

Department of Public Instruction Learn and Serve America

June 26, 2009

To: Service-Learning educators, practitioners, and enthusiasts

From: Betsy Prueter, Grants Specialist and Teri Dary, Service-Learning Consultant

DPI Service-Learning Website: <http://dpi.wi.gov/fscp/slhmpage.html>

Welcome to the DPI LSA E-Brief

This communication is distributed monthly to teachers, administrators, and community partners and features online resources, funding opportunities as well as service-learning project ideas. With ANY feedback or comments please contact Betsy. This is YOUR e-brief. What would benefit you? What would you like to see each month? What would help you strengthen and deepen your work? Please feel free to forward this message to others in your building or district.

N.B. The LSA E-Brief will take a month hiatus in July but will return with new resources in August!

Service-Learning Stories: Artwork for Emergency Room

Each month we will feature stories of service-learning from across the state and across the country. These are meant to inspire and motivate you all to continue to do good work in your classrooms. This month's story come from Florida's Learn and Serve Office. Have a story to share? Submit the attached "Curriculum Infusion Guide" to Betsy.

An elementary school class, in one of their reading units, read several children's books about hospitals. The teacher used this opportunity to discuss the importance and purpose of a medical care, emergency rooms, etc. She invited guest speakers (nurse and doctor) to speak to the class, and then had the students re-tell important points of their guests. While students were summarizing the most important points they heard, the teacher wrote them on large flip chart paper and discussed age-appropriate medical vocabulary and phrases with the class. They then took a field trip to a local hospital emergency room where they engaged in discussion about what kinds of needs they saw there. The teacher asked questions such as: Have you ever been to the hospital? Who took you there? Who took care of you in the hospital? How did you feel? The class discussed what changes to the emergency room would impact visiting children. The class decided that the hospital wasn't as kid friendly as it could be. They hoped to create artwork that would result in a happy and friendly environment for young patients. The students created artwork during class through the use of pre-made mats or frames and placed their own personal touches to the frames.

The teacher then held class discussions and reflection after the field trip and presentation of the artwork. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Students presented the artwork to the hospital and held a ceremony to unveil the art. Students celebrated the new patient friendly area with the hospital staff and parents. Students also created and presented poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Extra Credit: Which K-12 Service-Learning Standards for High-Quality Practice are missing (or weak) in this project? Be the first to email Betsy with your answer and receive a free book!

Featured Online Resources: Learn and Serve Offices from Across the Country

Florida Learn and Serve

<http://www.fsu.edu/~flserve/resources/links.html>

Minnesota Department of Education: Learn and Serve

http://education.state.mn.us/MDE/Learning_Support/Counseling_Character_Service_Learning/Service_Learning/index.html

Learn and Serve Indiana

<http://www.doe.in.gov/opd/srvlrn/>

Pennsylvania Department of Education: Learn and Serve

http://www.pde.state.pa.us/svcs_students/cwp/view.asp?A=175&Q=48394

101 Ideas for Combining Service and Learning: Florida International University

Art

- Work with a marketing class to create promotional literature (brochures, displays, videos, photo journals, etc.) for a non-profit agency.
- In an Art History class, students prepare and present a tour of a significant museum exhibit for high school students.
- Students work with different age groups in a rehabilitative program- youth, adults and senior citizens and interpret the changes in the human body into artwork or use the service as an experiential component to the study of the human figure.

English

- Students read literature, keep journals, practice expository writing and work with local community agencies weekly. Questions central to the course are; "How does one move from an intellectual analysis of moral and ethical social issues to a socially responsible life?" and "Second, in addition to volunteering your time, what other concrete forms of social action are possible?"
- "The Literature of Social Reflection"- Explore the ethical issues that confront those men and women who want to change the world in one way or another, those ordinary people caught in a particular historical crisis and those who try to make sense of what other initiate politically, struggle with psychologically, endure socially.

History

- Use research techniques and methodologies taught in the classroom, students develop a project of service to a local agency and develop a history of the agency.
- "Poverty and Homelessness"- Enables teams of students to study the history of homelessness in the surrounding community. Their history and research will aide local shelters and governmental and social service agencies to better serve the homeless.
- Develop and publish a local cultural journal that reports on the unique aspects of the community.
- Work with local politicians and policy makers to inform them of the history of an issue and possible strategies for resolving the issues, so that they will be better able to evaluate the opinions and actions of local government officials.

Research Brief: Information for Action: A Journal for Research on Service-Learning for Children and Youth

The Journal is a peer-reviewed publication that features relevant, methodologically sound studies of service-learning impacts and examples of innovative instruction written by experts, scholars, practitioners, and youth.

- **rigorous, academic research** that expands knowledge of theories and principles of service-learning and related youth fields
- **applied research**, performed primarily by teachers and practitioners
- articles **written by youth** involved in research/evaluation activities

For more information, visit the link below:

http://www.service-learningpartnership.org/site/PageServer?pagename=PUB_journal

Food for Thought: What do the Standards look like in Practice? (Part Two of a Three Part Series)

We know that using the Service-Learning standards leads contributes to a high quality service-learning experience. But what might these standards look liked on an applied level? We began with the three most critical standards in May's edition of the e-brief, and we continue with three more this month. Look for the last two standards in the August edition!

Diversity : *Students in an afterschool program decided to work with families who wanted to learn English. They made arrangements with a local community center to offer classes in English language and to go on field trips with the English learners to help them understand how to buy groceries at supermarkets and how to use the public transportation system. When the students came to the center for the first lesson, the room was filled with parents and children from many different language and socioeconomic backgrounds. In providing English lessons to the families, the students from the afterschool program learned about the families' lives before they came to the United States. They told of their experiences in America in ways that expanded the students' ways of thinking about everyday life. While the families learned English, the students learned about other cultures and what it is like to negotiate the rules of U.S. life.*

Partnerships: *Students in an alternative school had been conducting water studies in the nearby watershed for years and received consistent recognition from the Bureau of Land Management for their efforts. The Bureau counted on these students to keep track of progress being made in reducing pollution. The students learned valuable skills in measuring various aspects of stream health. When the school district put the alternative school on the list for closure, due to budget cuts, the students and the Bureau partnered to develop a campaign for the school board to keep the school open. They went door to door to voters to tell them of the need for the school and the benefits for the community of having the school in place. Voters passed a tax levy and the board was convinced to keep the school open.*

Progress Monitoring: *In one high school service-learning class, students established teamwork as a goal for a service-learning project in which they worked with children of prisoners. After students set the goals, they developed an assessment rubric that would determine how well each of the goals was being reached. Every few weeks, students assessed their individual and group efforts, then discussed how well they were doing, whether they were on target to reach their goals, whether the teamwork group process was working, and how they could improve. This self-monitoring led to establishing clear expectations, conflict-resolution skills, and more goal-driven behaviors.*

Source:

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

Shelley Billig, RMC Research, 2007.

Available at www.nylc.org

The DPI LSA E-Brief is distributed once a month. It is intended to:

1. Offer relevant and timely information to support you in your efforts to build and develop programs of service-learning;
2. Update you on available research, tools, materials, services, and training opportunities from DPI and other national sources; and
3. Provide you with a vehicle to exchange ideas with, ask questions of, and share resources with other LSA grantees, service-learning practitioners, and DPI staff.

To respond to DPI about this E-Brief, click "Reply" and you will send your e-mail only to me, Betsy Prueter. To share your response with the entire e-mail list, click "Reply to All."

To subscribe to this monthly e-brief please email Betsy at betsy.prueter@dpi.wi.gov