Projects

Time: One class session (or more)

Materials: Posterboard, markers, chalkboard

Procedure:

Divide students into groups of four. Give each group posterboard and marker. Ask the class: Do we live in a perfect world?

Most likely, students will answer "no." Ask them to name all problems they see or know about. List on chalkboard. As a class, categorize the problems. Ask each group of students to pick a category and devise a plan for addressing it through community service. Write plans on posterboard.

The plans should answer:

1. What will we do? for whom? for how many people? how many times?
2. Why is this project needed? What problem will it address?
3. What major tasks need to be accomplished? Who will be in charge? When must they be completed?
4. What help will we need to do project? Who can help us?
5. What resources, materials will we need? How and where will we get them?
6. How will we know if our project is a success?

Groups present plans to class. Students could vote on which plans they like best to identify which projects to perform as a class.

Introduction to Student Service

CHOOSING A PROJECT

Exercise B: Conducting a Needs Assessment

Time: Variable (2 - 3 class sessions)

Materials: "Needs Assessment Introduction" (below) and hand-outs of sample survey forms (pp. 70-78)

Procedure:

Introduce students to needs assessments. Distribute the sample survey forms for students to study and use during their projects.

NEEDS ASSESSMENT INTRODUCTION

By completing a school or community needs assessment, you can better understand where your service will be most effective.

Defining a Needs Assessment

A needs assessment is a gathering of information about the needs of a specified group or place at a particular time. One common way to gather information is through an opinion survey that asks people to state what they think about the questions you ask them. You record their responses on a survey form. See sample surveys (pp. 70-76).

Conducting Needs Assessments

Three major steps:

- Determine who you will survey--a sample population. Create a survey form (or modify an existing form) with questions for them.
- Gather data by asking sample population to complete survey.
- Analyze data: Compile responses in order to determine needs. See hand-outs "Sample Survey Report Form" (p. 77) and "Tabulation of Survey Results" (p. 78).

Introduction to Student Service

CHOOSING A PROJECT

Exercise C: Interviewing Agencies

Service agencies can provide good advice and information for students wishing to perform community service. Many agencies, such as soup kitchens or nursing homes, will offer to let students directly serve in their facilities. Others, such as the Maryland Food Committee, will assist students by giving them information and helping them find different ways to serve (i.e. providing lists of local food pantries, clothing drives, shelters, etc.).

In order to receive help from agencies, students must first contact them--either by writing a letter, phone calling, or even visiting in person.

Time: Several hours

Materials: Hand-outs (pp. 80-84); Telephone book

Procedure:

Option 1: You, the teacher, may decide to write various service agencies, requesting that they assist your students. See hand-out on page 80. Be sure to request an interview with agency to find out how it would work with your students.

Option 2: Students may choose to write agencies. They could use hand-out on page 80 as a guide for what to include in letter. Page 81 may also prove useful for following proper letter format.

Upon hearing from the agencies you have contacted via letters, use hand-outs on pages 82 and 83 to guide you in interviewing agency personnel. Should you or your students conduct an interview via telephone, the hand-out on page 84 may be of some help to you.

Introduction to Student Service

POWER SKILLS

Service projects require a lot of determination and creativity. Students might encounter unexpected obstacles along the way, such as lack of funding or lack of support for a particular cause.

This section provides some helpful tools for students to use, should they come across any stumbling blocks. Consider, for example, some students who want to remove a hazardous waste site from their community. Writing one letter to their local elected official most likely won't get the job done. Rather, the students will have to prove to the official that the site is dangerous. How? By investigating the issue of toxic waste and collecting information that shows the site should be removed. The students also must prove that the community wants the site removed. How? A petition.

Should students need to request funding or materials for their project, this section contains two forms that may prove useful.

Forms	Page
Petition Form	86
Proposal Form	87
Grant Application Checklist	88

Petition Form

Proposal Form

Grant Application Checklist

Unit: Serving Senior Citizens

SERVING SENIOR CITIZENS

The projects in this unit engage students in providing service to senior citizens. They range from one-time events to activities with ongoing interaction.

While most of the projects involve students in direct service, some are also designed for indirect and advocacy activities.

Perform the following projects as they're written, adapt them, or use them to spark new ideas for you and your students:

	Page
1. Pen Pals for Senior Citizens	91
2. Presenting a Cultural Fair	95
3. Biography of a Senior Citizen	99
4. Role-Playing Immigrants at Ellis Island	103
5. Brochure of Senior Citizen Discounts	107
6. CARE Projects: Communication and Remembering the Elderly	111

Included at the end of this section (p. 115) is a list of resources (books, videos, organizations) to assist you and your students in serving senior citizens.

Hint: It is a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.

Serving Senior Citizens

PROJECT IDEA: PEN PALS FOR SENIOR CITIZENS

SUBJECT AREAS: LANGUAGE ARTS, SOCIAL STUDIES

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students adopt a local nursing home or a group home for seniors whose residents would like to participate in a pen pal project. Students write to their pen pal at least once a month in addition to recognizing special occasions, holidays, birthdays, etc.

Project should be conducted in class for at least four months to give pen pals time to establish friendships and encouragement to write each other indefinitely.

I. OBJECTIVES/OUTCOMES

- A. Gain appreciation for senior citizens.
- B. Develop empathy for residents of nursing homes and senior group homes.
- C. Learn the importance of being responsible, dependable, and conscious of others' needs.
- D. Establish special relationships between youth and senior citizens.

II. FRAMEWORK

A. Skills to be learned and used

- 1. Interpersonal communication skills
- 2. Writing
- 3. Organization (keeping track of important dates such as pen pal's birthday)

B. Concepts

- 1. Many senior citizens often feel as if they've been forgotten by their families and friends. They need constant, dependable attention.
- 2. Students can provide meaningful service to senior

- citizens.
3. Not only can students and seniors learn from each other, but they can be special friends.

III. MATERIALS/RESOURCES

A. Books, videos

1. See list of resources at end of Aging section for stories about relations between youth and senior citizens.
2. Students may also wish to research subjects mentioned through correspondence with their pen pals (i.e. historical events, past jobs, interests, illness).

B. Community people

See resources at end of Aging section for organizations to contact.

IV. PROJECT PROCEDURES

A. Preparation

1. Lead an open discussion about the aging process. Have students assess what they feel are senior citizens' needs, wants, obstacles, etc. Pose such questions as:
 - How will our being pen pals help senior citizens?
 - Why would senior citizens want a pen pal?
2. Work with nursing home or senior group home to coordinate pen pal pairs. IDEAS:
 - Devise a form for all students and seniors to fill out, indicating their interests, likes, dislikes, etc. Match pairs according to responses.
 - Make two videotapes - one of seniors introducing and talking about themselves (one by one), and one of students doing the same. To decide pen pal pairs, draw names randomly from a hat, then watch videos to see who has been matched with whom.
3. Invite someone to your classroom who can speak to students about the aging process. Possibly someone from a nursing home or retirement community who can help students develop empathy for seniors. Conduct a sensitivity training session for students (i.e. students experience using a wheelchair, simulate loss of vision by looking through plastic wrap, or use Vaseline on glasses, etc.)

4. Brainstorm things for students to write about in their letters.
5. Stress the importance of students remaining committed to this project. For some seniors, the students' letters may become the highlight of their months. They should not be let down.
6. Hold discussions after reading books/watching movies about the elderly (see Materials).

Amount of time: minimum 3 sessions

B. Action

1. Designate pen pal pairs. Filling out interest forms should take one class session. Allow for more time if you choose to use videotape idea.
2. Students write pen pals during at least one class session per month.

Amount of time: minimum 1 session per month

C. Reflection

1. Give students a chance to share with each other any letters they may have received.
2. Journal Writing. Think and write about:
 - things my pen pal and I have in common
 - what I like best about my relationship with my pen pal
 - what I have learned from my pen pal; what my pen pal has learned from me
 - how I have helped my pen pal; how my pen pal has helped me
3. Pictures of pen pals -- students draw how they feel about their pen pals.
4. Turn interviews into short story; students write about the life and interests of their pen pals; present stories to senior citizens.

5. Class discussion - what do senior citizens think about teens and why? What do teens think about elderly and why? Have students' views changed since they became pen pals?

Amount of time: minimum 1 session per month

V. RECOGNITION AND CELEBRATION

A. Plan a class trip for pen pals to meet in person. (Bring polaroid camera, poster board and a roll of tape...) Take photos of pen pals; have everyone work together to make a collage of pictures for seniors to display.

B. Invite senior pen pals (those who are able) to visit classroom. Have a celebration lunch if possible.

C. Publicize. Present students with certificates.

VI. STUDENT INITIATIVE

A. Encourage students to visit pen pals regularly.

B. Try to expand program to other classes and other nursing homes.

C. Brainstorm: How else might we help our pen pals?

Serving Senior Citizens

PROJECT IDEA: PRESENTING A CULTURAL FAIR

SUBJECT AREAS: ALL SUBJECTS

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Through interviews and research students present a cultural fair for their school and senior citizens in their community. General public could be invited, too.

I. OBJECTIVES/OUTCOMES

- A. Define and understand culture.
- B. Study and appreciate different cultures - those of American people as well as of other nationalities.
- C. Gain appreciation for senior citizens of different cultures.
- D. Understand how differences in age and generation are similar to cultural differences - they both can cause people to misunderstand each other.

II. FRAMEWORK

- A. Skills to be learned and used**
 - 1. cooperation, organization
 - 2. interpersonal communication skills
 - 3. research skills, interviewing techniques
 - 4. creativity
 - 5. artistic and cooking skills
- B. Concepts**
 - 1. The general attitude of society toward aging is not the same in all countries.
 - 2. A people's culture is its way of life - its customs, morals, values, beliefs, work ethic, leisure activities, eating preferences or habits, etc.
 - 3. People of different cultures should attempt to understand and appreciate each other - just as should people of different ages and

generations.

4. Different cultures exist within the United States; America is the "melting pot" nation.
5. Students can be a moving force in educating their community on the importance of building cultural awareness and appreciation/ respect for senior citizens.

III. MATERIALS/RESOURCES

A. Books, videos

1. See resources at end of Aging section for stories about relations between youth and senior citizens.
2. "Avalon." Excellent movie for illustrating cultural differences, respect for seniors, America as a "melting pot." (Filmed in Baltimore.)
3. Books for teacher or service project coordinator:

Cowgill, Donald O. Aging Around the World.
Wadsworth Publishing, 1986.

The Cultural Context of Aging: Worldwide Perspectives. Bergin & Garvey, 1990.

Holmes, Lowell Don. Other Cultures, Elder Years.
Burgess Publishing, 1983.

B. Community people

1. See resources at end of Aging section.
2. elderly neighbors, grandparents
3. local cultural centers

IV. PROJECT PROCEDURES

A. Preparation

1. Students confront their feelings about senior citizens. Role-plays: Students pretend to be their grandparents or a senior citizen whom they know or may have just seen.

Why?

- What are things amuse students? aggravate them? depress them?
- Read stories, watch "Avalon" (see Materials).

2. Discuss: How will this fair affect senior citizens? the general public? What is the purpose for doing this project?

Amount of time: 1 - 2 weeks

B. Action

1. Brainstorm where fair will be held, what activities/events will take place.

- Consider location large enough to invite general public. Possibly a retirement community or senior citizen center with an auditorium. Local churches may have a roomy fellowship hall. Or have people come to you - use the school stage or gymnasium.

- **Food:** Have an international table - "Food From Around the World." Or a "Secret Recipes" table - students work with senior citizens, grandparents to make special family dishes handed down from generations ... call it the "Hand Me Downs" table.

- **Costumes:** Research traditional and modern clothing of different countries.

- **Games/sports/leisure activities:** Research what senior citizens do in other countries for fun.

- **Decorations:** Research customs, holidays of countries.

- **Skits/Presentations:** Students write and act out skits conveying friendship and acceptance between people of different age and culture.

- **Music:** Give a short concert of songs and instruments from around the world. Or find recordings of international music.

2. Group students to research, plan and coordinate different segments of fair.

3. Interviews: (Review interviewing skills)

- Plan trip to participating senior citizen center for students to speak with residents of different cultures and race. Prepare questions according to brainstorming ideas above.

- Homework: Interview neighbors, relatives, elderly friends or friends of different nationality/race/culture.

4. Invite senior citizens to participate in presenting fair (cooking, skits, demonstrating games, hobbies).

Amount of time: 4 - 6 weeks

C. Reflection

1. Discussion:

- What differences/similarities did you find in elderly in this area and in other countries? How do you feel about these differences or similarities?
- What was the most important thing for you in this project?
- How did you feel about interacting with people of other cultures?

2. Express feelings about this project through a poem, story, article, picture.

Amount of time: 1 - 2 weeks

V. RECOGNITION AND CELEBRATION

A. Publicity: Before, during and after event. Try to get TV coverage of fair. Send press releases with photos of students and seniors to local papers.

B. Invite local celebrity to fair. (Hint: It's a convincing way to get TV coverage.)

C. Present students with certificates.

D. Videotape fair - have a class party and watch it. Invite seniors who helped with fair.

VI. STUDENT INITIATIVE

A. Send senior citizen center photos and letters about other projects students may be doing - to keep in touch with seniors after fair.

B. Arrange further trips to visit seniors.

C. Encourage school to make fair annual event. Make it school-wide in future: Declare a "Cultural Awareness Day" or a "Fill in the Gaps Day" (generation gaps!).

Serving Senior Citizens

PROJECT IDEA: BIOGRAPHY OF A SENIOR CITIZEN

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students write and produce biographies of senior citizens after completing a series of interviews with them. The interviews take place over several visits to a retirement community, senior citizen center or nursing home.

I. OBJECTIVES/OUTCOMES

- A. Develop respect for senior citizens and dispel myths about them.
- B. Gain appreciation for history.
- C. Become familiar with how facilities for senior citizens operate.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. interviewing techniques
- 3. organizational skills
- 4. listening
- 5. social

B. Concepts

- 1. Historical perspective differs from person to person.
- 2. Written and oral history differ.
- 3. Senior citizens are a valuable resource - they have life experiences to share, from which everyone can benefit.
- 4. The way a question is phrased may affect the way it is answered.
- 5. People have different opinions, views, perspectives.
- 6. People make history just by living their lives.
Sometimes people make history by participating in extraordinary events.

III. MATERIALS/RESOURCES

A. Books, videos

1. See resources at end of Aging section for stories about relations between youth and senior citizens.
2. Biographies from local or school library

B. Community people

1. See resources at end of Aging section.
2. Theatrical make-up artist

IV. PROJECT PROCEDURES

A. Preparation

1. Familiarize students with the concept of passing time:
 - Draw a time line. Mark students' ages on one end, seniors' on the other end. Students describe how people age.
 - Invite make-up artist to "make up" students to look gradually older along the time line.
 - Confront feelings about senior citizens.
Role-plays: Students pretend to be their grandparents or a senior who they know. What things amuse them? annoy them? depress them? Why?
2. Develop interview format. Discuss interviewing techniques, brainstorm questions, conduct mock interviews for practice.
3. Arrange 3 to 4 weekly trips to visit senior citizens.
4. Review historical events of past century.
5. Assign students to write a book report on a biography.

Amount of time: 2 - 3 weeks

B. Action

1. Interview seniors (possibly using a tape recorder).

2. Compile information into desired format for biographies. IDEAS:
 - Include photographs/pictures with captions.
 - Write a story, setting the main character (the senior) back in a particular time of his/her life.
 - Make a collage that depicts aspects or events of a senior's life.

3. Share biography with classmates.

4. Visit seniors to present biographies to them.

Amount of time: 6 - 8 weeks (3 - 4 weeks interviewing, 3 - 4 weeks producing biographies)

C. Reflection

1. Discussion. How did seniors react to personal questions? How do you feel about the interview?

2. Review characteristics of senior citizens. Have students' opinions of them changed from before the project?

3. How has life changed since the seniors were teens?

Amount of time: 1 - 2 weeks

V. RECOGNITION AND CELEBRATION

- A. Share biographies with seniors during an afternoon tea or party.

