



Dates:	September 18	Introduction to Service Learning
	October 7	Meaningful Service
	November 6	Curriculum Integration
	December 4	Duration
	January 6	Diversity
	February 5	Reflection
	March 3	Youth Voice
	April 21	Reciprocal Partnerships
	May 5	Process Monitoring

“Great thoughts speak only to the thoughtful mind, but great actions speak to all mankind.”

Description:

A series of nine highly interactive and engaging workshops from “The Box” on Service Learning will be offered at Montcalm Area Intermediate School District. The materials offered are aligned with the research-based Effective Practices for K-12 Service Learning.

The workshops provide participants with the needed structure time to learn new skills, explore possible projects, share insights with colleagues, and develop curriculum and assessments.

You will:

- Assess your knowledge & skills in critical areas;
- Obtain the latest tools & resources;
- Learn about effective programs and strategies;
- Get tips for success from experienced practitioners;
- Set the next steps to implement in your classroom

Register at :
www.ionia-isd.k12.mi.us
 Questions???
 Contact: Deborah Wagner



Volume 4, Issue 2

October 2008



IONIA COUNTY INTERMEDIATE SCHOOL DISTRICT

Voices for Service Learning

Connecting Content with Kids Through Service Learning

Over the course of the 2007-2008 school year, Jay McTighe and Carol Ann Tomlinson presented a series of workshops on UbD/DI (Understanding by Design and Differentiated Instruction), to promote their new book, *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Although the workshop did not speak directly to the topic of service learning, it was immediately apparent that UbD/DI and service learning go together like milk and cookies.

At first glance, there may seem to be a mismatch between the basic approaches to UbD and service learning. Understanding by Design, a backwards design approach popularized by Grant Wiggins and Jay McTighe, requires educators to identify learning outcomes, determine acceptable evidence of success, and then plan instruction. In contrast, service learning focuses on youth voice and student leadership. Fortunately, there are ways to marry these seemingly incompatible approaches. Three common service learning scenarios exist: 1) a class continues an existing service learning tradition, 2) the teacher introduces an idea for a service learning theme and gives students voice and choice in determining the direction it takes, and 3) students introduce an idea for service that the teacher fits into the existing curriculum. In any case, the service learning promotes academic achievement directly correlated to state standards.

The first scenario, where a class continues an existing service learning tradition, is ideal for implementing backwards design. Having done the project before, the teacher as the service learning facilitator has a basic idea of what is involved with the project and can set learning targets consistent with both the project and grade level content expectations. For example, a class involved with a service learning project involving water quality is not only fulfilling

science standards related to measurement and inquiry but could also tie the project to language arts standards by creating a multimedia presentation on their findings to be shared at a city council meeting.

The teacher has a great opportunity to differentiate instruction by assigning responsibilities to students based on each child’s educational needs. The child who is struggling with measurement can be given the job of double-checking everyone’s measurements, thus giving that child significant practice. A child with solid composition skills but poor grammar could work on the PowerPoint presentation. Others could choose visuals, proofread, write brochures, and present at the council meeting. Knowing that the report will be shared with an important audience is a great motivator. Having shared responsibility for the quality of the final product provides a safety net. Meanwhile, all students are actively engaged in acquiring essential understandings about water quality. Imagine that a teacher has a service learning idea related to the existing curriculum but wants to give the students leadership and voice in determining the direction the project takes. In this case, other opportunities arise. Students are empowered to make key decisions and have the opportunity to take on leadership roles within the context of the service learning project. As part of a unit on human-environment interaction, the teacher might suggest that students organize a service learning project to apply and deepen their knowledge. Then students suggest ideas for such a project.

Some students might suggest organizing a school wide recycling program. Others could be interested in starting a community garden and compost pile. Yet others might be interested in conducting free energy audits for their friends and family, making

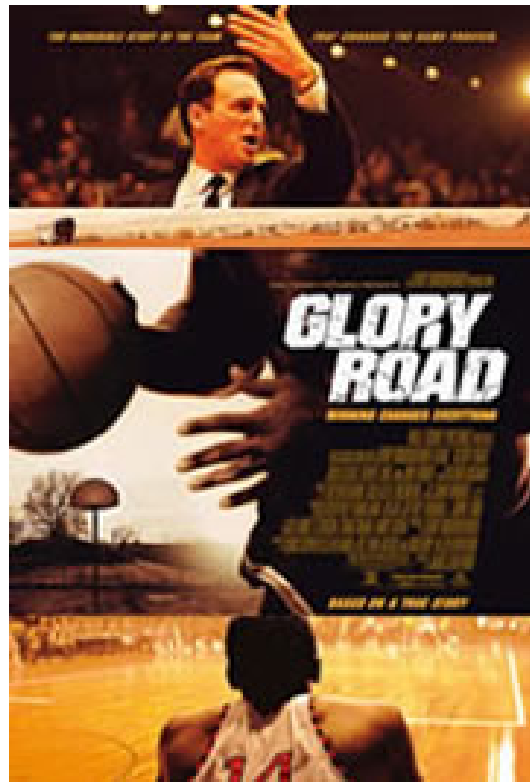
recommendations for how they could save energy. Others could work in groups to create emergency readiness kits for senior citizens in the community. All of these projects could be going on simultaneously within the same classroom. Instruction is being differentiated based on student interests, but the teacher has already set learning targets for the unit.

Finally, there will be times when students approach their teacher with a great idea for a service learning project. Perhaps there has been a natural disaster, and the students have an idea to help. This may be the most difficult scenario because it requires the teacher to rearrange the planned course of study. It is also easy to fall into doing a “community service” project that does not have clear learning outcomes and is not tied to the grade level content expectations. Yet when possible to accommodate such requests, educators have a great opportunity to take advantage of students’ natural motivation to be helpful, contributing citizens and to direct their energy and enthusiasm toward a well-deserving cause.

