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The Description Of Self-Esteem In Emotionally Disturbed Adolescents Participating In Service-Learning

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**The Description of Self-Esteem in Emotionally Disturbed Adolescents Participating
in Service-Learning**

By

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**Submitted in partial fulfillment of the Requirements for the Degree
Doctor of Education
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Dedication

While I have been blessed with a wide base of support, my inner circle is truly what made this possible. I dedicate this work to my dear husband, Zachary, and our three gifts from G-d, Ariel, Avi, and Alexander.

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CHAPTER I

Introduction

The explosion of information and technology has increased a sense of separation in American communities (Mittlefehldt, 1997). There was a time when institutions, such as schools, served as places where order could be taught and restored and a sense of security could be felt. This is not the case in the Information Age when people communicate electronically and move quickly without the necessity of face-to-face human contact. Even institutions such as churches and synagogues, where many people traditionally turn to seek counsel, have web sites where people can communicate without seeing or touching each other. Schools are not immune from the new faster pace of today's society. It is difficult for students to find time to talk with peers or to seek advice or guidance from adults. "The United States is one of only a few education systems in the world in which students are required to rush from one period to the next in response to an unyielding academic schedule" (Liu, 1997). As human contact gaps are increased by technology at an increasingly frenetic pace, schools are looked to as a place where gaps can be closed and people can have an opportunity to share with each other (Mittlefehldt, 1997). If the school is unsuccessful in building the community necessary to fulfill a sense of security, students will feel lost. They will look elsewhere for a sense of community such as in gangs (Liu, 1997). When students come to school feeling isolated, the school harms them by having too few guidance counselors with too many people on their caseloads (Myrick, Myrick, & Contributors, 1990). Even for students who are motivated to be in school, the high school schedule is difficult. But for students

who are at risk of failing or dropping out, the sense of isolation might be overwhelming enough to push them right out (Witmer, 1992).

Like many schools in our country, Anoka High School in Anoka, Minnesota was experiencing problems. These problems involved growing poverty, single-parent families, juvenile crimes, unprepared workers, tobacco use, and teenaged parents (Mittlefehldt, 1997). The staff at this school identified the problem simply as change. The students, like many U.S. students, lacked what was termed as the ability to adapt and respond positively to the challenges of development or, resiliency. This lack of resiliency affects school life, family life, community life, work, and health decisions.

Some believe that the inability to adapt to change causes alienation in students. Calabrese and Schumer (1986) discussed how administrators in schools believe that school rebellion, truancy, failure in course work, and removals from class are all manifestations of alienation. They went on to discuss how school related behaviors such as widespread depression, suicide, sexual promiscuity, violence, juvenile delinquency, drug abuse, and alcoholism of adolescents may be signs of alienation. They also pointed out that national studies have causally tied deviant behavior to alienation.

The American Council of Education Surveys of incoming freshman found that over a period of twenty years, incoming college freshman have changed their top ranked goal from, "Developing a meaningful philosophy of life", (chosen in 1967 by 83% of the respondents) to, "Being well-off financially", (chosen in 1987 by 76% of the respondents). In 1987, only 39% of the respondents chose the former goal and its rank moved to number thirteen. The importance of community, self-fulfillment, and self-

awareness has changed dramatically. American students start to lose a sense of community in schools from their first day of middle school (Liu, 1997).

As schools seek to address isolation, alienation, and the need for value education of their students, many are introducing, reintroducing, and updating programs of service-learning to meet the needs of students and their communities. This study focused on the behaviorally disordered student who in the State of New Jersey is classified as emotionally disturbed. This student, like the more typical student described above faces all of the same challenges in school in the Information Age in addition to all of the challenges presented by the student's disability. This research sought to understand whether service-learning could prompt students to create descriptions of self-esteem and whether after service-learning experiences, students could describe how they felt about themselves while performing acts of service.

The Research Problem

One element that leads to student success in school is moderate to high self-esteem. Self-esteem drives motivation and self-direction in learning. "It's no secret that self-esteem is somehow factored into the equation that determines a student's learning and overall school success" (Youngs, 1993). Youngs (1993) said that the value of creating a classroom that promotes positive self-esteem is that the student is better able to take on challenges and frustrations associated with learning, better equipped to cope with adversity and diversity in the school, better able to develop relationships with others who work to their potential, less likely to give-up, more willing to take learning risks, more willing to self-correct, can see own strengths and capabilities; and more resilient.

Self-esteem in teenagers classified as eligible for special education due to emotional disturbance (ED) is rarely high. One way of understanding why self-esteem in ED teenagers is generally low is to look at the problems that ED teenagers typically experience. By the time they reach ninth grade, a majority of ED teenagers have experienced a multitude of negative school incidents. When they are classified or as a result of having been classified and educated in special education classrooms, these teenagers describe feeling differently from their non-classified peers and are less liked by their peers (LaGreca & Stone, 1990; Schonert & Cantor, 1991). They feel embarrassment when entering special education classrooms in regular public schools and are perceived by both staff and peers negatively (Walther-Thomas, 1993). "Repeated academic and social failure, feelings of inferiority, and concerns about being 'different' increase the likelihood that children and youth with learning problems will experience low self-esteem on the basis of their own negative self-evaluations" (Walther-Thomas, 1993, p. 285). By the time an ED student enters a self-contained program where there are no non-classified students, any combination of negative events could have been experienced including but not limited to, numerous suspensions from school (Yell, 1998), failing grades, arrests, abuse at home, abuse by peers, drug and/or alcohol addiction (Devlin & Elliott, Jr., 1992), unremediated learning disabilities, and any number of psychiatric disturbances (Ager & Cole, 1991). This classified student enters the self-contained classroom or program in an emotionally fragile and negative state. "...a person feels he or she doesn't count, feels a constant threat of rejection, and lacks the ability to look at her- or himself, others, and events in perspective. This is a state of low self-esteem (Satir, 1988, p. 31)." This student is also being given one of the last

opportunities to be successful in a public school on the spectrum of least restrictive learning environments (New Jersey Administrative Code, Chapter 14: Special Education, Title 6A: 14-4.2). Considering the emotional state of the student upon entering the self-contained room or program, the student begins the last public school experience without hope of succeeding and without the inner energy or self-esteem to drive the success. It is a logical conclusion based on the history of the ED student that the student will anticipate that the school placement in a special education self-contained program will be yet another failure.

One of the challenges for special educators working with this particular population of students is the charge to teach appropriate behavior and to make these young adults feel better about themselves. One way that some schools address low self-esteem in the educational setting is through character education curricula. In the State of New Jersey, there are identified "Programs of Merit" in character education. Once such program is Lion's Quest Skills for Action Curriculum (1995). This is a service-learning program. This research examines the phenomenon of self-esteem during service-learning with students who used this curriculum during their final year of high school. Instead of looking at actual increases or decreases in the self-esteem of these students, the researcher has chosen to describe the phenomenon of self-esteem during the service experience as discussed by these students. The decision to complete a phenomenological study was made after studying both the plethora of definitions of self-esteem and reviewing some of the most widely recognized self-esteem tools including the Children's Self-Concept Scale, (Piers & Harris, 1984); Culture-Free Self-Esteem Inventories (Battle,

1992); Tennessee Self-Concept Scale (Roid & Fitts, 1988); and Self-Esteem Inventories (Coopersmith, 1990).

In looking first at the definitions, self-esteem is viewed in literature as multidimensional and being impacted by any combination of variables including culture, family, activities, socio-economic status, and gender to name just a few (Deigh, 1995; McEachron-Hirsch, 1993). For the purpose of this study, the researcher focused on studies about self-esteem in school settings as opposed to the definitions offered by psychologists and psychiatrists referencing the general population. While some empirical studies measure self-esteem using normed and standardized measures, the standardized measures used in short-term studies with populations bearing some similarities to the population used in this study found no change in self-esteem (Prior, 1997; Puhak, 1995). The widely recognized self-esteem measures mentioned above have not been normed on the special education population studied in this research and they measure various degrees or categories of self-esteem depending on the author's definitions without providing an understanding of what is needed for intervention in an educational setting (Ward & Ward, 1993). These factors called into question a need to determine exactly what an educator needs to accomplish with the ED adolescent. Is it important to increase a score on a measure that is not normed for the special education population or is it important to determine what actually occurs in the minds of these students in reference to their feelings about themselves during service activities? The latter was chosen as the focus of this study because service-learning has the potential to be added to many special education programs. Service-learning can be tested empirically with the ED adolescent

population only after a focused description of self-esteem is extracted from those involved in the experience.

The Research Question

The purpose of this study was to learn what self-esteem in ED adolescents was by description when participating in service-learning activities. The determination came from first-hand discussions with the participants in the form of open-ended interviews where the former students were asked to consider how they felt about themselves when helping others. The data was compared across subjects to see whether patterns or themes emerged about ED adolescents and service-learning experiences. One of the outcomes of this research was to develop a description of self-esteem and discuss whether, according to former students, it appeared to be affected during the service-learning experience in order to give ED adolescent programs a potential tool to use in order to help students feel better about themselves.

Definition of Terms

Child study team (CST).

As defined by the State of New Jersey Administrative Code, Title 6A, Chapter 14, Special Education, the CST is a team consisting of a licensed school psychologist, a learning disabilities teacher consultant, a school social worker, and a speech pathologist when appropriate.

Emotionally disturbed (ED).

“A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student’s educational performance due to:

1. inability to learn that cannot be explained by intellectual, sensory or health factors;
2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. inappropriate types of behaviors or feelings under normal circumstances;
4. a general pervasive mood of unhappiness or depression; or
5. a tendency to develop physical symptoms or fears associated with personal or school problems” (New Jersey Administrative Code Title 6A Education, November 1, 1998, p. 3.5 under 6A: 14-3.5).

Individualized education plan (IEP).

A legal document detailing a student’s current educational and behavioral status along with a list of objectives both academic and behavioral to accomplish during the school year (New Jersey Administrative Code Title 6A, Chapter 14, Special Education, June 5, 2000, 3.7).

Low Self-Esteem.

“...a great sense of anxiety and uncertainty...based to an extreme extent on what he thinks others think of him...dependence on others for his self-esteem cripples his autonomy and individuality...he disguises his low self-esteem from others, especially when he wants to impress others...comes from his growing-up experiences which never led him to feel that it is good to be a person of one sex in relation to a person of the other...has never really separated from his parents, that is, arrived at a relationship of equality with them.” (Satir, 1983, p. 9)

Self-esteem.

The judgment made about an individual’s attributes (McEachron-Hirsch, 1993).

Inherent in the fundamental structure of self-esteem is the interaction of worthiness and competence with worthiness being experiential and competence being behavioral (Mruk, 1995). In Mruk's visualization of a self-esteem model, competence is placed on the horizontal axis because a person can function effectively or on the far right of the line, ineffectively, or on the far left of the line, or in the middle. Effectiveness in this situation is determined by the consequence of behavior. Worthiness is measured subjectively on the vertical axis. "Individuals who live up to their self-esteem related values at the highest levels...can be...ranked from a neutral point to very positive ones on a scale of 1 to 10" (Mruk, 1995, p. 136). The opposite is true for individuals that fall at the other end of the continuum from negative 1 to negative 10.

Mruk (1995) places four types of self-esteem into this self-esteem meaning matrix. He includes Type I: Narcissistic which he calls defensive self-esteem. This type of person has high worthiness and low competence. Someone with low self-esteem has low worthiness and low competence. A person with high self-esteem exhibits high worthiness and high competence. A Type II (Pseudo) person exhibits low worthiness and high competence which is also a type of defensive self-esteem. While anyone could demonstrate self-esteem in any quadrant or a combination of quadrants, people tend to exhibit predominantly in one of the quadrants (Mruk). This model allows the reader to visualize categories of self-esteem and to consider what factors contribute to each type.

Service-learning.

The United States Alliance for Service-learning in Education Reform defines service-learning as, "a method by which young people learn and develop through active

participation in thoughtfully organized service experiences..." (Lions Quest Skills for Action Curriculum, 1995, p. 30).

Subsidiary Questions

1. Did the student recall ever being cognizant of how he felt while performing the service or did he think that these feelings only surfaced during post service-learning reflection in the classroom?
2. Did the student report ever experiencing a feeling of high self-worth during any service activity?
3. What occurred during the service to prompt any feelings of self-value either during or after the service experience?
4. Had the student been successful in taking any positive feelings produced by the experience and generalizing the feelings into other settings?

Limitations

Serving as both the supervisor of the school and sole investigator of this research can appear to be a limitation and would be a limitation when interviewing a subject who was also a highly disruptive student and who required numerous behavioral and disciplinary interventions. The fact is that students who were disruptive and experiencing significant behavioral disturbances were not permitted to attend service-learning trips. While students who had been successfully working on service-learning experiences were not problem-free, they had significantly fewer problems than students who were not going out for service. A built in control for eliminating disruptive students from service trips was that the school staff allowed only students who had every one of their teachers' written permission to attend the

service trips. Permission was only granted if work had been completed, behavior had been appropriate in the classroom, and disciplinary suspensions had not interfered with the student's time in the classroom.

Another consideration is that this researcher had created a learning environment where while the researcher's authority as an administrator was respected, the researcher was also an active participant in the school experiences and in the service-learning program. The students were accustomed to seeing the researcher leading one of the service-learning groups and actively leading the once a month community meetings for the entire school and once a month community advisory meetings for student representatives and members of the local community. Each of these meetings involved frank discussions about service and reflections about the work and the feelings that the work generated. One of the meetings, the community advisory meeting, involved having lunch while talking about service-learning and service-learning reflections. This activity mirrored the design of the interview in this study and subjects most likely found very little difference between this meeting and the interviews other than there were two people in attendance as opposed to twenty. The students were accustomed to speaking about service with the administrator and accustomed to a conversational rapport with the administrator as opposed to a hierarchical rapport more typical at a traditional high school. It should be noted that every student in the administrator/researcher's student advisory group, where the service-learning curriculum was taught, entered the school after the November 13, 2000 cut-off date required for the subject pool in this study. None of these the former students in the administrator's group were eligible to participate in this study.

One of the great strengths of phenomenological research is the researcher's familiarity with the population and unique ability to judge the quality and level of saturation of material being provided in interviews. While some may believe that it is a limitation to have the researcher conduct the interviews in this study, the researcher believed that it was a strength in this type of research as do numerous others involved in phenomenological research (Morse & Field, 1995; Munhall, 1994). The benefits of the familiarity in qualitative research far outweigh the perceived limitations that in fact would be the case in a quantitative study.

There are several other limitations that need to be taken into consideration:

1. Novelty of Information (Krathwohl, 1998): The researcher needed to remain cognizant of the fact that the subjects had varying degrees of ability in their verbal skills and may have, depending on who was being interviewed, provided dramatic or verbose descriptions as opposed to mundane or very simple descriptions. Care needed to be taken to judge the event and the feelings attached to the event without judging how the presentation of the event was made.
2. Mortality (Krathwohl, 1998): The subjects in this study may have had attendance problems while in school and could be considered to be unreliable when getting to appointments. As graduates, they tended to exhibit some of the same behaviors. While none were dropouts from the research, only three were interested in reading the transcripts from their first interview and the rest were satisfied that they had said enough about their experiences. The researcher had seven potential subjects when only six were anticipated as needed. Only the six were used in the study.

3. Selection (Krathwohl, 1998): The subjects in this study were all recent graduates. This is a limitation in that they were the successful former students as opposed to having used high school dropouts or students who were still attending the school. Since the researcher was unable to use either of the other two populations, this limitation must be kept in mind before generalizing to other populations.

4. Hypothesis Guessing (Krathwohl, 1998): Since the researcher built a positive relationship with each of the subjects while they were students in the school, it is conceivable that the subjects tried to respond to the interview questions in a way that they believed the researcher wanted them to respond. To attempt to control for this limitation, the researcher explained to each subject that their honest opinions were the most important data that the researcher could hope to get as opposed to trying to please the researcher. When the researcher sensed that the subjects were answering in a way that appeared to please the researcher, the statement was reiterated.

Finally, there were five males who participated in this research, and one female. This needed to be taken into consideration when generalizing to other populations.

CHAPTER II

Review of Research and Related Literature

Service-Learning

Although some people use the terms community service and service-learning interchangeably, service-learning is different from community service in its definition. It is defined as the integration of community service with academic coursework (Chapin, 1998). Service-learning, as opposed to being a program, is a process. It constructs real, experiential links between school subject matter and the real world, and in ways that can change young people (Kinsley, 1994). Service-learning has three components: preparation (usually done in the classroom), action (usually taken in the community), and reflection (usually done in the classroom) (Lozada, 1998). Some may confuse service-learning with community service during which students also volunteer time but without the reflection piece that accompanies service-learning. Others may believe that service-learning is community restitution ordered by judges to criminals (Lozada). In order to be considered service-learning, the community service or volunteer work has an added deliberate and explicit connection made between the service and learning opportunities. Conscious and thoughtful occasions to prepare for and reflect on the service experience (Helen Dwight Reid Educational Foundation, 1997) follow the service.

One of the strengths of service-learning is that it is experiential. Experiential learning, "Counters the distancing abstraction of much classroom instruction by placing information in context, with the real-life nuances and applications that any fact or principle must have if it is to carry genuine and useful meaning." (Conrad & Hedin, 1991). Hamilton and Zeldin (1987) found that systematic experiments are needed that

include experiential learning opportunities both as a supplement to classroom instruction in teaching academic content and as a means of easing adolescents' transition into adulthood. In the Report of the Panel on Youth of the President's Science Advisory Committee, Coleman (1974) explained what he terms the "information assimilation model." This model, like traditional teaching, involves receiving information through symbolic media, organizing the information into principles, inferring a particular application from the general principle, and applying the principle in a non-classroom situation. Experiential learning is just the opposite of this model. The student performs an action, observes the effects, comprehends the effects as they occur and the general principle in operation, and applies the principle to new situations (Conrad & Hedin, 1991). Service-learning offers this constructivist model of learning to students.

Historical Overview of Service

Much literature on school reform over the past thirty years has included a service component. The writings of John Dewey included discussions of pedagogy where students learn through stimulating academic and social development through actions directed toward the welfare of others (Conrad & Hedin, 1991). Kilpatrick was one of the earliest proponents of "project method." This was a school based community service project after World War I. Goodlad (1984) wrote that community service would improve education. In the nineteen-thirties, the Progressives talked about service for social transformation, in the fifties, Columbia University encouraged service, and in the seventies, the U.S. government urged people to use service to reintegrate the Nation's youth into the community (Conrad & Hedin, 1991). We witnessed the U.S. government encouraging service again in the nineties. The National and Community Service Act of

1990 and President Clinton's National Service Trust Act of 1993 are more recent examples of the government as a proponent of service (Kahne & Westheimer, 1996). In April of 1998, Colin Powell drew 5,000 volunteers to Philadelphia to get involved with community service in recruiting corporations to help at-risk students succeed in school and beyond (Lozada, 1998). Also in 1998 when high school seniors were surveyed as a follow-up to the National Longitudinal Study of 1988 (Chapin, 1998), 44% of them reported having participated in community service over the previous two years. It was required, however, in only 17.4% of the respondents high schools. Alternative public schools and Catholic private schools are far more likely to offer service programs than are regular public schools and other private schools (Newmann & Rutter, 1985-86).

Teacher-Advocate

When schools use service-learning curriculums, they either integrate the material into the traditional academic classes or set aside a period of time, separate from other classes, in order to present the material. One way to introduce the material separately is during advisory meetings when teachers meet with a small group of students of whom the teacher is known as the advocate or advisor. When this model is used, the teacher-advocate can also serve as the homeroom teacher for his students. This teacher takes roll, manages portfolios for each of the students, helps with personal problems, and serves as school representative to the parents of each of his particular students. This person might also monitor homework (Witmer, 1992). The importance of this relationship between the homeroom teacher/advocate and the student is crucial to students' academic and psychological development (Liu, 1997). This key person, the teacher, discusses both personal issues and academic concerns with the student as well as shares necessary

information as needed with other teachers that the student sees (Liu). The development of the relationship is exceptionally critical in multi-year relationships where the same homeroom teacher is assigned to the same student throughout the student's term in the school (Liu).

One part of the teacher-student relationship that may develop is trust. Building trust is essential to the success of the service-learning effort. This is why it is critical to involve the students at the very beginning of the service planning (Helen Dwight Reid Educational Foundation, 1997). The student usually expects to see the advisor everyday even for short periods of time. Schools that have instituted this advisory period report fewer absences, fewer discipline problems, students exhibiting better attitudes toward school, and fewer school dropouts (Witmer, 1992).

Some research has looked at the relationship between mentor and mentee in order to study how the mentee will respond based on the level of support by the mentor and on the level of challenge as perceived by the mentee (Hawkey, 1997). Hawkey discussed how a student is challenged when cognitive dissonance is generated and is viewed concomitantly with pre-existing images. A gap is created that needs to be addressed by the teacher (Kagan, 1992, as cited by Hawkey, 1997). Different levels of support and challenge as described here can be combined to predetermine some of the learner's outcomes. In the mentoring relationship, when support is high but challenge is low, the learner will respond with feelings of confirmation but will not be prompted into further development. When support is low but challenge is high, the learner will retreat and withdraw from learning. When support and challenge are both low, the learner will face a standstill or stasis. When support and challenge are both high, the learner will grow

and make progress (Daloz, 1986, as cited by Hawkey, 1997). This work is interesting when applied to the mentoring relationship during a service-learning project. If it can be applied directly, the outcome, if the teacher provides a high level of support and the student feels challenged by the assignment, would be a student who will grow and make progress. If the teacher provides a high level of support, but the student does not feel challenged, the student may complete the assignment, but may not show any signs of development. Keeping these relationships in mind and the importance of building trust by involving students from the start of the project is therefore very important to the success of both the relationship and the service-learning work.