- B. Display biographies in media center, school display case, or local library.

C. Publicize.

VI. STUDENT INITIATIVE

A. Create video interview or biographical documentary.

B. Prepare a senior's family tree.

C. Conduct interviews with other seniors.

Serving Senior Citizens

PROJECT IDEA: ROLE-PLAYING IMMIGRANTS AT ELLIS ISLAND

SUBJECT AREAS: SOCIAL STUDIES,
LANGUAGE ARTS, DRAMA

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students conduct research and interview senior citizens in order to role-play immigrants who came to Ellis Island in the early 1900s. Senior citizens aid in research as well as participate in role-playing.

I. OBJECTIVES/OUTCOMES

- A. Gain appreciation for immigrants who struggled to come to the United States.
- B. Learn about different ethnic backgrounds.
- C. Develop appreciation and respect for senior citizens and dispel myths about them.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. interviewing techniques, listening
- 3. organization, research
- 4. acting, speech
- 5. creativity

B. Concepts

- 1. Senior citizens are a valuable resource - they have experiences to share, from which everyone can benefit.
- 2. Immigrants bring diversity to American culture.

III. MATERIALS/RESOURCES

A. Books, videos

1. Hargrove, Jim. Gateway to Freedom: the story of the Statue of Liberty and Ellis Island. Children's Press, 1986. Excellent resource for explaining immigration process. (Photographs.)
2. "How Many Days to America?" (a unit developed in Montgomery County public schools)
3. "Avalon." Film depicting family of immigrants in Baltimore.
4. "Hester Street" (film)

B. Community people

1. See resources listed at end of Aging section.
2. Speak with senior citizens who have been through Ellis Island immigration system or who have relatives who have been through process.

IV. PROJECT PROCEDURES

A. Preparation

1. Research immigration at Ellis Island in the 1900s. Read books, speak with senior citizens who have been through process (or know about it), watch films/videos.
2. Discussion: Why are we doing this activity? How will our learning about immigrants help us to understand and better appreciate senior citizens?

Amount of time: 1 - 2 weeks

B. Action

1. Each student is given a role card which briefly describes an immigrant (i.e. age, sex, nationality, profession, family relationship, medical problems, reason for immigrating to U.S.).
2. Upon completing research and studying/memorizing role cards, students:
 - create a passport to enter the country.

- dress in appropriate clothing for the era and circumstance. (Prop suggestions: carry a carpet bag with only two items they hold most dear; use board game money to symbolize foreign currency.)
- write/create/perform a "script" based on information from role card.

3. Senior citizens play roles of processing officers, doctors, currency exchange officers. Impress upon senior role-players to treat students as the immigrants were treated.
 ** Students and seniors could work together on research for creating/developing various roles.

4. Set up classroom to appear as Ellis Island. (i.e. Rope off several areas to serve as booths for

different officers.)

Amount of time: 2 - 3 weeks

C. Reflection

1. Class discussion:

- How did the officers make you feel? frightened? frustrated? bored? angry?
- Why do you think the immigration process was so difficult? How did Americans feel about the immigrants?
- How do you think the immigration process affected the immigrants' attitude toward America?
- Has our learning about Ellis Island helped you understand and appreciate any senior citizens who you know?

2. Discussion with senior citizens: Students and seniors exchange feelings and views about the role-plays. Seniors then relate this activity to their own stories of friends or family.

3. Journal writing: How has this activity affected me and my views about senior citizens? immigrants? America?

Amount of time: 1 week

V. RECOGNITION AND CELEBRATION

A. Videotape role-plays. Have a party with seniors and watch tape together. Invite other classes, seniors, parents to watch.

B. Publicize in school paper, senior citizen newsletter.

VI. STUDENT INITIATIVE

A. Field trip to Ellis Island.

B. Students research current immigration policy. Do immigration quotas exist today? If so, are these quotas fairly established? fairly administered? Write letters of concern to elected officials.

Serving Senior Citizens

PROJECT IDEA: BROCHURE OF SENIOR CITIZEN DISCOUNTS

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS

TYPE OF SERVICE: INDIRECT

DESCRIPTION OF PROJECT:

Students develop a resource list of local/national businesses which offer special discounts to senior citizens. The list is compiled and printed in a brochure format using large print for distribution to senior citizen centers, community action agencies, schools, churches, etc.

I. OBJECTIVES/OUTCOMES

- A. Develop respect and understanding for senior citizens.
- B. Develop an awareness of the challenges which senior citizens must face.
- C. Develop communication skills.
- D. Increase career awareness.

II. FRAMEWORK

A. Skills to be learned and used

- 1. making telephone calls; interviewing techniques
- 2. organization
- 3. editing/layout/grammar skills for presenting information
- 4. computer skills - word processing, graphics

B. Concepts

- 1. Senior citizens should be appreciated and respected. They have value and worth in society.
- 2. Students can provide meaningful service to senior citizens.
- 3. Tasks are best completed through cooperative,

efficient work.

III. MATERIALS/RESOURCES

A. Books, videos

1. See resources at end of Aging section for stories about relations between youth and senior citizens.

2. telephone directories (for acquiring contacts)
3. professional brochures, pamphlets (to give students ideas for designing their brochure)

B. Community people

1. merchants
2. local community action agencies
3. local newspapers (advertising manager may be familiar with which businesses offer discounts; editing department may be willing to train students in design/layout process for brochure)
4. printing press (to aid in printing brochure in large type for easy reading)
5. See additional resources at end of Aging section.

IV. PROJECT PROCEDURES

A. Preparation

1. Have students discuss what they feel are the problems senior citizens must face. Why is this brochure necessary? How will it help people?
2. Talk to local senior citizen centers, newspapers and your Office on Aging for suggestions of which businesses to contact.
3. Train students in making telephone and/or door-to-door calls to businesses (i.e. manners, a proper way to ask for participation in your project). ** Mock interviews are an effective practice exercise.
4. Learn editing/layout process. Pretend class is an ad agency. Delegate duties: one group of students be the "editing department", another group be the design/layout crew, another be the

marketers to decide who will want this brochure. Rotate groups to give students a taste of all duties and to share ideas.

5. Students should decide how much information they will include in brochure prior to soliciting businesses (addresses, phone numbers, details regarding the discounts). Allows for more effective interviewing.

6. Plan distribution of brochure.

Amount of time: minimum 5 sessions

B. Action

1. Make calls to businesses.
2. Compile and organize information.
3. Put your ad agency to work. Create an easy-to-read brochure (large print, clear language).
4. Distribute brochure to public.

Amount of time: minimum 5 sessions

C. Reflection

1. Discuss advantages and disadvantages of businesses offering discounts to senior citizens. Do students feel they've helped? How?
2. Journal writing. Have students express how they felt as they handed their brochure to clients ... as they created the brochure. Could they have done anything differently?

Amount of time: minimum 2 sessions

V. RECOGNITION AND CELEBRATION

A. Publicize in local papers, issue certificates of merit from ad agency or newspaper who may have helped train students.

B. Display photos of students at work.

VI. STUDENT INITIATIVE

- A. Plan a field trip to an ad agency or newspaper.
- B. Brainstorm other ways to help senior citizens.

Serving Senior Citizens

PROJECT IDEAS: CARE - Communication And Remembering the Elderly

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART

TYPE OF SERVICE: DIRECT, INDIRECT

DESCRIPTIONS OF PROJECTS:

An unlimited number of activities can be considered CARE projects. The following list may give you some ideas, but continue to brainstorm with students. Think of new ways to spend time with senior citizens - ways which encourage students to establish on-going relationships with seniors.

1. Students create collages with senior citizens which highlight significant moments/events in both of their lives.
2. Students visit a nursing home or retirement community to share photographs with senior citizens. Students bring photos of their family, friends, etc. Seniors have photos ready to share as well.
3. Assist seniors by making a telephone list of numbers they frequently use.
4. Set up an "Adopt-a-Senior Citizen" program with a local nursing home or retirement community. Create a display in school that features photos of students and seniors together - to heighten awareness among all students.
5. Students visit seniors at holiday times to carve Jack-O-Lanterns, have a Thanksgiving feast, decorate Christmas trees, make/eat Christmas cookies, make Christmas decorations, sing carols, have an Easter Egg hunt, etc.

I. OBJECTIVES/OUTCOMES

- A. Gain appreciation and respect for senior citizens - and insight into their joys, concerns, problems, etc.
- B. Gain appreciation for history: Become aware of how life was different and/or the same during the youth of the senior citizens as compared to teen life today.
- C. Heighten students' sensitivity toward senior citizens by encouraging

on-going personal relationships.

- D. Develop awareness of community resources on aging.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. artistic, creative skills
- 3. analytical skills in comparing their lives to those of the senior citizens

B. Concepts

- 1. Historical perspective differs from person to person, generation to generation.
- 2. Senior citizens are productive members of society and a valuable resource - they have experiences to share, from which everyone can benefit.
- 3. Senior citizens can gain new perspective on life from today's youth.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. See resources at end of Aging section for stories and films about relations between youth and senior citizens.
- 2. old magazines to be cut apart for collages

B. Community people

See resources at end of Aging section for organizations to contact.

C. Other

- 1. Pumpkins, knives for Jack-O-Lanterns
- 2. Baking and art supplies for holiday activities

IV. PROJECT PROCEDURES

A. Preparation

1. Confront feelings about senior citizens.
Role-plays: Students pretend to be their grandparents or a senior citizen who they know or may have just seen. What things amuse students? aggravate them? depress them? Why?

2. Read stories, watch movies about senior citizens.

3. Contemplate loneliness: Students sit alone for 10 to 15 minutes, doing nothing. Then sit together for same amount of time and talk. Discuss and/or write

about the two experiences.

4. Activities to simulate physical problems of seniors:

- vision loss - mask wax paper over eyes
- loss of motor skills - wrap fingers and parts of hands in tape
- walking problems - use a cane or walker to aid in mobility

5. Class discussion: How will our spending time with senior citizens help them? Why are we doing this project?

6. Familiarize students with forms frequently used by senior citizens (Social Security, Medicaid, Medicare, AARP, Blue Cross/Blue Shield, etc.).

** For copies of such forms, contact:

Social Security Administration: 1-800-772-1213
Local Social Services Department (medical assistance division)

Amount of time: 1 - 2 weeks

B. Action

1. With some activities, it may be better to pair

students and seniors together, to allow one-on-one communication.

interpersonal

2. Take pictures of students and seniors together or record them on video tape.

Amount of time: Most activities can last 1 - 2 hours. Establish an on-going program - one weekly activity, biweekly, or at monthly.

least

C. Reflection

1. Discussion and/or journal writing:

- Did you enjoy this activity?
- Have your opinions of senior citizens changed from before you visited them?

What was the most important thing for you in this project?

- How is life today different and/or the same as it was when the seniors were your age? How do you think seniors feel about the world today?

- Has your spending time with these seniors helped them? Have you made an impact on them?

2. Writing activities:

- Create a story (fictional or biographical) about the senior you visited. Include and/or people of whom you saw photos or with the senior. just talked about events

- Write a paragraph comparing/contrasting your lives with those of the seniors' teen years.

3. Express feelings about this project through poems, articles, pictures, oral reports.

Amount of time: 1 week

V. RECOGNITION AND CELEBRATION

A. If any of the activities were recorded on videotape, have

a class

party, invite the seniors (or visit them again), and watch the tape together.

B. Display students' and seniors' projects in the school to heighten student interest and awareness.

C. If students write stories about the seniors, plan to visit them again and share the stories. Or present the seniors with copies of the stories.

D. Include publicity of the projects in school newspaper or any newsletter a nursing home/retirement community may publish.

E. Present students with certificates from the nursing home or retirement community.

VI. STUDENT INITIATIVE

A. Produce a narrated video tape of students' project which encourages other students to participate in visiting senior citizens. The tape could also attempt to dispel any myths which today's youth may believe about seniors.

B. Start a CARE or "Senior Citizen Appreciation" program in school.

Serving Senior Citizens

RESOURCES

Organizations

Administration on Aging, Department of Health and Human Services, 330 Independence Ave., S.W., Washington, D.C. 20201 (212) 619-0724

American Association for Retired Persons, 601 E. Street, N.W., Washington, D.C. 20049 (202) 434-2277

Geriatric wards of local hospitals

Local nursing homes, senior citizen homes

Maryland State Office on Aging, 301 W. Preston St., Room 1004, Baltimore, MD 21201 (301) 225-1100

Volunteer Plus, 5470 Beaver Kill Rd., Columbia, MD 21044 (301) 313-7213

United Way of Central Maryland, 22 Light St., Baltimore, MD 21201 (301) 547-8000

Written Material

Babbitt, Natalie. Tuck Everlasting. Is living forever such a great thing?

Mazer, Norma F. Figure of Speech. Dell, 1986. A poignant and timely novel dealing with the plight of the aging in our society. (Grades 6 and up).

Zindel, Paul. The Pigman.

Films, Videos

"On Golden Pond"

"Driving Miss Daisy"

"Peegge"

"Dad"

"Avalon"

Unit: Serving People in Poverty

SERVING PEOPLE IN POVERTY

The projects in this unit engage students in serving people who are hungry and/or homeless.

Each project aims to educate students about poverty and to motivate them to fight hunger and homelessness in their communities. Preparation and reflection activities within the projects stress the importance of treating people in poverty with sensitivity and respect.

Perform the following projects as they're written, adapt them, or use them to spark new ideas for you and your students:

	Page
1. Volunteering in a Head Start Classroom	119
2. Helping in a Soup Kitchen	123
3. Nutritional Cookbook	127
4. Helping in a Food Pantry	131
5. Shelter Birthdays	135
6. Creating a Care Closet	139
7. Making Quilts for Boarder Babies	143
8. Building Homes for the Homeless/Advocating Housing	147

Included at the end of this section (pp. 151-152) is a list of resources (books, stories, videos, community agencies) to assist you and your students with serving people in poverty.

Hint: It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.

Serving People in Poverty

PROJECT IDEA: VOLUNTEERING IN A HEAD START CLASSROOM

SUBJECT AREAS: ALL SUBJECTS

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students volunteer to assist in a Head Start classroom. In advance, students prepare activities to do with the children - although they work under the direction of the Head Start teacher. The project is most appropriate when a Head Start classroom is near the middle school and transportation is available.

I. OBJECTIVES/OUTCOMES

- A. Gain an understanding of poverty and its effects on children.
- B. Learn importance of establishing positive role models for children.
- C. Gain an awareness of how children learn and experience life.
- D. Develop an understanding of Head Start programs.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. child development skills
- 3. teaching, oral communication
- 4. organization
- 5. creativity

B. Concepts

- 1. At a very early age, a child needs a positive, stimulating role model.
- 2. Learning to communicate effectively with children is an important factor in helping them to develop.
- 3. Children have short attention spans; working with them takes creativity, enthusiasm and patience.
- 4. Children living in poverty often don't have access

to the same learning and play opportunities that

other children have.

III. MATERIALS/RESOURCES

A. Books, videos

1. See resources listed at end of Poverty section.
2. Use children's books to practice reading to children.

B. Community people

See resources listed at end of Poverty section for organizations which may assist you in locating a local Head Start or pre-kindergarten program.

IV. PROJECT PROCEDURES

A. Preparation

1. Set up a schedule with the Head Start program for students to work with the children.
2. Learn about child development:
 - Practice reading children's books.
 - Set up a mock Head Start classroom. Role-play the children in different settings (crying, fighting, not listening, etc.). Discuss how to handle each situation.
 - Brainstorm ways to hold children's attention.
3. Brainstorm games and activities for children (i.e. learning colors, numbers, alphabet, lessons on sharing, being friendly, etc.).
4. Discussion: Why should we help in a Head Start program? How will our spending time with these children help them?

