

Department of Public Instruction Learn and Serve America



November 30, 2009

From what we get, we can make a living; what we give, however, makes a life.

--Arthur Ashe

To: Service-Learning educators, practitioners, and enthusiasts

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

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.

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

Important Dates and Announcements

December 14-15, 8am-4pm, LSA Grantee Lead Teacher Trainings, Madison

Ongoing, Service-Learning and Student Teachers (*more information attached*)

The DPI receives an AmeriCorps grant through the Corporation for National and Community Service to place AmeriCorps members around the state to help coordinate community service projects, tutor and mentor students, and recruit and manage volunteers. Ten of our AmeriCorps slots are open to current student teachers who incorporate service-learning into a semester of teaching. Student teachers are considered part-time AmeriCorps members and receive an education award of \$1,250 upon completion of their service of 450 hours of student teaching. In addition, they receive training and networking opportunities.

Please contact Betsy Pruefer at betsy.prueter@dpi.wi.gov or 608-267-7290 if your school is interested in this opportunity!

Service-Learning Stories: Time Capsule

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 Rexford/Longfellow Elementary School in Clintonville, WI.

In September of 2008 two teachers in Clintonville, WI were continuing the 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. Students spent the year working with City Council to dig up the capsule and engage the community in preserving their town history. This project helped students learn 1) the process of citizen action, 2) the value of local history and the idea that local people have to care about their history in order to preserve it, 3) written communication skills, 4) knowledge of local government structure, 5) oral communication skills, 6) budgeting skills and 7) calendar skills. This project covered standards and benchmarks in social studies, language arts, and math.

Before contacting community members, students participated in role play situations to prepare them for the phone and in-person contacts they would be making in order to accomplish tasks. Students also came to realize that when you communicate well, such as writing a clear and organized letter asking for information, communication is successful and can be used in the future for similar purposes. They not only gained an awareness of communication methods, but they also gained the skills to use those methods on their own. Before approaching the City Council the class talked about the possible multiple perspectives they may face with members of the council. They discussed how citizens will not always agree on what to do. For some council members, it could be a matter of money and for others a matter of honoring a promise made 30 years ago. This project helped students realize that "old" people are not "grouchy." The children also learned that citizens CAN work with local government for the common good.

Partnerships were important to the success of this project. The local radio station was happy to be one partner in the project because it provided them a locally "hot topic" to report on. They trained the Promotions Committee on how to make a radio commercial. A few local businesses were used when the class purchased decorations, ordered the cake, and designed the plaque for the site. The City of Clintonville's elected officials were important partners as the class shaped a shared vision for the project. Local business leaders came into the classroom and helped the Promotions Committee design and create media advertising. The business leaders lent a hand in teaching tomorrow's work force, and students had the benefit of being taught by community members with relevant real life experiences. Communication was maintained via phone, email, and written correspondence.

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 copy of "The Kid's Guide to Social Action!"

Have a story to share? Submit the attached "SL Project Proposal" to Betsy at betsy.prueter@dpi.wi.gov.

Featured Resource: Recommended List Servs

WisKids Journal: <http://capwiz.com/wccf/mlm/signup/>

For well over a century, the Wisconsin Council on Children and Families has focused on improving conditions for families and children through policy change, expanded public investments and public education that lead to improvements in outcomes and practices in the delivery of publicly funded health care, education, workforce development and social services.

K-12 SL Email Discussion list: http://lists.etr.org/read/all_forums/subscribe?name=k12-sl

Provides a forum for the discussion of issues concerning the K-12 service-learning community. Some of the past discussions have involved project ideas, information requests and current service-learning news.

NSLC Electronic Newsletter: http://lists.etr.org/read/all_forums/subscribe?name=nslc-newsletter.

NSLC Newsletter is a free, electronic newsletter. You can get quick updates on resources, events, news, and project stories here. In particular, we are committed to supporting your efforts to make your service-learning programs more effective and more visible

LSA News: <http://www.servicelearning.org/lsa/lsa-news/index.php>

LSA-News is an electronic current awareness service published monthly by Learn and Serve America and distributed to members of all the NSLC email discussion lists. It is intended to provide timely information and relevant resources on Learn and Serve America programs

EdChange Social Justice News: <http://edchange.org/maillists/?p=subscribe&id=1>

EdChange is a team of educators dedicated to equity, diversity, multiculturalism, and social justice. We have joined to collaborate in order to develop resources, workshops, and projects that contribute to progressive change change in ourselves, our schools, and our society.

Breaking Down IPARDC: Planning

We know that often the service-learning process is more important than the outcome. IPARDC offers a framework to guide that process and ensure meaningful engagement with your academic content and the identified service project. Each month, we'll look at one part of this framework. We continue with Planning. See below for an excerpt from the K-12 Service-Learning Project Planning Toolkit for more information and how you and your students can work together to plan a rewarding and rigorous service-learning experience.