Service-Learning Curriculum

Advocacy combined with a program for service-learning provides an environment in which the group can reflect on the activities performed in the community. The advocacy meeting provides the time students can use to prepare for their experiences and share their experiences. In turn, the sharing enriches student learning as does deliberate discussion and other related activities (Helen Dwight Reid Educational Foundation, 1997).

One service-learning curriculum that can be used in high schools is Lions-Quest Skills for Action Curriculum (1995). This curriculum is designed viewing adolescents, ages fourteen through nineteen, as valuable resources who can take an active role in addressing the needs of themselves and their communities. They can influence what happens in their own lives and in the lives of others. In a violence prevention study (Laird, Syropoulos, & Black, 1996), the authors found that students using this curriculum had lower rates of misconduct than a control group. Four months after the research

ended, the group with the most problematic behavior was still the control group whose students averaged from 0.80 to 0.90 events (almost one misconduct event per control student) at each time period measured. Students who used the curriculum and were measured for misconduct four months later averaged 0.46 misconduct events.

Comparison students were also truant from school more often than students using the Lions-Quest materials. There were 98 truancy events for control students but only 49 for Skills for Action students.

The Value of Advocacy with Service-Learning

As mentioned previously, service-learning needs to include time for reflection. The curriculum mentioned above and the teacher advocacy groups offer students valuable tools for gaining a greater sense of themselves and for acquiring insights that allows them to build on their strengths (Helen Dwight Reid Foundation, 1997). Learning occurs through the active behavior of the student and what the teacher does to promote what the student learns (Kinsley, 1994). During the process of reflection, students are encouraged to analyze concepts, evaluate experiences, and form opinions - all in the context of the school curriculum or the predetermined learning goals of the community-based service (Helen Dwight Reid Foundation, 1997). Community service-learning involves students simultaneously in higher-order thinking skills like analysis, synthesis, and evaluation (Kinsley, 1994). Healy (1999) says that students do almost no introspective thinking and need to be encouraged to verbalize and examine their experiences so they can construct their own meanings based on what they see, hear, and read. The value of service-learning with teacher-advocacy lies here in the reflection process for the students when studied from a pedagogical point of view. The students can make use of multiple abilities,

develop higher-order thinking, and have more opportunities during which their self-esteem can be promoted by adults and peers (Kahne & Westheimer, 1996).

CHAPTER III

Sample, Data Collection/ Procedures, and Data Analysis

Sample

The subjects in this study were a convenience sample of students who graduated in June 2001 from a public alternative high school in the State of New Jersey that the researcher will call the, "XYZ School" to protect the anonymity of the participants. A Child Study Team (CST) placed the students in the school. To be eligible to attend this particular school, a student needed to be eligible for special education and classified. Every student in the program was unsuccessful in a regular school setting. The lack of success was most commonly attributed to repeated disciplinary problems such as cutting classes, suspensions for rule infractions, school attendance problems, inability to pass classes that was not attributable to intellect, and gross disrespect to staff. Students were not placed in the school and were removed from the school if they demonstrated a need for intensive psychiatric interventions during the school day, if they consistently demonstrated physically aggressive behaviors, and if they repeatedly failed to demonstrate success after staff had attempted numerous behavioral interventions. The school population could fluctuate daily accordingly with the needs of students in the program's district. Generally, a school year began with a population of approximately 25 students and ended with approximately 60 students. This researcher in this study requested participation from those graduates who began attending the school between September of 2000 through November 13, 2000. Students who attended previous years were included in this sample if they were present during the dates specified.

In June 2001, ten students graduated. One additional student graduated in August 2001. Of the ten, two did not complete service learning projects and one entered the school after November 13, 2000. Each of the remaining seven graduates performed multiple acts of service learning and six of them consented to be interviewed. Each of the graduates was at least eighteen years old with the majority of the graduates at age nineteen. Six of these people were males and one was a female.

Methodology

By the middle of July 2001, the researcher used every graduate who agreed to participate in this study, fit within the dates specified, and participated in at least three service-learning experiences. The graduates were told that they would be asked to talk about their personal experiences while performing service-learning just like they did in each of their post-service reflection groups. The subjects were told that if they agreed to participate, they would have to consent in writing. The researcher specified that no more than six subjects were needed in the study. Each participant was given the option to withdraw from the study at any time without any negative consequences. In one respect, this occurred since the subjects were only interested in meeting with the researcher one time. Three of them reread their interview transcripts later, but were not interested in changing anything about them. The researcher felt comfortable that they had said as much as they were going to say about service so that it did not appear to interfere with the results of the study. At the end of the school year, the six people in this study comprised 11% of the school population; earlier in the year, they comprised 10%. There are no formulas for how to select the number of participants in a phenomenological study, but there is a lot of advice on how to decide the number. Fain (1999) said to select a size

large enough to accomplish the goal, which is to explore the identified meaning of the study.

The size is largely a function of the purpose of the inquiry, the quality of the informants...the sample size should be determined on the basis of the informational needs. Hence a guiding principle in sampling is data saturation. Redundancy can typically be achieved with a fairly small number of cases, if the information from each is of sufficient depth. With a fairly homogeneous group, fewer than ten may suffice. (Polit & Hungler, 1997)

Norwood (2000) recommended that the researcher estimate a minimum and maximum number of subjects in advance of the study anticipating what would constitute reasonable coverage of a phenomenon. While data collection with six subjects was cumbersome, they proved to be representative of the school's population where less than six may have left some questions unanswered. With six, there appeared to be some redundancy in answers and a perceived appropriate level of saturation of the material requested in the interviews by the researcher. The researcher did not find it necessary to request permission to interview further subjects.

A letter of permission to conduct this research from the Superintendent of Schools is attached as Appendix C. A letter of consent is also attached as Appendix B and was used with each participant.

Each interview took place during the summer months in a conference room at the school. The interviews were taped so that everything said was captured. The researcher explained that the interview was being recorded so that everything said can be

remembered and studied. The researcher explained that the tapes were going to be destroyed after were transcribed and the participants remained anonymous.

Data Collection/Procedures

Each tape was transcribed and then erased. While two subsequent meetings were planned, only three of the subjects cared to see their transcripts and none chose to make any corrections or changes. While the researcher anticipated two to three meetings per subject, additional time was not necessary as the subjects had nothing further that they wanted to say. The transcribed interviews were kept in a locked cabinet at the researcher's home.

Each participant was assigned a number from one to six for identification purposes. A master control sheet with the participant's initials and number was kept in a locked cabinet at the researcher's home until the research was concluded. At that point, the master control sheet was shredded.

A list of guiding questions can be found in Appendix A. These questions were just guidelines and were modified and supplemented to fit the conversation. Modifications such as, "How did you feel when you did that?" or "What was that moment like for you?" were added at appropriate times. "Open-ended interviewing requires working from a general list of information that the researcher wants or from a set of questions for which the researcher wishes answers. The phrasing of the questions and the order in which they are asked are altered to fit each individual. Open-ended interviewing assumes that meanings, understandings, and interpretations cannot be standardized: They cannot be obtained with a formal, fixed-choice questionnaire"(Denzin, 1989, p. 42). The researcher only supplemented the taped

interviews with written observations three times. In chapter four, the researcher noted these observations.

Data Analysis

Interviews were transcribed and observations were discussed in Chapter Four. While the researcher planned to use large margins in order to write research notes on the right margin and to code data during "Bracketing" on the left margin, the data was too cumbersome and the researcher was missing too much information this way. (Bracketing is a term coined by one of the fathers of phenomenology, Husserl. It is a way for the researcher to search for phrases in the data, interpret their meanings, and then analyze whether they reveal essential or recurring points of information about the phenomenon of self-esteem and ED adolescents. Bracketing breaks up the interview emphasizing only parts of it.) The researcher used the methodology coined by Husserl, however, a qualitative software program was needed to complete the task of coding, look at relationships within and across the subjects, and develop networks that illustrate the possible relationships existing in the data.

In the data analysis in this study, the researcher simplified the abstract process of bracketing by following a process of data analysis described by Bogdan & Biklen (1998). Like bracketing, this process requires the researcher to read through the interviews several times before defining a series of coding categories. The authors suggest between thirty to fifty categories. Then, the data is reread and coded with the categories. Words, phrases, or even paragraphs will fit into different categories and sometimes into more than one. Then, the data can be analyzed looking for the characteristics that were common across the subjects and areas where there might be substantially more data

compared to other categories. In this study, sixty-five codes were developed. At first, the researcher coded the transcripts by hand, but this method did not provide an efficient way to study the data. Later, the researcher coded the data using Atlas.ti (Version 4.1 with downloads to update) using a descriptive coding scheme. This too proved to be too cumbersome since one word codes wherever possible appear to work best when using the software. Appendix 1.1 lists and defines the final coding scheme used.

After coding, the researcher looked to see whether a sequence of how an event appears to have occurred across subjects existed. Denzin (1989) described how to put data back into some kind of order; the researcher goes through a process of construction (Denzin). In construction the following steps were taken:

1. The bracketed elements of the phenomenon are listed. [In this study, the coded categories were listed as per Bogdan and Biklen (1998).
2. The elements were ordered so that a reader would understand the sequence in which they occurred in the experience. [The researcher in this study was unable to order the categories to see whether they can fit into a sequence since the outcome of what was actually occurring with the subjects was far different from what the researcher had anticipated. The researcher did, however, illustrate relationships of different coding categories in order to show how events appeared to occur that appeared to cause high or higher self-esteem in subjects.]
3. The researcher explained how each event described related to or interacted with the other events.
4. The researcher made statements of how the phenomenon appeared to occur.

After the researcher constructed the events that encompassed the phenomenon and analyzed the relationships of one part of the event to another, the events were placed back into the real world in a way that the researcher was able to explain how the phenomenon appeared to take place. Denzin (1989) called this step contextualization. The researcher used stories or examples to illustrate how the phenomenon takes place in the world. The researcher would also, "indicate how lived experiences alter and shape the essential features of the process" (Denzin, 1989, p. 61). After demonstrating variations in how the phenomenon takes place through real world examples, the researcher, "reformulates a statement of the process"(Denzin, 1989, p. 61). This researcher chose to reference Denzin using a twelve-year-old reference because he created a methodical approach to phenomenology that researchers after him have failed to delineate in such an organized fashion.

Chapter IV

Findings

Coding

The researcher used 65 codes to categorize the data into organized units.

Appendix 1.1 lists and defines each code. The codes were developed first by identifying consistencies across the six interviews. Two such consistencies were the self-esteem components defined by Mruk (1995). These descriptors, self-worth and competence, became codes. Some interviewees discussed appreciation for service-learning targeting several different populations of people who exhibited this behavior. "Appreciation" and each of the identified populations of people who exhibited appreciation became codes. Finally, some interviewees exhibited unique behavior unlike other subjects. Codes were developed to describe these behaviors as well. An example of a unique code is grandiosity. Subject one demonstrated this behavior five times, while it was seen only one other time in the data for subjects two through six.

The researcher noted an unforeseen limitation in the research while coding interviews. Since the researcher was familiar with the subjects, she was inadvertently analyzing data while coding instead of purely coding the data considering only its face value. After realizing this limitation, the researcher documented written analysis in the form of a summary comment for each subject and then recoded the data twice attempting to eliminate any analysis during the coding process. This procedure appears to have been a successful step in the coding process to control for the unanticipated limitation.

Within-Case Analyses

Subject one.

Subject one had one chance encounter with a recipient of service during an indirect service activity while he was cleaning a park. Other than this incident, he engages in only indirect service. When considering the variables (codes) of competence and self-worth in reference to his descriptions of service activities, these codes are embedded in each of his descriptions of his work. Table 1 lists these quotations under each site of service learning experiences that he described.

Table 1

Service activities of interviewee one with embedded codes of self-worth and competence.

Animal Shelter	Park Clean-up	Elementary School	Food Bank
<p>That was the bomb because we just totally wrecked house. They asked us to shovel up all the leaves and all the stuff and get rid of certain stuff and we were cutting down branches, getting rid of branches and putting things in the dumpster. It was like this whole area was like covered with leaves, piles of leaves all dirty and filthy and there was branches all over and you couldn't walk through. By the time we were done, the ground was all nice and smooth and all the leaves were gone and the branches were cut down so there was a little more space in the thing and it opened up, you know what I mean. It looked like it would be a nice spot to put a bench and sit and eat your lunch if you were at work and on a lunch break. We made it really nice.</p>	<p>I set up and organized a Cherry Hill project park clean-up. I called up the Mayor and I got in touch with somebody about volunteering to clean-up parks and once a week we would go out to a different park. Each time we would meet up with some guy who would give us supplies like gloves and trash bags and tell us just to clean-up around here, clean-up around here. We would basically walk around and pick-up the trash. It wasn't that bad. It was pretty cool because we got to basically chill and give back to the community because everybody should do their part to clean-up the community. I'm sure everybody has thrown trash out the window and just going around and picking up trash that would help a lot.</p>	<p>I went to Stone Elementary School and we painted words of encouragement on the walls for little kids, we helped reorganize their auditorium with the backroom behind the curtain, and we went into the library and helped the librarian put out books and we, I think, even painted flags on the walls. I wasn't there for that, I believe they painted flags on the wall with different stuff about countries or nations on the wall.</p>	<p>Well we had two assembly lines making boxes and we had teams. It was me, Ed, Rod and Courtney vs. Steve, Dee, Joe and one more person I can't remember and like we were be on one side of the table and they would be on one side. We would put them in the boxes. You gotta like get tape and you gotta put the labels around and tape the labels and put them in the boxes. Ed was the boxer and he would put the cans in the boxes and tape up the boxes when he was done. Courtney would sit there and do the tape you know what I mean and I'd sit there and tape up the cans and stuff like that and I don't know. It was fun though. We were laughing and having a good time doing a service project. It was cool. I think that was the best one actually. It was the funniest one.</p>

Interviewee one exhibited the most pride in his work at the animal shelter experience. This quotation from the animal shelter illustrated an example of the codes self-worth and competence being embedded in his words.

I mean the one that made me feel the best about myself was the animal shelter because like I don't know, we made such an unbelievable difference in that place. I don't know if they did anything with it or put any concrete there and made it a little place for a bench so people could do lunch. But we made like such a difference there it wasn't even funny.

Due to this description, the researcher created a code called, "Visual Progress." This interviewee described how pleased he was with seeing the difference between the before-service scene and the after-service scene at the animal shelter. The visual difference appeared to have helped him achieve a sense of accomplishment.

There was one instance of the embedding of the codes self-worth and competence during interview one in which the interviewee was not describing the specific service experience but instead describing the experience of service-learning overall.

I mean it made me basically feel like an overall better person you know what I mean. It made me feel like an overall better person. I mean I had a rough year last year. I don't know, I wasn't happy a lot of the times. I really wasn't happy about the way things were in my life and I would love to come to school and just do my work and not just that but like do service projects. I would forget about whatever's out there and whatever's my problem at home with whomever out there. It was all about being here and you know what I mean doing what I gotta do and helping other people you know what I mean it just made me feel overall better about myself.

In interview one, the relationship between indirect service, competence, and self-worth could be found four times (See Appendix 1.2 Interview One). Indirect service was also linked once to competence independent of self-worth. There appeared to be a relationship among the three variables in this interview.

Five times during the interview, subject one described situations that the researcher coded as, "Grandiosity." In one quadrant of Mruk's (1995) description of self-

esteem, he discussed the defensive self-esteem known as type 1: Narcissistic. One indicator of narcissistic behavior is, "...a grandiose sense of self-importance (e.g. exaggerates achievements, and talents, expects to be recognized as superior without commensurate achievements) (Long, 2000). In this quadrant, the person has high worthiness and low competence. In other words, the person feels worthy but does not actually have sufficient proof in terms of the behavioral skills that he is able to exhibit.

The quotations for grandiosity in interview one were (Interviewer in italics):

I set up and organized a Cherry Hill project park clean-up. I called up the Mayor and I got in touch with somebody about volunteering to clean-up parks and once a week we would go out to a different park.

It made me feel good about myself and I didn't mind doing it. You know, if it was my own time that I was giving up, you know, even since I've been out of high school I've been busy, I don't know if I could do it. But because it was in school, I gave it a chance and I happened to like it.

When you were working, did it ever occur to you that you were helping other people?

Oh yeah. Maybe not just helping other people but helping the community in general. But yeah, I definitely knew exactly what was going on.

I'm very busy so I don't have time to talk to everybody.

It helped me with her too because I helped her with her service project. She was required to do a service project or else she would fail high school...Her senior year all seniors were supposed to do like certain community service type things and like none of her friends could help her out like it was all girls in the group and none of them just had no clue what to do. So I started calling up like you know kid's hospitals and we ended up going to the Ronald McDonald House and gave out Easter baskets for Easter...I helped them set that up... and I got a tour of the whole place and I got to talk to some of the kids. I sat there on the couch and let them do their thing and I waited for them to come

back... But I set that up because nobody knew what to do and I was like give me the phone book and I started calling up places and I introduced myself and they were like, 'Wow you're all professional.' I've already set three things up. I basically did set up the Stone thing and the other thing. I was the one who made the official phone calls.

So it built some confidence in you that you could do this again?

Yeah. I think it helped them too. It helped them graduate and maybe someday they'll do it on their own. They know what to do now."

In these quotations, there was evidence of the subject describing how he achieved accomplishments on his own, without the benefit of a group effort. However, in each instance, he was working with a group. He described what a busy person he is saying that while he gave up valuable time for the benefit of others, it was during school time and not during his personal time. The fact was, however, that with the exception of his girlfriend's service activity, he was required to participate during school in traditional lessons or in service activities. He did not necessarily have to attend the service activities, but if he did not, he would have been alone at school doing traditional schoolwork in order to earn credit and graduate. The service activities were not his invention, but the school's invention and the incentive to participate could have been that the alternative would not have been as appealing. Finally, he described how he did not just help certain people, but helped the whole community. This is another example of his grandiose descriptions of service. Even though he demonstrated high self-esteem in these segments of his interview, it may be defensive high self-esteem (Mruk, 1995) where he had some idea that his achievements were not necessarily as great as he wanted others to believe or even that he believes himself. Another possibility to consider in order describe

subject one's self-esteem stemmed from a discussion with a psychiatrist, Dr. Kevin Stockton (K. Stockton, personal communication, December 13, 2001). Dr. Stockton said, "A person can be narcissistic and quite good at what he does." In other words, subject one could be viewed as demonstrating high worthiness and high competence, which Mruk (1995) described as high self-esteem, but also appear to have narcissistic qualities. If one took Dr. Stockton's view into account, subject one does not easily fall into one of Mruk's (1995) quadrants, but demonstrated self-esteem according to Mruk's (1995) definition.

This subject did not share his service experiences with his father although he speculated that his father would be proud of him if he had told him what he was doing. The subject felt motivated by positive feedback when it came from what the researcher codes, "Mother Figures." Mother Figures are maternal women who are not biologically related to the subject, but who appear to represent a mother to the subject. One such person is the subject's girlfriend's mother. This mother drove the subject to Saturday school and praised the subject for his work in service. According to the subject, she said:

'Oh Peter, that's so great,' and she would pinch my cheek and smile and say, 'You're so good, you're an angel.' (Peter is subject one. Note that all subject's names have been changed to maintain anonymity.)

The other "mother figure" was a teacher who attended several of the service activities attended by this subject. His description of her behavior was in reference to a question about who had demonstrated appreciation for his work. He said (Interviewer in italics):

Ms. P's great. She's great. 'Oh god Peter, you did so good,' you know I don't know you know Ms. P. I don't know. She's great. I don't know, she knows how to get me going. You know what I mean? She knows how to deal with me correctly. You know what I mean?

So you recognize what it is she 's doing to get you going?

Uh-huh. She deals with each student individually and different. She knows what each student needs and expects or whatever each student is different. Some students are here just because they're bad and most of the kids here are really not bad they just are not smart. Some kids come here and they do things for attention so they need extra attention from certain teachers. You know what I mean? But they end up getting closer with. All the teachers here do that. Each teacher like individually changes for each student just like each student should individually change for each teacher because each teacher is different and expects something. I don't like that bull where if one teacher let you wear your hat and the other teacher doesn't 'Well so and so let's me wear my hat.' I don't like that. You gotta, just like each teacher individually. You know what I mean? It's different for each student, you know? I think the students should deal with the teachers. Ms. P was a good motivator. She's good, she's good. Mr. K (another teacher) didn't really motivate me that much because Mr. K kinda went off and did his own thing and he kinda gave us freedom and that was good too. The teacher leaves you pretty much to be on your own and you got together. And expects us to do our job and be responsible. Even if we don't, there are consequences.

The subject compares the leadership styles of the two teachers, Mrs. P and Mr. K and clearly prefers the style of the "mother figure" teacher because he admits that he needs her type of intervention as opposed to Mr. K's more independent style.

Another motivation for this subject, in addition to the verbal praise, came from his peers. Recalling that the students worked in small groups on their service projects, this subject does not seem to find value in community building activities such as working together to make a project occur (e.g., making the phone calls and setting up the schedule) because he recalled doing all of this preliminary work on his own. He did, however, remember his peers when he recalled how it felt to interact with them during the projects and once again during the reflection activities.

When he discussed the work they completed at the animal shelter he said:

Like it wasn't just like people like were involved that just showed appreciation that motivated me. It was my peers. We basically motivated each other. Especially I remember one time we all motivated each other. It was such teamwork. I've never seen a school pull together and we had at least twenty kids

and it wasn't our homeroom it was a Saturday school we were at. What place was it...it was the animal shelter...we made it really nice. I mean we all motivated each other. Some kids messed around but they still worked. But for the majority of them, most of them were just you know motivating each other and competing with each other.