Amount of time: 1 week

B. Action

1. Follow through on ideas for games and activities. Make any props, gather materials to take to classroom.
2. Take pictures of students with children.
3. Stress to students to communicate with children. Ask children what things they like to do in the classroom.
4. Show children that you care, that they can depend on you.
5. Take children on a field trip to middle school - to get them excited about education and going to school.

Amount of time: on-going, 1 - 2 hours per week

C. Reflection

1. Weekly class discussion following each visit. Share new experiences, comments, problems, suggestions for improvement.
2. Journal Writing. Write about experiences with the children. How are we affecting the children? How are they affecting us? What are we learning about poverty? child development? Students could relate this experience to their own early childhoods.

Amount of time: 1 - 2 hours per week

V. RECOGNITION AND CELEBRATION

- A. During final visit have a party with children. Make collage of pictures taken throughout program, watch any videotapes which may have been filmed.
- B. Publicize in local and school papers.
- C. Set up display in middle school of students working with children.
- D. Present students with certificates from Head Start program.

VI. STUDENT INITIATIVE

A. Start a volunteer tutoring program between middle school and neighboring elementary schools.

B. Establish a pen pal program with the children at end of program. Encourage students to stay in touch with the children.

C. Establish a Big Brother/Big Sister program with children.

Serving People in Poverty

PROJECT IDEA: HELPING IN A SOUP KITCHEN

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, HOME ECONOMICS, ART

TYPE OF SERVICE: DIRECT, INDIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students visit a soup kitchen and assist in the serving of guests. Students subsequently work on projects to assist the soup kitchen including:

1. collecting food
2. making placemats
3. making sandwiches
4. preparing a special dessert
5. creating shoebox gifts at Christmas

I. OBJECTIVES/OUTCOMES

- A. Develop understanding and empathy toward people in poverty.
- B. Learn the operations of a soup kitchen.
- C. Reach an awareness of the needs of people in poverty, and also of what can be done to help relieve and end hunger.
- D. Learn about the health consequences of hunger.

II. FRAMEWORK

A. Skills to be learned and used

1. interpersonal communication
2. problem solving
3. creativity
4. artistic, cooking, sewing
5. research

B. Concepts

1. Hunger is not always visible.
2. Relieving hunger and ending it are two different things.

III. MATERIALS/RESOURCES

A. Books, videos

1. Kids for Kids. An excellent, free K-12 curriculum

on hunger. Published by the Maryland Food Committee.

2. See resources at end of Poverty section.

B. Community people

See resources at end of Poverty section for organizations to contact.

IV. PROJECT PROCEDURES

A. Preparation

1. Invite a guest speaker to class to teach students about poverty and hunger.
2. Have students express their images of hungry people.
Are they young? old? homeless? What do they wear? How can you tell if they're hungry?
3. Brainstorm a list of society's attitudes toward poor people. Discuss how to overcome negative attitudes.
4. Read books about people in poverty.
5. Cite Kids for Kids curriculum for additional preparatory activities (see Materials).

Amount of time: 1 week

B. Action

1. Arrange a schedule with a local soup kitchen for students to volunteer on a weekly, biweekly or monthly basis.
2. If kitchen cannot regularly accommodate students

to help directly at the facility, establish a schedule for projects to be completed in the classroom - to help indirectly.

Amount of time: on-going, 1 - 2 hours per week

C. Reflection

1. Discussion and/or journal writing. Describe experiences of working at kitchen:

- Have my attitudes toward poor people changed?
- How would I feel if I had to be fed at a soup kitchen?

- Who is hungry in my community? What else can I do to help?

2. Express feelings about poverty and hunger through a poem, story, song or drawing.

Amount of time: 1 - 2 hours following each project

V. RECOGNITION AND CELEBRATION

- A. Display pictures of students working in kitchen.
- B. Award students with volunteer certificates.
- C. Publicize in local and school papers, yearbook.

VI. STUDENT INITIATIVE

- A. Start a school-wide canned food drive.
- B. Encourage other students to volunteer.
- C. Have volunteering students present an informative seminar about poverty and hunger to other students. Or write a script and perform a short skit for the school.

D. **ADVOCACY** - Write a letter to the Governor, explaining a plan to end hunger in Maryland. What kinds of programs would have to be established? (See Kids for Kids for details.)

Serving People in Poverty

PROJECT IDEA: NUTRITIONAL COOKBOOK

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, HOME ECONOMICS

TYPE OF SERVICE: INDIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students research health and nutrition to create a cookbook of simple, low cost recipes. Book is distributed to local health agencies and soup kitchens.

I. OBJECTIVES/OUTCOMES

- A. Gain further understanding of health and nutrition.
- B. Become aware of health and nutrition problems faced by people in poverty.

II. FRAMEWORK

A. Skills to be learned and used

- 1. research, organization
- 2. communication (in contacting health agencies and soup kitchens)
- 3. creativity

B. Concepts

- 1. Good nutrition is essential to being healthy.
- 2. The little amount of food that people living in poverty manage to eat should be nutritious.
- 3. Nutritious meals can be easy and inexpensive to prepare.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. For stories and films about people in poverty, see resources listed at end of Poverty section.
- 2. Books on nutrition

3. Publications from health agencies
4. Cookbooks, family recipes
5. Kids for Kids. An excellent, free K-12 curriculum on hunger. Published by the Maryland Food Committee.
6. Good for Me. Little Brown & Co. Textbook by Linda Allison.

B. Community people

1. A nutritionist (i.e. home economics teacher, doctor, etc.)
2. Local food bank, soup kitchen
3. See resources listed at end of Poverty section for other organizations to contact.
4. Local printing businesses, to help with design, layout and publication of cookbook

IV. PROJECT PROCEDURES

A. Preparation

1. Students keep a diary of what they eat for one week, followed by class discussion on good nutrition.
2. Invite guest speaker to class who can explain the effects which different kinds of food have on the human body.
3. Students express their images of hungry people. Are they young? old? homeless? What do they wear? How can you tell if they're hungry?
4. Read books about poverty, hunger, nutrition.
5. Contact local soup kitchens to investigate types of food they serve.

Amount of time: 1 week

B. Action

1. Collect, sort, analyze and categorize recipes for cost and nutritional value.
2. Design and compile a cookbook using local businesses for

typesetting, graphics and publication.

- Divide students into groups to research different categories of recipes (i.e. breakfast, lunch, dinner, snacks, desserts).
 - Write paragraphs about the importance of nutrition. Include in intro to cookbook.
3. Distribute cookbooks to community (i.e. local grocery stores, food banks, soup kitchens).

Amount of time: 2 weeks

C. Reflection

1. Writing Assignment. Students write a news article reporting on their community, focusing on its problems with poverty and hunger. Are the soup kitchens serving people nourishing food? Could the kitchens be doing anything differently?
2. Discussion: What circumstances do you think cause hunger to strike people in your community? What can you do for people who need food in your community?
3. Create a class mural/collage that conveys a message about poverty, hunger, nutrition.

Amount of time: 3 - 5 sessions

V. RECOGNITION AND CELEBRATION

- A. Publicize cookbook in local and school papers, church newsletters.
- B. Award students with volunteer certificates.
- C. Display cookbook in school library.
- D. Have a food fair. Students work together to cook several of their recipes. Have a party, sample the food, and give rest to soup kitchens and food pantries.

VI. STUDENT INITIATIVE

A. What else can you do to fight hunger and poverty in your community?

ADVOCACY: Write various service organizations (i.e. Lions, Kiwanis, Rotary, etc.) to encourage them to promote good nutrition in the community.

B. Students ask local soup kitchen to let them prepare and serve one of their meals to people.

C. Make posters to promote healthy eating in school and community.

Serving People in Poverty

PROJECT IDEA: HELPING IN A FOOD PANTRY

SUBJECT AREA: SOCIAL STUDIES, LANGUAGE ARTS

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students perform the following services in a food pantry: unload trucks, stock shelves, package goods, distribute goods.

I. OBJECTIVES/OUTCOMES

- A. Understand levels of poverty.
- B. Learn to organize tasks for job assignments.
- C. Learn purpose and operations of a food pantry.

II. FRAMEWORK

A. Skills to be learned and used

- 1. packaging, stocking shelves
- 2. interpersonal communication
- 3. organizational skills

B. Concepts

- 1. A variety of people live in poverty.
- 2. Everyone can assist in helping to end poverty, hunger and homelessness.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. For stories and films about people living in poverty, see resources listed at end of Poverty section.

B. Community people

1. local food pantry
2. See resources listed at end of Poverty section for other organizations to contact.

IV. PROJECT PROCEDURES

A. Preparation

1. Contact food pantry and make arrangements.
2. Visit a food pantry. Discuss its procedures and duties.
3. Identify need for food pantry - discuss concept of poverty.
4. Assign students to jobs.
5. Invite a guest speaker from food pantry or Maryland Food Committee to speak about hunger issues.
6. Invite a person who uses a food pantry to speak to class about their experiences.
7. Identify safety concerns (unloading trucks, etc.).
8. Role-play situations/problems in a job situation.

Amount of time: 3 - 5 sessions

B. Action

Students perform the duties of their assigned jobs which will be dependent on the needs of food pantry.

Amount of time: once a week

C. Reflection

1. Journal Writing. What kinds of people came into the pantry? Have your ideas of people in poverty changed?

2. Discussion: What circumstances do you think cause hunger to strike people in your community? throughout the world?

Amount of time: once a week

V. RECOGNITION AND CELEBRATION

- A. Display pictures of students on job.
- B. Publicize students' efforts in local and school newspapers.
- C. Award students with volunteer certificates.

VI. STUDENT INITIATIVE

- A. Tell other students about experiences. Encourage others to volunteer.
- B. Advocate for more funding for food programs.
- C. Brainstorm: What else can we do to relieve and end poverty in our community?

Serving People in Poverty

PROJECT IDEA: SHELTER BIRTHDAYS

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, ART, HOME ECONOMICS

TYPE OF SERVICE: DIRECT, INDIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students organize monthly birthday parties for children in a shelter for the homeless.

Additional projects for serving shelters are listed under Student Initiative.

I. OBJECTIVES/OUTCOMES

- A. Develop awareness of homeless children.
- B. Develop respect for all people - regardless of socioeconomic status.
- C. Become aware of different levels of poverty.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. organization
- 3. letter writing
- 4. creativity

B. Concepts

- 1. Everyone needs special recognition.
- 2. Being homeless affects every part of a child's life.

III. MATERIALS/RESOURCES

A. Books, videos

For stories and films about people living in poverty, see resources listed at end of Poverty section.

B. Community People

1. See resources listed at end of Poverty section for organizations to contact.
2. local businesses (to solicit for donations)

C. Other

1. art and party supplies
2. baking supplies (if students wish to make cake or cookies)
3. camera and film

IV. PROJECT PROCEDURES

A. Preparation

1. Select shelter with large number of kids, contact director, discuss plan.
2. Contact businesses for donation of food, balloons - involve students in writing letters to solicit donations.
3. Invite speaker from shelter.
4. Visit shelter. Become familiar with its surroundings.
5. Study poverty, homelessness - causes, effects
6. Discuss transience (homeless people often move from shelter to shelter) and problems involved with homelessness (i.e., lack of stability, continuity in education and friendships, medical treatment and future planning.)
7. Read books, watch a film on homeless people.

Amount of time: 8 - 10 sessions

B. Action

1. By the 15th of each month, get list of children who have had or will have a birthday in that month - first names and ages - from shelter director. (For summer birthdays, plan a party in June.)

2. Identify students' responsibilities:
 - gather or make food (prepackage candy, bake cake, etc.)
 - make cards for each child, decorations
 - develop system for delivery of party goods to shelter

3. At the shelter:
 - Sing "Happy Birthday" to children. Have cake, candles, etc.
 - Take pictures or videotape party.

4. Write thank you notes to businesses who donated. Enclose pictures of the parties in the notes.

Amount of time: 3 - 5 sessions/month

C. Reflection

1. Discussion and/or journal writing. Has my attitude toward homeless people changed? How did the party seem to affect the children? Do I feel any different about celebrating birthdays?
2. Write a story or poem about visiting a shelter.

Amount of time: 1 - 2 class sessions/month

V. RECOGNITION AND CELEBRATION

- A. Display pictures of kids working together in classroom.
- B. Publicize in local media, school paper, yearbook.
- C. Award with spirit pins, volunteer certificates.

VI. STUDENT INITIATIVE

- A. Start a pen pal program with kids in shelters.
- B. Celebrate holidays at shelters.
- C. Provide shelters with school supplies or toiletry kits.

- D. Speak with shelter director about other needs the children may have. What else can we do to help?
- E. Develop care closet at school.
- F. Send birthday cards to adults in shelters.

Serving People in Poverty

PROJECT IDEA: CREATING A CARE CLOSET

SUBJECT AREAS: SOCIAL STUDIES, LANGUAGE ARTS, INDUSTRIAL ARTS

TYPE OF SERVICE: INDIRECT

DESCRIPTION OF PROJECT:

Students collect and store personal items needed by residents of a shelter for the homeless.

I. OBJECTIVES/OUTCOMES

- A. Learn about the needs of homeless people.
- B. Understand different levels of poverty.

II. FRAMEWORK

A. Skills to be learned and used

- 1. industrial arts skills
- 2. organization, categorization

B. Concepts

- 1. Small efforts can make big differences.
- 2. Organization is needed for a successful group effort.
- 3. Caring without application does not solve problems.
- 4. Homeless people have the same basic needs as everyone.

III. MATERIALS/RESOURCES

A. Books, videos

For stories and films about people living in poverty, see resources listed at end of Poverty section.

B. Community People

- 1. industrial arts teacher
- 2. shelter director
- 3. lumber company/hardware store

4. See resources listed at end of Poverty section for organizations to contact.

other

C. Other

industrial arts supplies (to make a cart for collecting donations to shelter)

IV. PROJECT PROCEDURES

A. Preparation

1. Discuss homelessness, basic needs of people, importance of care closet.
2. Acquire materials and equipment to build a cart to take around school for collection of items.
3. Identify location for storage of items.
4. Create and post signs/notices informing school of collection effort.
5. Show films, read books about poverty.
6. Identify a shelter and contact its director to receive clearance for activity.
8. Prepare picture journal of ongoing activities.

Amount of time: 3 - 5 sessions

B. Action

1. Consult industrial arts teacher for assistance in building the cart.
2. Develop a schedule for collection of items in the care cart, announce collection schedule to school; collect items. Students may break into teams to handle responsibility collecting each month.

5. Sort, label, and store items collected.
6. Develop a categorized list of items collected.
7. Deliver items to shelter.

Amount of time: 8 - 10 sessions

C. Reflection

1. Discussion: Is this project useful? Is it worth it? How will it benefit the homeless?
2. Write a story about someone in the shelter needing and then receiving items collected.

Amount of time: 1 - 2 sessions

V. RECOGNITION AND CELEBRATION

- A. Award pins, certificates to students.
- B. Publicize in local and school papers, television.

VI. STUDENT INITIATIVE

- A. Expand care closet size or kinds of items collected.
- B. Develop and maintain care closet directly in the shelter.
- C. Serve more than one shelter.

VII. TIPS AND SUGGESTIONS

- A. Post a list of items to be contributed to closet.

B. Check contributions for needed repairs, etc.

Serving People in Poverty

PROJECT IDEA: MAKING QUILTS FOR BOARDER BABIES

SUBJECT AREAS: SOCIAL STUDIES, HOME ECONOMICS, LANGUAGE ARTS

TYPE OF SERVICE: INDIRECT

DESCRIPTION OF PROJECT:

Students design and stitch quilts for boarder babies - babies whose parents leave them at hospitals indefinitely, often due to their inability to adequately care for them. This inability may be a result of parents' drug addictions. Foster placements can be difficult to find; babies are left to board at hospitals until homes can be found for them.

I. OBJECTIVES/OUTCOMES

- A. Develop awareness and understanding of boarder babies and related social concerns (AIDS, prenatal drug addiction, child abuse, poverty).
- B. Develop empathy for boarder babies.