Service learning is a terrific way to connect content with kids, but many teachers feel that there isn’t time in the year to add “one more thing.” Rather than being an additional responsibility, service learning is an energizing, authentic means of instruction that allows teachers to motivate students and differentiate instruction at once. For more information on how to differentiate instruction while teaching to common targets, check out *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* by McTighe and Tomlinson.

*Written By:
Monica Mansfield*

Service Learning Challenge: Finding Inspiration in Literature & Movies



Glory Road

Glory Road is based on the book *Glory Road: My Story of the 1966 NCAA Basketball Championship and How One Team Triumphed Against the Odds* by coach Don Haskins and Daniel Wetzel. This movie tells the true story of the first all African-American starting lineup to win the NCAA basketball championship game in 1966. Future hall of famer Don Haskins (Josh Lucas) is the newly hired coach of little known Texas Western College in El Paso, Texas. Unlike his contemporaries, Don Haskins is color-blind in his recruitment of high school players.

The Curriculum

The guide, *Glory Road: Choose Your Road*, is designed for a facilitator to engage youth ages 13-18 in both group and individual activities relating to the central messages of *Glory Road*.

Themes of this guide include:

- The courage of conviction
- Sports as an engine for justice
- Music as a unifying force
- Becoming a mentor

How to Use FILM

FILM is a free curriculum resource for anyone who works with youth...teachers, after school workers, mentors, parents and any group facilitator of youth.

Using FILM is simple, just follow these three basic steps. Go to <http://www.youthfilmproject.org/>

1. Download a FILM curriculum.

Click on the Curriculum tab to browse the list of movies and associated curriculum. Next, click on the movie of interest to read more about it and the themes explored in its curriculum. Then, click on the link to download the curriculum, and a document will open for you to print.

2. Facilitate the three components of FILM curriculum with youth.

- * Reading the book
- * Viewing the movie
- * Doing the activities

First, the facilitator should read the beginning pages of FILM curriculum for an overview of the movie, the associated book and the themes and activities to be explored. This provides the facilitator the general direction of the curriculum and what to expect.

Facilitators can decide which components they wish to use and in what order. We recommend in each curriculum using a sequence of first reading the book, then seeing the movie and lastly engaging in the discussion and activities. This order is helpful for building up knowledge and understanding that can then be applied in different ways in the activity component. Yet facilitators are encouraged to use FILM curriculum in a way that best suits their program and youth.

3. Fill out an online evaluation and send us your success story.

Evaluations are an essential part of getting to know you and how we can better serve your youth with FILM curriculum. Once you complete a FILM curriculum, click on Evaluations to take an online survey to let us know more about you.

Also, success stories help teach and inspire others. In the evaluation you can share with us your experience with FILM curriculum, how you used it and the outcomes your youth achieved. Your experience with FILM is important, and your success story we gather from your evaluation can help other youth organizations understand how they can learn, have fun and make an impact with movies.

Choose your Road!

Helping the Homeless

Overview

What does it mean to be homeless? Who are the homeless? With these Key Questions, middle schoolers survey their peers about this issue. A visit to a Homeless Veterans Shelter and research through literature and the Internet lead to agreement on serving at the shelter. Participants identify myths about the homeless and understand the importance of job skills and education.

Learning Standards

- Collect, organize and analyze data.
- Conduct effective discussions.
- Make connections between reading and life experience.
- Understand and express different points of view.

Classroom Activities

1. Answer Key questions: Students begin by researching the answers to the above key questions.
2. Use Journals: Students write reflections in their journals and complete the first entry: "When I think of the homeless, I think of..."

This serves as a pre-test for students and teachers to study attitudinal changes.

3. Compose and Conduct a Survey: Students gather survey questions from the Internet and from literature.

4. Graph Survey Results: As students graph data, they analyze results revealing that a large number polled believe myths about the homeless.

Community Activities

Preparation for visiting the veterans shelter includes map reading to plan the class route via public transportation. Upon arrival, students meet personnel and take a tour. Hearing about the staff, students also learn that most shelter veterans attend school, acquire job skills at the shelter, and perform chores. Careers

Students observe and gain insights on the importance of social service providers, health care professionals, and career counselors.

Materials

54 Ways You Can Help the Homeless by Rabbi Charles A. Kroloff, 1993: Hugh Lau-

ter Levin Associates and Behrman House, Inc.; survey materials, journals Technology

Students use calculators for data posting and research homeless issues on the Internet.

Assessment

Teachers and students conduct ongoing assessment from survey results, pre post tests, student participation, key questions, responses, and journal entries.

Web Sites

For the Myths and Facts about Homelessness visit <http://www.nlchp.org>.



The National Learn and Serve Challenge

October 6th-11th

Join your peers from around the country for a concentrated week of special events and community outreach activities designed to raise awareness and build support for service-learning. Through the Challenge, you can:

- Spotlight the value of service-learning to young people, schools and communities
- Encourage others to launch service-learning activities
- Build support for service-learning among decision-makers
- Increase recognition of Learn and Serve
- America, the only federal program dedicated to service-learning www.learnandservicechallenge.org
- Check out our new videos on our YouTube Channel - <http://www.youtube.com/servicelearning>

Join us in moving closer to achieving our 2010 national goals to:

- Engage 5 million college students in service
- Ensure 50 percent of America's K-12 schools incorporate service-learning into their curricula.

**Accept the Challenge:
Go to www.learnandservicechallenge.org**

