

DURATION AND INTENSITY EXAMPLES

EXAMPLE ONE: In September of 2008 two teachers in Clintonville, WI were continuing the yearly tradition of reading the local newspaper weekly to their third grade students. During the first weekly reading, the teachers and students came across a letter to the editor from a local resident. In the letter, the individual questioned why the time capsule buried at city hall in 1978, had not yet been dug up, though it was intended to be unearthed after 25 years. The students calculated that this project was 5 years overdue! Students spend the year working with City Council to dig up the capsule and engage the community in preserving their town history. This project lasted for the entire school year and ended in May. *Clintonville, WI*

EXAMPLE TWO: In a collaborative service-learning project between Canterbury Elementary School, in Greendale WI and Clarke Street Elementary School in Milwaukee, WI fourth grade students partnered together to develop tutoring centers for younger students struggling academically. After initial needs assessments, students were introduced to each other via letter writing at the beginning of the year and in December, met in person. During that in person meeting students reviewed needs assessments and discussed the kind of service-learning project they were interested in working on together. Students chose the tutoring center idea and started planning. Over the course of the year, they continued to work together on this project, planned a walk through to determine what the tutoring centers would look like and finally, in the spring, launched their centers at both schools. They worked together to set up 5 different tutoring centers for the K-3, K-4 and K-5 students. The areas of concentration included math, reading, bingo, crafts and shapes. At the end of the year the students put together an iMovie that show cased the entire year. The iMovie showed the entire project and the different video reflections. The iMovie was shown at the end of the year assembly to the entire school. This project allowed teachers at both schools to focus on skills in writing, reading, science, art, social studies, math and speaking. For example, part of the social studies curriculum is to teach the students about different communities, which is perfect because this project involved students in an urban school and suburban school. This project starts in October and runs until June. This is a yearlong service-learning project. *Greendale, WI and Milwaukee, WI*

EXAMPLE THREE: When one teacher learned that duration was important, she stopped to think about her current practice. She had let the students choose an issue of importance to them, and they decided they wanted to reduce the incidence of rape in their community. Students studied the incidence rates and the research on how to prevent rape. They established a campaign and made people aware of cell phone programming that would alert authorities immediately if there was an imminent problem, and they sponsored an awareness night. The teacher realized that they never followed through to see whether their strategy had worked, whether others actually programmed the cell phones and knew what to do in a dangerous situation, or if the incidence of rape declined in their community. Working with the students, the teacher brainstormed what the class needed to do to identify the impact of their efforts. The students designed the studies, carried them out, and then when they found only limited impact, developed additional strategies that were more powerful.

*Unpacking What Works in Service-Learning:
Promising Research-Based Practices to Improve Student Outcomes*
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