II. FRAMEWORK

A. Skills to be learned and used

- 1. artistic and sewing skills
- 2. creativity
- 3. writing

B. Concepts

- 1. Children need individual care and attention to grow and develop.
- 2. Parents may be unable to care for their children for various reasons.
- 3. The use of drug and alcohol can be detrimental to family life.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. "For Our Children" (audio cassette)
- 2. See additional resources listed at end of Poverty section.

B. Community people

1. Representatives of At-risk Babies' Crib Quilts (ABC Quilts): Contact Susan Hanson at (410) 881-3258 or Louray Hwang at (410) 881-3258 for information n quilt-making processes as well as on AIDS and prenatal drug addiction.
2. Expert on AIDS - Contact Clare Siegal at Baltimore City Head Start HIV Program, (410) 396-7179.

3. See additional resources listed at end of Poverty section.

IV. PROJECT PROCEDURES

A. Preparation

1. Students learn about boarder babies. Invite speaker to class, discuss readings. Focus on parents' reasons for leaving babies in hospitals' care (drug/alcohol dependency, AIDS, poverty, etc.).
2. Visit a hospital to see babies.
3. Discuss purpose of making quilts. Why should we do this project? How will we be helping?

** Have representative from ABC Quilts visit class to further explain reasons for making quilts. This person could also help students gather correct materials for making quilts (i.e. type of fabric, color, sewing tools).

Amount of time: 1 week

B. Action

1. Gather materials for quilts.
2. Design and sew quilts.
3. Deliver quilts. Possibly plan trip for students to hand-deliver them to babies.

Amount of time: variable

C. Reflection

1. Discussion, journal writing. When you saw or heard about boarder babies, how did you feel? Was this project a good idea? Why? What is the most important thing you've learned from this project?
2. Express your feelings about this project through music, art, creative writing, poetry, etc.

Amount of time: 3 - 5 class sessions

V. RECOGNITION AND CELEBRATION

- A. Photograph students with quilts. Display in school and hospital.
- B. Publicize.
- C. Present certificates to students.

VI. STUDENT INITIATIVE

- A. Start a Big Brother/Big Sister program between students and boarder babies. Regular visits could be arranged for students to see babies and care for them.
- B. Give a school-wide presentation on AIDS awareness, drug prevention or poverty.

Serving People in Poverty

PROJECT IDEA: BUILDING HOMES FOR THE HOMELESS/ ADVOCATING HOUSING

SUBJECT AREAS: SOCIAL STUDIES, INDUSTRIAL ARTS, LANGUAGE ARTS

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students work at a home building project such as Habitat for Humanity or Homebuilders Association. Students assist the building project by: (a) providing labor for construction and (b) writing to local, state and federal officials to advocate for more low-income housing.

I. OBJECTIVES/OUTCOMES

- A. Develop awareness of housing needs.
- B. Dispel stereotypes of people in need of quality housing.
- C. Raise awareness of jobs in construction trades.

II. FRAMEWORK

A. Skills to be learned and used

- 1. Learn basic tool use, construction skills.
- 2. interpersonal communication

B. Concepts

- 1. Discuss the concept of "home" and the importance of home.
- 2. Individuals (students) can bring about positive changes in the lives of others.
- 3. Political pressure can yield results.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. See resources listed at end of Poverty section.
- 2. video on construction site safety from local vocational technical centers

B. Community people

See the following resources and additional ones listed at end of Poverty section.

1. Homebuilders Association
2. Habitat for Humanity

3. People's Homesteading Group (for Baltimore city)

IV. PROJECT PROCEDURES

A. Preparation

1. Students write a class letter to the home building project requesting a representative to come and discuss the project and family's housing needs.
2. Ask the representative to draft a letter to parents explaining the home building project.
3. Have students visit the work site as an introduction.
4. Check about safety procedures/issues and obtain film on construction safety from vo-tech center.
5. Teacher should discuss students' skills and abilities with the project foreman prior to working on the project.

Amount of time: 8 - 10 sessions

B. Action

1. Perform jobs assigned by the project foreman at the worksite.
2. Write to local officials, advocating for better housing.
3. Students draft letter to advocate for better housing: make list of suggestions for things to include, review letter-writing techniques; send letter to local, state, or federal officials.

Amount of time: once a week or as appropriate

C. Reflection

1. Take photographs of the house during various construction phases.
2. Share feelings and experiences after work sessions.
3. Invite family receiving the house to talk to students about what the home means to them.
4. Students will write a poem or a narrative or create a work of art about what a home means to them.

Amount of time: ongoing, 1 class session following each visit to work site.

V. RECOGNITION AND CELEBRATION

- A. Organize a housewarming party and present album of photos of the construction process to the family when the house is completed.
- B. Publicize project and party (i.e. newspaper, T.V., Habitat Newsletter).

VI. STUDENT INITIATIVE

- A. Correspond with family.
- B. Challenge other classes or schools to join project.

Serving People in Poverty

RESOURCES

Organizations

American Red Cross, Baltimore Chapter Headquarters: 4700 Mount Hope Drive, Baltimore, MD 21215 (301) 764-7000

Children's Defense Fund, 122 C Street N.W., Suite 310, Washington, D.C. 20061 (202) 628-8787

Habitat for Humanity International, Habitat and Church Streets, Americus, GA 31709-3498 (912) 924-6935

Chesapeake Habitat for Humanity, 5615 The Alameda, Baltimore, MD 21239 (301) 435-0082

Homebuilders Association of Maryland, Training Center, 120 West 20th St., Baltimore, MD (301) 385-0023

Local churches, departments of social services

Maryland Department of Health and Mental Hygiene, 201 West Preston Street, Baltimore, MD 21201 (301) 225-6860

Maryland Food Committee, 204 East 25th Street, Baltimore, MD 21218 (301) 366-0600

People's Homesteading Group, 410 East North Avenue, Baltimore, MD 21202 (301) 889-0071

Written Material

Anderson, Mary. The Unsinkable Molly Malone. Harcourt Brace Jovanovich, 1991. Socially conscious, 16-year-old Molly is dedicated to helping children living in a welfare hotel in New York City. Her values come into question when she falls in love with a young man who is not exactly as he seems. (Grades 7 and up).

Bradbury, Biana. Andy's Mountain Top. Houghton, 1969. A family's solidarity is broken by eviction from their poverty. (Grades 6-8).

Carlson, Natalie Savage. The Family Under the Bridge. Harper & Row, 1958. Adventures of a poor family in post WWII Paris who are forced to live under a bridge. (Grades 6-8).

Estes, Eleanor. The Moffats. Harcourt, 1943. The Moffat family is fatherless and bordering on real poverty, but their spirit is one of good humor and warm relationships. (Grades 6-8).

Hahn, Mary Downing. December Stillness. Clarion Books, 1988. Ninth-grader Kelly chooses the local bag man as the subject of her social studies paper on the homeless, never anticipating that her interference will lead to tragedy. (Grades 6 and up).

Harris, Mark Jonathon. Come the Morning. Bradbury Press, 1989. Thirteen-year-old Ben and his family end up living among the homeless when they arrive in Los Angeles to look for Ben's father. (Grades 6 and up).

Herzig, Alison Cragin and Mali, Jane Lawrence. Sam and the Moon Queen. Clarion Books, 1990. Sam, 13 and living with his mom, doesn't have it easy after his dad and sister die in a car crash. Still, he takes a chance and helps a homeless girl and her dog, and becomes drawn into her world. (Grades 6 and up).

Levitin, Sonia. The Return. Atheneum, 1987. The story of Desta, an Ethiopian Jewish girl, who escapes the famine of her country by traveling to Sudan for transport to Israel. (Grades 6 and up).

Paterson, Katherine. Lyddie. LoDESTAR, 1991. An impoverished Vermont farm girl of the 1840s is determined to gain independence by becoming a factory worker. A struggle for fair working conditions. (Grades 6 and up).

Radin, Ruth Yaffe. All Joseph Wanted. MacMillan, 1991. Joseph keeps the secret that his mother can't read, but he's tired of her dependency on him. He just wants to be a kid. He doesn't want to read her medicine labels or letters sent home from school. Joseph finally reaches out for help. (Grades 6-8).

Zindel, Paul. A Begonia for Miss Applebaum. Harper, 1988. Two teens use a cash card to help their offbeat favorite teacher with homeless friends. (Grades 6 and up).

Films, Videos

"Hard Times in the Country"

"Hunger in America"

"To Feed the Hungry"

"City Limits"

"Poverty"

"Harvest of Shame"

"The Tenement"

Unit: Serving the Environment

SERVING THE ENVIRONMENT

The projects in this unit engage students in helping to improve and save the environment.

While the projects provide some information on environmental issues, students take on the challenge of going out into their communities and finding the problems themselves. They are encouraged to talk to people and survey their surroundings to assess the environmental needs of their particular communities.

Perform the following projects as they're written, adapt them or use them to spark new ideas for you and your students:

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3. Testing Stream Water	165
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Included at the end of this section (pp. 197-201) is a list of resources (books, videos, organizations) to assist you and your students in serving the environment.

Hint: It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.

Serving the Environment

PROJECT IDEA: BUILDING A NATURE TRAIL

SUBJECT AREAS: ALL SUBJECTS

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Many schools are located near a wooded area, which provides a unique opportunity for students and the community to design and create their own natural resource and conservation trail.

Students create a nature trail, increase forest buffer by planting more trees (if needed) and develop other activities.

I. OBJECTIVES/OUTCOMES

- A. Develop an appreciation for nature, particularly for the importance of trees in helping to save our environment.
- B. Realize how such a joint effort as building a nature trail can foster school and community spirit.
- C. Learn to use government resources to improve the community.

II. FRAMEWORK

A. Skills to be learned and used

- 1. research
- 2. problem-solving
- 3. setting of long and short range goals
- 4. process evaluation, need assessment
- 5. application of knowledge gained through research to develop trail and plant appropriate types of trees.

B. Concepts

- 1. Individuals are responsible for the environment.
- 2. Trees are important for a healthy environment.
- 3. Working with the environment first-hand is an excellent way to understand it, appreciate it, and recognize its needs.

III. MATERIALS/RESOURCES

A. Books, videos

See resources listed at end of Environment section for

complete bibliographic information and additional material.

1. Field Guides that identify trees, flowers, insects, amphibians, birds, reptiles, mammals, etc.
2. Magazines and newspaper articles relating to forest buffering.
3. Trees for the Chesapeake.
4. Trees. Ranger Rick's Nature Scope.
5. The Simple Act of Planting a Tree.

B. Community people

See resources listed at end of Environment section.

IV. PROJECT PROCEDURES

A. Preparation

1. Survey site to determine trail path. Look for area with a variety of nature forms (different tree types, various plants and wildlife, changes in terrain, streams, etc.)
2. Map out trail using blue prints.
3. Set goals and objectives. What do we want to learn from building and using this trail? Brainstorm ways to use trail (i.e. different things to observe, investigate, improve, etc.).
4. Contact community groups and resources. Invite and encourage them to get involved.
5. Determine a budget. Raise funds, request grants, seek donations, etc. (i.e. Many forest sites with streams have the serious problem of sediment run-off into the Chesapeake Bay. Money can be obtained by requesting grants from organizations such as the Chesapeake Bay Trust and Green Shores.)

6. Obtain materials to clear, line and cover trail (i.e. wood chips, gravel, work gloves, shovels, pails to carry chips, wheel barrels, etc.).
7. Identify types of trees in area. Research to determine if more need to be planted to maintain proper forest buffering, or if any new types need to be added to area. Consider size, topography, slope.

Amount of time: 2 - 3 weeks (Fundraising may take longer.)

B. Action

1. Clear and line trail.
2. Develop a guide for trail and mark sites with numbers. Use wood or aluminum plates.
3. Devise a schedule for students to maintain trail regularly.
4. Use trail to enhance curriculum goals:

Science

- a. Provide students the opportunity to study current environmental issues.
- b. Analyze relationships within the woodland ecological community.
- c. Construct food webs.
- d. Classify and examine variation in the plant kingdom.
- e. Determine effects of weathering on erosion and soil composition.
- f. Conduct experiments on photosynthesis.

Math

- a. Record and graph year-round temperature readings of the soil, air and water (if present).
- b. Construct a map to scale.
- c. Use the metric system to determine various measurements such as perimeter and area.

Language Arts

- a. Analyze and respond to a prompt about nature in the Maryland Writing Test format.

- b. Write a nature myth or poem.
- c. Use directed guided imagery to write a narrative from the viewpoint of an insect or other animal.
- d. Develop ideas for futuristic writing based on environmental concerns.
- e. Write short stories involving conflict of man vs. nature.

Social Studies

- a. Develop skills in map reading.
- b. Explain relationship between environment and people.
- c. Demonstrate how people interact when attempting to control the environment.
- d. Study surrounding geographic area and analyze its environmental impact.

Technology Education

- a. Build bird houses or bat houses.
- b. Help build benches for rest stops and observation points along the trail.
- c. Make markers for the trail.
- d. Analyze types of wood in area.

Art: Sketch nature scenes.

Clubs: Student Government Association, Science Club and service clubs can work together to help with maintenance of trail and fundraising.

Amount of time: ongoing

C. Reflection

1. Discussion: What responsibilities have we taken on by building this nature trail? How will our trail be beneficial to us as students? to the community? to the environment?
2. Journal Writing. Students express their feelings about building and using the trail. What have we learned? Has this project been worthwhile thus far?

Amount of time: 1 - 2 sessions

V. RECOGNITION AND CELEBRATION

- A. Publicize. Invite media to televise students' construction of trail.
- B. Hold a special opening ceremony for the trail when it is completed.
Present students with certificates of achievement.
- C. Display pictures taken throughout stages of building process.
Present to school and community.

VI. STUDENT INITIATIVE

- A. Students continue to survey trail and assess its needs. In addition to forest buffering, what can be done to improve it?
- B. If experiments on improving the trail yield positive results, expand service efforts to improving other areas of community which need environmental attention.
- C. Encourage all classes to find a reason to use trail, to expose all students to environmental concerns.

Serving the Environment

PROJECT IDEA: ENVIRONMENTAL MUSICAL

SUBJECT AREA: ALL SUBJECTS

TYPE OF SERVICE: DIRECT, INDIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students perform a musical about environmental issues. They either use songs which they know, create their own script, or use a published musical.

I. OBJECTIVES/OUTCOMES

- A. Present ideas to school and community about how everyone can help save our planet.
- B. Gain appreciation for how music and drama can be effective in conveying important messages.
- C. Learn practical ways to conserve our planet's natural resources.

II. FRAMEWORK

A. Skills to be learned and used

- 1. creativity
- 2. musical, acting, artistic skills
- 3. research
- 4. interpersonal communication
- 5. decision-making - generating ideas, setting goals, taking action

B. Concepts

- 1. Everyone must work together to save our planet and conserve its resources.
- 2. Important messages can be conveyed in a variety of ways.
- 3. Much can be accomplished when people pull together for a common goal; environmental issues affect everyone.

III. MATERIALS/RESOURCES

A. Books, audio tapes

1. Emerson, Roger. Assignment: Earth. What Kids Can Do To Save the Planet.

7777 W. Bluemound Road
P.O. Box 13819
Milwaukee, WI 53213

Eight songs are in this 30 minute program:

1. It's Our World
2. Turn it Off! Turn it Off!
3. Don't Throw It All Away
4. The "O" Zone
5. Driving Miss Lazy
6. Lean, Green Air Machine
7. The Last Dude on Fast Food
8. We Are Able

2. See resources listed at end of Environment section for additional books, tapes and films.

B. Community people

1. Music stores. Request a catalog, as many school-related musicals are available.
2. See resources listed at end of Environment section for organizations to contact.

IV. PROJECT PROCEDURES

A. Preparation

1. Decide if certain classes, grades, or entire school will participate. Brainstorm issues to present in musical and activities for all class subjects. (Even if you decide to use a published musical, incorporate original ideas.)

Music - compose melodies for songs; chorus, band and orchestra could provide accompaniment.