When he described reflection about service activities, he again mentioned the feeling of being a part of his community of peers. He said:

Everybody seemed happy. We sat around and talked about it and then we joked around about things that happened you know we all smiled and we all you know what I mean I think it just brought us all closer together.

This subject described experiencing a change in his behavior as a result of his service activities. He talked about what occurred as a result of the service (Interviewer in italics):

I know some of my peers think more of me. I used to have this bad rep. I was such a dick. I was a dick to the students, I was a dick to the teacher, I gave everybody a hard time. You know what I mean if I didn't get my way, nobody was getting their way. And everybody was going to know that I was upset. And I think I matured a little bit after last year and I think I matured a lot this year, during this year. I think it has a lot to do with some of the things I did, you know helping other people. I think it changed the way people feel about me. Not just that I learned that like it made me feel better to help other people and I would help other students in school you know what I mean. Like I would stick up for kids that were getting picked on by bigger people. I think that made them change the way they felt about me too.

Do you think that you started doing that because of your service or that you started doing that because you felt more mature, more confident?

I felt more mature and I felt I don't know. I was helping people and it just gave me this feeling that made me feel good and I like to help people. I like to make people feel better about themselves. I like to help them with their problems. I like to help them sort them out. I would stick up for the underdog now. I don't let anybody get picked on. Pick on somebody your own size because all you're sitting there trying to do is make yourself feel better by making somebody else feel like shit. And I don't like that no more. I'm not like that myself anymore you know what I mean.

Is this act connected at all to your service?

Yes.

How so?

I don't know because it started happening after I started doing community service.

The subject made a connection between liking how it feels to help people and, as a result, helping people in his school environment on a regular basis. The researcher suspects, however, that it is not the actual act of helping people that this subject enjoyed as much as he enjoyed the social acceptance from his peers. When the subject discussed his sincere admiration for a regular volunteer at the food bank, he realized that he was not able to make the commitment that the volunteer made. He said, "It made me feel better when I did it. But I haven't done it since. It's not like I made a commitment like her. I'm not as committed as her. But it made me feel good about myself. I mean eventually the feeling faded. I mean I didn't do it again. Unfortunately I didn't have the chance to. But I felt good and I had a good time too most of all. I think a lot of us got really close on that Saturday school." He understood that the act of service was important, but not important enough for him to make a real effort to do service on his own even though doing it made him feel good. He added that the act made him feel good about himself, but his mention of getting closer to his peers was apparently more fulfilling to him. For this reason, unless he is assured of positive social interaction with his peers, it is unlikely that this subject would try to engage in any further service activities. The fact that he engaged in service outside of school with his girlfriend and her friends was more support for the researcher's suspicion about what drove the subject to do service. When he helped his girlfriend and her friends, he remembered how impressed they were with his ability to organize the service activity and he received verbal praise and recognition from them.

He also got to attend their service activity where he was able to further interact with the group. This subject appeared to have found a way to meet a need to belong to a group and to receive verbal praise both of which he appeared to have accomplished through service-learning activities.

In order to describe this subject's self-esteem during service, a determination needed to be made about whether the subject's personal agenda or the school's service-learning agenda (e.g., helping a specific population) was the actual goal. If one can agree that the personal agenda of the subject was the goal, then the subject demonstrated high self-esteem during service-learning activities. He received positive verbal praise and had positive group involvement. Since he said that he felt good while he did service (worthiness) and he met his agenda during service (competence), he had high self-esteem. If one argued that only the agenda of the school could be considered, then the subject would also have demonstrated high self-esteem, but according to his self-report of the activities, the variables of his self-report like social interaction and verbal praise are difficult to ignore.

When this subject was asked whether he generalized what he learned during service experiences to help himself feel better during difficult times in his life, he said, "I would just figure out what's wrong with me psychologically. What's going on...think it through myself. I would be treating myself and not lie to myself. I would solve it. You know what I mean? Take care of it. I don't think I would use those experiences to feel better about myself. If there's something wrong, I'll fix it. If I'm not happy I'll do what I gotta do instead of hiding behind something else."

The subject was able; however, to apply other lessons from the service into his life when not involved in service activities. These applications of skills learned in service included socialization with new friends outside of school, ability to set-up a service project for friends, and ability to change former behavior towards peers to a more socially acceptable and personally rewarding behavior.

Subject two.

Subject two discussed four events where the codes of self-worth and competence were embedded. The first was his recollection of working at the animal shelter. He cleaned it, but did not wish to interact with the animals. The second was when he used his experiences in service to convince an employer to hire him. The third and fourth were in his discussion about working to restore a battle ship. In one other section of the interview, he exhibited competence independent of self-worth. In this event, he discussed cleaning up a park and a beach.

The embedded codes are displayed in the context of Table 2.

Table 2

Service activities of interviewee two followed by his descriptions embedded with codes self-worth and competence.

Animal Shelter	Employment	Battleship Restoration
<p>We just cleaned basically. We were just cleaning up the outside making it look better, nicer and I think. They can bring their animals out there and they can walk around more. They had more space for the animals and stuff like that so it wasn't bad. <i>(Interviewer asks if they were giving them more space.)</i> Yeah a lot of it. A lot because we cleaned a lot so they can bring the dogs out there. That's about all I really did. I don't know about the other kids they might have done other stuff for the animals ...</p>	<p>When people ask you know this and that just stuff that I did for school. Most of the stuff I did was volunteer work. You know so.</p> <p><i>Interviewer: So what situation might there be that someone would ask you that?</i></p> <p>What situation? Probably like job related stuff. You can always bring that up. Volunteer work. I mean it helps. There's no way it cannot help you know so. I mean I put that in my last job, I mean that was my you know there were other things you could write about what you did and I just put all the volunteer work. I put down and that's one of the main things they talked about. I never got paid for it, like why didn't you care if you got paid and stuff like that.</p> <p><i>Interviewer: And what did you say?</i></p> <p>Well I just said I did it for school and I mean it was half the time it was up to me and I wanted to go and you know what I mean so I liked it, it wasn't bad. So, why not hire me you know? Yeah. I mean if I'm getting paid, I'm definitely going to be there for work you know what I mean.</p>	<p><i>Interviewer: Did you have any contact there or at the ship with the people that worked there usually?</i></p> <p>With the volunteers that worked there all the time? Yes. We did a whole bunch of stuff with them.</p> <p><i>Interviewer: And how did they feel about you?</i></p> <p>They liked it. They liked all the help we were doing because we were doing some of the stuff they couldn't because they were kinda older and they couldn't really get down like at the bottom of the ship and lift the stuff up some of the volunteers there. So we were giving them a big help.</p> <p><i>Interviewer: And they appreciated that?</i></p> <p>Yeah definitely.</p> <p><i>Interviewer: How did they show it?</i></p> <p>By telling the teachers there we were doing such a good job and they would like us to come back you know they were giving us cards and this and that any numbers to call if we wanted to volunteer at other times. Not just during the school hours.</p> <p><i>Second Battleship Quotation:</i></p> <p>Because sometimes you really don't think about it you know its just like yeah I'm here you know, I'm working. But most of the time if they really like what you're doing and they'll keep talking to you, you know they'll keep asking to do this and that and like every single time you come back, you get more progress with the people that worked there and yeah it could, after a while, it's like you want to go.</p>

The subject had one negative service experience. He worked at the food bank.

He said:

The Food Bank wasn't bad. I mean that was a little, I don't know, repetitious? ... Was like the same thing the whole time you know like it was didn't really feel like I was serving a purpose doing that stuff. It was just ripping off tags from clothes and it was just over and over and over and over again. You know so that one I wasn't really too fond of so." Even though he was not overly pleased with his work at the animal shelter, he did feel as though he was serving a purpose there. He said, "That's the only time it popped in my head that I was actually helping the animals. Actually what I was doing I wasn't really helping the animals but in a way I kinda was so like I'd feel I'd rather help animals then people actually.

At least twice during the interview, subject two spoke with a depressed affect. He was reluctant to admit his accomplishments to the interviewer although he did mention that he was proud enough of his ship restoration experience to share it with his friends outside of school. He was also reluctant to openly admit that he enjoyed the service. He would qualify his positive statements about the work with statements like, "...it wasn't bad," or, "That's about all I really did." He made a point of diminishing his family's lack of acknowledgement of his work and consistently spoke of how his family knew how great his work was so that they did not have to express this verbally. He appeared to defend their lack of verbal acknowledgement and praise. The interviewer asked him whether his grandfather, who had served on a ship in the service, expressed how he felt about his grandson working on the ship. The subject responded, "No. He didn't really bring that up. No. Its nothing to really talk about like you know. He just liked the fact that I went there and did that. He thought that was neat." The subject appeared to really like the verbal acknowledgement of his work, however, as evidenced by the verbal acknowledgement from the volunteers on the ship who, like his grandfather, had served on a ship in the service. In Table 2, the subject talked about how, if the volunteers really

like the work that the students did, they would talk to them. This was a motivating factor for this subject. This is a particularly important observation about this subject since he did not appear to be motivated by his teachers or his peers. The code of motivation is not embedded with the codes of teachers or peers even once for this subject, but it is embedded twice in the data with volunteers. While the subject would not openly admit how much this recognition from the volunteers meant to him, in an indirect manner, he made such an admission. The exchange was (Interviewer in italics):

So in terms of just thinking about the ship then because you saw people appreciative of you, um, how did that make you feel? That they appreciated you.

I get appreciated all the time so.

Do you?

Yeah, so.

Where?

At my home.

Oh that's great. That's great.

Well yeah my friends.

So this is nothing new. This was nothing new.

No. I used to like you know getting a pat on the shoulder.

Okay.

I mean its good though. It could kinda help you out in a way you know.

How so?

Cause people that don't really get to do that kind of stuff like they just come to school and leave and they don't really get to you know stuff like that. But if you keep if you let kids go and do that probably it would help certain kids in a way you know to feel a little better about

themselves. Boost their confidence level up a little bit.

But it didn't do that for you?

Well no. It's kinda the same.

Because you've already gotten that?

Yeah.

In Mruk's (1995) quadrants of self-esteem, he discussed how some people have defensive self-esteem where their worthiness is low, but their competence is high. This is called Type II self-esteem or pseudo. This subject appeared to demonstrate this type of self-esteem when he reflected on his work in reference to his family's reactions. When he discussed his work and his interactions with the volunteers on the ship, his defensive nature appeared to disappear and his self-esteem appeared to fall more in the high self-esteem quadrant as it also did when he discussed his work without referencing anyone.

The researcher saw another example of how the service helped subject two with what appears to be a depressed affect. When the researcher asked the subject what he got out of the service, he said (Interviewer in italics):

What did I get? Uh. I don't know. I can't really put it into words what I...I mean I was kinda lazy you know and this kinda like got me to like you know I was doing stuff like on Saturdays I was doing things. It kinda like broke my laziness that I had so.

Permanently?

No not permanently but

But at the time.

Yeah. At the time like right now like I can like you know I can just do stuff. It doesn't really bother me.

Uh-huh.

Cause before that I never really volunteered for anything that like I wanted to do. But now its like it don't really matter because I see what you get out of it so its not bad.

Okay. It helps you understand that you can go out and do things.

Yeah.

That you didn't have to lay around all the time.

Yeah that there was actually something I could do.

Oh, it taught you, you could do things you didn't realize you could do?

Yeah stuff like that cause I never thought I would be going to animal shelters and like helping animals and stuff like that. Like in the ship I never thought I would be on a battleship helping out you know someplace that people are going to walk around and like say to you I kinda like like if I wanted to bring my kids there when I got older if it was still there you know I could say I worked on it and stuff like that.

Okay.

You can get stuff out of it you know.

So what's the stuff? That's what I'm trying to get to.

The stuff. I don't know. I mean you just get I guess a feeling of satisfaction, you did something good you know.

So do you feel satisfaction?

Yeah. Yeah.

This subject appeared to have gained more than one lesson from the service. He comprehended how to get verbal praise and acknowledgement and then did so. He used the service experience to obtain employment. He also learned how to help himself get out of bed and out of the house. He believed that by doing service, he was able to change the way that volunteers, specifically the ship restoration volunteers, perceived teenagers. He thought that they probably did not think highly of teenagers and said, "...they figure

most teenagers won't come over there and volunteer and they probably didn't get as much help as they did from teenagers and we went so they probably thought like you know it changed their whole attitude with younger volunteer workers. You know kids coming in and helping. Really appreciating the whole thing it did to the war you know what I mean our country and stuff like that, I don't know."

This subject's data indicated two types of change. He talked about change in the way volunteers perceive teenagers and change in the way he perceived himself when doing a certain type of service activity (e.g. learned he could do volunteer work and actually like it). He mentioned connecting to the thought that he helped others at both the animal shelter and on the ship. In one site he helped animals and at the other site, he helped the volunteers, but he also appeared to have helped himself. He did not, however, apply what he learned about helping himself to negative personal situations outside of school.

Subject three.

Subject Three participated in both direct and indirect service. His indirect service took place at the food bank and at a park. His direct service took place at an elementary school. In reference to a question about whether he understood that he was helping people with service work, he said, "The only time like when we went to the Food Bank, that's when I really thought we were helping people." Unlike the other subjects, this subject did not describe his actual work at the various service sites. He was far more concerned with people's perceptions of him and with having fun at the sites. The researcher found evidence in the interview to suggest that while he had fun at the food bank and at the park because his friends were with him, the place that he enjoyed the

most was the elementary school. The reason for this was because it appeared that he did not comprehend that he was helping someone at the elementary school as is the case in service and the elementary school children seemed to have fulfilled a need that this subject has for affirmation of his existence. The subject made a point of explaining that he would not want to take on service projects where he would not be with other people with whom he could socially interact. He said, that he could go to the elementary school by himself, though, because:

Yeah cause there are people around you. There's people to listen to you, there's people that will listen to you and everything. They make fun of you and you make fun of them so." The interviewer asked, "Alright. So are you saying that it's important for you to have interaction with people while you're doing service?" He responded, "Yeah. It makes it interesting. It makes it fun. You learn more with other people than by yourself.

The researcher suspected that the subject understood that he was helping others at the food bank because the recipients of the service were not there and he was able to work comfortably because his friends were there. Therefore, he had an enjoyable experience and was able to focus on whatever they did, boxing food or ripping labels off of clothing for distribution, as a service to others.

At the elementary school, he appeared to quickly complete what he called boring tasks, in order to get to what he really loved about the school, which were the children.

He said (Interviewer in italics):

...cause you wanted to do it cause people were going around, 'You did a good job at this' and that's all. I was going to do it no matter what but like the boring jobs I was like, 'Hurry up and get this over with.'" In reference to a question about whether he thinks about the service now that it has ended, he said, "The kids and everything it was great. I like to have fun and I was making fun of them and they were trying to make fun of me back.

You're talking about the elementary students?

Yeah. The elementary students and...

So you liked the rapport that you had with them?

Yeah. What else

What did it feel like for the kids to be interacting with you having fun with you, how did that make you feel?

Good. It makes me feel good. As long as like both of us are having fun, it's great so.

The subject was self-conscious about what people thought about him since he was a student at an alternative high school. Even though he said that he never prejudged people, he could not trust others to do the same. What he did not realize is that he carried preconceived notions that people will automatically think he is a bad alternative high school student. It was important for him to correct the perceived misconceptions and he did so after he did in fact encounter exactly what he thought he would; fearful parents of elementary students who did not want alternative high school students near their children. He discussed a video that his school service group made (Interviewer in italics):

...The parents were scared because we go to an alternative school and would teach them bad stuff and everything like that so we just wanted to make a video showing that we're not that bad.

And did everyone receive it well?

Yeah. They said it was great.

So they weren't thinking of you as bad kids after they got to know you.

Yeah.

Unlike any other subject, this subject remembered things that occurred during the school year that he appeared to perceive as affirmations of his work and of his acceptable behavior. He talked to the interviewer about an award for service that the school had

won from the state and a complimentary article written about the school's service program in the newspaper. The award, the article, and the success of the video were exceptionally important to this subject, as were his positive social interactions with the elementary school children. In his interview, the codes of self-worth and competence were embedded only once. They occurred in this statement he made about service-learning:

I'm suggesting to you that you could change the other people's view to the school to interact with the people. To us it was like an assignment, which means you had to do it. The people you worked with will think better of you and the friends will think better of you.

The codes may not have occurred in this interview as frequently as they did in others because, as already mentioned, this subject did not describe his actual service work like the other subjects did which is how competence was coded. The researcher, after having taken this factor into account, remained convinced that it appeared less frequently because this subject was more focused on his personal agenda of changing other's misconceptions about him and finding people with whom to interact and receive approval. It can be argued that he met his personal agenda (high competence) and felt good about himself while doing so (high worthiness), and therefore, found a way to experience higher self-esteem (Mruk, 1995).

It was interesting to note that this subject had very few people with whom to accomplish these goals outside of the school setting. He did not share any of the service activities with his parents and he tried to share them with one of his friends and his friend demonstrated indifference. The subject said, "That's how my friends are so they don't care." The subject did not trust that he could accomplish his goals with his teachers or

peers at school. The section in the interview referencing this topic was (Interviewer in italics):

Since this experience do you think that your peers who know what you did or your former teachers feel any differently about you?

I hope so.

Could you explain that a little bit?

Well, if you do something that can't change somebody's point of view then

You mean something bad?

Something bad.

Okay.

And you do good and they don't see that, they don't want to see it and they're forever going to say you're bad. If they see it and they still do, that means you're not working hard enough or you're doing something wrong.

When you do service do you think they think differently of you, these people who have these bad opinions of you?

I think so.

Can you think of a specific staff person that you think their opinion of you changed when you did this? Or a peer, a friend?

I don't know because I don't talk to nobody and don't see nobody.

The service experience did not appear to help build self-esteem for this subject since the area of competence was never addressed by the subject as defined by the researcher. He did, however, appear to fulfill some personal needs, but was unable to apply this fulfillment into other, troublesome areas of his life. He said that he did not use positive feelings to resolve negative situations because, "...I'll have the thoughts mixed and have good thoughts and bad thoughts and mix the whole thing up."

Subject Three made a noteworthy contradiction. In the beginning of the interview, the subject said that he did not work at the animal shelter. When the interviewer asked him if he had wanted to, he said, "Not really cause animals don't talk they don't know like they don't.... you can only guess what they think and what they try to say but its still the opposite of what they want." Later in the interview when the interviewer asked him whether he thought about the service activities now that they are over, he said that he had been thinking about going to the animal shelter. The interviewer asked why and the subject said, "Cause I love animals. I've been around animals all my life. I love having a bond with animals." The interviewer suspects that the subject reconsidered the interaction he could have with the animals. He may have been considering whether he could fulfill the same need for interaction and suspected affirmation of existence with the animals that he had appeared to have fulfilled with the elementary children.

Subject four.

This interview was very different from the other interviews. Subject Four was the only female subject and was the only one for who every service experience was completely voluntary. The subject was not required to attend any service trips, but chose to go to every animal shelter trip that her group planned. This was the only type of service that she chose to participate in. Furthermore, she perceived her work as direct service while many would classify it as indirect service. She justified the service as direct because she cleaned animal cages and interacted with the animals so that she viewed everything that she did for the animals as directly meeting their immediate needs. When the interviewer pushed her to consider how her work affected long-term goals of

the shelter staff, she was able to see that her work was, in a way, indirect and might lead to animal adoption. This conclusion, however, was not the way she truly viewed her work.

The researcher referred to this subject as well as to a couple of other subjects as cognitively impaired. Since the researcher was not able to justify this description with facts from psychological testing as could a psychologist who could label the subject as learning disabled based on specific testing results, for the purpose of this study, it referred to subjects who did not understand questions in the interview easily, did not comprehend the questions that were understood as anything other than literal, and who were unable to provide insight sometimes even with the interviewer prompting the insight. Some examples of this behavior were illustrated best by observing the interviewee's answers to questions. When the interviewer asked subject four whether she thought service-learning was a good idea, she said:

Uh-huh. Um...there's people you have a chance to help, even though they're not human, help them. Get to know how to be around them.

She referred to animals as people and was very serious about it. This statement will be addressed later in a different context because it appeared to be important in other ways too. Then, when the interviewer asked her what she did at the animal shelter, she said (Interviewer in italics):

Um. Worked with the cats mostly. Cleaned, walked the dogs, played with them.

You played with the dogs, not the cats right?

No.

Did you play with the cats there?

Some of them were mean.

She also answered many questions using the phrase, "Uh-huh." The interviewer had a difficult time getting her to discuss anything and this was not because she did not want to cooperate. She just was not verbose. This is precisely why her statement above about working with animals and giving them a chance was so important in helping to understand her. This was the only time during the interview that she really appeared to feel a need to make a statement and expressed what appeared to be her deep feelings. Since she chose to make the statement around helping animals, it gave the interviewer insight into how sincerely interested she was in working with animals. One reason why may be because the animals responded to her, but did not require her to provide much thought or any verbal responses. Since this fit her style based on her behavior during the interview, it made sense to the researcher to consider it as a viable reason why she enjoyed animal shelter service.

Another reason why this student may have enjoyed service was because it appeared to place her in a quadrant of high self-esteem (Mruk, 1995). There are four sections in her interview where the codes of worthiness and competence are embedded. Although each section referred to her work with animals, one of the four occurred during service reflection at the school where she was remembering the work she had done the day before. This section of the interview read as follows (Interviewer in italics):

Even though you already formally reflected on these things in your classrooms, can you remember what it felt like when you would come back and everyone would talk about what you did?

Um...everybody was happy when we came back cause of all the animals that they saw.

