

Echo House
By Shawanda Spivey

Best Practice 1: What recognized community need was met by your project (e.g. health, education, environmental or public safety need)?

Students collect basic essentials for homeless people. Each grade level is responsible for donating an item. (e.g. toothbrushes, shampoo, combs and brushes)

Best Practice 2: How was the project connected to school curriculum (e.g. what course outcomes were met and/or how did the project reinforce or enhance student academic learning)?

In each class, teachers discuss the difference between needs and wants. Students write letters about how helping others is important.

Best Practice 3: How did you reflect on your experience throughout the project?

Students share their experiences with their peers.

Best Practice 4: How did students take leadership roles and take responsibility for the success of the project?

Students are responsible for creating boxes to give to the homeless. Students learn how to share what they have with others.

Best Practice 5: What community partners did you work with on this project (e.g. non-profits, civic organizations, business that provided donations, etc.)?

Students locate an area in their community on a map that may be in need. A shelter is identified.

Best Practice 6: How did you prepare and plan ahead for the project?

All service-learning projects are integrated from subject to subject and teachers work together to infuse the project and engage students in an interdisciplinary activity.

Best Practice 7: What knowledge and skills did students develop through this project?

Students are asked provide services to help others in their neighborhood. They learn about positive behaviors and good character. They learn about many community organizations and community needs. They learn how they can be of help and make a difference.