

How to Make Service into Service Learning

There is a wonderful change taking place in student volunteer work in traditional service organizations. Some might call it a true paradigm shift.

In the past, teachers did not ask their students to make any connection between their volunteer service experiences and their academic course work. This meant that volunteer administrators did not have to concern themselves with linking service activities to academic pursuits. Generally they were asked only to comment on the quality of a student's service and on whether each student had fulfilled his/her time requirement.

Now a growing number of schools and colleges want today's service learning experience for students to be part and parcel of academic course work.

Twenty years ago almost no colleges or universities asked students to write essays about their volunteer work, nor did they place student volunteer work high on their list of acceptance criteria. This is not so today. It is a well-accepted bit of college-prep folk wis-

dom that if there are two students matched academically, with comparable scores on national standardized tests, and one has done some service learning while the other has not, the student with service experience has the edge.

Volunteer supervisors in health facilities have long noted that children who volunteer in their institutions (visiting with the residents, drawing pictures for them, assisting them in the recreation areas, recording their oral histories, etc.) have not been directed by their teachers to connect what they learn in the health facility with what they are reading in their health texts during the regular school day. Instead most health teachers have treated student volunteer time in a health facility as a "learning to serve" experience, period. These teachers have not treated volunteer service as a time for their pupils to test theories they have read as homework, discussed in class or heard in classroom lectures.

Today volunteer administrators are discovering that even primary school pupils expect to learn something about how the health facility operates,

and how the residents are cared for. The students want interactions with the residents to "make a difference." Once back at school the pupils know that health teachers expect them to have learned something about health care, and to have observed the impact their volunteer assignment has had on the organization and its clients.

A student who spends an hour a week at a nursing home for the elderly--and usually is assigned to a recreation area to play Chinese checkers with residents--is expected to note if the residents remember how to play the game from week to week, and if playing it helps them remain mentally alert.

In addition to reading about memory loss in class, health teachers may ask their students to observe the elderly whom they see during their weekly volunteer visits, and participate in class discussions, sharing anecdotal evidence about their visits.

Article By:

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Thought of the Month



Caption describing picture or graphic.

“We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities.”

- Ralph Waldo Emerson

“The one problem students face is wanting to



continue their service projects and volunteering into the summer...”

Resources for Students

Although summer has approached and students are no longer in school until the fall, there are still students who are interested in volunteering their time and this is the perfect time. While students are out of school, they have free time to use as they please. The one problem students face is wanting to continue their service projects and volunteering into the summer, but

they don't know where to volunteer their free time. The following resources are websites that have links to organizations that need volunteers year round, especially in the summer months.

ww.servicelearning.msu.edu

ww.michigan.gov/mcsc

ww.msue.msu.edu

2010 Summer Nonprofit Workshop Series

Join your nonprofit colleagues for some summer learning! The Ionia County Intermediate School District presents a series of four summer workshops to develop your knowledge on strategic planning and grant writing.

\$25 per workshop
\$100 to attend all

Registration at www.ioniaisd.org

The sessions are as follows:

- July 7-Strategic Planning
- July 28-Generations: The changing face of your nonprofit
- August 18-Service-Learning for

Community partners

- August 25-Grant Writing 101

Workshops take place at the Ionia County Intermediate School District Building. All workshops begin at 10am



Caption describing picture or graphic.

Resources for Teachers



Do you want to incorporate service learning into your classroom? Do you have the resources to get your classroom started? Well, now you

do. There are many free online resources to help you and your classroom get started incorporating service learning into the classroom. There are resources available k-12 in multiple subjects to help get you started. One recommended resource would be S.L.I.C.E. (Service Learning Ideas and Curriculum Examples) S.L.I.C.E. has grade levels separated, so that you can find projects appropriate for your grade level. Although S.L.I.C.E. is giving you ideas and the resources to get started, you are also finding pro-

jects previously completed all over the United States and once you complete your own project, you can place your project into S.L.I.C.E. for other teachers and classrooms to use.

*S.L.I.C.E. is provided by Learn and Serve America's National Service Learning Clearinghouse

*www.servicelearning.org

“Is your class actively involved in service-learning? Does your class want to share their projects with classes across Ionia and Montcalm County?”

Service Learning Class of the Month

Is your class actively involved in service-learning? Does your class want to share their projects with classes across Ionia and Montcalm County? Now, your class can highlight their hard work. The Service-Learning Newsletter is now offering classes across Ionia and Montcalm County to share their stories in the newsletter every month. All you have to do is have an outstanding

service-learning project that has happened in the past or presently happening and submit your class story and a picture of your project and your class could be the Service-Learning Class of the Month. All classes can go into the mixture and the best each month will be selected. The Service-Learning Class of the Month will start being displayed in the newsletter in the

September addition. You can submit now to get a head start. You can apply by contacting EllaKate Wagner at ewagner@ioniaisd.org. Please attach a pre-written article and a picture of your project. In your article include the grade and subject of your classroom, details about the project, and why this project was important to that particular classroom. Good Luck!

Guess the Service Learning Standard!

Hints:

1. Prompt, deep thinking analysis about oneself and one's relationship to society.
2. Occurs before, during, and after the service learning experience.
3. Encourages participants to examine their preconceptions and assumptions in order to

explore and understand their roles and responsibilities as citizens.

Can you guess the standard?

If you guessed reflection, you guessed right. Reflection should go on through the entire service learn-

ing experience. Reflection also causes youth to analyze oneself and one's relationship to society, which leads the youth to understand their roles and responsibilities as a citizen.

Use the picture to help you guess the standard.



8 Standards of Service-Learning

Y R I N U U W K W Q K U T E O H Q E G O M T B B U
K T K K Z G R G S S S X L N M M C P N U N Y Q O Y
X M I G K C I S M Q L H H E O I E D I I E D U Q J
K V M S Q S Y G D U B B H Y V I K E R Y K B U H Z
R C K V N W M K Q K M Y L R V U K G O C I G U T U
P P Z K G E K K T T S L E A T L Y M T U J R F Y A
P A E Q Z P T S S Z A S N I J M J F I P F Y X O B
S A Q O C O D N B Z L D F U F H F L N I Y O O T U
Y R C T B L U D I U A R B P Y B T G O A D U B D H
Q L H A F B Z T F D Z C A F V S Q E M U X T I K H
X C I J N V K G M E N C G A O D Q S S H X H X O C
Q P Y P S O N L W B U A J M E P Y E S Z T V B J Z
I U Z G A I R M X S O R N E B S O J E E R O Y Q I
G K D M N R J M P F E B X O Y T I S R E V I D G Y
Z E Q A D L T V T F Y W I J I B A R G T Q C D D P
W M E B A J B N L F A C W E F T J S O C Q E F G M
U M A F P G F E E B X D N O O B A D R V R G J U E
L I N K T O C U R R I C U L U M A R P M K O H T S
L N V Q N T W F K V S P F W D S Z N U R U T I D F
P A T K I A S W S I N H Q B Q S W G S D V J F S L
G V E O N V Q K Y J C E I I I Y K U B U E Q C C H
L L N F S D Q V J U F S G P E L H T U G F J G K K
F S A U M Q F J M W D B I V B H V A X Q J X Y Q L
V S W F H H O F M Q A L A L R V B W B T J A J S C
F Y R I S J D D R H Y A L E Y D W S E I C T A Z O

Key Words

DIVERSITY

DURATION AND INTENSITY

LINK TO CURRICULUM

MEANINGFUL SERVICE

PARTNERSHIPS

PROGRESS MONITORING

REFLECTION

Youth Voice

Can you find all
8
standards??