So, even though it was the next day sometimes you talked about it, did that

make people happy at that time?

Uh-huh.

Were you happy about it?

Uh-huh.

What kind of feelings did it bring up for you?

Um...I liked being able to play with them and feeling like I helped them.

And you did feel that way?

Uh-huh.

While the service work did not prompt this particular subject to think about how she was helping her community, it may have helped her think about her future. The interviewer asked her if she ever thought about the service experiences now that they have ended and she said, "Well I liked working at some stuff and I think about what I'm going to do. Sometimes, I think of that." She said this in reference to her future.

Only the animals motivated this subject as opposed to peers or teachers and the researcher coded this motivation by referring to the animals as, "Strangers." The subject appeared to change as a result of the service. It appeared that her mood was affected by the service activities (Interviewer in italics):

Doing the service, when you were there, did it ever give you the boost or make you feel better then you would normally or did things just kinda stay the same for you?

It made me feel better. It put me in a good mood.

It did get you in a good mood?

Uh-huh.

Did that carryover to the rest of the day?

Uh-huh.

How about when you talked about it, did that carryover at all?

Yeah.

How so? How would that happen?

If I was mad or upset or anything, I would think about that I was there so. I just wanted to be there so I would think about it and I'd get in a good mood.

Subject five

This was another situation where the interviewee was unable to understand anything other than the literal meaning of most of the questions. He lacked insight into his own feelings and those of others. He was similar to subject four in his cognitive limitations, however he spoke more than she did. One example follows here (Interviewer in italics):

Are there ever times now when you're feeling badly about yourself that you think back to the good things that you did with the service to help yourself feel better?

Times when I feel bad?

Uh-huh.

Let me explain, let's say I wasn't feeling good about myself, I was having a really down day.

Alright.

And I thought I needed to think better thoughts to be more positive so I think back to the service experiences to try to remember the good stuff that I did to help me feel better.

No. Not really.

That doesn't happen.

No.

This subject just did whatever he was told to do at a service activity and liked the hands-on indirect service like cleaning the park and the dog pound. He said, "I like working with my hands better than writing down something." He liked the elementary school as long as he did not have to interact with the children. Although during reflection, he talked about how it felt good to help the children. The interviewer encouraged him to think through what he had done and how he helped others. With the interviewer leading, he verbalized the connections between what he did and how he helped others. He talked about how he was aware of appreciation from people at the service sites and his teachers, but it really did not work as a motivating factor for him when he performed the acts of service. He would perform with or without the appreciation or motivation. This could be because when he did work, he had what may be high self-esteem as evidenced by the coding of the interview. These codes were embedded five times in his interview. In sections where he talked about the work that he did or made reference to the work in another context, the codes of worthiness and competence were found to be embedded. This even occurred in the data where the subject mentioned that while he did not know how his mother felt about his service work, he suspected that she was pleased because, "...I was doing something good for once."

He did not worry about how others perceived him, but he assumed that most people at the school and outside of the school considered him to be a, "bad ass," because he attended an alternative high school. He believed that his work helped to change this perception, although this is not why he did the work. In referencing the interviewer's question about the teacher's perceptions of him, he said, "...I guess my teachers (changed

their perception) cause I never really had some of them for classes. I know some in general felt good that I was doing it like thought I was a better student. Like they thought I was a 'bad ass' before."

Reflection at the school after service felt good to this student probably more because he had a sense of accomplishment than what he reported was the case: Helping people out. The researcher believed this to be a strong possibility since the subject did not really think about whom he was helping during service---he just did the work. He said (Interviewer in italics):

Yeah, I was just going to do it either way so.

Any kind of motivation when you heard what they were saying to you?

It made me feel like a little bit better about what I was doing but it was going to change nothing.

It wasn't going to change cause you were going to do it either way. Yeah."

Subject Six

This was a third case of working with an interviewee who had very little understanding of the real value of his work to others or of thought beyond the literal meaning of the interviewer's questions. He took each question at face value. One example of this type of interchange between the interviewer and the interviewee follows (Interviewer in italics):

Did you ever talk about, "Gives and Gets", like what I gave and what I got from this experience?

I don't remember.

Okay. Did you get anything from it?

We got a letter and everything.

But how did it make you feel to do it?

It felt good.

Did it feel better than you would normally feel at that time?

Yeah.

Compared to being in school right?

Yeah. We got out there and worked a little bit and helped people.

You helped people. Who were the people you helped?

You were just referring to the volunteer?

Yeah, the volunteer workers.

Those are the ones you helped. Did you help anyone besides them? The people you didn't see.

No.

This subject's experiences were indirect although he viewed them as direct service. He cleaned the park, worked on restoring a battleship, and took toys to the pediatric patients at a trauma center. The toys were purchased with proceeds from bake sales at the school. Since the subject cleaned a park that he regularly used outside of school, he believed that he was doing a service for himself. At the battleship, he knew that it was going to be a museum, but he believed that he was there helping the volunteers. At the trauma center, he took toys for the patients, but his focus as will be described in the following paragraph, was not on service, but on the site itself. The codes of competence and worthiness appeared embedded in the data in two sections of this subject's interview. It appeared when he discussed his work on the battleship and when he discussed how his teachers were proud of him. While he did nothing at the hospital other than deliver toys and get a tour, he said that his teachers were proud because he had

worked there and behaved appropriately. He was most likely referring to taking the toys there when he said that he worked.

Based on the subject's description of the battleship and of the trauma center, the researcher suspects that the subject has had limited life experiences. The school enabled him to see things during service that he never would have seen on his own and this in itself could be an act of service by the school for this young man. This young man truly loved learning about the battleship and seeing everything on it. He worked and knew that the volunteers appreciated his work, but he needed no motivation because he could not have been more excited to be on this ship. His discussion about seeing the battleship follows (Interviewer in italics):

Did you enjoy any of these experiences?

Yeah the battleship one.

How come?

It was fun because we could see all of the ship and was walking around with the guns and everything. The missiles and all that.

What was it like being on a ship that was a battleship?

It was nice.

Did you think about that a lot when you were on it?

Yeah. Like I saw these little helmets and everything, these lockers and small rooms.

You saw the bunks?

Yeah. There's like six bunks in a little room. Real little.

Down below?

Up too.

Uh-huh.

And you could go down there and see where the missiles are at, where they kept them at....

Uh-huh.

How they reloaded all the guns and stuff.

So you got tours and people were there with you?

And we saw where the captain goes.

Uh-huh.

You can see everything from up there.

The same excitement was observed when he discussed going to the trauma center in a hospital. He loved seeing the center. He knew that he had raised money to buy toys for the pediatric patients and he knew that this was somehow good, but nothing was better for him than seeing this new place. He said:

They told us about like how many people they get a day and how many people die a day and they say that everyday a student never comes home like at least one student never comes home. They showed us like bullets and everything, how many bullets been in people.

So you were in the trauma center?

Yeah.

Did you do any work there or were you just checking it out for a potential project?

We were going to give the sick kids some toys cause we made a fundraiser everyday with the cookies and everything.

Uh-huh.

And we brought them like toys and everything.

Do you see the kids?

No we couldn't see them that day.

Okay.

But we gave them the toys and everything.

He actually liked cleaning the park too because he used the park and thought that it was great that he was cleaning up a place that he used. He said, "Yeah cause I always go fishing there. So it was like I cleaned it up and everything. I feel better going there when it's clean." In other words, he clearly had the potential to understand the value of his service, but he tended to underestimate it or it paled compared to getting out to see the world around him. There is also an added self-perceived bonus for him to get out of school. He disliked school so leaving was great for him. The data was coded for nontraditional learning three times in this interview compared with only one time in one other interview indicating that the possible benefit for this subject was that he actually learned when he left school or that the learning was more meaningful to him outside of the traditional school environment. He said (Interviewer in italics):

When you did that or when you helped the people on the ship and when you cleaned the water that you fish in, did that make you feel any differently about yourself?

We learned a little bit about stuff. We learned how to keep stuff clean and everything.

Uh-huh.

I'll go to the park again to the same spot and start cleaning everything.

Still?

Yeah.

Are you pleased with yourself?

Yeah I learned some stuff about the hospital and ship and everything.

Uh-huh.

People like when you come by and help them.

This student was able to understand that he was helping others so long as he could see the recipients. For example, he saw that he helped the volunteers on the ship because they were there working with him. He also knew that his teachers were aware of his appropriate behavior; he says that they were proud of him because he did not misbehave while they had him out. An elementary aged student and not a graduate of high school more appropriately makes this type of statement. The subject's level of maturity was apparently not age-appropriate.

Almost as an aside, this young man felt proud of himself and of his work. His friends that he shared with were impressed with his work. When the interviewer asked if his mother knew about what he had done, his affect was angry and quiet and he said, "No". The interviewer did not pursue this conversation because his affect changed so dramatically compared to the joyful affect he had maintained throughout the rest of the interview. The interview ended on a positive note. While the subject had difficulty expressing his feelings, he finally communicated something in reference to them near the end. The exchange was (Interviewer in italics):

I'm still trying to understand how it made you feel to do it? I know that you learned things. I know that you had fun. Inside, your feelings about yourself, did they change at all after you did this kind of work? Did you feel proud of yourself?

I felt proud but I didn't really like change or anything.

Nothing changed about how you felt?

I felt good about myself.

Did you or are you just saying that because you...

No. I felt good about myself.

How so? Can you describe it?

Probably like you go of your way and you really don't have to help them. You just do it. You're helping people. I guess that makes you feel good.

Did it make you feel good?

Yeah. I don't know about everybody else but it made me feel good.

Across Case Analyses

Motivation.

Subjects One through Four demonstrated motivation for service. Appendix 2.0 exhibits the human motivators for service-learning. In each case of motivation, people motivated the subjects. One was motivated to work on a battleship because his grandfather had served on a ship in the service. Volunteers that he met while working on the ship also motivated this same person. Subject One was motivated to work by his peers and a teacher who appeared to be a mother figure for him. Strangers motivated subjects three and four. These strangers were the animals in the case of Subject Four and the elementary students in the case of Subject Three. The bottom of the appendix illustrates the fact that friends/non-family members, parents, and recipients of service did not motivate any of the subjects. Also, Subject Five was not seemingly motivated by anyone. He was the subject who had decided to just work and did not appear to think about the work. Subject Six enjoyed service tremendously, but this appeared to be because he loved to see new things and learn outside of the classroom. He was eager to do service overall, but not necessarily motivated by anyone or any particular thing.

People new to their experience motivated three of the subjects. While Subject Two was motivated by his grandfather's shared experience of being on a ship, this subject as well as Subjects Three and Four find motivation outside of the family and

school. Only Subject One is motivated by people he knows at school. With the exception of the one motivator of grandfather for Subject Two, family does not motivate any of the subjects.

From this limited data, it appears important for students to expand school experiences outside of the traditional school environment and certainly outside of the home environment in order to become motivated to complete service-learning tasks.

Appreciation.

Recalling that appreciation is coded primarily for people who demonstrate appreciation for students' work in service, it is interesting to note in Appendix 2.1, "Appreciation for Service Work", that students perceive strangers and volunteers as being more appreciative of their work than peers, friends/non-family, and teachers. They do not feel appreciated at all by parents or family members. This certainly could be the result of the fact that only three of the subjects shared the experience with at least one parent and none of them appeared to discuss the service beyond letting the parent know what they were doing. Of course Subject Two reported that his family appreciates everything that he does so that they would not have to verbalize appreciation in order for him to know that they appreciated his work. The researcher tended to disagree with his description about this, however. Subject Four did not talk very much so it may be that her mother did appreciate the service and that the subject did not communicate this well. Subject Five just made some assumptions about what his mother felt about the service, but they did not have this discussion.

As it appeared to be the case in the area of motivation, strangers and volunteers appear to play an important role with the subjects in the area of appreciation.

Indirect and direct service with competence and self-worth.

More students appeared to participate in indirect service than in direct service.

Students who participated in direct service may have done so only because they perceived the service this way and not because it was arranged by their school group as a direct experience with the exception of working directly with elementary students. Two examples of this were when the subjects believed they were working directly for volunteers at service sites and when a subject worked with animals and viewed them as the direct recipient of the service. The subjects appeared to demonstrate the most competence and self-worth during the indirect service activities (see appendices 2.2 A and 2.2 B), but this appears to be because they chose to participate in more indirect than direct service. With only a couple of exceptions, competence and self-worth were noted in most service experiences, direct and indirect. With the exceptions of Subject Four who did not realize she was participating in indirect service and Subject Five who talked about helping out the elementary kids, but made mention of the fact that he really stayed away from them, each of the subjects participated in both types of service.

Competence and self worth were found to be embedded with the code, "Direct Service", in subjects two, three, four, and six while they were embedded with "Indirect Service", in each of the six subjects with Subject Four being prompted by the interviewer for the indirect realization on her part. Competence was coded twenty-seven times in the data and self-worth was coded twenty-six times. Both codes were used in measuring self-esteem (Mruk, 1995). As determined on an individual basis, the subjects each experienced high self-esteem during the service activities. Subjects one, two, four, five, and six appeared to achieve high self-esteem during service by setting their own agendas

during the service activities and competently meeting the agendas and feeling good while or after doing so. Subject Three appeared to demonstrate low self-esteem more so than the other subjects before participating in service activities. When he worked with the elementary school students, he achieved his suspected agenda to feel affirmed. When he did so, he appeared to have higher self-esteem, but it is unclear to the researcher whether this self-esteem is high enough to be considered the same type of high self-esteem as that viewed with subjects one, two, four, five, and six. None of the subjects appeared to have low self-esteem during the service activities.

Service outcomes and changes.

Appendix 2.3 illustrates service outcomes. Subject One appears to have achieved the most outcomes including empowerment, friendship, social interaction, leaving school, and enjoyment, but it should also be noted that Subject One was more verbose than the other subjects so that there were more opportunities to code data in his interview compared to the others. Subject Two used service to help get a job and to learn something new. Subject Five got to leave school as a result of service and Subject Six received nontraditional learning and learned something new. Subjects Three and Four experienced outcomes as well, but theirs were coded more appropriately on Appendix 2.4 under "Change." Subject Three was able to note changes in people's perceptions of him as an outcome of service and Subject Four was able to note her better mood as an outcome and change after service. Other changes that are technically service outcomes as well are Subject Two's ability to note that his laziness could be changed into productivity and Subject One's realization that his more positive behavior toward others reaped him the benefit of people's more positive perceptions of him.

Reflection and application.

Each of the subjects was able to recall reflecting on the service in school after the experience was over. In each case, they reported positive recollections of their work and feeling good talking about and remembering what they had done. Yet, none of the subjects reported using this type of experience any other time in their lives when they were not feeling good about themselves. Even when service activity memories were prompted by one thing or another outside of school, the subjects remembered the service in a positive light, but did not apply the positive feelings to any other parts of their lives that are less than positive.

Chapter V

Conclusions, Discussions, and RecommendationsConclusions

Self-esteem for ED adolescents participating in service-learning activities is different for each person based on the person's individual needs. In this study, the subjects appeared to assess their service activities for what they could get from each in order to meet their needs or accomplish their agendas. They were aware of their value to the community, but this did not appear to be a variable in determining whether they were able to achieve high or higher self-esteem during service. The determining factors in this study in order for a subject to have achieved high or higher self-esteem were the availability of people, animals, or novel situations within service experiences that could be used by the subjects to meet their need(s). Table 3 summarizes the data for the six subjects.

Table 3

Summary of Data for Subjects One – Six.

Subject One	Subject Two	Subject Three	Subject Four	Subject Five	Subject Six
Male	Male	Male	Female	Male	Male
Insightful	Insightful	Insightful	Cognitively Impaired	Cognitively Impaired	Cognitively Impaired
Indirect Service (One chance encounter with Direct)	Indirect and Direct Service	Indirect and Direct Service	Direct Service (Indirect if questioned)	Indirect and Direct Service	Indirect but perceived as Direct Service

Table 4 illustrates the agendas or needs for each subject and the sites where they were able to meet their needs and/or accomplish their agendas.

Table 4

Needs/Agendas and Sites Where Resolved.

Subject	Need(s) or Personal Agenda	Service site(s) where need(s) were met
One	Positive group experiences with his peers; positive peer recognition; positive recognition from mother figure(s)	Food bank, animal shelter; park; and Ronald McDonald House.
Two	Verbal praise and acknowledgement from strangers	Battleship
Three	Affirmation of existence and change in people's perceptions.	Elementary school
Four	To work with animals	Animal Shelter
Five	To follow directions in a place other than his school	Park, animal shelter, and elementary school
Six	To see places that he had never before seen	Battleship and hospital trauma center

In this study, ED adolescents appeared to achieve high or higher self-esteem during service seemingly because the subjects were able to meet their needs at at least one of the service sites they regularly attended. While each subject had different needs and agendas, each one, in one way or another had at least one of the specific qualities that the researcher noted were found in ED adolescents before the service activity such as: Feeling less liked by peers (LaGreca & Stone, 1990; Schonert & Cantor, 1991) as was most easily observed in Subject One before service; perceived by both staff and peers negatively (Walther-Thomas, 1993) was a quality noted most clearly in Subject Three according to his self-report; repeated social failure, concerns about being different, and

negative self-appraisal (Walther-Thomas, 1993) appeared again in Subjects One and Three with some acknowledgments from Subject Two. While learning disabilities and psychiatric disturbances (Ager & Cole, 1991) were suspected in one way or another in each subject, the researcher was not qualified to confirm the suspicions. Instead, the researcher provided evidence for each suspicion, as it appeared to affect the subjects.

A strength of the service-learning appeared to be that it occurred outside of the traditional classroom. It appeared that leaving school helped the subjects to have new environments in which they could meet their needs that otherwise were not being met in the school environment. It appeared that the following statement was supported: "...placing the information in context, with real-life nuances and applications that any fact or principle must have if it is to carry genuine and useful meaning" (Conrad & Hedin, 1991). This research comes from Conrad and Hedin's work with experiential learning. They add that the strengths in experiential learning include that it aids in retention, makes learning more exciting, and motivates the learner. The weaknesses are that it is a less efficient way to present information and that the risk is that the students will not draw out principles and generalizations. This study's findings are consistent with the Conrad and Hedin findings in that the students in this study could not generalize the principles that they learned in reference to the feelings of high or higher self-esteem. They would have to be taught how generalize positive feelings of competence and self-worth into other parts of their lives where they were not feeling high self-esteem. These lessons would need to occur during reflections activities.

The service experiences appeared to have had the potential to teach these subjects how to achieve their needs or agendas in places other than in service sites and including

in school, but until they were provided with new experiences, the subjects were not meeting their specific needs on their own. This appeared to be where the mentoring relationship could have been more helpful in promoting further learning, but failed to do so. The researcher believes that due to the nature of the type of work that the subjects appeared to be doing during service, namely psychological work as appeared to be the case for Subjects One through Three, the mentors or school staff in this research were not trained to identify what the subjects were appearing to be doing or how to work through these experiences in reflection groups. In fact, the school is not a therapeutic school and therefore, would not offer the type of environment conducive to this type of work. The value in the service-learning experience can clearly be seen as suggested by the research in the reflection process for ED students, but the piece that was missing from the research since it was applied to the ED population from a general population of students (Kahne & Westheimer, 1996) was that with an ED population, the most valuable mentors for reflection appear to be clinically trained staff so that psychological work can be accomplished. Kahane and Westheimer wrote about the goals that motivate those who support service-learning. They break down these goals into three realms: Moral, Political, and Intellectual. Within each realm, they look at how the service can be viewed as, charity, change, or a combination of both. This break down is illustrated in Table 5.

Table 5

Kahane and Westheimer (1996) Goals that motivate those who support service-learning.

	Moral	Political	Intellectual
Charity	Giving	Civic Duty	Additive Experience
Change	Caring	Social Reconstruction	Transformative Experience

The transformative experience under the intellectual realm is the educational reform that could be accomplished during effective reflection groups. Kahane and Westheimer (1996) caution that poor reflection experiences could lead to allowing students to reinforce previously held beliefs and simplistic conclusions. This could lead to reinforcing deep-seated prejudices or irrational beliefs. In reflection, they argue that the work needs to require students to engage in critical thinking and consider all aspects of a situation. This is where the work can be transformative. This is when the students can question their own predispositions. The students in this research were not given this guidance to make their service work transformative, though clearly, it appears that it could be accomplished with proper clinically trained staff.

The hypothesis of this study was that service-learning during which students were cognizant of their value to the community would produce higher self-reported levels of self-esteem for ED students than the levels at which they began the service. This was not found to be the case since being cognizant of their value did not appear as a factor in producing higher levels of self-esteem.

Subsidiary Questions Addressed

The subjects recalled their feelings about service both during the actual service activities and during the reflection. They each had incidences of self-worth and competence during specific service activities. While they were able to identify their self-value to the interviewer, they were not focusing on self-value during their service activities, but instead focusing on different and varied personal needs and agendas. None of the subjects were able to generalize any positive feelings produced by the service experiences into other settings other than during the structured reflection activities that occurred in their school as a formal part of their service program. Again, it appeared that the subjects were integrating the tools needed to complete this task, but were not supported by clinically trained staff to follow through with the lessons during reflection.

The researcher noted that the reason why she chose a phenomenological study over a more empirical type of study was because it appeared to be important to determine what actually occurred in the minds of ED students in reference to their feelings about themselves during service activities. It is clearer to the researcher why in the few studies on ED adolescents that were in some ways similar to the population studied in this research no change in self-esteem was found (Prior, 1997; Puhak 1995). Both of these studies used empirical measures that were not normed on ED populations and that measured overall self-esteem or variations of it by categories. It appeared in this research that each of the subjects had individualized needs and agendas that when met, appeared to lead to high or higher levels of self-esteem. The standardized measures previously used did not address these individualizations. Perhaps no existing standardized measure could address this level of individualization on the part of the subjects.

