

Service-Learning

VOLUME 4, ISSUE 10

FEBRUARY 1, 2010

Project Ignition + YAC = Top 10!

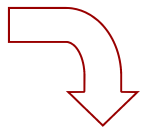
The Ionia County Youth Advisory Council (YAC) recently was honored as one of the top ten **Project Ignition** projects within the United States. The YAC applied this summer for a Project Ignition grant for **\$1,000** to complete a teen drivers safety service-learning project. The National Youth Leadership Council narrowed down all the grant proposals to the top 25 in the United States. They were the first group from Michigan to receive a Project Ignition grant. After a lot of hard work from the YAC they were honored with being one of the top ten Project Ignition finalist competing for a **\$10,000**

grant in San Jose this March at the National Service Learning Conference. Through this process the YAC has created a commercial to be aired on teen drivers safety that represents the three campaign slogans in which they are advocating.

1. "If you want to text and talk, you should probably walk."
2. "Pull your seatbelt snug! Give it an extra tug."
3. "Stay alive! Don't Drink and Drive!"

The YAC also completed a mini forum at their high schools to air their commercial. The YAC will be completing a Youth Forum for all the high schools in Ionia County later this year in April. The Youth Forum will be advocating teen drivers safety, as well as bridging the achievement gap through service-learning.

At the National Service Learning Conference the YAC will be able to display their project through a booth designed by themselves, as well as presenting on their project during a seventy-five minute presentation.



Wish the Ionia County YAC luck as they set off to California to compete for the **\$10,000** grant to continue their work with teen drivers safety and service-learning.

Thought of the Month

“The greatest good you can do for another is not just share your riches, but reveal to them their own.”

~Benjamin Disraeli

the box is on Facebook!

Service Learning Professional Development

“The Box” a professional development toolkit developed by the Ionia County Intermediate School District now has a Facebook fan page. “The Box” is a professional development toolkit all

about service-learning. The toolkit helps teachers to understand the 8 effective practices of service-learning and having a quality service-learning project in the classroom or out. If you

have a Facebook page, please become a fan of “The Box” and show your service-learning pride. Our goal is to have **750** fans by the end of February. Help us reach our goal!

Mini Grants are Going Green

The Ionia County ISD is trying to become more eco-friendly and that means that the service learning newsletter and the service-learning mini grants are going to start being posted online at www.ioniaisd.org.

We will continue to print the service-learning newsletter, but we will also be posting the newsletter and mini grants online. We encourage you to start reading the newsletter online, so we can be paper free by the end of the year! We also encourage you to

apply for a service-learning mini grant if you plan on completing a service-learning project this year. Thank you for your support with our goal of becoming paper free!

Remember to check us out at www.ioniaisd.org under service-learning.

Service-Learning

In Action!



Belding Alternative Ed. students collected 1100 lbs. of food for the local food pantry.



A service-learning project that required students to build picnic tables.



Somebody Loves You Mr. Hatch

(Classroom sets of Somebody Loves you Mr. Hatch are available at the ISD)

Lesson Plans:

Kindergarten-2nd grade

Purpose:

In a world of us vs. them, how can our children develop a sense of community? In this lesson, our children will gain an understanding of *community* as people who work, learn, play and live together. Through the activities in this lesson, children internalize the value of being a responsible community member.

Time:

Two forty five minute sessions

Objectives:

- cooperate with others to build trust and work for the common good.
- define a community through a vocabulary-building, concept-mapping exercise.
- evaluate writing for conventions, style and content.

Materials:

- Chart Paper
- Markers
- Words Activity Scissors
- Drawing/writing paper
- Book (Somebody Loves You Mr. Hatch)
- Student Copies (Four Square Unity in the Community)

Handout 1

[Making Words Activity](#)

Handout 2

[Adapted Making Words Activity](#)

Handout 3

[Four Square Unity in the Community Paragraph](#)

Instructions:

Anticipatory Set:

Meet in a large space such as a gymnasium or playground area. Divide the children into groups of two or three. Each pair or triad of children is to sit back to back on the floor and link arms with the person(s) behind them. Their task is to stand in unity without unlinking their arms or touching the ground with their hands. Once each group has had the opportunity to try and stand, ask groups that were successful what strategies they used (cooperation, discussion, put ups, compliments, effort, perseverance, etc.). Reflect on these strategies and encourage the pairs and triads to use the strategies to attempt the challenge again. Once everyone has had the opportunity to link arms and stand united, reflect on their experience using the following questions: Was any group successful with the effort of just one person? What did your groups have to do to be successful? Record their responses on chart paper.