Science - conduct experiments on water pollution, forest buffering, plant/wild life, etc.

Math - calculate water usage per student, kilowatt usage, cost per mile of operating automobiles

Social Studies - research history of recycling in America, interview public officials and community people

Language Arts - write final script for musical by using information gathered and written by all classes, write lyrics to songs, press releases for publicity.

Industrial Arts - build props for musical (i.e. bat house, recycling bin)

2. Discuss: How will our presenting this musical help save the environment? Why are we doing this? What do we hope to accomplish?
3. Invite parents, community, local media, public officials. Publicize.
4. Sell tickets, patron ads for program. Proceeds could fund other environmental school projects.

Amount of time: 6 - 8 weeks, including rehearsals

B. Action

1. Present musical in evening. Ask for donations to help fund other environmental school projects.
2. Videotape musical.

Amount of time: variable, depending on number of performances

C. Reflection

1. Journal Writing. Has your attitude toward the environment changed since the musical? How? What have you learned from conducting your research?

How did the audience seem to respond? Do you feel you have made a difference? Do you believe things will start to change in your community? Will people take the environment more seriously from now on?

2. Watch videotape. What things could you have done differently? What other issues could you have presented? What was most successful about the musical?

Amount of time: 1 week

V. RECOGNITION AND CELEBRATION

- A. Encourage media to publicize musical - especially TV news coverage.
- B. Have public official present certificates or a plaque to students.

VI. STUDENT INITIATIVE

- A. Designate an "Environmental Awareness Day" in school. Instead of regular classes, students could devote a day to saving the environment.
- B. Set up recycling bins.
- C. Re-use notebook, photocopy and memo paper.
- D. Brainstorm new ways that the school can reduce, reuse or recycle.
- E. Make daily morning announcement about things that kids can do to save the Earth.
- F. Plan an environmental awareness poster contest.
- G. Create pieces of art by using "junk" material.
- H. Create a class or school-wide mural of environmental scenes.
- I. Invent a "gadget" that has a specific purpose using recycled materials.

- J. Essay or poetry contest on what saving the earth means to you.
- K. Write letters to Mother Earth expressing concerns about her health. Have students exchange papers and write responses to the letters.

Serving the Environment

PROJECT IDEA: TESTING STREAM WATER

SUBJECT AREA: SCIENCE

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students monitor the water quality of a stream.

I. OBJECTIVES/OUTCOMES

- A. Develop awareness of how human activities affect water.
- B. Discover what other factors affect water quality (i.e. sediment, chemical and thermal pollution).

II. FRAMEWORK

A. Skills to be learned and used

- 1. testing water to determine temperature, turbidity, pH level, phosphates, dissolved oxygen
- 2. analyzing water tests to draw conclusions about health of stream
- 3. problem solving - researching local sources of pollutants and recommending possible solutions
- 4. information gathering - collecting data, making observations, formulating questions
- 5. organization - classifying information and developing a chart for data
- 6. writing - documenting information and communicating results to appropriate agencies

B. Concepts

- 1. Individuals are responsible for the environment.
- 2. Problems are better solved if time is first taken to research and understand them.

III. MATERIALS/RESOURCES

A. Books, videos

See resources listed at end of Environment section.

B. Community people

See resources listed at end of Environment section for addresses, phone numbers and descriptions of the

following organizations and others.

1. Save Our Streams. Provides a number of specific programs with activities and materials for conducting water quality tests:
 - Water Quality Assessment
 - Watershed Survey
 - Construction Site Monitoring
 - Storm Drain Painting
 - Stream Cleanups
 - Stream Survey
2. Arlington Echo Outdoor Education
3. Chesapeake Bay Foundation
4. newspaper articles and magazines

IV. PROJECT PROCEDURES

A. Preparation

1. Decide with students which stream you will test.
2. Invite speaker from Save Our Streams to teach students how to conduct water tests. (It may be helpful to divide students into lab groups.)
3. Review general lab procedures.

Amount of time: 1 - 2 weeks

B. Action

1. Develop site visiting schedule.
2. Clean stream, collect trash on land.

3. Collect data on water cleanliness.
4. Chart results.
5. Take pictures of students conducting the tests.

Amount of time: variable

C. Reflection

1. Draw conclusions in lab reports. Discuss/analyze test results. What might be some of the sources of pollutants for this stream?
2. Discussion and/or Journal Writing. What do you

predict will happen to this stream? What can be done to help improve its water quality?

3. Imagine that everyone ignored the issue of water pollution. Students write stories, songs, poems or draw pictures expressing what they believe would eventually happen to the world.

4. Creative: Write a story assuming the body and personality of an animal in a stream. Include description of animal, eating habits, its feelings about water pollution.

Amount of time: 1 - 2 weeks

V. RECOGNITION AND CELEBRATION

A. Have a "Water Appreciation Party." Make iced tea, mixed juices and other things which require water.

B. Post display in school that shows the students working on the stream.

VI. STUDENT INITIATIVE

- A. Advocate for cleaner water.

B. Involve other classes (language arts, social studies) in project:

- make phone calls
- provide legal help
- work with fundraising committee
- participate in speakers bureau
- attend hearings
- assist with mailings
- conduct sediment control surveys
- work on newsletters
- write letters
- conduct research

Serving the Environment

PROJECT IDEA: ADOPT-A-STREAM

SUBJECT AREA: SOCIAL STUDIES, LANGUAGE ARTS, SCIENCE

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students participate in an Adopt-A-Stream Cleanup program (organized by Maryland Save Our Streams). From this experience, students develop a survey concerning the stream they clean, which they conduct in their community. Students then analyze their findings and present a formal response to school, elected officials and general public.

I. OBJECTIVES/OUTCOMES

- A. Gain awareness of pollution problems in community.
- B. Gain awareness of community members' attitudes toward pollution.
- C. Learn how to create and conduct a survey.
- D. Understand how a survey can be an effective tool in and shaping - public opinion. determining -

II. FRAMEWORK

A. Skills to be learned and used

- 1. research
- 2. observing, investigating
- 3. process evaluation, need assessment
- 4. setting of long and short range goals
- 5. interpersonal communication
- 6. surveying
- 7. advocacy - writing, giving speeches

B. Concepts

- 1. Individuals are responsible for the environment.
- 2. People often feel indifferent toward an issue until they are made aware of the facts.
- 3. The environment will not improve unless we take action to change the way society treats it.

III. MATERIALS/RESOURCES

A. Books, videos

1. statistics, information developed by Maryland Save Our Streams
2. Lewis, Barbara. The Kid's Guide to Social Action. Provides excellent advice for kids interested in _____ advocacy (surveys, petitions, phone calls, etc.)
3. See resources listed at end of Environment section.

B. Community people

1. Maryland Save Our Streams (see resources listed at end of Environment section)
2. _____ people to survey
3. local elected officials
4. local environmental activists

IV. PROJECT PROCEDURES

A. Preparation

1. Determine nearby streams to clean up.
2. Contact Maryland Save Our Streams for guidance in organizing Cleanup day.
3. Arrange for representative from Save Our Streams to visit class to discuss environmental issues with _____ students. This person should advise students on _____ appropriate and effective questions to include in _____ their survey.

Amount of time: 1 week

B. Action

1. On Cleanup day: While cleaning stream, students make mental notes of things they should report to their community (i.e. amount and types of litter found in stream, highly polluted areas, etc.).

2. Following Cleanup: Write survey. Brainstorm questions which will make community members aware of the pollution issue.

Examples: Have you seen evidence of our stream being polluted? YES NO
How does this make you feel?
VERY ANGRY ANGRY

INDIFFERENT

3. Develop system and schedule for conducting survey. Determine which areas of community to question; conduct survey in school (visit classrooms); talk to family members.

4. Conduct survey. (Should take one or two afternoons.)

5. Organize findings in a chart, report or visual. Analyze and form a response to present to school, community and elected officials.

6. Develop ways to present survey response:

- Write letter to editors of school and local papers.
- Perform skit for school and community.
- posters
- Make a TV documentary. Encourage local TV stations to air tape.
- Write letters to elected officials requesting cleanup aid for local streams.
- Speak to public officials. Advocate clean streams in community.
- Lobby legislature about a proposed pollution law; propose a new law.

Amount of time: variable, depending on type of advocacy project chosen

C. Reflection

1. Discussion, Journal Writing. What is the most important thing you have discovered from your research? How do you feel your survey has affected your community? Will people start to care for their streams? for their environment in general?
2. Students write an essay or narrative about conducting the surveys. What were people's reactions as they were surveyed? How did they make you feel?
3. Other questions: What stage of this project did you enjoy the most? Cleaning the stream? Surveying? Advocating? Why are all three stages necessary?
4. Express thoughts and opinions through a story, poem, song, drawing, etc. Indicate if your attitude and knowledge about pollution has changed since we have completed this project.

Amount of time: 3 - 5 class sessions

V. RECOGNITION AND CELEBRATION

- A. Publicize. If students choose to perform skit or give speeches advocating pollution control, encourage media coverage.
- B. Take pictures of students cleaning stream and surveying. Display in school, send to local papers.
- C. Have a class picnic by the stream to celebrate its clean surroundings.

VI. STUDENT INITIATIVE

- A. Clean other nearby streams. Encourage community members to help.
- B. Determine other polluted areas in community which need attention (i.e. highways, playgrounds, parking lots). Follow same process to clean them and inform community about them.

Serving the Environment

PROJECT IDEA: PLANTING MARSH GRASS

SUBJECT AREA: SCIENCE

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students plant marsh grass along the Eastern Shore to prevent erosion of the beaches. Students also collect trash caught in areas of thick marsh grass.

I. OBJECTIVES/OUTCOMES

- A. Understand how marsh grass can prevent beach erosion.
- B. Gain awareness of water and beach pollution problem.

II. FRAMEWORK

A. Skills to be learned and used

- 1. marsh grass planting process
- 2. cooperation, team work

B. Concepts

- 1. Individuals are responsible for the environment.
- 2. Marsh grass is vital for beaches, plants and animals to survive and flourish.
- 3. Working with the environment first-hand is an excellent way to understand it, appreciate it, and recognize its needs.

III. MATERIALS/RESOURCES

A. Books, videos

Resources explaining the functions of marsh grass or wetlands (i.e. flood control, water cleansing, water reservoir, storm buffering, wildlife "pantry", shelter for animals).

Contact the Chesapeake Bay Foundation for its teaching packet. It contains helpful information about creating wetlands.

B. Community people

1. Maryland Eastern Shore Resource Conservation and Development Council, 274 N. Washington St., Easton,

MD 21601 (301) 822-9481. Contact Executive Director Dave Wilson.

2. Chesapeake Bay Foundation

3. See additional resources listed at end of

Environment

section.

IV. PROJECT PROCEDURES

A. Preparation

1. Discuss environmental problems facing the Chesapeake Bay. Emphasize role of marsh grass in alleviating the problems.

2. Contact Eastern Shore RC&D to set up time and place to plant grass.

3. Break into small groups of marsh grass planters and beach cleaners.

Amount of time: 3 - 5 sessions

B. Action

1. Once you arrive at planting site, rotate groups to give students a chance to do both jobs. Note difference between thick areas of marsh grass and sparse areas where grass needs to be planted.

2. Beach cleaners: Walk along water's edge and collect litter. Wear gloves and use large trash bags (RC&D provides them).

3. Marsh grass planters: Follow directions of RC&D instructor. Cooperate and develop efficient system to plant grass together (i.e. Form a line, each person doing one duty: measure distance between holes, dig holes, fill holes with seedlings and fertilizer, place grass in holes).

Amount of time: 2 - 3 hours

C. Reflection

1. Discussion: How have we helped the Bay? the environment?

2. What would happen to our environment if all marsh grass disappeared? Express through a picture, poem, story, photo, etc.

Amount of time: 1 - 2 sessions

V. RECOGNITION AND CELEBRATION

A. Publicize students at site.

B. Take students back to site after grass has grown, or send them before and after pictures of their work. Display pictures in school and community.

VI. STUDENT INITIATIVE

A. Brainstorm other ways to protect the Bay.

B. Write letters to school and local papers to inform people of Bay's problems. Encourage people to stop littering.

Serving the Environment

PROJECT IDEA: GADGETS FROM GARBAGE

SUBJECT AREA: SCIENCE, ART, LANGUAGE ARTS

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students invent ways to use discarded or recycled materials. Inventions must have a specific purpose (i.e. exercise weights made from soda cans filled with sand), and will be entered into a "Gadgets From Garbage" contest.

I. OBJECTIVES/OUTCOMES

- A. Develop an understanding of recycling process.
- B. Learn which materials can and cannot be recycled.
- C. Create ways for society to stop disposing and start reusing.

II. FRAMEWORK

A. Skills to be learned and used

- 1. creativity
- 2. artistic skills
- 3. research
- 4. written and oral communication

B. Concepts

- 1. All individuals are responsible for the environment; all should make the effort to recycle.
- 2. With a little creativity, many things which are labelled "disposable" can be reusable.

III. MATERIALS/RESOURCES

A. Books, videos

See resources listed at the end of Environment section.

B. Community people

See resources listed at end of Environment section.

IV. PROJECT PROCEDURES

A. Preparation

1. Establish date, location, rules and prizes for contest. Determine criteria for judging inventions.

- Students must prepare both a written and brief oral explanation of invention.

- Establish rules as to what materials may be used, size of inventions, number of students allowed to work together, etc.

2. Invite speaker from EPA, other environmental groups or a representative from local recycling center to class. Inform students of recycling process.

Amount of time: 1 week

B. Action

1. Students research and experiment with recyclable materials; create gadgets.

2. Inform media, community members and school of contest.

3. Prior to displaying gadgets for viewing, students give brief oral presentations of their inventions to judges.

4. Display gadgets at contest along with written explanations for viewers to read. Students should demonstrate gadgets and answer questions. be present to

Amount of time: variable, depending on requirements for gadgets

C. Reflection

1. Discussion. How has this contest been beneficial?

Do you think you delivered a message to your community? Do you think people will begin to think twice before they dispose of something? Will you be thinking twice now?

2. Journal Writing. Why do you think it's so hard to get people to recycle? Has your attitude about recycling changed?

Amount of time: 1 - 2 sessions

V. RECOGNITION AND CELEBRATION

A. Award prizes for outstanding inventions. Award all students with certificates. (Be sure to use recyclable paper!)

B. Invite school principal, a local elected official, or an environmental activist to speak and formally commend students at the contest.

C. Display gadgets at local mall, library, recycling centers.

VI. STUDENT INITIATIVE

A. Research community concerns about waste of natural resources. Conduct a survey; derive a formal response from findings; present to public officials.

B. Propose new ideas to local businesses about ways they could be reusing their materials.

Serving the Environment

PROJECT IDEA: RECYCLING AWARENESS

SUBJECT AREAS: ALL SUBJECTS

TYPE OF SERVICE: ADVOCACY, DIRECT

DESCRIPTION OF PROJECT:

Students inform school about recycling and initiate a school-wide recycling program.

I. OBJECTIVES/OUTCOMES

- A. Learn the positive impacts which recycling has on the environment.
- B. Develop creative strategies for motivating people to recycle.
- C. Understand how advocating important issues and concerns can bring about positive change.

II. FRAMEWORK

A. Skills to be learned and used

1. research
2. creativity
3. advocacy
4. writing
5. public speaking

B. Concepts

1. Many things will not change in a community unless its members and elected officials take action.
2. Before people can be motivated to do something such as recycling, they must be informed of the facts.
3. Recycling is vital to the preservation of the environment.

III. MATERIALS/RESOURCES

A. Books, videos

See resources listed at end of Environment section.

B. Community people

1. local recycling center
2. See additional resources listed at end of Environment section.

IV. PROJECT PROCEDURES

A. Preparation

1. Research recycling. Read books, watch films, invite speaker to class.
2. Visit local recycling center. Interview its employees.
3. Decide best way to present recycling information to student body. Emphasize to students the importance of educating people about recycling before expecting them to do it.

