

# Department of Public Instruction Learn and Serve America



September 30, 2009

*Let us put our minds together and see what life we can make for our children.*  
--Sitting Bull

**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>

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## Welcome (back) to the DPI LSA E-Brief

The E-Brief has returned for the 2009-2010 school year! 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.

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## Important Dates and Announcements

**October 5-11**, National Learn and Serve Challenge Kick Off Week

The National Learn & Serve Challenge is our opportunity to demonstrate the power of service-learning to others. You do not have to be affiliated with Learn and Serve America funding to participate. This event is designed to highlight service-learning everywhere. Look for ideas and tool kits on the Challenge website [www.learnandservechallenge.org](http://www.learnandservechallenge.org).

**October 13**, 3pm-4pm, LSA Grantee Lead Teacher Webinar (log in information to be emailed out)

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## Service-Learning Stories: Heart to Heart Wishes

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 Tully C. Knoles Elementary School in Stockton, CA. Have a story to share? Submit the attached "SL Project Proposal" to Betsy at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov).

Second grade math students at Tully C. Knoles Elementary School were learning about concept with familiar shapes that students recognized from their daily lives. During one like squares, rectangles, diamonds, hexagons, circles and were asked to identify these shapes in items and objects that had meaning to them. These shapes were of found objects like hearts, stars, butterflies, and more. From here, the teacher had the students survey one another to find out the most popular symmetrical shape. They graphed the results of their survey and discovered that the heart was the most popular shape. The class engaged in discussion about how the heart represents many things in their daily lives. Students established that the heart represents love and that love and care is a need that all people must have. The teacher and students brainstormed ways that they could share the popularity of this shape by helping others.

The class started this service-learning project by writing a friendly letter to a local adult care home to ask about the kinds of things residents might appreciate around Valentine's Day. When they heard that valentine cards would be a wonderful treat, they decided to make special Valentines to give to this local adult foster care home. The class then planned a field trip to hand deliver the Valentines. Students built an awareness of other people's feelings as well as a sense of civic responsibility.

Students participated in reflections, before, during and after the project. Reflections were both oral written (through journal entries). Also, students took photographs and video clips throughout this project and made an iMovie as a documentary to share with their peers and the community.

**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! *Hint: In what ways did the students investigate community needs?***

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## Featured Resource: Designing a Reflection Activity, Tips for Success

*Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connecting thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation and inference. Below you will find strategies for designing effective reflection activities.*

An effective reflection activity should:

- \_ Have an outcome in mind (i.e. leadership, team building, improved critical thinking, acknowledgment)
- \_ Be appropriate for the team (age, culture, etc.)
- \_ Happen before, during, and as soon after the service experience as possible
- \_ Be directly linked to the project or experience
- \_ Dispel stereotypes, address negative experiences, increase appreciation for community needs, increase commitment to service
- \_ Be varied for different learning styles, ages, etc.
- \_ Actively involve the service recipients for a really compelling reflection session
- \_ Be facilitated well for maximum participation, creativity, and learning

Source:

### Breaking Down IPARDC: Investigation

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 begin with Investigation. See below for more information and activities on developing deep investigation practices.



1. **School/Community Walk:** Taking students for a walk is one way for them to identify issues and problems they would like to address in service-learning. Have your class take a walk around the school or community and ask them to note things they would like to see changed or improved. Ask them to notice both the positive and negative, tangible and intangible. Prior to the walk, students can create a map outlining where they will walk, and design observations sheets on which they can record what they see. Once students are back in the classroom, have them discuss what they saw on their school/community walk.

**Time:** Approximately 1 hour

**Materials needed:** maps of the area, observations sheets, clipboards, pencils/pens, digital camera (optional)



2. **Power Analyses of News Stories:** Students read a newspaper to identify power relations and analyze the story in terms of power. Students should first review what power means. Students should then read identified newspaper articles to look for power relations. Tell them that the word power may not be in the story but you are looking for instances where people are trying to influence or make change. With highlighters, have students highlight sentences where there are power relations. Students can then gather in groups and discuss these questions- Where did you find power in these stories? Who had power? How did they exercise it? What could they do differently to be more successful? Was it difficult to identify power relations? How is the story different when reading it according to power relations? Can you think of an event in this group where there were power relations? What event? What were the power relations?