Academic, Policy, and Practical Research Recommendations

This research supported the Hamilton and Zeldin (1987) findings that systematic experiments are needed that include experiential learning opportunities both as a supplement to classroom instruction in teaching academic content and as a means of easing adolescents' transitions into adulthood. Subjects in this study appeared to benefit in numerous ways through experiential learning opportunities. These benefits, while they appeared to weigh more heavily in the area of the behavioral goals of the IEP, can also clearly be tied appropriately to academic goals. One obvious example of the academic teaching opportunity available in this study, but not used, was the opportunity to teach numerous world history lessons using the battleship. The battleship was clearly a motivator for Subject Six and could have been a motivator for numerous other students if manipulated appropriately by a teacher of history. Since each of the subjects in this study were in some way apparently motivated by strangers and/or volunteers, these people could also be wisely utilized at the service sites to help teach the lessons. The same opportunities would apply to possible anatomy or other science lessons at both the trauma center and at the animal shelter.

Curriculum for the population utilizing service-learning could be enhanced to include the academic opportunities connected to service. Writing is one such opportunity where students could structure journal entries to document their service reflections and experiences. Science curriculum can be connected in numerous ways. Park or beach clean-ups provide opportunities for environmental science experiments and zoo work provides a chance to teach biology on site. Historical settings such as a battleship offer a chance to teach about wars and people, wherever they are encountered, provide numerous

opportunities to learn about other cultures and values. An example of utilizing the service site for academic or personal growth is found in the Hamilton and Zedin study where students in a civics class obtained local government internships. These students showed positive growth in knowledge and political competence.

Another lost opportunity in this study was the potential for some significant guided personal growth for the subjects. This possibility needs to be taken into consideration because only very limited therapy is offered in the public school system for ED students who tend to require a lot of it. Their IEPs usually also require counseling. Students typically meet with a social worker or student assistance counselor to attempt to discuss issues in their lives. It is rare to see noticeable changes in behavior as a result of these meetings. Since it appears that some of the subjects in this study were either consciously or subconsciously working with personal issues, the social workers or other therapists may find greater and more varied opportunities in guiding emotional growth in the experiential settings. These professionals may also prove to be valuable group mentors for service students and/or consultants for mentors who are not clinically trained.

If professionals are available, they are apparently needed most during reflection activities during which it appears that application of skills learned in service needs to be taught for use in other parts of the students' lives. One apparently good first step would seem to be role-playing. Students could use the structure of the reflection group to learn the process that could be applied to taking positive feelings from one setting and using them in another. A follow-up could be the use of real-life situations and discussions around how individuals used or could have used the skills learned.

Since the IEP process requires transitional planning beginning at age fourteen in the State of New Jersey, service could be utilized for career options, job acquisition, and emotional transitions as deemed appropriate by the Child Study Team. Certainly the state's standards for workplace readiness can be easily taught and mastered in these settings as well. The service experiences are far more educational than a typical adolescent job experience in that they can have very specific educational and behavioral objectives that can be taught and measured by professionals whereas typical jobs may have more loosely associated objectives that are frequently measured by the failure of being fired or the reward of receiving the paycheck. A career assessment piece can be added to the IEP testing status with a pretest and posttest for career competence around service experiences participated in during the school year.

Implications for Further Research

As previously mentioned, it appeared to the researcher that the subjects were using the service sites to work through personal problematic issues. An in-depth study where the characteristics of the subjects' disabilities, psychological diagnoses when applicable, and other personal attributes can be utilized may allow a researcher to determine if this is in fact taking place on a consistent basis. If it is, then it needs to be considered in reference to its value in working with ED students in public school settings. Since ED adolescents think more clearly with concrete examples as opposed to abstract examples of life since developmentally they are typically emotionally delayed or stunted in emotional growth, this could prove to be a very valuable finding for furthering their emotional growth at an early age. In fact, this kind of research could be used to follow

whether it would help more of the ED adolescent population continue education after twelfth grade or appear to be more successful in holding jobs.

Research in service-learning with other special education populations is lacking. In fact, based on the perceived value of experiential learning with the ED population in this study, it would be valuable to learn whether other populations of special education students such as students with specific learning disabilities or cognitive impairment benefit from the multi-sensory approach of learning in real-life settings. A comparison between the multi-sensory approaches used in traditional classrooms with the approaches that could be used in service settings could prove to be beneficial. Pedagogy such as project-based learning in an experiential setting could prove to be extremely beneficial since it would provide for student centered learning and research and a real-life setting to apply what is learned.

A study with a much larger ED population in service-learning experiences should be undertaken using a newly developed measure that could assess whether students are making personal and social gains as well as academic gains. Since the ED population like most special education populations is difficult or even impossible to generalize characteristically as one group, any study where an empirical tool could be used to assess growth on a more individualized basis would seem to be beneficial.

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Appendix A
Guiding Questions

Appendix A

Guiding Questions

Use for Interviewing Graduates Who Have Service-Learning Experience

1. During your last year of high school, you participated in service-learning experiences. What did you do and where did you do it?
2. Did you enjoy the experiences? Explain.
3. When you were working, did it ever occur to you that you were helping anyone?
4. How do you think the people that you helped (or animals) felt about you?
5. (If the answer to question 4 is positive, ask this question) How does it make you feel to know that someone needs you or appreciates what you can do for him or her?
6. Did the people with whom you interacted show any type of appreciation?
7. How did you feel about these people and did they motivate you to keep working?
8. Did you have any idea about what these people might be like before you had this experience and did these perceptions change once you met them?
9. Do you ever think about these service experiences now that it's over? If so, when?
10. Since you have already formally reflected on these experiences in your old classroom, can you remember what it felt like to you when you thought back to what you had done and talked about it with other people?
11. What did you get out of these experiences?
12. Are there ever times now when you are feeling badly about yourself? If so, have any of these times occurred since you had these service experiences?
13. Do you remember when you, if you do, ever think back to these experiences? Since

you graduated, have you ever thought about the work you had done?(Dependent upon answers to 11 and 12). When you're feeling down on yourself, do you ever try to remember these experiences to try to cheer yourself up?

14. Since this experience, do you think that your peers who know what you did or your former teachers feel differently about you? Do you feel differently about yourself?

15. Do your parents know that you did these projects while you were in high school? If so, did you ever talk about these projects with them either before or after you performed the service?

16. What kinds of information did you share, if any, with anyone outside of school about this work that you did?

18. Is there anything else that you would like to share about the service learning projects?

Appendix B

Informed Consent for Participation in a Research Study.

Appendix B

Informed Consent for Participation in a Research Study.

July 2001

Dear _____:

Although you know me from my work in the District, what you may not know about me is that I am a doctoral student at Seton Hall University in South Orange, New Jersey. In order to complete my degree, I need to do a research study. I decided to study something important to the success of the students your former school and other schools like it. I am interested in finding out whether the service-learning projects that the students work on contribute in any way to how they feel about themselves personally. One of my goals in doing this research is finding out whether we can value the service-learning program for helping other students feel better about themselves and as a result, have a successful school experience.

To undertake this research, I would need to interview you and the other graduates who completed service-learning projects. I would record the interview on a cassette tape, type up the interview later (erasing the tape), and use the typed information to find out whether the service experiences are doing anything to make students feel good. If I can hire a court reporter, I will get this person to type what we say in the interview instead of recording the data on a tape recorder. Either way, you will remain anonymous in the research and your name will never be used. Every bit of information that I gather in this study is confidential and remains anonymous. People will not be able to figure out who provided the information to me. All information gathered will be kept locked in my home and not in the school.

This study is voluntary. If a graduate does not want to participate in this research, there will be no hard feelings on my part. If you do not want to participate or if you do participate and then later dropout of the study, I would not take this as a personal attack and would not change my opinion of your performance while you were in school in any way. Either way, I would be able to maintain an objective opinion of your school performance based on your abilities and attendance.

If you have any questions about this study that I have not answered, please feel free to call me at home or at work.

This research should not provide any discomfort to you nor does it have any risks. If after speaking about your service experiences, you feel any negative feelings or something bothers you, we could talk again or I could arrange for you to speak with a social worker or psychologist.

If this is all agreeable to you, please read the following statement and sign indicating your agreement.

Sincerely,

Marcia Grayson

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the Office is (973) 275-2974.

I have read the material above and on pages one and two of this letter, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Signature of Participant

Date

Appendix C

Permission to Conduct Research from Superintendent of Schools

March 27, 2001

TO: Marcia Grayson

FROM:

RE: RESEARCH FOR DISSERTATION

Please be advised that you have my permission to conduct the research for your dissertation entitled The Definition of Self Esteem in Emotionally Disturbed Adolescents Participating in Service-Learning.

Appendix 1.1
Codes and Definitions

Appendix 1.1
Codes and Definitions

Code: Acknowledgement
"Recognition of accomplishment."

Code: Admiration
"Interviewee discusses how he admires someone he met during service."

Code: application
"application shows the ability of the student to apply something learned during service to another situation. Sometimes referred to as generalization of a skill."

Code: appreciation
"Appreciation demonstrates someone's gratitude. Usually reserved for a person appreciating a student's service activity, but may also be a student appreciating the service activity."

Code: behavior
"The way a person acts. May be a direct observation of the interviewee or a perception of the researcher."

Code: change
"Change reflects a difference in behavior, attitude, or perception either real or perceived."

Code: comparison
"Comparison is a way for interviewees to look at differences in people or situations that they encounter. "

Code: competence
"Competence demonstrates a subject's description of something done or done correctly. The subject may describe the actual job or may make an overt or indirect reference to work that he completed."

Code: connection
"Connection demonstrates a subject's ability to identify who he is helping during the service activity; subject may also demonstrate an awareness of service or its value during a service activity."

Code: contradiction for this student
"Subject said something during the interview that is contrary to this statement."

Code: Conversation not related to service

"Discussion that takes place during the interview that has nothing to do with service-learning study."

Code: couldn't see purpose

"Subject could not find a valid reason for the work."

Code: dependence on school group

"Subject would not have done or will do service without the school organizing the work."

Code: depressed affect

"Dull, lifeless, and/or unhappy expressions and tone."

Code: direct service

"Subject works with recipient of service. There are times when the subject views the recipient of service as other volunteers who work at the site. In this instance, the researcher may double code the quotation to indicate both types of service."

Code: disinterest

"Does not demonstrate interest."

Code: downplaying accomplishment

"Reluctantly allowing acknowledgement or diminishing acknowledgement."

Code: Elementary Principal

"Principal of a kindergarten through fifth grade school."

Code: Empowerment

"Feeling of being enabled to lead or take on an activity."

Code: Enjoyment/fun

"Enjoyment expressed."

Code: family

"Relatives other than parents."

Code: feelings

"Subject recognizes his own emotions or those of others."

Code: frequency

"Discussion of the number of times participating in a service activity."

Code: friend; nonfamily

"Not a family member, but a close friend."

Code: friendship

"An interchange more significant than an acquaintance."

Code: future

Next year or thereafter."

Code: grandiosity

"Exaggerated sense of self-importance. Exaggerates achievements, talents...and expects others to see the same."

Code: indifference

"Not caring one way or the other."

Code: indirect service

"Recipient of service is not present or not interacting with the service provider."

Code: jealousy

"Feeling of envy."

Code: job acquisition

"Able to use service experience to obtain employment."

Code: justification of service

"Discusses why service was necessary."

Code: Lacks interaction

"The service activity did not provide interaction with the subject's expected or perceived recipient and was therefore somehow described by the subject as unhelpful."

Code: Learned something new

"A new skill or behavior was acquired as a result of the service activity."

Code: Leaving school

"Discusses how service allows students to leave school."

Code: mother figure

"Not biological mother, but representative of such."

Code: motivation

"Force that encourages a subject to perform."

Code: negative

"As opposed to positive; an undesirable outcome."

Code: No application

"Subject does not use a skill in another situation. May be referred to as an inability to generalize."

Code: no interaction

"A conscious decision by the subject not to interact with someone."

Code: No preconceptions about people

"Does not form opinions of people prior to meeting them."

Code: nontraditional learning

"Learning in a setting other than the classroom."

Code: parents

"Mother and or father."

Code: peers

"Students ages 14-21."

Code: perception

"An awareness in one's mind about someone or something."

Code: positive

"As opposed to negative. Upbeat and/or pleasing."

Code: pride

"Pleasure or excitement noted in work."

Code: recipient

"One who receives the benefit of the service action."

Code: reflection

"Thinking and discussing the service activity once it has ended. In the school, reflection was structured and a planned part of every service activity."

Code: school community

"The staff and students in the school."

Code: self-conscious

"Ill at ease about one's self."

Code: self-worth

"The value either acknowledged or indicated about one's person."

Code: service outcome

"The service activity produced or caused something to occur."

Code: social interaction

"An interchange with other people or a person."

Code: speculation

"Reaching a conclusion or opinion as a result of contemplating something."

Code: strangers

"People not known."

Code: style

"The pedagogy selected by a teacher."

Code: Subject not aware of peoples' perceptions/not drawing inferences

"Subject is not seeing how others are interpreting his actions with or without their input."

Code: Subject not perceptive of own feelings

"Subject is not reflecting on personal emotions."

Code: teachers

"The teachers of the alternative high school."

Code: undependable

"Cannot be relied upon to get something accomplished."

Code: unwilling to acknowledge personal feelings

"Appears to have understanding of emotions, but will not admit to the awareness."

Code: Verbal Praise

"Statements of admiration and/or acknowledgement of exemplary actions."

Code: visual progress

"The growth or change is noticeable to the human eye."

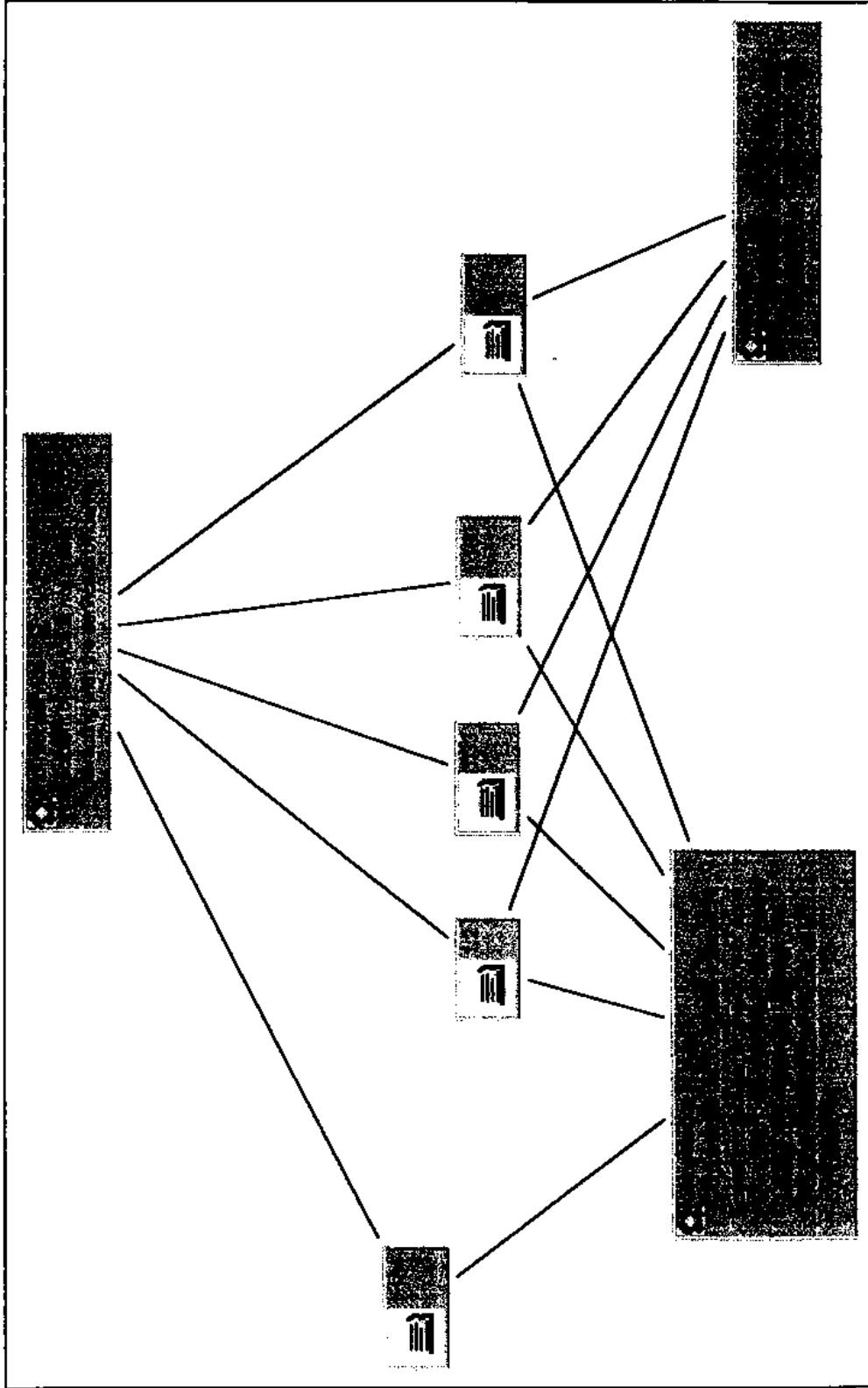
Code: volunteer

"Someone who works without getting a salary."

Appendix 1.2

Interview One: Competence and Self-Worth with Indirect Service

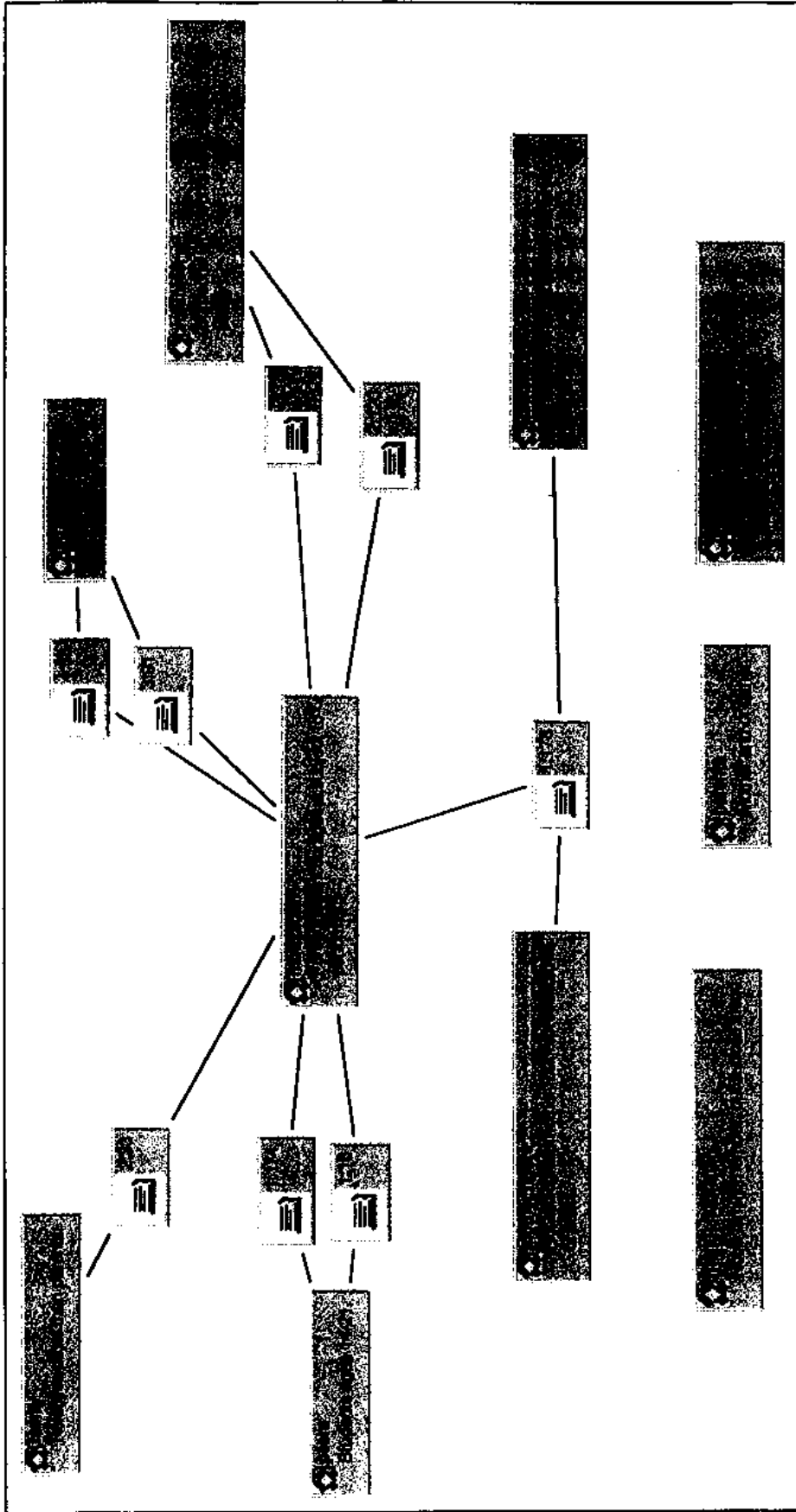
Appendix 1.2 Interview One: Competence and Self-Worth with Indirect Service