Amount of time: 1 - 2 weeks

B. Action

1. Inform school about recycling. Ideas:
 - morning announcements
 - skit, play, puppet show
 - articles in school newspaper
 - posters, fliers (use recyclable paper!)
2. Divide students into four teams. Each team designs a collection container for sorting trash (white paper, cardboard, colored paper, plastic/foam).
3. Develop system for monitoring amount of recyclable trash collected (i.e. graph number of containers filled per week).
4. Analyze data. Include findings in letters to elected officials and newspapers advocating recycling.

Amount of time: 1 - 2 weeks for informing school and establishing program; chart data for at least 3 - 4 weeks.

C. Reflection

1. Discussion, Journal Writing. How has our work been helpful to the environment? What was the most challenging aspect of this project? How do you think our elected officials will respond to our advocacy?

2. What will our world be like if no one ever recycles? Express through creative writing, poetry, music, art, etc.

Amount of time: 3 - 5 sessions

V. RECOGNITION AND CELEBRATION

A. Present awards, certificates.

B. Have a party using all recyclable materials.

VI. STUDENT INITIATIVE

A. Expand work to community. Give informative presentations to local businesses and community groups, encouraging them to recycle.

B. Brainstorm new ways to motivate people to recycle.

Serving the Environment

PROJECT IDEA: ADVOCATING PESTICIDE-FREE FOOD

SUBJECT AREAS: SOCIAL STUDIES, SCIENCE, LANGUAGE ARTS

TYPE OF SERVICE: ADVOCACY, INDIRECT

DESCRIPTION OF PROJECT:

Students will plant an organic garden to learn about the effects of pesticides on food. Through research they will determine strategies to advocate healthier food.

I. OBJECTIVES/OUTCOMES

- A. Develop an understanding of pesticides and how they affect the environment.
- B. Learn how effective advocacy can motivate public interest and involvement in certain issues.

II. FRAMEWORK

A. Skills to be learned and used

1. advocacy
2. persuasive writing and speaking
3. investigating, interviewing
4. research

B. Concepts

1. Pesticides used in food production affect living organisms.
2. If effectively persuaded, governmental agencies can bring about changes for the people they represent.

III. MATERIALS/RESOURCES

A. Books, videos

1. Lewis, Barbara. The Kid's Guide to Social Action. Provides excellent advice for kids interested in advocacy (surveys, petitions, phone calls, etc.)
2. See additional resources listed at end of Environment section.

B. Community people

1. produce manager of local grocery store
2. local elected officials

3. Food and Drug Administration
4. science teachers
5. Beltsville Agricultural Research Center
Building 302 Barc East, Powder Mill Road
Beltsville, MD 20705-2350
5. See additional resources listed at end of

Environment

section.

IV. PROJECT PROCEDURES

A. Preparation

1. Research information concerning pesticides and health issues.
2. Plant an organic garden or sample organic foods.
Compare to grocery store produce. Consult science teacher for
easy experiments to perform.
3. Investigate where your school system purchases food.
4. Determine which elected officials and governmental
agencies are best to contact.
5. Visit Beltsville Agricultural Research Center. (Open
Monday - Friday; accommodates 80 students at a fee.) time; no admission

Amount of time: 1 - 2 weeks

B. Action

1. Inform public of findings. Write letters to newspapers, hang posters,
make announcements, distribute fliers.
2. Petition for pesticide-free food. Students should

prepare to discuss issue with people as they ask for signatures.

4. Write letters to local elected officials requesting they establish strict controls on pesticides in food; increase research on alternatives to high-chemical farming; and encourage farmers to use safer farming methods.
5. Help get organic food into local grocery stores and school cafeteria:
 - Write corporate management of grocery stores and school administration to express concern

about pesticide residues in food, and your desire for certified organic food.

- Help stores and school establish direct contact with producers and wholesalers of organic food.

Amount of time: 2 weeks

C. Reflection

1. Discussion, Journal Writing. What have you learned by doing this project? Do you think you will see positive results from your advocacy? What was the community's general response to the information you provided? Do people seem to be concerned? If not, why?

2. Creative Writing. Write a story about a society in which no one ever advocates anything. What would life be like? What would political control be like?

Amount of time: 3 - 5 sessions

V. RECOGNITION AND CELEBRATION

- A. Have an organic food festival.
- B. Present students with certificates or awards.
- C. Display pictures of students petitioning in community.

D. Publicize students' efforts, achievements.

VI. STUDENT INITIATIVE

A. Organize a health fair or class presentation on the effects of pesticides. Present to school and community. adverse

B. What other issues can we investigate? Where else might advocacy be useful? our

Serving the Environment

PROJECT IDEA: PRESERVING THE RAINFOREST

SUBJECT AREA: SOCIAL STUDIES, LANGUAGE ARTS

TYPE OF SERVICE: ADVOCACY, INDIRECT

DESCRIPTION OF PROJECT:

Students initiate a project to help preserve rainforests.

I. OBJECTIVES/OUTCOMES

- A. Describe the characteristics and locations of rainforests.
- B. Identify problems facing rainforests.

II. FRAMEWORK

A. Skills to be learned and used

- 1. geography
- 2. need assessment
- 3. problem solving
- 4. research, investigating

B. Concepts

- 1. Before people can take a stand on a issue and attempt to make positive changes, they must be informed.
- 2. Rainforests are in danger of becoming non-existent.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. classroom textbooks and maps
- 2. A Day in the Life of the Rainforest
- 3. Dorros, Arthur. Rainforest Secrets.
- 4. See additional resources listed at the end of Environment section.

B. Community people

See resources listed at end of Environment section.

IV. PROJECT PROCEDURES

A. Preparation

1. Research rainforests. Read books, watch films, invite speaker to class. Determine problems facing the rainforests.
2. Use individual and classroom maps to locate the rainforests of the world.
3. Investigate U.S. companies whose products exploit the rainforest.

Amount of time: 1 - 2 weeks

B. Action

Decide most effective ways to raise concern for rainforests. Ideas:

1. Write letters to the editors of magazines, newspapers, embassies of countries with rainforests.
2. Perform a play or skit to make school and community aware of rainforests' problems. Emphasize ways people can help (boycotting harmful products, recycling).
3. Speak to elected officials, ask for their support and help.
4. Make daily announcements in school about rainforests. Raise student concern.

Amount of time: variable

C. Reflection

1. Discussion, Journal Writing. How do you think your efforts will affect the problems in the rainforests? Do you feel you've made a difference? If so, how?

2. What would the world be like without rainforests? How would life change? Express through a picture, creative story, poem or drawing.

Amount of time: 1 - 2 sessions

V. RECOGNITION AND CELEBRATION

A. Award students with certificates.

B. Publicize students' efforts, achievements.

VI. STUDENT INITIATIVE

A. Start a recycling campaign in school and/or community. Convey how it will help save rainforests.

B. What other issues need to be addressed in our community? Where else will our advocacy be effective?

Serving the Environment

PROJECT IDEA: DEBATING AND ADVOCATING ENVIRONMENTAL ISSUES

SUBJECT AREA: ALL SUBJECTS

TYPE OF SERVICE: ADVOCACY

DESCRIPTION OF PROJECT:

Students investigate a local environmental issue and present findings via a debate to school and community. From the debate, students take a formal stand on the issue and develop public policy which they present to elected officials.

I. OBJECTIVES/OUTCOMES

- A. Develop awareness of specific environmental issues that affect community.
- B. Learn first-hand how advocacy can be an effective tool for taking social action.
- C. Understand how debates and resolutions are initiated, organized and presented.

II. FRAMEWORK

A. Skills to be learned and used

1. research
2. interpersonal communication
3. writing
4. public speaking
5. problem solving
6. decision making
7. need assessment
8. debating
9. advocating

B. Concepts

1. Many things will not change in a community unless its members take action.
2. If effectively persuaded, elected officials can bring about changes for the people they represent.
3. Before people can take a stand on an issue, they must be informed of the facts.

III. MATERIALS/RESOURCES

A. Books, videos

1. local newspapers, magazines, periodicals, radio and television
2. Lewis, Barbara. The Kid's Guide to Social Action. Provides excellent advice for kids interested in advocacy (surveys, debates, petitions, etc.).
3. See additional resources listed at end of Environment section.

B. Community people

1. local businesses and merchants (farmers, recreational and commercial shipping, etc.)
2. See additional resources listed at end of Environment section.

IV. PROJECT PROCEDURES

A. Preparation

1. Identify specific environmental issues in community. Review local newspapers, magazines, television, radio and personal experiences.
2. Select one or several local issues for an in-depth study:
 - Invite speakers to class.
 - Explore/investigate issues in community. (i.e. For water pollution, test stream water.)
 - Survey people in community. Determine public opinion on issues.
3. Determine which issue seems most controversial among

students (i.e. residential housing vs. forested land).

4. Divide students into debate teams. Work in small groups to organize and present research in debate format.

5. Review debating procedures and terminology:

Proposition: Issue is stated in form of a resolution.

Affirmative Team: Argues for proposition.

Negative Team: Argues against proposition.

Rebuttal: Chance to respond to arguments of opposing team.

** Consult Lewis' The Kid's Guide to Social Action.

Amount of time: 2 - 3 weeks

B. Action

1. Debate issue.

2. Audience votes on issue by secret ballot. Teacher should act as moderator.

3. Count votes, take official stand on issue to present to school, community and elected officials.

4. Develop set of reasonable public policy alternatives to tackle issue. Assess positive environmental impacts of alternatives as a way to back them up when presenting to elected officials. If necessary, hold another in-class debate to decide on best policy.

5. Develop a program to effectively communicate policy to local officials, newspapers, and community groups. Ideas:

- Invite officials and community to school.
- Present issue via speeches, visual aids, skit, video, etc.
- Arrange interview with local radio and TV.
- Visit officials and present them with written

resolution urging a plan of action. ** Consult
Kid's Guide to Social Action.

Lewis' The

Amount of time: 2 weeks

C. Reflection

1. Discussion, Journal Writing. How has our work been helpful to our community? In what ways can debating and advocating issues be effective? Did you expect the community and officials to respond as they did?

Did any of their responses upset you? Surprise you?

Do you feel you've made a lasting impact on your community? Do you think people will take more social action from now on? What is the most important thing you've done to make the resolution pass?

2. Write a creative story: What will happen if our resolution is passed? What will life in our community be like?

3. What would life be like if no one ever advocated anything? What would political control be like?

Express through a story, poem, drawing, song, video, etc.?

Amount of time: 3 - 5 sessions

V. RECOGNITION AND CELEBRATION

A. Videotape debate. Have a class party and watch tape.

B. Present students with citizenship awards or certificates.

C. Invite TV crew to film debate. Air on local news.

D. Photograph class with elected officials. Display pictures in school and community.

VI. STUDENT INITIATIVE

A. Continue lobbying local legislature and community members for

support of the resolution.

B. What other issues need to be addressed in our community?
else might our advocacy be effective?

Where

Serving the Environment

RESOURCES

Organizations

Arlington Outdoor Education, Indian Landing Rd., Millersville, MD 21108 (301) 987-9190

Baltimore City Zoo, Druid Hill Park (301) 366-5466

Chesapeake Bay Foundation, 162 Prince George St., Annapolis, MD 21401 (301) 269-0481

Children's Rainforests, PL 4471, 13800 Va Sterhainge, Sweden

Children's Rainforests, P.O. Box 936, Lewiston, ME 04240
(207) 784-1069, (207) 777-1370. Information on the **Children's Project** to save the rainforest in Costa Rica.

Children's Tropical Forests, The Old Rectory, Market Deeping, Peterborough, PE6 8DA, England, United Kingdom

Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460 1-800-424-9346

Food and Drug Administration, Department of Health and Human Services, 5600 Fishers Lane, Rockville, MD 20857 (301) 443-3170

Local garden clubs, nurseries, parks services, offices of recycling/waste management, sanitation departments, scout troops, zoos

Maryland Department of the Environment, Public Education and Media Office, 2500 Broening Hwy, Baltimore, MD 21224 (301) 631-3014

Maryland Department of Natural Resources, Tawes State Office Building, Annapolis, MD 21401 (301) 974-3990

Maryland Department of State Planning, 301 W. Preston St., Baltimore, MD 21201 (301) 225-4500

Maryland Environmental Service, 60 West St., Annapolis, MD 21401 (800) 492-9188

National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 (301) 576-3810

National Wildlife Federation, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-800-432-6564

Natural Resources Defense Council, 122 E. 42nd St., 45th Floor, New York, NY 10618 (212) 727-2700

Project WILD, Salina Star Route, Boulder, CO 80302 (303) 444-2390. An interdisciplinary, supplementary environmental and conservation education program.

Save Our Streams, 258 Scotts Manor Dr., Glen Burnie, MD 21061 (301) 969-0084, 1-800-448-5826

Sierra Club, 703 Polk Street, San Francisco, CA 94109
(415) 776-2211

Soil and Water Conservation Society, 7515 Northeast Ankeny Road, Ankeny, IA 50021
(515) 289-2331. Curriculum materials and software for grades 4 - 12.

Tree-Mendous Maryland, Department of Natural Resources, Tawes State Office Building, Annapolis, MD 21401 Main #: (301) 974-3990,
Forestry Division: (301) 974-3776

Treepeople, 12601 Mulholland Drive, Beverly Hills, CA 90210
1-800-333-3969.

University of Maryland System Extension Services

Baltimore County: (301) 666-1020

Baltimore City: (301) 396-1753

Wilderness Society, 1400 Eye Street N.W., Washington, D.C. 20005 (202) 833-2300

Community People to Contact for Advocacy

The Honorable Edward M. Kennedy, Chairman, Senate Labor and Human Resources Committee. United States Senate, Washington, D.C. 20510

The Honorable Edward Madigan, Ranking Minority Member, House Energy and Commerce Committee. Subcommittee on Health and the Environment, Room 2424, RHOB, Washington, D.C. 20515

William Reilly, Administrator, Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460

The Honorable Henry Wasman, Chairman, House Energy and Commerce Committee. Subcommittee on Health and the Environment, Room 2424, ROB, Washington, D.C. 20515

Clayton K. Yeutter, Secretary of Agriculture, U.S. Department of Agriculture. 14th and Independence Avenue, S.W., Washington, D.C. 20250

Frank E. Young, M.D., Commissioner, Food and Drug Administration, Department of Health and Human Services, 5600 Fishers Lane, Rockville, MD 20857

Written Material

Informational Pamphlets, Guides, Etc.:

Adventures of the Garbage Gremlin: Recycle and Combat a Life of Grime. OSW Publications, Office of Solid Waste, U.S. Environmental Protection Agency, 401 M St., S.W., Washington, D.C. 20460.
1-800-424-9346. Free pamphlet in cartoon fashion.

Aquatic Education Activity Guide. Project WILD, Salina Star Route, Boulder, CO 80302 (303) 444-2390

Build A Bat House. National Wildlife Federation, Correspondence Division, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-800-432-6564

Calduto, Michael J. and Bruchac, Joseph. Keepers of the Earth, Native American Stories and Environmental Activities for Children. Fulcrum, Inc., 1988. Presents ideas for using creative arts, language, math and science to help kids learn to care for the environment. Stories and activities. (Grades K-12, 207 pages).

Decision Making: The Chesapeake Bay. Maryland Sea Grant College, The University of Maryland, 1222 H.J. Patterson Hall, College Park, MD 20742 (301) 405-6372. An Interdisciplinary Environmental Education Curriculum Unit.

Earth: The Water Planet. National Science Teacher Assoc., 1989. NSTA, 1742 Connecticut Ave., N.W., Washington D.C. 20009
(202) 328-5800. Examines water - its scarcity/abundance, location, physical properties, movement, and how it reshapes the Earth. Discusses problems due to water's limited availability.

50 Simple Things Kids Can Do To Save the Earth. The Earthworks Group, Andrews and McMeel Publishers.

Foster, Joanna. Cartons, Cans and Orange Peels: Where Does Your Garbage Go? Clarion Books, 1991. Discover how students bring fun to recycling trash. Useful statistics, answers to commonly asked questions, vivid photographs. (Grades K-12, 61 pages).