**Time:** 30-50 minutes

**Materials needed:** highlighters, age appropriate news stories that feature young people taking action or involved in politics



3. **Understanding your Community through Photography:** Students can develop a deeper understanding of "their community" and the idea of community through taking photos. With disposable or digital cameras, team members can document through taking photos. Team members can document important spaces and places for them and in the community. Students can write short descriptions of their photos and place them on larger group map or poster board of their community. Preview project by asking: What does community mean to you? In what ways do we define community differently? What makes their community unique? Have students identify possible thing to photograph: places that define your community, fun places,

places that young people feel safe, places that young people feel powerful, free spaces, assets (positive thing) of your community, places where there are problems, places where people gather, places where people play, places where people play, places where you can meet people, magical places, scary places, defining places. Make a shot list with map, discuss rules, have students work in small groups. At the end, ask what was it like to walk around? Have the students sort the photos, labeling each one 1-3 are best. Finally, ask them to write a paragraph describing the photo-why did you take it, how does it represent, put on large poster board.

**Time:** a minimum of 2 class periods

**Materials needed:** flip chart, markers, digital cameras

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### Inspiration Corner: 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. This month we look to YouTube for a boost to start off the school year.*

#### 212 Degrees

The concept of 212 Degrees -- one tiny degree between 211 and 212 degrees, but it makes all the difference in the world. Just like it is in life and business, the difference between running with the pack and leading the pack is that small extra degree of effort, focus, determination.

<http://www.youtube.com/watch?v=WDgKdjf7M4I>

#### The T-Mobile Dance

Watch the moment Liverpool Street Station danced to create this special T-Mobile Advertisement.

<http://www.youtube.com/watch?v=VQ3d3KigPQM>

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### 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. This month we finish off a series from "Unpacking What Works", by Shelley Billig. Stay tuned for local Wisconsin examples in future months!*

**Youth Voice:** *In one elementary school, students were asked to solve problems they identified within their school and its immediate surroundings. First-grade students reported that kindergartners were running in the hall and that this running made the hallways unsafe. The teacher asked the students to document the problem, which they did by counting and graphing the number of running incidents during several timed periods during the day. The teacher then asked the students to brainstorm the potential reasons why the kindergartners may be running and what solutions might address these reasons. Students initially said that the kindergartners were running because they were lost and they needed hallway signs. They solicited names for the hallways from the kindergartners, held an election to name the hallways, and made signs for the hallways. When they measured the incidence of running again, the first-graders found that the problem was not solved. They then studied how speed was controlled in society and came up with the idea of licenses for the students. They brainstormed what should be on the licenses and composed a letter to a nearby hardware store to request the materials needed to make licenses. They created a license for every kindergarten student and then measured the incidence of running once again. The first day after the licenses were issued, the running had stopped. However, the running resumed the next week, when many kindergartners either misplaced their licenses or realized there were no negative consequences for running. Back at the drawing board, the first-graders then devised other possible solutions. The teacher allowed the students to choose solutions and to make mistakes until they finally solved the problem. In so doing, the teacher covered many reading, writing, math, and social studies standards. At the end of the year, the students scored high on all measures of academic and civic engagement and felt that learning was fun.*

**Reflection:** *In one middle school, students decided that they should hold a community health fair for migrant farm workers, restaurant workers, and others who did not have health care through their employers to acquaint them with services available in the community. The students were asked to document the problem, so they initially conducted online research to identify health care access issues. The teacher asked how they knew that these issues applied to their own community, so the students interviewed farm workers and restaurant workers to determine what their health care needs were and what it would take for them to come to a health fair. In speaking to the community members, students realized that they could not hold the fair during the working day and that many of the needs had to do with children's immunization, which is required when children move into a new school. Students reoriented the content of the fair to address children's needs and to discover low-cost alternatives for the uninsured workers. They identified resources within the community for free or low-cost health care, especially for children, and were able to have many health care providers come to the fair and vaccinate children for free. They were also able to get free screening for cholesterol and blood sugar, and free nutritional advice. As part of their follow up activities, they investigated health care policies and established a campaign to advocate for health care reform, writing letters to their legislators that expressed their opinions.*

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](http://www.nylc.org)

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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."

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