Appendix 2.0

Human Motivators for Service

Appendix 2.0 Human Motivators for Service

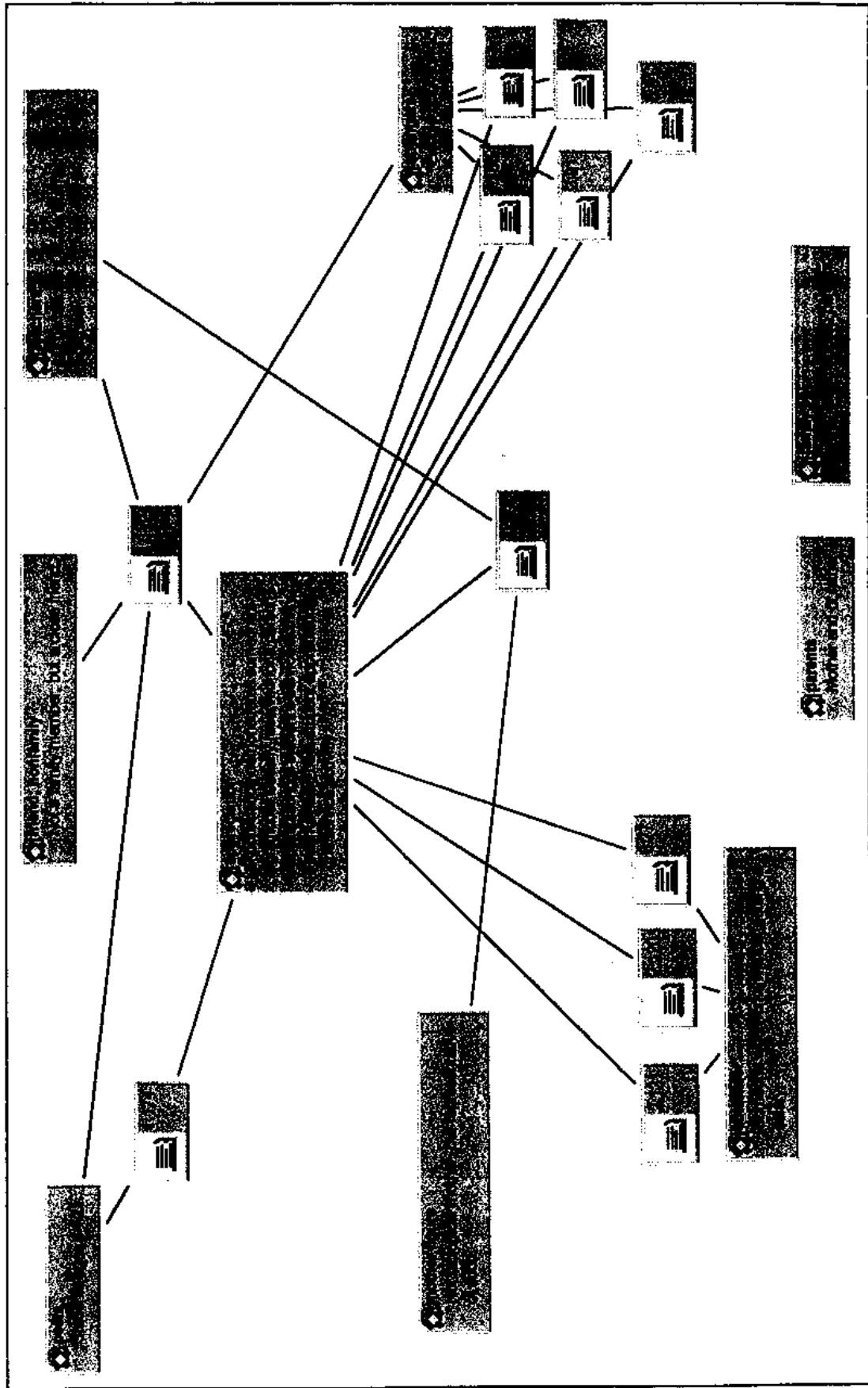


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Appendix 2.1

Appreciation for Service Work

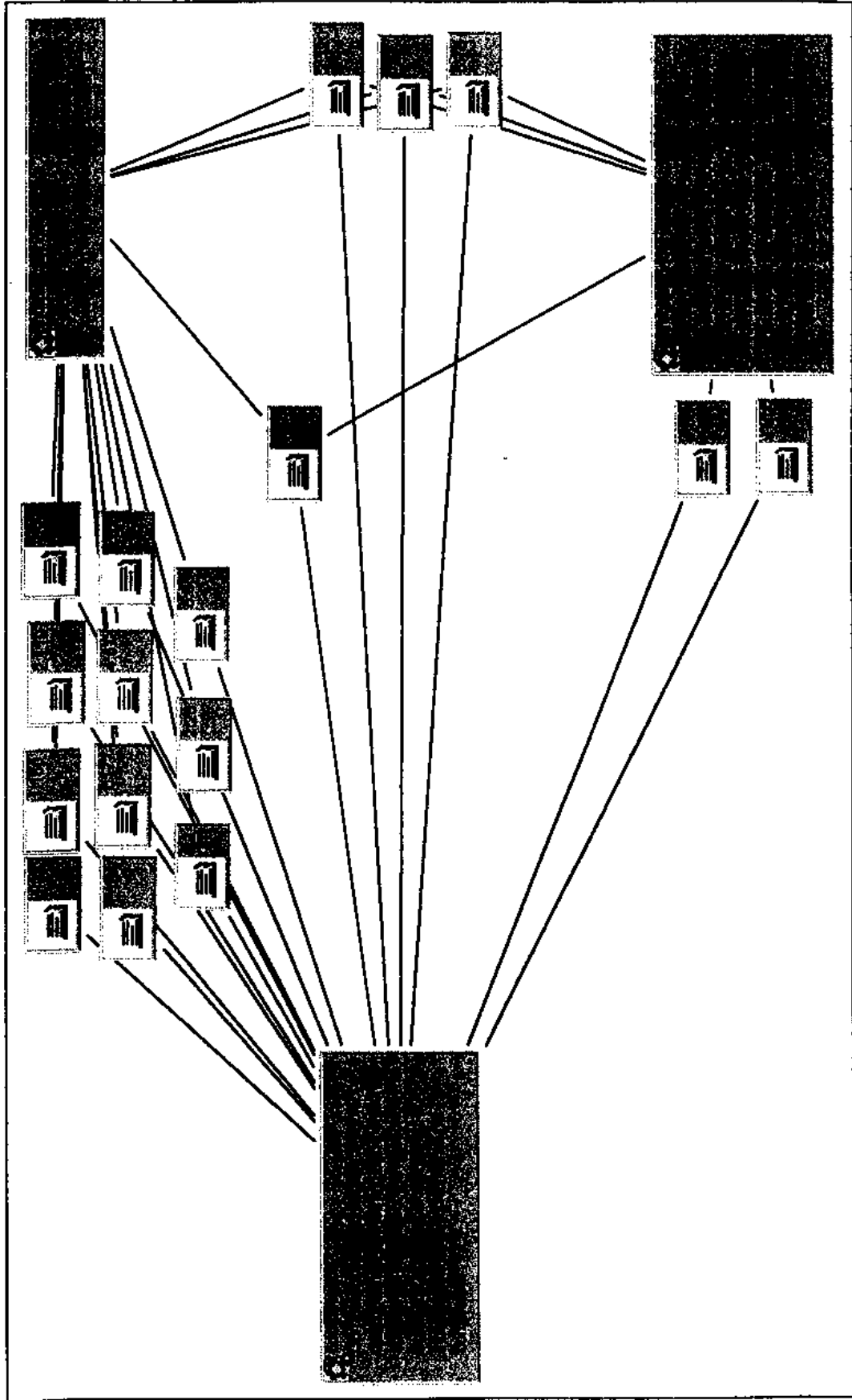
Appendix 2.1 Appreciation for Service Work



Appendix 2.2 A

Competence and Indirect vs. Direct Service

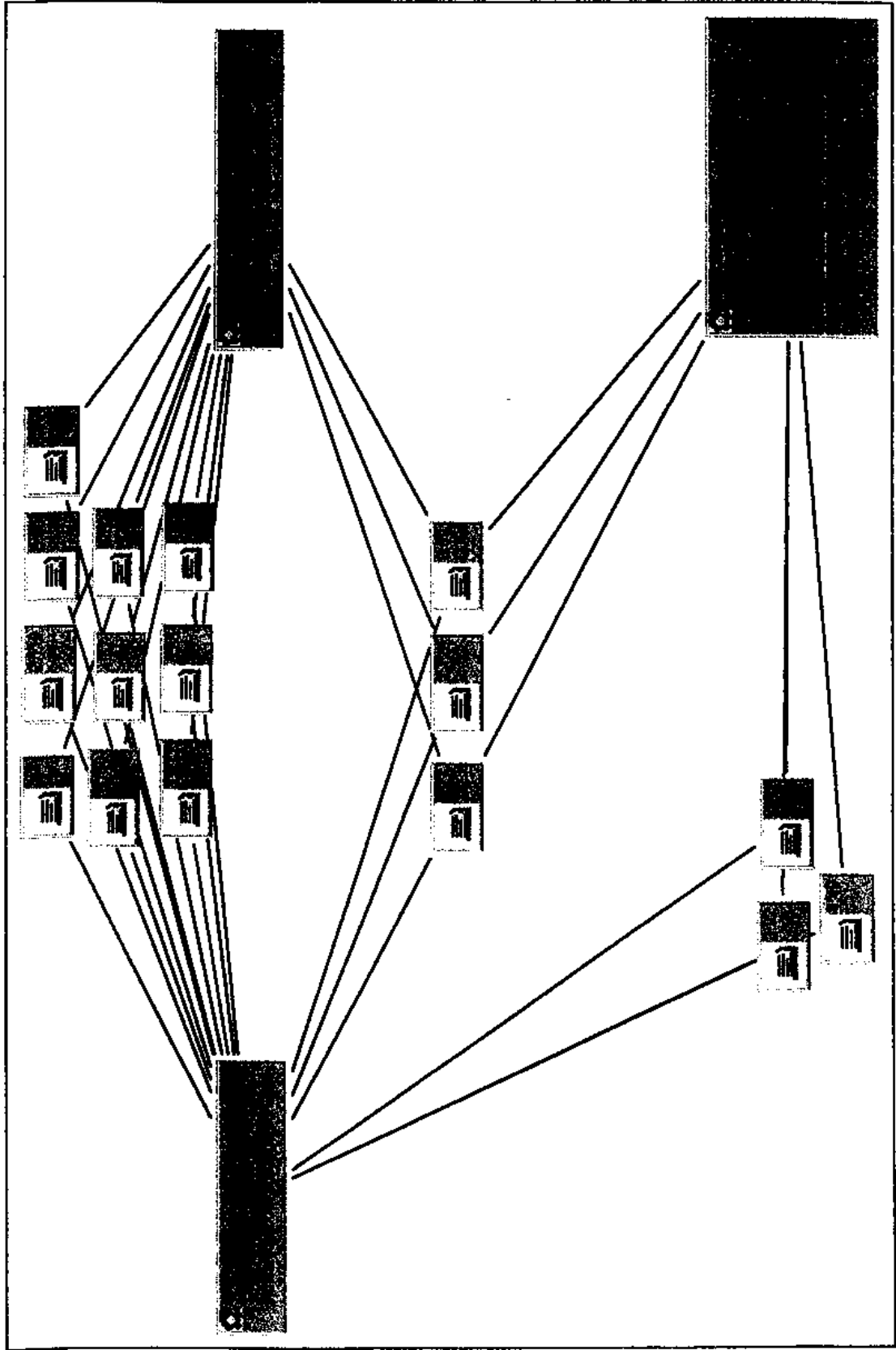
Appendix 2.2 A Competence and Indirect vs. Direct Service



Appendix 2.2 B

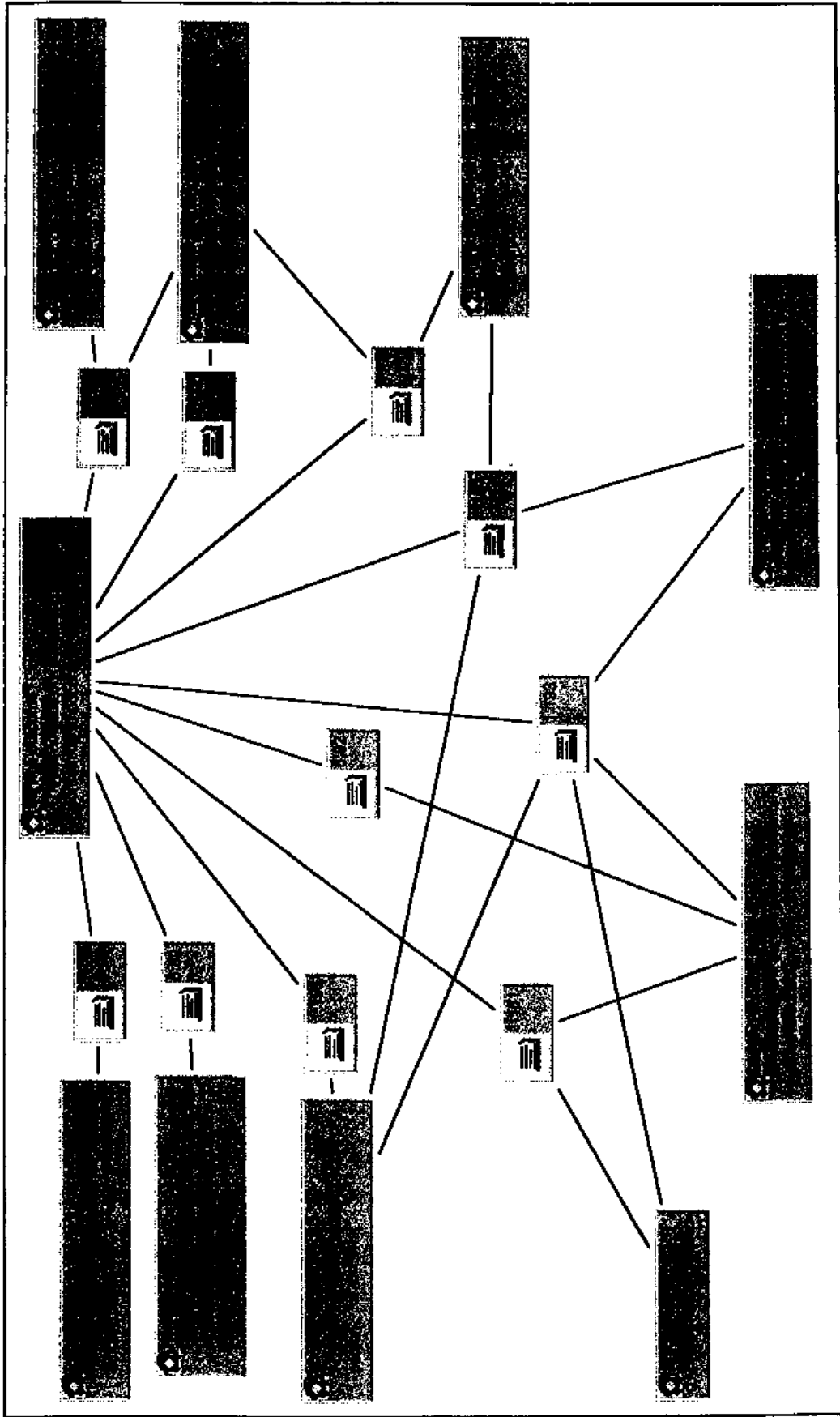
Self-Worth and Indirect vs. Direct Service

Appendix 2.2 B Self-Worth and Indirect vs. Direct Service



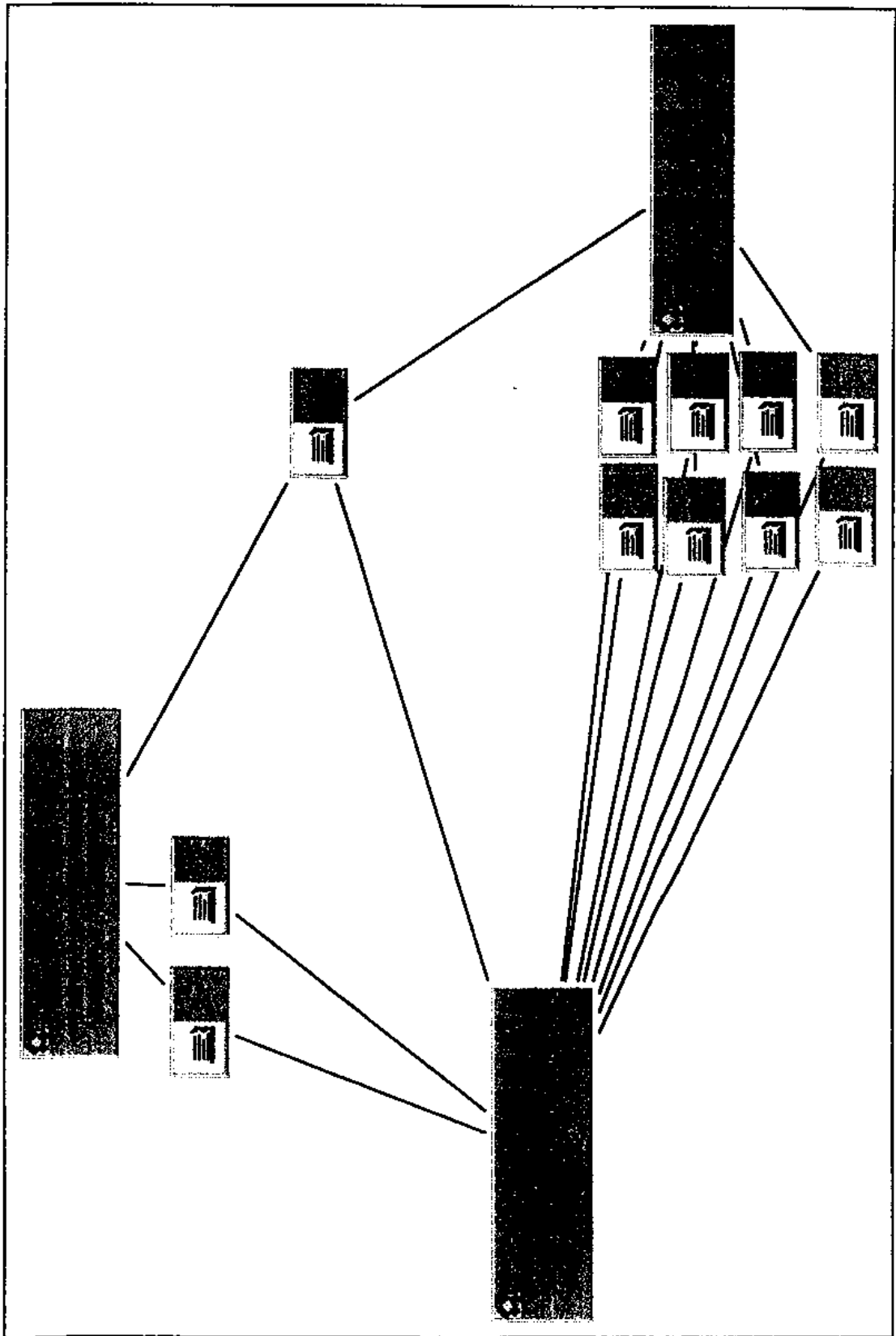
Appendix 2.3
Service Outcomes

Appendix 2.3 Service Outcomes



Appendix 2.4
Changes After Service

Appendix 2.4 Changes After Service



Appendix 2.5
Six Interviews with Coding

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047

"INTERVIEW 1"

During the last year of high school you participated in Service Learning Experiences. What did you do and where did you do it?

I went to Stone Elementary School and we painted words of encouragement on the walls for little kids, we helped reorganize their auditorium with the backroom behind the curtain, and we went into the library and helped the librarian put out books and we, I think, even painted flags on the walls. I wasn't there for that, I believe they painted flags on the wall with different stuff about countries or nations on the wall.

What kind of words of encouragement, what does that mean?

The words of encouragement, like um, "Don't ever give up", you know what I mean. "If at first you don't succeed, try again", things like that. I can't remember the exact words but you know stuff like that.

How many times did you go to Stone?

Um, myself I went about four or five times.

Did you do projects anywhere besides Stone?

Yes. I set up and organized a Cherry Hill project park clean-up. I called up the Mayor and I got in touch with somebody about volunteering to clean-up parks and once a week we would go out to a different park. Each time we would meet up with some guy who would give us supplies like gloves and trash bags and tell us just to clean-up around here, clean-up around here. We would basically walk around and pick-up the trash. It wasn't that bad. It was pretty cool because we got to basically chill and give back to the community because everybody should do their part to clean-up the community. I'm sure everybody has thrown trash out the window and just going around and picking up trash that would help a lot.

Now I want to throw something in here. It's not in this order of questions I want you to understand that no matter what you say, the most important thing to me and the research I'm doing is that you tell the absolute truth of what you feel about these things. Okay? So I'm not looking for an answer in either direction. I'm looking for what you truly believe.

What I truly believe?

competence
indirect sen
self-worth~

indirect sen

frequency~

competenc
grandiosity
indirect ser
justificator
self-worth~

Conversatio

048

049 Absolutely. So, if you don't think that people should give back to the
050 community, if that's not your true feeling then you shouldn't say it.

051

052 No, I really do think that we should. It made me feel good about
053 myself and I didn't mind doing it. You know, if it was my own time
054 that I was giving up, you know, even since I've been out of high school
055 I've been busy, I don't know if I could do it. But because it was in
056 school, I gave it a chance and I happened to like it.

057

058 Did you enjoy the experiences that you had?

059

060 Yeah.

061

062 How so?

063

064 Well, you know what I mean, of course every student loves to miss
065 school, you know what I mean, so that was a good thing about it. You
066 know what I mean, so that was a good thing about it, but I mean I
067 enjoyed myself because like I don't know it brought me closer
068 together with my homeroom, I made friends with people I normally
069 probably wouldn't talk to if like I didn't go in the service project.
070 Like sometimes I would go on service project with one person to
071 clean-up the park and it happened to be the one kid that I really don't
072 like. You know what I mean? So I mean like we became pretty close
073 friends because of it and I became close friends with a lot of people.