How To Protect Your Child Against Pesticides. National Resources Defense Council, 40

West 20th St., New York, NY 10011

(212) 727-2700. Advocacy "how to" book that provides helpful forms and activities.

Living in Water. National Aquarium in Baltimore, Pier 3, 501 E. Pratt St., Baltimore, MD 21202 (301) 576-3810. Curriculum Guide covering fresh and marine water habitats.

MUD Pollution Action Guide ... In Search of Private Eyes. Maryland Save Our Streams, 258 Scotts Manor Dr., Glen Burnie, MD 21061 (301) 969-0084, 1-800-448-5826. Pamphlet dealing with sediment pollution.

The Simple Act of Planting a Tree. Jeremy P. Tarcher, Inc., 5858 Wilshire Blvd., Suite 200, Los Angeles, CA 90036. Activity book with ideas, forms and checklist to run a successful community service project.

Trees. Ranger Rick's NatureScope, National Wildlife Federation, 1400 16th St., N.W., Washington, D.C. 20036-2266 (202) 797-6800, 1-880-432-6564. Interdisciplinary guide to forest and tree activities for classroom use.

Trees for the Chesapeake. Pamphlet from the Maryland Department of Natural Resources.

Emerson, Roger. What Kids Can Do To Save The Planet. An All-School Musical Revue. Can be used for entire school, class or interdisciplinary team. Teacher's Manual, \$19.95; Preview Tape, \$9.95; Rehearsal Tape (one side vocal, one side instrumental), \$45; Cast Books, \$15 for set of 5. Can be obtained through music stores or: Clarus Music Lmt., 340 Bellevue, Yonkers, NY 10703. (914) 591-7715, (914) 375-0864, (914) 591-7716.

Books, Novels:

Bay Country.

Chesapeake Born.

Giono, Jean. The Man Who Planted Trees. Chelsea Green Publishing Co., 1985. After losing his wife and son to World War I, an old man plants thousands of trees to give life to a barren landscape in France. Five years later, the story's narrator, who had fought in the war, returns to France to discover the man has revitalized the valley's environment and continues to plant trees (Grades 6-8).

Helde, Florence Parry. The Wendy Puzzle. Dell Publishing, 1982. What is wrong is Wendy? Why is she so upset with everyone? No one understands why Wendy is trying to save Mother Earth. No one listens to her pleas that people stop using aerosol cans and taking such long showers. What does it finally take to get everyone's attention? (Grades 6-8).

Harpe, Susan. Waterman's Boy. Bradbury Press, 1990. Ben wants to be just like his dad and work as a waterman on the Chesapeake Bay. But with the water becoming more and more polluted, it's tough for watermen to make a good living. When Ben discovers

someone dumping oil into the Bay, he and a friend take a risk to help their community. (Grades 6-8).

Hirsch, S. Carl. The Living Community: A Venture Into Ecology. The Viking Press, 1966. Informational book on ecology and the effects that man and technology have had on the environment. (Grades 6-8).

Sterline, Philip. Sea and Earth: The Life of Rachel Carson. Crowell, 1970. A well-documented biography of the civil servant who was one of the first to raise her voice against the despoiling of our planet. (Grades 6-8).

The Turning Tide.

Twain, Mark. Tom Sawyer and Life on the Mississippi.

Audio-Tape

Mish, Michael. "A Kid's Eye View of the Environment," Mish Mash Music, 1989. Songs address children's concern and desire to act; includes "Recycle It!" and "Write To Your Senator." Based on interviews with children. (Order from local record store or Mish Mash Music, 15237 Sunset Blvd, Pacific Palisades, CA 90272, \$10.)

Films, Videos

"**Trees for the Bay.**" Maryland Department of Natural Resources.

"**Common Ground: Farming and Wildlife.**" National Audubon Society. Video explaining the environmental effects of farming.

"**Chesapeake Horizon**"

"**Chesapeake Free**"

"**Maryland Outdoors**"

Unit: Serving the School and Community
(Co-Curricular/Club Projects)

SERVING THE SCHOOL AND COMMUNITY (Co-curricular/Club Projects)

The projects in this unit engage students in serving a variety of needs in their schools and communities.

While the projects may be adapted to fit into classroom subjects, they have been designed primarily for students who belong to--or wish to start--an extracurricular service club.

Perform the following projects as they're written, adapt them, or use them to spark new service ideas:

	Page
1. Peer Tutoring	205
2. Welcoming Sixth Graders To Middle School	209
3. Working With People Who Have Disabilities	213
4. Building Playground Equipment	217
5. Helping Local Hospitals	221

Hint: It's a good idea to consult community agencies before beginning a project. They can give you current information about an issue and specifics as to what a particular service site might need.

**Serving the School and Community
(Co-curricular/Club Projects)**

PROJECT IDEA: PEER TUTORING

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students start a club in school (i.e. Homework Helpers) to help other students improve study habits and grades.

I. OBJECTIVES/OUTCOMES

- A. Analyze study habits which contribute to success.
- B. Motivate students to study and to understand the importance of education.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. problem solving
- 3. research
- 4. teaching, explaining

B. Concepts

- 1. Poor study habits and lack of motivation to learn are common reasons for students receiving poor grades.
- 2. A little encouragement and help can go a long way.
- 3. Students who tutor benefit from reviewing and explaining important academic skills to their peers.

III. MATERIALS/RESOURCES

A. Books, videos

Resources on tutoring and teaching may be useful. Teachers could advise tutors on how to help students by using teacher manuals, curricula, etc.

B. Community people

1. teachers
2. parents
3. guidance counselors

IV. PROJECT PROCEDURES

A. Preparation

1. Meet to decide a regular meeting time and place for club.
2. Brainstorm reasons for students performing poorly in school. Invite teachers to speak to club. Tutors should attempt to understand why some students don't perform well in school.
3. Brainstorm creative ways of tutoring students and motivating them to learn. Emphasize positive teaching and encouragement, giving praise.
4. Publicize club: morning announcements, posters, notices to teachers who may encourage certain students to ask for a tutor.

Amount of time: variable

B. Action

1. Match students with tutors.
2. Analyze/determine problem: Tutors should talk to students about why they are having problems. Is it the subject? lack of concentration? the teacher? poor study habits?
3. Tutors and students set up schedule to meet regularly.
4. Plan an "Awards Day" at end of each month. Tutors present students with creative awards for improvement. Or have a party after school to celebrate improved grades.

Amount of time: variable

C. Reflection

1. Tutors meet weekly to discuss and share achievements, problems, concerns, etc. What could we be doing differently? What seems to work well with the students?
2. Journal Writing. Tutors express their experiences with helping other students.

Amount of time: ongoing

V. RECOGNITION AND CELEBRATION

- A. Present tutors with volunteer certificates.
- B. Hold a breakfast or luncheon in tutors' honor.
- C. Publicize tutors' efforts in school and local newspapers.

VI. STUDENT INITIATIVE

- A. Expand tutoring to neighboring elementary schools. Club could create short skits to present to kids (i.e. "Learning is Fun").
- B. Write letters to teachers, asking for their support and help with expanding tutoring program in school.

**Serving the School and Community
(Co-curricular/Club Projects)**

PROJECT IDEA: WELCOMING 6TH GRADERS TO MIDDLE SCHOOL

TYPE OF SERVICE: DIRECT

DESCRIPTION OF PROJECT:

Students serve as mentors for incoming sixth graders to acquaint them with middle school (lockers, class schedules, school rules and facilities, etc.).

I. OBJECTIVES/OUTCOMES

- A. Generate positive attitudes toward middle school.
- B. Lessen anxieties of incoming sixth graders.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. problem solving

B. Concepts

- 1. Students often find it more comforting and useful to receive help from a peer than from a parent or teacher.
- 2. Welcoming new students is vital to their forming positive first impressions of middle school.

III. MATERIALS/RESOURCES

A. Books, videos

Stories dealing with moving to a new place, making new friends, wanting to feel accepted by others, etc.

Bernard, Robert. Do You Like It Here? Laurel Leaf, 1986.

Little, Jean. Hey World! Here I Am! Harper & Row, 1989.

B. Community people

1. teachers
2. guidance counselor
3. parents

IV. PROJECT PROCEDURES

A. Preparation

1. Propose mentoring idea to current sixth and seventh graders in late April or early May. Interested students should set up a schedule of regular meetings throughout remainder of school year.

2. Mentors meet and discuss: How did we feel on the first day of middle school? What were we worried about? What did we need help with? What was confusing? What could have been done to make us feel more at ease?

3. Brainstorm ways of raising fifth graders' interest in receiving help when starting middle school in the fall. Idea:

- Arrange visits to neighboring elementary schools to talk to fifth graders. Perform a skit about the first day of middle school, answer questions, encourage them to sign up for a mentor. Ask those interested for their summer addresses and/or phone numbers.

4. Using sign-up sheet from elementary school visits, match mentors with incoming sixth graders.

5. Plan how mentoring system will work in the fall. How often should mentors meet with sixth graders? Decide what mentors should discuss with them:

- understanding class schedules
- classroom locations
- how to operate lockers
- school rules and facilities

Amount of time: variable, 1 - 2 months

B. Action

1. Each mentor should contact his or her incoming sixth grader in mid-August. Answer any last minute questions, arrange meeting time and place on first day of school.
2. Meet sixth graders on first day. Show them to their classes, arrange to meet with them again soon.
3. During first week of school, visit each sixth grade homeroom. Introduce mentor club, encourage more students to sign up if they're having any problems.

Amount of time: variable

C. Reflection

1. Mentors continue to meet regularly. Discuss achievements, problems, concerns.
2. Invite participating sixth graders to a meeting. Have refreshments, discuss what they liked and disliked about program. Encourage them to be mentors next year.

Amount of time: variable

V. RECOGNITION AND CELEBRATION

- A. Publicize mentors' efforts in school and local newspapers.
- B. Award mentors with certificates of recognition.

VI. STUDENT INITIATIVE

- A. Write letters or speak to school administrators and teachers about what they can do to make students feel more welcome when entering middle school.
- B. Expand program to welcome all new students to school throughout academic year.

**Serving the School and Community
(Co-curricular/Club Projects)**

PROJECT IDEA: WORKING WITH PEOPLE WHO HAVE DISABILITIES

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Create a Special Friendship Club which aims to mainstream special education students into the school.

Ideas for working with people in the community who have disabilities are included under Student Initiative.

I. OBJECTIVES/OUTCOMES

- A. Establish friendly relationships between mainstream and special education students.
- B. Develop an understanding and dispel fears of classmates with mental and physical disabilities.
- C. Realize that people with disabilities should be regarded as equal members of society.
- D. Improve social skills and raise self-esteem of special education students through increased contact with mainstream students.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. creativity

B. Concepts

- 1. People are often afraid of something because they do not understand it.
- 2. Special education students need to have friendships and fun - just like anyone else.
- 3. Many people with disabilities are self-sufficient and do not need or want special treatment from others; they want to be regarded equally.
- 4. Extending friendship and trust to a person raises her or his self-esteem.

III. MATERIALS/RESOURCES

A. Books, videos

1. MacCracken, Mary. Circle of Children. New American Library, 1975. True story of how a teacher's dedication and love works miracles with emotionally disturbed children.
2. Roy, Ron. Move Over, Wheelchairs Coming Through! Clarion Books, 1985. The story of how seven wheelchair-bound young people can lead fully active lives.
3. Slepian, Jan. The Alfred Summer. MacMillan, 1980. Four friends find strength and self-acceptance through each other. Deals with cerebral palsy, family struggles, self-esteem.
4. **Movies:**
 - "A Day in the Life of Bonnie Conolo"
 - "They Call Me Names"
 - "Larry"
 - "Leo Beuerman"
 - "Mimi"
 - "Helen Keller"
 - "Thursday's Children"

B. Community people

1. special education teachers
2. **League for Handicapped**, 1111 East Cold Spring Lane, Baltimore, MD 21239 (301) 323-0500
3. **Joseph P. Kennedy Foundation**, 1350 New York Ave., N.W., Washington, D.C. 20008 (202) 393-1250
4. **Maryland Association for Retarded Citizens**, 6810 Deerpath Rd., Suite 310, Baltimore, MD 21227 (301) 379-0400
5. **United Cerebral Palsy**, 31 Walker Ave., Baltimore, MD 21208
6. **Maryland School for the Blind**, 3501 Taylor Ave., Baltimore, MD 21236 (301) 444-5000
7. **Maryland School for the Deaf**, P.O. Box 894,

Columbia, MD 21044

8. **Maryland Special Olympics**, 5020 Campbell Blvd.,
Baltimore, MD 21236 (410) 931-4100

IV. PROJECT PROCEDURES

A. Preparation

1. Students meet to discuss why they want to start this club. Hold open discussion about feelings, attitudes toward people with disabilities. How are special education students treated in the school? What can we do to make them feel like they belong in the school just as much as everyone else?

2. Establish goals and objectives of club: How often should we meet? What things do we want to do with the special education students?

**Consider this club a motivational force for special ed students. Mainstream students should not try to work for them, but with them. Think of ways to give special ed students responsibility in the school, to involve them in the same activities as mainstream students.

3. Learn about special education students - their disabilities, related behaviors, their needs, etc. Invite special education teachers and other guest speakers to club meetings.

4. Visit special education classes to introduce club. Invite them to participate. Ask them for ideas of fun things to do.

Amount of time: variable

B. Action

1. Hold a pizza party to meet and converse with participating special education students.
- Discuss ways in which special ed students can get involved in the school. Ask them what they'd like to do. Mainstream students should give them encouragement and assistance in joining different school activities (i.e. service clubs, yearbook, newspaper, sports)

teams, etc.). Create ways in which special ed students can contribute to the activities.

- Choose times for club members to have lunch together once a week. (It may be easier to break into pairs or small groups to accommodate schedules.)

2. Continue to hold regular meetings once or twice a month for students to catch up with each other, share experiences and problems, and brainstorm other ways to help special ed students get involved in the school. Also think of ways to get other students - mainstream and special ed - involved in club.

Amount of time: ongoing

C. Reflection

1. During meetings, mainstream and special ed students should discuss what they are learning from each other: Do we have a better understanding of each

other? How have our feelings and opinions about each other changed, now that we know each other?

2. Write about experiences in personal journals or in letters to editor of school newspaper. Share feelings with rest of school. Help to dispel students' misconceptions about people with disabilities.

Amount of time: ongoing

V. RECOGNITION AND CELEBRATION

A. Have principal commend and recognize club for working to improve the school's social environment.

B. Publicize club activities in school and community.

VI. STUDENT INITIATIVE

A. Expand club into a training program for mainstream students interested in being aides to special education classes. Such a program is

working at Oakland Mills High School in Howard County (see Innovative Service Programs section). Contact special education teacher **Dorothy Fletcher** for information: **9410 Kilimanjaro Rd., Columbia, MD 21045 (301) 313-6945.**

B. Mainstream and special education students could give presentations to school and community. Convey message that all people should be treated equally and with respect. Write letters to local papers. Encourage other students to get involved in club.

C. Write letters to principal asking for help in integrating special education students (i.e. If special ed classrooms are located away from regular classes, ask them to be moved.)

D. Expand work of club to community. Choose to help people with various disabilities: impairments (visual, hearing), learning disabilities, physical disabilities, mental retardation, etc. **Ideas:**

- Assist at Special Olympics and other sporting events for people with disabilities. Advocacy: write local elected officials to provide more equipment for the events.
- Make audio tapes for people with visual impairments. Read stories, sing songs, etc.
- Go grocery shopping with people who have physical and mental disabilities. Help them reach food on top shelves, read labels, comparison shop, etc.