In the second phase of service-learning, planning and preparation, you, your students, and the community members with whom you work will identify the service problem, determine the specific service that will be provided, develop an action plan, identify the academic and other goals the project will meet, engage in reflection, and develop an assessment plan. Students should have considerable voice in planning and preparation, making most of the decisions with guidance from adults. The action plan should have a detailed plan for how services will be provided, along with persons responsible, who is on the team, timeline, resources needed, and indicators of success. An assessment of readiness for service and training activities should be included in the action plan.



Guiding Questions:

1. Once you and the students identify a potential problem area, what questions about the problem and possible solutions should they try to answer through their library and Internet research?
2. What is the specific service to be provided? How does the service relate to the overall purpose of the service-learning activity? How does it address the areas of impact that you hope it will have on the students and the community? Will it successfully address the area that you measured to establish the baseline of the problem?
3. How will you facilitate student decision making about the specific type of service to be provided and the division of labor that is needed to implement the project?
4. What content standards and benchmarks will be met as students plan and provide the service activities?
5. What civic goals will the project address? (What civic knowledge, skills (e.g., informed decision making, listening, expressing their opinions), and dispositions (e.g., tolerance, sense of responsibility for others, believing they can make a difference in the world) will be acquired?)
6. What other learning do you hope students will gain from the project (e.g., social skills, career exploration, learning to manage conflict, and/or learning about themselves)?
7. How can you ensure that the community partners are part of the vision, planning, and preparation phases?
8. How will you diagnose the students' readiness for the project? What do your students need to understand about the social problem, the community and organizations with whom they will work, the recipients of service, and themselves? What skills do they need to have (e.g., communicating with others, conducting experiments, and/or planning activities) What attitudes and values should they have? What strategies will you use to ensure that students have the prerequisite knowledge, skills, attitudes, and values?
9. How will you weave reflection activities into this component?
10. What types of assessment will you use to determine progress toward meeting specific service-learning project goals and learning objectives while they are working on this phase of the project?

Other Resources

Florida Learn and Serve, www.fsu.edu/sl/standards.html

The Texas Center for Service-Learning, www.txcsli.org/stars.php

KIDS Consortium, www.kidsconsortium.org

Source:

RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2008.

http://www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf

Inspiration Corner: Finding the Heart of Service-Learning

Service-learning is about passion! Each month, we hope to feature some resources that serve to energize, inspire, and motivate you to continue to dig deeper in your journey to quality service-learning.

Stand By Me/Playing for Change/Song Around the World

From the award-winning documentary, "Playing For Change: Peace Through Music", comes the first of many "songs around the world" being released independently. Featured is a cover of the Ben E. King classic by musicians around the world adding their part to the song as it travelled the globe.

<http://www.youtube.com/watch?v=Us-TVg40ExM>

40 Inspirational Speeches in 2 Minutes

Click below for a healthy dose of inspiration, energy, and passion, in a quick two minutes!

<http://www.youtube.com/watch?v=d6wRkzCW5qI>

Food for Thought: What do the Standards look like in Practice?

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? Each month we will be reviewing 2-3 examples of applied standards. Read below for local examples of the service-learning standards applied in Wisconsin classrooms!

Meaningful Service: The Flashcard Company was a busy place at Roosevelt Elementary School in Kenosha last school year. Third graders were busy all year making vocabulary flashcards to donate to second grade students. The flashcards help give the second graders a head start on their learning while allowing the third grade flashcard makers to review the vocabulary words. After determining that the class would define their community within the school, students surveyed the second grade teachers first, to investigate need. They discussed multiple solutions, but arrived at the flashcard idea because it could easily be done without a lot of teacher direction. This project built upon the service-rich culture of Roosevelt Elementary School and was designed to serve the school community. The goal of this service-learning project was initially to make plenty of sets of flashcards using the sixty word second grade district word list. The teacher saw this project as a great way for third graders to review high frequency words in a way that made learning meaningful to them – through helping younger students. It was a great review for the third graders and a learning tool for the second graders. After the students finished those cards, they decided to move on to the second phase, which was making flashcards with the third grade word list. These are words that all third graders are expected to recognize by the end of third grade. The process of writing them as they make card sets helps the students learn, and these new sets will give the second graders a head start on their learning. The second grade teacher claimed that the fact that the cards were made by older kids gave the second graders reason to try even harder. **Kenosha, WI**

Partnerships: Eighth grade Mahone Middle School students in Spanish 101 classes not only wrote a book, but they did it in two languages. As part of a service-learning project, students picked a topic, wrote, and illustrated a bilingual children’s book while keeping in mind the essential questions of the unit. The project helped students master vocabulary and grammar concepts as well as technology skills as they put their books together. The books were donated to the children’s ward at local hospitals as well as the Ronald McDonald House. The service was meaningful to the students because they were challenged to think of a topic that would be both interesting to them personally and of interest to a child receiving treatment in a hospital. Community partnerships were formed with a local Children’s Hospital as well as the Ronald McDonald House in Milwaukee. In communication with the Ronald McDonald House, the students learned that some of the families come from around the world, so books in Spanish would be very popular. The RMH staff were in tears when they received the beautiful books as they knew how much the children would enjoy them. In addition, the local Office Max store helped with the laminating and binding of the children’s’ books. **Kenosha, WI**

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