074

075 Does that mean that if you were close friends did you socialize with them?

076

077 Oh yeah.

078

079 Here and outside of school?

080

081 Well we started to socialize outside of school. Most of them I still
082 socialize with. I still talk to him [reference to student]. I still talk to a
083 couple females that were in there and that's about it. I'm very busy
084 so I don't have time to talk to everybody and some people I lost touch
085 with they were kind of like school friends.

086

087 When you were working, did it ever occur to you that you were helping
088 other people?

089

090 Oh yeah. Maybe not just helping other people but helping the
091 community in general. But yeah, I definitely knew exactly what was
092 going on.

093

094 While you were doing it?

Enjoyment/f
 feelings~
 grandiosity~
 Leaving sch
 positive~
 service outc
 Enjoyment/f

Enjoyment/f
 friendship~
 Leaving sch
 peers~
 school comm
 service outc
 social intera

application~
 friendship~
 nontradition
 positive~
 service outc
 social intera

Conversat

competence
 connection~
 grandiosity~
 indirect serv

095
 096 Yes.
 097
 098 How do you think the people that you helped felt about you?
 099
 100 I don't think they knew me too well to feel anything. I mean there
 101 were a couple of people who walked through the park and said "oh
 102 this is great" you know what I mean. They seemed really happy
 103 about us working on cleaning up the park but I don't really know the
 104 people that well cause we would go to different parks and I didn't
 105 know them that well but I could tell that they liked it or appreciated
 106 it.
 107
 108 What about at Stone when you worked the elementary school?
 109
 110 At Stone, um, like I said I was only there four or five times: They
 111 went a lot more than that so the other kids went a lot more times so
 112 their faces were seen and known and the kids got attached to them
 113 and they each had their little buddy that liked them and expected to
 114 see them once a week or whatever, you know what I mean.
 115
 116 But that wasn't happening for you?
 117
 118 No I didn't get that chance.
 119
 120 But do you think that would have happened for you had you been there
 121 more often?
 122
 123 I definitely think so.
 124
 125 Okay.
 126
 127 It was my fault, my mistake. I didn't have time to stay after school
 128 and go do this thing at that time.
 129
 130 Just in thinking about the park because this is where you said some people
 131 recognized that you were doing something and were appreciative, how
 132 does it make you feel to know that someone needs you or appreciates what
 133 you could do for them?
 134
 135 It makes me feel good that someone appreciates me. But needing me,
 136 I don't like that because I don't like to be needed. I like people to be
 137 independent and be able to do things on their own. I don't like that
 138 needy thing. Definitely to be appreciated, I like that.
 139
 140 Then let me ask you another side, your hinting something that sounds like
 141 a commitment. You're not going to make a commitment but you're glad

appreciator
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 recipient~
 strangers~

direct servic
 jealousy~
 recipient~
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positive~
 service outo
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appreciator
 feelings~
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 service outo
 strangers~
 appreciati
 undependa

142 that people appreciated what you did when you did it.

143

144 I can still make a commitment, I just don't want people to need me.

145 You know what I mean like I don't know.

146

147 Dependent.

148

149 Yeah. I don't want them to depend on me. They should be able to

150 depend on themselves. I show up, good, they should be happy to see

151 me, but if I don't show up, don't call me up and ream me out or

152 whatever. You don't need me, I don't have to do it. I'm volunteering

153 you know what I mean, if something comes up, something comes up.

154

155 Okay.

156

157 Things happen. I definitely like appreciation.

158

159 Did the people with whom you interacted show appreciation? Now you

160 did mention that some people in the park stopped you and would say how

161 wonderful it was. Is that the extent of that showing appreciation?

162

163 Yeah basically. That was basically it you know what I mean. Well,

164 appreciation from them yes. Now appreciation from my high school

165 and recognition from my other girlfriend in high school, that's a

166 different story you know what I mean. At the end of the year we all

167 recognized what we did.

168

169 How did you feel about the people that you interacted with or who showed

170 appreciation. Did they motivate you to keep you working?

171

172 Yeah. Like it wasn't just like people like were involved that just

173 showed appreciation that motivated me. It was my peers. We

174 basically motivated each other.

175

176 So you kept each other going.

177

178 Exactly. Especially I remember one time we all motivated each other.

179 It was such team work. I've never seen a school pull together and we

180 had at least twenty kids and it wasn't our homeroom it was a

181 Saturday school we were at.

182

183 Food Bank?

184

185 No it wasn't the Food Bank. That was good too. We made a game out

186 of working to make things go faster.

187

188 What place was it....it was the animal shelter.

appreciator
 connection-
 friend; nonfe
 peers~
 strangers~
 teachers~

appreciator
 Enjoyment/f
 motivation~
 peers~
 positive~
 school comr
 social intera

189

190 Okay.

191

192 In Venice.

193

194 Okay.

195

196 That was the bomb because we just totally wrecked house. They
 197 asked us to shovel up all the leaves and all the stuff and get rid of
 198 certain stuff and we were cutting down branches, getting rid of
 199 branches and putting things in the dumpster. It was like this whole
 200 area was like covered with leaves, piles of leaves all dirty and filthy
 201 and there was branches all over and you couldn't walk through. By
 202 the time we were done, the ground was all nice and smooth and all the
 203 leaves were gone and the branches were cut down so there was a little
 204 more space in the thing and it opened up, you know what I mean. It
 205 looked like it would be a nice spot to put a bench and sit and eat your
 206 lunch if you were at work and on a lunch break. We made it really
 207 nice. I mean we all motivated each other. Some kids messed around
 208 but they still worked. But for the majority of them, most of them
 209 were just you know motivating each other and competing with each
 210 other.

211

212 At the Food Bank you said you made a game.

213

214 Yeah.

215

216 How did that work?

217

218 Well we had two assembly lines making boxes and we had teams. It
 219 was me, Ed, Rod and Courtney vs. Steve, Dee, Joe and one more
 220 person I can't remember and like we were be on one side of the table
 221 and they would be on one side. We would put them in the boxes. You
 222 gotta like get tape and you gotta put the labels around and tape the
 223 labels and put them in the boxes. Ed was the boxer and he would put
 224 the cans in the boxes and tape up the boxes when he was done.
 225 Courtney would sit there and do the tape you know what I mean and
 226 I'd sit there and tape up the cans and stuff like that and I don't know.
 227 It was fun though. We were laughing and having a good time doing a
 228 service project. It was cool. I think that was the best one actually. It
 229 was the funniest one. I mean the one that made me feel the best about
 230 myself was the animal shelter because like I don't know, we made
 231 such an unbelievable difference in that place. I don't know if they did
 232 anything with it or put any concrete there and made it a little place
 233 for a bench so people could do lunch. But we made like such a
 234 difference there it wasn't even funny.

235

Enjoyment.
 motivation-
 peers-
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competence
 Enjoyment/f
 peers-
 self-worth-
 social intera

competenc
 feelings-
 indirect sei
 positive-
 pride-
 self-worth-

236 Was anybody there to show any appreciation for what you did?
 237
 238 Where at the animal shelter?
 239
 240 Uh-huh.
 241
 242 Ms. P. You know what I mean, I don't know, Ms. P's great. She's
 243 great. "Oh god Peter, you did so good," you know I don't know you
 244 know Ms. P's I don't know. She's great. I don't know, she knows
 245 how to get me going you know what I mean. She knows how to deal
 246 with me correctly you know what I mean.
 247
 248 So you recognize what it is she's doing to get you going?
 249
 250 Uh-huh. She deals with each student individually and different. She
 251 knows what each student needs and expects or whatever each student
 252 is different. Some students are here just because they're bad and
 253 most of the kids here are really not bad they just are not smart. Some
 254 kids come here and they do things for attention so they need extra
 255 attention from certain teachers you know what I mean?
 256
 257 Uh-huh.
 258
 259 But they end up getting closer with. All the teachers here do that.
 260 Each teacher like individually changes for each student just like each
 261 student should individually change for each teacher because each
 262 teacher is different and expects something. I don't like that bull
 263 where if one teacher let you wear your hat and the other teacher
 264 doesn't "Well so and so let's me wear my hat". I don't like that. You
 265 gotta, just like each teacher individually you know what I mean is
 266 different for each student you know?
 267
 268 Uh-huh.
 269
 270 I think the students should deal with the teachers. Ms. P was a good
 271 motivator. She's good, she's good. Mr. K didn't really motivate me
 272 that much because Mr. K kinda went off and did his own thing and he
 273 kinda gave us freedom and that was good too.
 274
 275 Okay so this was at Stone and the parks (in reference to Mr. K).
 276
 277 Yeah. The teacher leaves you pretty much to be on your own and you
 278 got together. And expects us to do our job and be responsible.
 279
 280 Okay.
 281

service out
 appreciator
 feelings~
 mother figur
 motivation~
 perception~
 positive~
 teachers~
 Verbal Prais

comparator
 negative~
 style~
 teachers~

282 Even if we don't, there are consequences.

283

284 Now you interacted with very few people I guess you interacted with some
285 people at the Food Bank. Did you interact with any employees at the
286 animal shelter?

287

288 No.

289

290 So all we have..

291

292 Well actually I talked to this one girl you know I didn't really interact
293 with her you know I asked her for her number.

294

295 Okay. Okay. Of the people that you interacted with, very, very few like
296 you said, did you have any perceptions of what they might be like before
297 you met them?

298

299 I mean for somebody to be doing some of the things that they are
300 doing, like you know when I met the principal at Stone, I knew that he
301 would be a nice guy. I mean he works in an elementary school I mean
302 you gotta be a nice guy, you gotta be good with little kids you know
303 what I mean. And I could tell you know what I mean that he cared.
304 You know what I mean I could see that he cared you know what I
305 mean. He didn't want us to come over and be the bad influence you
306 know he wanted to help us, I could see it inside, he wanted to help us
307 do it. He didn't want any dangerous students.

308

309 Uh-huh.

310

311 We didn't let him down you know what I mean. I could tell he cared
312 you know. Even before I got to know him. Once I got to know him I
313 could tell that he cared a lot more about the students and I could tell
314 he cared about us a lot more too. The people at the Food Bank, I
315 could just tell that the one lady was a very sweet giving person. I
316 mean she donates all her time to this Food Bank and gets nothing for
317 it. Nothing. She doesn't make a living off of that.

318

319 She doesn't make money. Does she get anything else from it?

320

321 Just a feeling of you know knowing you made a difference and that
322 she helped somebody. I mean there are people out there who are
323 starving. You know you are saving lives when it comes to food you
324 know what I mean. She's saving lives that way. She's out there in
325 that world and she's making a difference and nobody really
326 recognizing her for it and you know she doesn't really get any
327 appreciation for it. It's all just you know what I mean she doesn't
328 really want that either. She just wants the satisfaction of knowing

indirect serv

Conversatio

Admiration-
Elementary
volunteer~

329 that the people are going to be okay and they have food and stuff
 330 when they're hungry.
 331
 332 How about you, you worked there. Does that same thing apply to you?
 333
 334 Kind of. It made me feel better when I did it. But I haven't done it
 335 since. It's not like I made a commitment like her. I'm not as
 336 committed as her.
 337
 338 Uh-huh.
 339
 340 But it made me feel good about myself. I mean eventually the feeling
 341 faded I mean I didn't do it again. Unfortunately I didn't have the
 342 chance to. But I felt good and I had a good time too most of all. I
 343 think a lot of us got really close on that Saturday school.
 344
 345 Uh-huh.
 346
 347 I think a lot of us got really close. Ms. P was there too.
 348
 349 Okay. Now do you ever, not here now, but at home or any other time
 350 other than when you did it, do you ever think about what you did?
 351
 352 Actually no. Things are busy. I'm a busy little bee. With work,
 353 woman and school, school coming up right around the corner I'm a
 354 busy little bee. I don't really have time to think. I haven't thought of
 355 any of this stuff for a while. Not until you called me.
 356
 357 Okay.
 358
 359 Once you called me it kinda like you know jogged the memory you
 360 know what I mean I looked back up because I've been on this same
 361 trip for a while about like school, work and making money you know
 362 what I mean. Getting prepared.
 363
 364 Uh-huh. Alright. Since you already formally reflected on your
 365 experiences when you were in the classroom, can you remember what it
 366 felt like to you when you thought back to what you had done and you
 367 talked about it with other people?
 368
 369 In the classroom?
 370
 371 Yes.
 372
 373 It made me feel good about myself. Made me feel good. Everybody
 374 seemed happy.

feelings~
 positive~
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feelings~
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Conversatio

Enjoyment/I
 feelings~
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 reflection~
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375

376 Uh-huh.

377

378 We sat around and talked about it and then we joked around about
379 things that happened you know we all smiled and we all you know
380 what I mean I think it just brought us all closer together.

381

382 So, what did you get out of the experiences? All of them combined.

383

384 I mean it made me basically feel like an overall better person you
385 know what I mean. It made me feel like an overall better person. I
386 mean I had a rough year last year. I don't know, I wasn't happy a lot
387 of the times. I really wasn't happy about the way things were in my
388 life and I would love to come to school and just do my work and not
389 just that but like do service projects. I would forget about whatever's
390 out there and whatever's my problem at home with whomever out
391 there. It was all about being here and you know what I mean doing
392 what I gotta do and helping other people you know what I mean it
393 just made me feel overall better about myself.

394

395 Are there ever times now when you are feeling badly about yourself?

396 Like you're saying it was a bad year for you. You weren't happy. Is that
397 happening to you now?

398

399 I've had times when I haven't been the happiest person in the whole
400 world.

401

402 Okay.

403

404 I think we all do. I'm not like a manic depressant or anything or any
405 depression you know what I mean because for this past week I've
406 been really happy, things have been going well.

407

408 So, it's only been a little over a month since you graduated.

409

410 Yeah.

411

412 Do you think you would ever, if you're feeling down, get yourself to think
413 about these experiences to get yourself to feel better?

414

415 Probably not, I would just figure out what's wrong with me
416 psychologically. What's going on think it through myself. I would be
417 treating myself and not lie to myself. I would solve it you know what I
418 mean take care of it. I don't think I would use those experiences to
419 feel better about myself.

420

421 Okay.

competence
 feelings~
 positive~
 self-worth~

No applicati

422

423 If there's something wrong, I'll fix it. If I'm not happy I'll do what I
424 gotta do instead of hiding behind something else.

425

426 So I'm introducing a new thought to you then?

427

428 Yeah.

429

430 I'm not meaning to do that but I'm curious to see if you've done it. Since
431 these experiences do you think that your peers who know what you did or
432 your former teachers feel any differently about you?

433

434 Yeah.

435

436 How so?

437

438 I know some of my peers think more of me. I used to have this bad
439 rep. I was such a "dick". I was a dick to the students, I was a dick to
440 the teacher, I gave everybody a hard time. You know what I mean if I
441 didn't get my way nobody was getting their way. And everybody was
442 going to know that I was upset. And I think I matured a little bit after
443 last year and I think I matured a lot this year, during this year. I
444 think it has a lot to do with some of the things I did you know helping
445 other people. I think it changed the way people feel about me. Not
446 just that I learned that like it made me feel better to help other people
447 and I would help other students in school you know what I mean

448

449 Uh-huh.

450

451 Like I would stick up for kids that were getting picked on by bigger
452 people. I think that made them change the way they felt about me too.

453

454 Do you think that you started doing that because of your service or you
455 started doing that because you felt more mature, more confident?

456

457 I felt more mature and I felt I don't know. I was helping people and it
458 just gave me this feeling that made me feel good and I like to help
459 people. I like to make people feel better about themselves, I like to
460 help them with their problems, I like to help them sort them out. I
461 would stick up for the underdog now. I don't let anybody get picked
462 on. Pick on somebody your own size because all your sitting there
463 trying to do is make yourself feel better by making somebody else feel
464 like shit. And I don't like that no more.

465

466 Uh-huh.

467

468 I'm not like that myself anymore you know what I mean.

application~
 behavior~
 change~
 competence
 connection~
 Empowerme
 feelings~
 future~
 Learned sor
 peers~
 perception~
 positive~
 service outc

469
 470 Is this act connected at all to your service?
 471
 472 Yes.
 473
 474 How so?
 475
 476 I don't know because it started happening after I started doing
 477 community service. I mean that's why I want to go for psychology I
 478 want to help people. I think Mr. R helped with that too. Mr. R
 479 helped me find a piece of myself you know.
 480
 481 Does your dad know what you did here?
 482
 483 No.
 484
 485 Never talked to him about it?
 486
 487 No.
 488
 489 How come?
 490
 491 I don't know.
 492
 493 Does your mom know?
 494
 495 No. Neither of my parents know.
 496
 497 Okay.
 498
 499 I don't know he'd probably be proud I guess. Something I never told
 500 him.
 501
 502 Does anyone other than your peers who were in school with you know
 503 about what you did here?
 504
 505 Mary.
 506
 507 Your girlfriend?
 508
 509 And her mother, Theresa.
 510
 511 What did you share with them?
 512
 513 They would give me rides to school and they knew when I was going
 514 on community service trip type thing and they knew when I was doing
 515 Saturday school. They would come pick me up from Saturday school

no interact
 parents~
 positive~
 speculation~

Admiration~
 friend; nonfz
 indifference~
 mother figur
 positive~
 Verbal Prais

516 and her mom would be like, "Oh Paul, that's so great" and she would
 517 pinch my cheek and smile and say, "You're so good," "You're an
 518 angel," and she made me feel better about myself. Mary knew but she
 519 didn't really comment about it.

520
 521 Uh-huh.

522
 523 You know.

524
 525 Okay.

526
 527 It helped me with her too because I helped her with her service
 528 project. She was required to do a service project or else she would fail
 529 high school.

530
 531 Uh-huh.

532
 533 Her senior year all seniors were supposed to do like certain
 534 community service type things and like none of her friends could help
 535 her out like it was all girls in the group and none of them just had no
 536 clue what to do. So I started calling up like you know kid's hospitals
 537 and we ended up going to the Ronald McDonald House and gave out
 538 Easter baskets for Easter.

539
 540 You helped them set them that up?

541
 542 Yup. I helped them set that up.

543
 544 It's amazing.

545
 546 Yeah and I got a tour of the whole place and I got to talk to some of
 547 the kids. I sat there on the couch and let them do their thing and I
 548 waited for them to come back.

549
 550 Uh-huh.

551
 552 But I set that up because nobody knew what to do and I was like give
 553 me the phone book and I started calling up places and I introduced
 554 myself and they were like, "Wow you're all professional." I've
 555 already set three things up. I basically did set up the Stone thing and
 556 the other thing. I was the one who made the official phone calls.

557
 558 So it built some confidence in you that you could do this again?

559
 560 Yeah.

561
 562 That you were able to do even something different?

Admiration~
 application~
 competence
 grandiosity~
 peers~
 self-worth~
 Verbal Prais

563
564 Yeah. I think it helped them too. It helped them graduate and maybe
565 someday they'll do it on their own. They know what to do now.
566
567 Is there anything else you wanted to share about any of this? Any of the
568 service projects?
569
570 Um. Anything else I want to share about the service projects. Well,
571 let's see, keep the kids out of the woods.
572
573 You mean in park clean-up?
574
575 Yeah. Because they end up with poison ivy like me or they take off
576 and you don't find them for twenty minutes and you're stuck there
577 cleaning up by yourself. Keep the kids out of the woods, that's just
578 some advice for next year and it's basically it and that's the only thing
579 I can think of.
580
581 Thanks.
582
583 No problem.
584
585
586
587
588
589
590 1
591

 Conversation

001
 002 "INTERVIEW 2"
 003
 004 Alright, what I need to tell you is that I don't want you to answer how you
 005 think I want you to answer, I want you to answer the truth.
 006
 007 Yeah.
 008
 009 Even if you think the truth isn't going to be pretty to me it is.
 010
 011 I know.
 012
 013 Alright.
 014
 015 Okay.
 016
 017 During your last year of high school, you participated in Service Learning
 018 Experiences. What did you do and where did you do it?
 019
 020 Well the first was we went to, I forgot what park it was but it was that
 021 beach, and we were just out there cleaning it up
 022
 023 Green Beach Park?
 024
 025 Yeah that's the place.
 026
 027 Uh-huh.
 028
 029 And Mr. A went and it was good you know I mean cleaning it up. It
 030 wasn't really that messy at all. Actually the place wasn't bad.
 031
 032 What else did you do?
 033
 034 Animal shelter. That was good, I like animals. I liked doing that. I
 035 didn't mind doing that at all. And I went there a whole bunch of
 036 times. One time it was for Ms. O. and her class and I went just for
 037 volunteering and the other times I didn't mind going for like you
 038 know Saturdays for school and stuff like that. It wasn't bad, I liked it.
 039 So.
 040
 041 Did you go to the Food Bank?
 042
 043 Yeah. I went to that too. I went to all of them I think.
 044
 045 Okay.
 046
 047 The Food Bank wasn't bad. I mean that was a little, I don't know,

Conversator

competence
 depressed a
 Enjoyment/fi
 indirect serv

depressed a
 Enjoyment/fi
 frequency~
 indirect serv

<p>048 repetitious. It was like the same thing the whole time you know like it 049 was didn't really feel like I was serving a purpose doing that stuff. 050 051 What were you doing there? 052 053 It was just ripping off tags from clothes and it was just over and over 054 and over and over again. You know so that one I wasn't really too 055 fond of so. 056 057 Okay. Did you go to the ship restoration trip at all? 058 059 Yes. Like three or four times. 060 061 Really? 062 063 Yeah. I went to all of them. 064 065 Okay so that was the... 066 067 That was for Mr. A's class. I liked that too because it was like my 068 whole family was in the service. My grandfather was on the 069 battleship, my dad was on the cruiser and all that so I liked it so 070 071 So you were doing restoration? 072 073 Yeah. 074 075 Okay. You did a lot. 076 077 Yeah. 078 079 Okay. I have no idea how much you did. 080 081 I went to everything. Saturday I went every single Saturday school 082 you know what I mean. 083 084 Did you enjoy any of the experiences? You said you liked the Animal 085 Shelter. 086 087 Yeah I liked the Animal Shelter and the battle ship. Them two I like 088 the most, the other ones were alright. 089 090 When you were doing the work on the battleship or at the Animal Shelter, 091 did it ever occur to you that you were helping anyone? 092 093 The Animal Shelter. That's the only time it popped in my head that I</p>	<p>] couldn't see indirect serv negative~</p> <p>] frequency~ indirect serv</p> <p>] Enjoyment/f family~ motivation~</p> <p>] indirect serv</p> <p>] Enjoyment/f indirect serv</p> <p>] connection~ indirect serv</p>
---	--

094 was actually helping the animals. Actually what I was doing I wasn't
 095 really helping the animals but in a way I kinda was so like I'd feel I'd
 096 rather help animals than people actually.