**Serving the School and Community
(Co-curricular/Club Projects)**

PROJECT IDEA: BUILDING PLAYGROUND EQUIPMENT

TYPE OF SERVICE: DIRECT, ADVOCACY

DESCRIPTION OF PROJECT:

Students determine the need and placement of playground equipment in their community (neighboring elementary school, park, day-care center, church, etc.). They then raise funds, gather materials, design and construct equipment.

I. OBJECTIVES/OUTCOMES

- A. Provide better recreational activities for children in community.
- B. Understand how advocacy can be an effective tool for making positive changes in community.

II. FRAMEWORK

A. Skills to be learned and used

- 1. interpersonal communication
- 2. writing
- 3. public speaking
- 4. construction, woodworking

B. Concepts

- 1. Children need a safe place to play in community.
- 2. Effective planning, organization and cooperation are necessary in accomplishing tasks.

III. MATERIALS/RESOURCES

A. Books, videos

- 1. books on building playground equipment
- 2. Lewis, Barbara. The Kid's Guide to Social Action.

Provides excellent advice, guidance for kids interested in advocacy (surveys, petitions, etc.)

B. Community people

1. people from local businesses or service organizations to volunteer to help supervise and build equipment
2. architect or contractor to help design and/or build

3. equipment
school woodworking expert
4. Parks and Recreation, churches, schools, day-care centers may help in assessing best location for equipment.

IV. PROJECT PROCEDURES

A. Preparation

1. Assess community's need for equipment: door-to-door surveys, calling local churches, elementary schools, day-care centers, etc.

2. Decide location for equipment.

3. Obtain permission to build equipment in desired location. You may have to speak to Parks and Recreation, elected officials. Brainstorm reasons why you want equipment ... why community needs it.

**** If your request is denied, don't give up.**

Continue with the following preparation activities. Come up with a detailed plan of your project (who will build equipment, sketches of it, who will provide materials, etc.). Anticipate as many objections to your project as you can - prepare to refute them.

3. Brainstorm designs for equipment.

4. Invite adult(s) to club or class who can help build equipment. Share design ideas. Make list of types and amounts of materials needed.

5. Solicit local businesses, neighbors, community agencies for help in obtaining and building materials.

6. Write letters to local officials, apply for grants.

Amount of time: variable

B. Action

With help of responsible experts, build playground equipment.

Amount of time: variable

C. Reflection

1. Visit playground once equipment is built. Talk to children as they play on it. How does it feel to know that you have helped to build the equipment?

2. Discussion. How will this equipment help the community? If kids don't have a safe place to play, what other things might they start doing?

Amount of time: variable, 1 - 2 hours

V. RECOGNITION AND CELEBRATION

A. Publicize.

B. Have a "grand opening" for the equipment. Invite community, elected officials. Decorate equipment with balloons, bring refreshments, etc.

C. Present students with awards, certificates of volunteerism.

VI. STUDENT INITIATIVE

A. Assess other needs of community. Does existing playground equipment need repair? Does a new park need to be built?

B. Start a baby sitting or day-care service at the equipment. Offer to watch children as they play, to give parents a chance to run errands, relax, etc.

**Serving the School and Community
(Co-curricular/Club Projects)**

PROJECT IDEA: HELPING LOCAL HOSPITALS

TYPE OF SERVICE: INDIRECT

DESCRIPTION OF PROJECTS:

1. Make activity books and stuffed animals for children who are patients or who are in waiting rooms.
2. Make audio tapes to be played to infants in a neo-natal ward. Research indicates that premature infants respond well to human voice contact.

I. OBJECTIVES/OUTCOMES

- A. Develop empathy for hospitalized children.
- B. Develop understanding of child behavior and development.

II. FRAMEWORK

A. Skills to be learned and used

1. creativity
2. artistic skills

B. Concepts

1. It is difficult for children to wait for long periods of time.
2. Children often are afraid and lonely when they have to stay in a hospital.

III. MATERIALS/RESOURCES

A. Books, videos

1. children's books (for ideas)
2. information on child behavior, premature infants
3. stories about kids in hospitals

B. Community people

1. local hospitals

2. Parents, churches, local businesses and community agencies may provide supplies (buttons, magnets, crayons, etc.).
3. home economics and art teachers
4. school nurse

IV. PROJECT PROCEDURES

A. Preparation

1. Invite school nurse or representative from hospital to speak about the needs of children in hospitals.
2. Solicit community people and businesses for supplies.
3. Brainstorm things to include in project (stories and songs for tapes; games, activities and pictures for creative ways to make stuffed animals). books;

Amount of time: variable, 1 - 2 weeks

B. Action

1. Make projects.
2. Attach school addressed post cards with stamps to projects. Children can send cards back to school. Examples:

Stuffed animal ... Hi!
 I've been adopted by
 My new friend calls me
 My friend says I'm

Activity book ... Hi!
 My name is _____ and I
 am __ years old. My favorite
 page is _____.

Neo-natal tape ... (Nurses or parents could fill
 card out, describing how the
 infants respond to the tape.)

Amount of time: variable, depending on project

C. Reflection

Discussion. How have we helped our community? How will the children feel when presented with the projects? What have we learned about children? about hospitals?

Amount of time: 1 class session

V. RECOGNITION AND CELEBRATION

- A. Take pictures of students making projects and of children receiving them. Display photos along with any returned postcards.
- B. Present students with certificates, awards.
- C. Plan trip to hospitals for students to see their projects being used by children.

VI. STUDENT INITIATIVE

- A. Serve the hospitals in other ways - visit patients on holidays (send them cards, treats, etc.). Work as hospital volunteers.
- B. Make similar projects for day care centers, health clinics, homeless shelters.

Innovative Service-Learning Programs

INNOVATIVE STUDENT SERVICE PROGRAMS

Canton Middle School (Baltimore City)

Canton Middle has a unique way of engaging students in service-learning: Every staff member of the school directs an ongoing service project. Students sign up for one of these projects through which they perform community service once a week for about an hour. The students stick with the same project until the next sign up period, which occurs every 6 or 8 weeks when staff members offer some new projects.

Success of this program is due in part to all projects being performed within walking distance of the school. Students serve their local library, visit a nearby nursing home, contribute to a Salvation Army store and clean up Canton Square, a neighboring park.

Indirect service activities include helping children with disabilities by collecting toys and games, and sponsoring a car wash to raise money for them; and collecting suitcases for foster children to use when they move to different families (students discovered that many foster kids use trash bags to carry their belongings).

And how does Canton's staff manage such a program? Non-teaching staff members conduct service projects three times a week. Teachers are required to conduct service just once a week - and only to students in the grades they regularly teach.

North Carroll Middle School (Carroll County)

Interdisciplinary teams is North Carroll students' medium for performing voluntary direct, indirect and advocacy service projects. The school's student council also performs several service projects.

Direct Service:

Students are helping other students through the "Grade Boosters" program. Conducted during a student development period, students who desire extra help and review are paired with fellow classmates who have volunteered to be tutors.

With some help from Carroll County's Department of Aging, students are serving once again at Longview Nursing Home. (Nearly thirty eighth graders participated last year.) Upon receiving training in school, students are assigned to a senior citizen

Innovative Student Service Programs

friend who they will visit at least eight times. Students will then be recognized by the Department of Aging, with a letter of thanks being placed in their school file. After a representative from the Department spoke to the school in October, many students also signed up as after school and weekend visitors for the "Pets on Wheels" and "Students in Service Program."

Indirect Service:

As service to the environment, students are placing "recycle paper" boxes in classrooms. The limited styrofoam still being used in the school is recycled by a student committee for use in art classes. Students also collect and recycle soda cans from faculty rooms. To keep the bluebirds around this winter, students are building at least ten birdhouses.

As part of a clothing and canned food drive, sixth graders are holding a "Rec Night" for which admission is a canned good or a piece of clothing. Seventh graders are also running a canned food drive for "Carroll County Food Sunday." Students who bring in cans get to put their names in a drawing for a huge jar of candy donated by teachers.

Other students have "adopted a family" through the Carroll County "Neighbors in Need" program for the holiday season. For every 10 cent contribution, students get to put a scoop of sand on their favorite teacher or administrator. (Actually, it's just pictures of the teachers that students are trying to bury, but everyone is having fun in the race and raising money for a good cause!)

Advocacy:

Sixth graders have become North Carroll's "TV Busters" as they advocate spending free time more constructively. They're encouraging students to cut back on TV and to watch only educational programs. Other students have written editorials in favor of bike helmet use. The editorials were read over the P.A. system.

Redland Middle School (Montgomery County)

Redland Middle School's Community Service Club is an extracurricular activity which aims to provide students with opportunity to perform community service. Founded in 1990 and directed by a faculty member, the club is jointly sponsored by the school and the Olney Kiwanis Club. The Kiwanians provide financial support as well as help with service projects and recognize students' efforts. The club meets during a break period in school as well as after school. Students ride an activity bus home when

Innovative Student Service Programs

meetings are held after school. Students are transported to projects by their parents or at times by the teacher.

Redland's club is dedicated to hands-on service. Activities are planned to give students as much direct contact with people as possible. Service projects going on this year include a bike-a-thon for a local hospital, serving food and possibly preparing a meal in a soup kitchen, visiting a nursing home at Halloween to carve pumpkins and dress up in costumes, reading stories on audio tapes for infants in a neo-natal ward, making toiletry kits for the homeless, participating in the Cystic Fibrosis Bowl-A-Thon, making AIDS quilts, cleaning a nearby stream, fundraising for the March of Dimes, and adopting a child in Guatemala through a program titled Plan U.S.A.

Much of Redland's service is intended to be ongoing, such as the students' visits to nursing homes. The club plans to continue spending time with senior citizens - to share photographs, play bingo or just enjoy each other's company. To carry over from last year, the club also plans to work with Special Olympics as well as remain attuned to immediate calls for help throughout the world such as earthquake disasters, hurricanes, etc.

Through participating in the Community Service Club, Redland students are afforded an extraordinary learning opportunity. Students have commented on their increased awareness and concern for their community.

"Magic Me" Middle Schools

Ben Franklin Middle (Baltimore City)
Booker T. Washington Middle (Baltimore City)
Calverton Junior High (Baltimore City)
Stemmers Run Middle (Baltimore County)

Thanks to Magic Me, a program devoted to involving at-risk middle schoolers in service projects, students from these schools are learning valuable lessons in self-worth as they reach out and help people in their communities.

Magic Me began about 10 years ago when Kathy Levin, a native of Baltimore, decided she wanted kids to learn through everyday experiences that they can make positive differences in other people's lives. The program has spread throughout the United States as well as to London and Paris.

Over a curriculum of three years (grades 6-8), students are directed in their service projects by Magic Me staff members once a week. They usually perform service for two weeks and have

workshops every third week to reflect on their experiences.

Innovative Student Service Programs

Baltimore's Magic Me students mostly serve in nursing homes. Ben Franklin students, however, are teaming up with St. Elizabeth's School and Habilitation Center to provide service to the League for the Handicapped. Outward Bound is training the students for this project.

General Service-Learning Resources

GENERAL SERVICE-LEARNING RESOURCES

The materials listed below may be useful in introducing teachers and students to service-learning. For further information, feel free to contact the **Maryland Student Service Alliance, 200 W. Baltimore St., Baltimore, MD 21201 (410) 333-2427.**

Written Material

Betancourt, Jeanne. Not Just Party Girls. Bantam Books, 1989. Upon returning from an internship she served at a missionary camp for migrant workers, 16-year-old Anne feels her old friends seem superficial. Can Anne remain committed to social causes yet renew her connections to people she loves at home? (Grades 7 and up).

Brin, Ruth F. Contributions of Women: Social Reform. Dillon Press, 1977. Biographical compilation of six American women whose efforts in social reform made a positive impact on society. Includes Harriet Tubman, Frances Willard, Jane Addams, Florence Kelley, Margaret Sanger, and Eleanor Roosevelt. (Grades 6 and up).

Gilbert, Sara. Lend A Hand: The How, Where, and Why of Volunteering. Morrow Junior Books, 1988. "An appealing guide with contact information on over 100 organizations and rationale for youth volunteerism. Encourages commitment, with information about expectations and relationships with agencies. Useful for student research. (Grades 5 and up).

Greene, Bette. Summer of My German Soldier. Bantam, 1986. A fictional account of a Jewish girl who struggles with her small town to save the life of a German WWII prisoner of war. (Grades 6 and up).

Hentoff, Nat. The Day They Came to Arrest the Book. Dell, 1982. Young people take sides over the issue of censorship. Students use community action and personal commitment to resolve a crisis. (Grades 6 and up).

Lewis, Barbara. The Kid's Guide to Social Action. Free Spirit Publishing, 1991. Teaches specific social action skills including letter writing, interviewing, speechmaking, surveying, fundraising, applying for grants, lobbying, and getting and handling media coverage. Also presents several true stories about kids who are making a difference in their communities. To order a copy call Free Spirit Publishing toll-free at 1-800-735-7323.

Lewis, Barbara. Kids With Courage. Free Spirit Publishing, 1992. Relates the stories of kids who made a difference in their neighborhood, community or the world by helping in such areas as crime, life-saving, and the environment.

Lowry, Lois. Number the Stars. Dell Publishing, 1989. Will the two girls in Copenhagen remain friends during WWII, despite life and death struggles, risks and secrets? Demonstrates the courage of young people to follow their convictions. (Grades 6 and up).

Marck, Margot. Matt's Crusade. Four Winds Press, 1988. Young Matt Tyson, avid football fan, may jeopardize his place on the team and his relationship with family when he protests nuclear missiles with new friends. How much does Matt risk and how does he learn to fight for peace? (Grades 6 and up).

Naidoo, Beverly. Chain of Fire. Lippincott, 1989. When the villagers of Bophelong are forced to leave their homes, 13-year-old Naledi and her brother join a demonstration and learn that the South African government brutally treats even children who dissent. (Grades 6 and up).

Petry, Ann. Harriet Tubman - Conductor on the Underground Railroad. Archway Paperbacks, 1955. Describes the collaboration led by Harriet Tubman to guide slaves toward a free society. (Grades 6 and up).

Rolzinski, Catherine A. The Adventure of Adolescence: Middle School Students and Community Service. A Youth Service America Special Publication, Washington, D.C., 1990. Features model service programs for grades 6-8, with different program approaches, administrative structures, locations and funding sources. (A copy may be purchased by sending a check for \$14 for Youth Service America, 1319 F. St., N.W., Suite 900, Washington D.C. 20004).

Silverstein, Shel. The Giving Tree. (A book for all ages.)

Voigt, Cynthia. The Runner. Atheneum, 1985. As a dedicated runner, a teenage boy has always distanced himself from others - until the experience of coaching his teammate helps him to see the value of giving and receiving. (Grades 6 and up).

Weitzman, David. My Backyard History Book. Little, Brown & Co., 1975. A fantastic collection of activities for exploring self and community. (Where did my family come from? What's in my neighborhood?) Part of the Brown Paper School Series. (Grades 3-7).

Bibliography

Bibliography

Community Studies and Service Program. San Francisco: San Francisco School
Volunteers.

Kids for Kids. Baltimore: Maryland Food Committee, 1990.

Lewis, Barbara. The Kid's Guide to Social Action. Minneapolis: Free Spirit
Publishing, 1991.

Network. Los Angeles: Constitutional Rights Foundation.
Vol. Spring 1989, Fall 1990, Spring 1991, Summer 1991.

Reaching Out: School Based Community Service Programs. Washington, D.C.:
National Crime Prevention Council, 1988.

The StarServe Bookshelf. Santa Monica, CA: StarServe, 1992.

Stoskopf, Alan L. and Margot Stern Strom. Choosing to Participate: A Critical
Examination of Citizenship in American History. Brookline, MA: Facing History
and Ourselves, 1990.

Teen Outreach Program. New York: Association of Junior Leagues.

VYTAL. Pittsburgh, PA: United Way of Allegheny County.

A World of Difference. A Prejudice Reduction Program of the Anti-Defamation League
of B'nai B'rith. New York, NY.

Youth Community Service Handbook. Los Angeles: Constitutional Rights Foundation.