

PLANNING EXAMPLE

Fourth and fifth grade students decide to conduct a spring service-learning project that will benefit their local historical park. Some students customize and present a play by a local author about the history of their area, while others serve as tour guides for the park. To prepare students for the project, teachers engaged in several activities, including identifying the Virginia Standards of Learning in literacy, communications, history, and citizenship that the project would meet; forming partnerships with park staff, members of the Historical Society, and the original author of the historical play; planning lessons to teach students about the story, script writing, and public speaking; and familiarizing the children with the park. In collaboration with the service-learning coordinator, teachers also completed several logistical tasks, such as obtaining parent permission for park visits, scheduling transportation and chaperones, arranging a class visit from the author of the historical play, requesting parent assistance in making costumes, and organizing children's story boards, and writing a coherent script. *Wirtz, VA*

(from RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006.

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