- While students are seated at their desks, pass out one set of letters and scissors to each child (see **Attachments One or Two**). Tell the students to cut out the letters on the lines.
- **Teacher Note:** I play a phonics game called "Detective" to direct

how they cut the letters out. For example, I may say "cut out the letter that is at the beginning of mouse and man."

- Once they have their letters cut, begin the following script to direct the children to form words with the letters on their desk tops. As they form the words, add the words to the chart paper started in the Anticipatory Set.

"Use two letters to make the word *in*."

"Change one letter and make the French word *un*. *Un* means one in French."

"Add one letter to make the Spanish word *uno*. *Uno* means one in Spanish. *Uno* is also the name of a card game."

"Using two letters from *uno* and a new vowel, make the word *one* in English."

"Yesterday you talked about unity. How do the words *un*, *uno* and *one* relate to unity?"

(Unity means come together as one.)

"Use four letters to make the word *unit*. *Unit* means one in math."

"Can you add one letter to the word *unit* to make the word *unite*?"

"What does *unite* mean?" (Come together as one)

"Change one letter and make the new word *unity*. *Unity* means coming together for a purpose."

Continued on next page...

Somebody Loves You Mr. Hatch Continued...

"Use four different letters to make the word *come*. When we come together we unite."

"Put the word *come* and the word *unity* together to make a nine letter word. You will change one letter." (Students may need help forming this word—community.)

"What is a community?" (Community is a group of people who come together as one; people who work and learn together.)

Teacher Notes: You could teach a lesson in plurals: by changing y to ies, you make the bigger word communities. Brainstorm communities to which the students belong. Extend the lesson to include core words and word families. Have students write the word community on a piece of drawing paper and illustrate the concept.

Day Two

Anticipatory Set:

Review the words on the chart paper. Tell the students that you are going to read a story about a man who finds unity in a community. Ask them to think (as you read) about how the words and ideas from the chart relate to the story. Read aloud *Somebody Loves You, Mr. Hatch*, stopping as needed to clarify, discuss, predict, infer and review.

- When you have finished reading aloud, ask the children how Mr. Hatch moved from being one person alone to a member of a community. What did he do and how did the community respond? What value did the community add to his life?
- After reflecting on the story, encourage the students to add words/concepts to the chart of words related to unity in a community.
- Use the four-square method to define community. Give each student a copy of **Attachment Three: Four Square Unity in the Community Paragraph**. Tell the students to write the big idea, community, in the center of the four squares. Read through the chart of brainstormed words together. Ask the students to pick the four best words from the list that capture the big idea. Discuss, vote and come to consensus on the four best words. Guide students to write (and illustrate) those words in the four squares.

- that capture the big idea. Discuss, vote and come to consensus on the four best words. Guide students to write (and illustrate) those words in the four squares.
- Next, students write a definition of community that uses the four words.
- Help students edit their definitions and rewrite them neatly with an illustration.

Definitions can be expanded into paragraphs with a topic sentence, four sentences using the four words, and a closing sentence that expresses feelings or an opinion about the concept of community.

Assessment:

Student definition should include four key words and reflect an understanding of the meaning of community.

Bibliographical References:

- Cooper, Melrose. *I Got Community*. Henry Holt & Company, 1995. AINS: 0805031790
- Don't Laugh At Me Curriculum. Free at <http://www.dontlaugh.org>
- Gibbs, Jeanne. *Tribes – A New Way of Learning and Being Together*. Centersource Systems, 2001. ISBN: 0932762409
- Gould, Judith and Evan. *Four Square Writing Method*. Teaching & Learning Company, 1999. ISBN: 1573101885
- Kalman, Bobbie. *What is a Community from A-Z*. Crabtree Publishing Company, 2002. ISBN: 0865053847
- Spinelli, Eileen. *Somebody Loves You, Mr. Hatch*. Aladdin Paperbacks, 1996. ISBN: 0689718721

Rubric Templates http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html RUBISTAR <http://rubistar.4teachers.org/index.php> TEACH-NOLOGY http://www.teach-nology.com/web_tools/rubrics/