

## REFLECTION 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. Students worked in committees to ensure that the work was being done. In order to reflect on their progress, teachers facilitated discussions of how committee work was going with each group of students. Once the capsule was dug up and the big event was over teachers and students led another discussion to reflect on the entire project, offer praise to the students on a job well done, and allow students the opportunity to talk about what they had liked about the project and why they felt it made a difference. *Clintonville, WI*

EXAMPLE TWO: 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- what makes a good book? Who can benefit from translated reading materials? 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. Students met regularly with their teachers to reflect upon their progress. The process of writing a book that would bring comfort and entertainment to a sick child gave the students an opportunity to think about themselves in relationship to others. The project also provided an opportunity to talk about why families might need to use a facility like Ronald McDonald House while getting medical treatment. *Kenosha, WI*

EXAMPLE THREE: 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. At the beginning of the school year, the teachers interview each student on a video camera, asking them different questions about what they thought service learning was, if they thought they could personally help their community, if they have ever helped in their community before what they thought it meant to help out in the community and if they thought people took them serious even if they were only children. The teacher also

interviews the children at the end of the year to document differences in attitudes and perceptions. The class then put together an iMovie comparing the student's interviews through the year. The iMovie was shown on the last day of school at the all school assembly. *Greendale, WI and Milwaukee, WI*

EXAMPLE FOUR: In one middle school, students decided that they should hold a community health fair for migrant farmworkers, 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 farmworkers 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.

*Unpacking What Works in Service-Learning:*

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