097

098 Okay. I've heard that before.

099

100 Yeah.

101

102 From some of the other students.

103

104 I'd rather do that so.

105

106 So, what did you do there?

107

108 We just cleaned basically. We were just cleaning up the outside
 109 making it look better, nicer and I think they can bring their animals
 110 out there and they can walk around more, they had more space for
 111 the animals and stuff like that so it wasn't bad.

112

113 So you were helping them by giving them outdoor space?

114

115 Yeah a lot of it. A lot because we cleaned a lot so they can bring the
 116 dogs out there. That's about all I really did. I don't know about the
 117 other kids they might have done other stuff for the animals ...

118

119 Okay.

120

121 That I wasn't really a part of.

122

123 Did you have any contact there or at the ship with the people that worked
 124 there usually?

125

126 With the volunteers that worked there all the time?

127

128 Uh-huh.

129

130 Yes. We did a whole bunch of stuff with them.

131

132 And how did they feel about you?

133

134 They liked it. They liked all the help we were doing because we were
 135 doing some of the stuff they couldn't because they were kinda older
 136 and they couldn't really get down like at the bottom of the ship and
 137 lift the stuff up some of the volunteers there. So we were giving them
 138 a big help.

139

competence
 connection-
 downplaying
 indirect serv
 self-worth-
 service outc

appreciation
 competence
 direct servic
 indirect serv
 motivation-
 positive-
 self-worth-
 service outc
 volunteer-

140 And they appreciated that?

141

142 Yeah definitely.

143

144 How did they show it?

145

146 By telling the teachers there we were doing such a good job and they
147 would like us to come back you know they were giving us cards and
148 this and that any numbers to call if we wanted to volunteer at other
149 times.

150

151 Uh-huh.

152

153 Not just during the school hours.

154

155 And did you have any contact with the animals?

156

157 A couple times you know just I never walked them at all.

158

159 Uh-huh.

160

161 But I mean I wouldn't really like to have any contact with them.

162

163 So in terms of just thinking about the ship then because you saw people
164 appreciative of you, um, how did that make you feel? That they
165 appreciated you.

166

167 I get appreciated all the time so.

168

169 Do you?

170

171 Yeah, so.

172

173 Where?

174

175 At my home.

176

177 Oh that's great. That's great.

178

179 Well yeah my friends.

180

181 So this is nothing new. This was nothing new.




182



183 No. I used to like you know getting a pat on the shoulder.

184

185 Okay.

186

 contradiction
 indirect serv
 no interactio

 grandiosity~
 unwilling to :

187 I mean its good though. It could kinda help you out in a way you
188 know.

189
190 How so?

191
192 Cause people that don't really get to do that kind of stuff like they just
193 come to school and leave and they don't really get to you know stuff
194 like that. But if you keep if you let kids go and do that probably it
195 would help certain kids in a way you know to feel a little better about
196 themselves. Boost their confidence level up a little bit.

197
198 But it didn't do that for you?

199
200 Well no. It's kinda the same.

201
202 Because you've already gotten that?

203
204 Yeah.

205
206 So when the people show their appreciation, do you think that motivated
207 you at all to keep working or not necessary?

208
209 Sometimes. Because sometimes you really don't think about it you
210 know its just like yeah I'm here you know, I'm working. But most of
211 the time if they really like what you're doing and they'll keep talking
212 to you, you know they'll keep asking to do this and that and like every
213 single time you come back, you get more progress with the people that
214 worked there and yeah it could, after a while, it's like you want to go.

215
216 Did you want to go?

217
218 Yeah, I wanted to go back. I didn't mind going at all. So yeah, it's
219 not bad. It could only help so you know.

220
221 Before you met these people, like before you met the guys on the ship, it
222 was men right?

223
224 Yeah and some women.

225
226 Okay, before you met the men and the women, did you have any idea of
227 what they might be like? Did it ever occur to you?

228
229 I figured they'd be nice people. I mean they're volunteers.

230
231 Uh-huh.

232
233 You know they volunteer all their time. I mean you can't really be a

competence-
motivation-
positive-
self-worth-
social intera-
volunteer-

perception-
positive-
service outct
volunteer-

234 big negative person if you are volunteering all the time to certain
 235 things and some of the people were like in the war and all that you
 236 know all of them basically so I figured they'd be good people you
 237 know why wouldn't they.

238
 239 The women were in the war too?

240
 241 I don't know. I think they may have been their wives or something.
 242 Maybe something like that. I don't know if they were in the war.

243
 244 So by meeting them and working with them, did it change the way you
 245 thought about them or do you think it changed the way they thought about
 246 you?

247
 248 Probably just the way they thought about me.

249
 250 How so?

251
 252 I don't know. Probably just cause they figure most teenagers won't
 253 come over there and volunteer and they probably didn't get as much
 254 help as they did from teenagers and we went so they probably thought
 255 like you know it changed their whole attitude with younger volunteer
 256 workers you know kids coming in and helping. Really appreciating
 257 the whole thing it did to the war you know what I mean our country
 258 and stuff like that, I don't know.

259
 260 Now that it's all over, you're not doing it anymore, do you ever think
 261 about what you did?

262
 263 Yeah.

264
 265 When?

266
 267 When people ask you know this and that just stuff that I did for
 268 school. Most of the stuff I did was volunteer work.

269
 270 Uh-huh.

271
 272 You know so.

273
 274 So what situation might there be that someone would ask you that?

275
 276 What situation?

277
 278 Yeah.

279
 280 Probably like job related stuff.

Conversator

appreciation
 change~
 perception~
 volunteer~

application~
 competence
 job acquisiti
 self-worth~
 service outcc

281
 282 Oh okay, okay.
 283
 284 You can always bring that up.
 285
 286 Absolutely.
 287
 288 Volunteer work. I mean it helps. There's no way it cannot help you
 289 know so.
 290
 291 So it benefited you in that way.
 292
 293 Yeah.
 294
 295 That it gave you some experience?
 296
 297 I mean I put that in my last job, I mean that was my you know there
 298 were other things you could write about what you did and I just put
 299 all the volunteer work I put down and that's one of the main things
 300 they talked about. I never got paid for it, like why didn't you care if
 301 you got paid and stuff like that.
 302
 303 And what did you say?
 304
 305 Well I just said I did it for school and I mean it was half the time it
 306 was up to me and I wanted to go and you know what I mean so I liked
 307 it, it wasn't bad. So, why not hire me you know?
 308
 309 Oh that's excellent to hear that.
 310
 311 Yeah. I mean if I'm getting paid, I'm definitely going to be there for
 312 work you know what I mean.
 313
 314 So I know you kinda told me this already but what did you get out of these
 315 experiences?
 316
 317 What did I get? Uh. I don't know. I can't really put it into words
 318 what I mean I was kinda lazy you know and this kinda like got me
 319 to like you know I was doing stuff like on Saturdays I was doing
 320 things. It kinda like broke my laziness that I had so.
 321
 322 Permanently?
 323
 324 No not permanently but
 325
 326 But at the time.
 327

behavior~
 change~
 Learned sorr
 positive~
 self-worth~
 service outcc

328 Yeah. At the time like right now like I can like you know I can just do
329 stuff. It doesn't really bother me.

330

331 Uh-huh.

332

333 Cause before that I never really volunteered for anything that like I
334 wanted to do. But now its like it don't really matter because I see
335 what you get out of it so its not bad.

336

337 Okay. It helps you understand that you can go out and do things.

338

339 Yeah.

340

341 That you didn't have to lay around all the time.

342

343 Yeah that there was actually something I could do.

344

345 Oh, it taught you you could do things you didn't realize you could do?

346

347 Yeah stuff like that cause I never thought I would be going to animal
348 shelters and like helping animals and stuff like that. Like in the ship I
349 never thought I would be on a battleship helping out you know
350 someplace that people are going to walk around and like say to you I
351 kinda like like if I wanted to bring my kids there when I got older if it
352 was still there you know I could say I worked on it and stuff like that.

353

354 Okay.

355

356 You can get stuff out of it you know.

357

358 So what's the stuff? That's what I'm trying to get to.

359

360 The stuff. I don't know. I mean you just get I guess a feeling of
361 satisfaction, you did something good you know.

362

363 So do you feel satisfaction?

364

365 Yeah. Yeah.

366

367 Good. Are there ever times when you're feeling badly about yourself, if
368 that exists for you, that you ever think about these things that you do or
369 you did to help you feel better?

370

371 No, I don't bring that up like if I'm feeling bad about myself. No, that
372 doesn't ever come to mind.

373

374 Okay.

feelings~
 No applicati
 unwilling to :

375
 376 Like no I went to this place I should cheer myself up.
 377
 378 Alright now, you already answered this a little with the job interview
 379 question but since you graduated, have you ever thought about what
 380 you've done? Have you ever thought back to it other than on the job
 381 interview?
 382
 383 Yeah it pops into my head.
 384
 385 Does it?
 386
 387 Yeah. I mean it's stuff that I've done you know and just like
 388 something reminds me of it you know if I see like something on T.V. it
 389 just pops in your head randomly just comes. Yeah.
 390
 391 And when it does, do you feel anything about it?
 392
 393 Feel good about myself?
 394
 395 Yeah.
 396
 397 Sometimes. I don't know really because like I don't know like I know
 398 I did it yeah and it can't make me feel bad it can only make me feel
 399 good. You know what I mean so.
 400
 401 Or you could feel nothing at all. Or you could just be neutral. Like, for
 402 example, I might have worked at the Animal Shelter so I'll see a dog and
 403 I'll remember "Oh yeah, I cleaned-up at the Animal Shelter, I wonder if
 404 they got that dog there?" and so that's a neutral feeling.
 405
 406 Yeah. Yeah, its like it comes in your yeah....
 407
 408 Or I could say, "Oh I worked at the Animal Shelter and I hated that place."
 409
 410 Yeah it could. Yeah.
 411
 412 But, so when you think about it...
 413
 414 I can think of that one, the Food Bank. Like something reminds me of
 415 that and I could be like Oh man I wouldn't go back there because it
 416 wasn't like my type of volunteer job it was just like you know what I
 417 mean?
 418
 419 Yeah, you just didn't like it.
 420
 421 You think about the negative things.

feelings~
 positive~
 reflection~

feelings~
 negative~
 reflection~

422
 423 Ripping labels for two hours.
 424
 425 Yeah. That's what you think about and then the other places make
 426 you feel a little bit better you know.
 427
 428 Does it make you feel a little bit better?
 429
 430 Yeah.
 431
 432 So when you think about it do you think about how you feel about it or do
 433 you just think of the place?
 434
 435 Both.
 436
 437 Okay.
 438
 439 Yeah. Yeah.
 440
 441 Um..does anybody know about what you've done other than the kids that
 442 were here doing it with you?
 443
 444 Yeah. My mom, I mean my friends know I've gone because they
 445 asked me what I did and I could tell them that I was on there. It
 446 doesn't really strike up conversation but I just know I did it and I'm
 447 not going to brag about it.
 448
 449 Uh-huh.
 450
 451 I just did it.
 452
 453 So you have friends that are your age, are they your age?
 454
 455 Yeah.
 456
 457 And they know that you went to the battleship and the Animal Shelter?
 458
 459 Just the battleship. I thought that was kinda cool so.
 460
 461 So you shared that with them?
 462
 463 Yeah.
 464
 465 And what did they think about that?
 466
 467 Nothing really. I wouldn't get into big conversations about it, they'd
 468 just know I went there.

feelings~
 positive~
 reflection~

family~
 parents~
 positive~
 friend; nonf
 indifference
 pride~

469
470 Okay. Do you think that your mom felt any differently about you after
471 you did these things and told her about them?

472
473 No, not really. It's just the same. She's never really mad at me so its
474 not like a booster you know what I mean. My dad liked it too. My
475 dad thought it was cool because he was like part of that and like my
476 grandfather and all that so he thought that was kinda cool. He's
477 heard of the ship before.

478
479 Uh-huh.

480
481 You know and he thought that was kinda neat. I mean he likes all
482 that stuff. He watches you know what I mean so he thought that was
483 cool.

484
485 So he had a direct interest in the type of service that you did?

486
487 Yeah.

488
489 How about in how he felt about you.

490
491 No. He didn't really bring that up.

492
493 He wouldn't talk about that?

494
495 No. Its nothing to really talk about like you know. He just liked the
496 fact that I went there and did that. He thought that was neat.

497
498 Well, your teachers thought it was something to talk about? I mean your
499 teachers were bragging about how wonderful it was what you did?

500
501 Yeah.

502
503 For example, Ms. P would talk about what you did at the Animal
504 Shelter...

505
506 Yeah.




507
508 and go on and on and on about how wonderful it was that you did it.

509
510 Yeah.

511
512 But that's not happening with the people outside of here?

513
514 No.

515

 downplaying
 parents~
 teachers~

516 Okay.

517

518 No. No. I mean they know I can do good stuff so its not really a big
519 shocker to them you know what I mean like they know I do stuff I can
520 do it. Like it's not really big like "Oh my god, wow he did that." Like
521 they're not really surprised that I'd do something like that.

522

523 Okay.

524

525 Like in the Animal Shelter, my mom is not really that surprised
526 because she knows I like animals and we always have animals in the
527 house, dogs, we always have a dog so.

528

529 Okay.

530

531 Yeah.

532

533 Thank you.

534

535 Yeah.

536











537

538

539

540 1

541

001
 002 "INTERVIEW 3"
 003
 004 During and after high school, you participated in Service Learning
 005 Experiences. What did you do and where did you do it?
 006
 007 I did um I went to a school and we would do projects with the kids
 008 and we did some we would help clean parks and everything and
 009]  competence
 direct servic
 indirect serv
 010 Did you ever go to the Food Bank?
 011
 012 Yeah. I went to the Food Bank. That's all I remember.]  indirect serv
 013
 014 Okay. Did you enjoy any of these experiences?]  comparison
 direct servic
 Enjoyment/
 indirect serv
 self-worth-
 social intera
 015
 016 Uh yeah except the park clean-up.
 017
 018 Okay you didn't like that. Why didn't you like that?
 019
 020 Well, cause it was fun to a certain like if you were by yourself you
 021 wouldn't like it. Like if you had to work by yourself if you had to
 022 work with somebody else then yeah cause one that one time that when
 023 it was like me and Peter so we had fun. We just talked and messed
 024 around.
 025
 026 Yeah. You and another student.
 027
 028 Yeah.
 029
 030 Okay.
 031
 032 So, yeah it was fun. By yourself it's not fun.
 033
 034 Now what if you went to the elementary school by yourself, that would be
 035 fun?
 036
 037 Yeah cause there are people around you. There's people to listen to
 038 you, there's people that will listen to you and everything. They make
 039 fun of you and you make fun of them so.
 040
 041 Alright. So are you saying that its important for you to have interaction
 042 with people while you're doing service?
 043
 044 Yeah. It makes it interesting. It makes it fun. You learn more with
 045 other people then by yourself.
 046
 047 Alright. Did you ever go to the Animal Shelter?]

048
 049 No I didn't.
 050
 051 What do you think about that though. Would that be just as good even if it
 052 was animals?
 053
 054 Not really cause animals don't talk they don't know like they don't
 055 ... you can only guess what they think and what they try to say but its
 056 still the opposite of what they want.
 057
 058 Okay. When you were working, did it ever occur to you that you were
 059 helping anyone?
 060
 061 Yeah.
 062
 063 Is that what you're talking about?
 064
 065 Yeah. Helping yeah. With me like, well I'm speaking for myself, I
 066 wouldn't care if I'm helping for money or no money I don't care as
 067 long as I'm having fun. When I'm having fun, I don't care.
 068
 069 So if you're having fun that's all that matters?
 070
 071 Yeah.
 072
 073 And how about the helping part, does that ever become a part of your
 074 thoughts? Like are you just happy to be having fun or do you ever think
 075 I'm also helping someone? Or is it too hard to remember back to both?
 076
 077 The most thing is when you have fun you remember a lot of stuff.
 078
 079 Okay.
 080
 081 The only time like when we went to the Food Bank, that's when I
 082 really thought we were helping people.
 083
 084 But you didn't see the people?
 085
 086 No. I didn't see the people.
 087
 088 But you had fun?
 089
 090 Yeah.
 091
 092 Was that because of the friends that were there?
 093

contradictio
 indirect serv
 Lacks intera
 negative~
 perception~

connection~
 Enjoyment/f
 indirect serv
 self-worth~
 social intera

094 Yeah.

095

096 Okay. So I'm going to move on to another question because I'm trying to
097 figure something out. Did people ever show you their appreciation for
098 what you were doing?

099

100 Uh....

101

102 The people at these places?

103

104 Yeah. When I went to Stone school yeah people said like "Good job",
105 "You did a great job", this and that and it made you feel good.

106

107 Okay.

108

109 Then other people were saying like the good stuff you did and like

110

111 Alright but that's separate from having people around and having fun,
112 right? In your reasoning.

113

114 Yeah.

115

116 So, you could be having fun and people don't have to be showing
117 appreciation and you're still going to enjoy what you're doing?

118

119 Yeah.

120

121 Okay. Because sometimes people might say, "I need somebody there to
122 tell me I'm doing a good job and then I like what I'm doing," but in your
123 case that's not the case.

124

125 Yeah.

126

127 Alright. When the people showed appreciation at Stone, did that help
128 motivate you in doing your work at all or were you going to do it either
129 way?

130

131 I was like it was good when people said you did a good job it makes do
132 more stuff.

133

134 Okay.

135

136 But like it made you do like boring stuff cause you wanted to do it
137 cause people were going around, "You did a good job at this" and
138 that's all. I was going to do it no matter what but like the boring jobs
139 I was like, "Hurry up and get this over with."

140

☒ Acknowledg
☒ appreciator
☒ motivation~
☒ strangers~

141 Uh-huh.

142

143 The people saying you did a good job you were like I'll do it again. I
144 don't care.

145

146 Okay. Did you have any idea about what these people might be like
147 before you had this experience and did your perceptions of the people you
148 interacted with change once you met them?

149

150 I never pre-judge people, never. Like I always like you like you by the
151 way you present yourself like how you want it.

152

153 Alright now I'm going to get real specific. You knew you were going to
154 be meeting the principal at Stone.

155

156 Yeah.

157

158 So you didn't think anything of it until you met him?

159

160 No I didn't.

161

162 Anyone else there?

163

164 There was a lady she was a teacher and something else. She was a
165 reading teacher.

166

167 Okay. So you interacted with her but you didn't think anything about her
168 until you met her?

169

170 No. No because I only knew the principal was going to be there.

171

172 Alright.

173

174 So.

175

176 Do you ever think about these service experiences now that its over?

177

178 Yeah.

179

180 Tell me.

181


182 The kids and everything it was great. I like to have fun and I was
183 making fun of them and they were trying to make fun of me back and

184

185 You're talking about the elementary students?

186

187 Yeah. The elementary students and

 No preconce

 Acknowledg
 direct servic
 Enjoyment/f
 feelings~
 positive~
 self-worth~
 social intera

188

189 So you liked the rapport that you had with them?

190

191 Yeah. What else.

192

193 What did it feel like for the kids to be interacting with you having fun with
194 you, how did that make you feel?

195

196 Good. It makes me feel good. As long as like both of us are having
197 fun, its great so.

198

199 Since you've already formally reflected on these experiences in your old
200 classroom, can you remember what it felt like to you when you thought
201 back to what you had done and talked about it with other people in your
202 group? So you would come back and the next day you would meet to
203 reflect what you had done the previous day. When you guys were all
204 talking about the experiences you had, what was that like?

205

206 It was good because it brought back memories. So, it was good and it
207 was fun. It gave lots of people ideas and everything, gave you ideas
208 for the future.

209

210 For services or for what?

211

212 For both. For service and for kindness.

213

214 For kindness?

215

216 Yeah.

217

218 So you're actually thinking sometime in your life your going to be doing
219 this stuff again.

220

221 It couldn't hurt. Well I'm not like planning but anything could
222 happen.

223

224 What did you get out of these experiences?

225

226 What did I get out of them? Everyone has a personal opinion about
227 everything and everybody expects from you more than you give of the
228 first try. They expect more so that's all give you is the first opinion
229 that this guy's nothing so and help like it makes you feel good and
230 stuff like that.

231

232 Alright now let me back it up. I'm trying to find out what you got out of
233 it. From what I hear you saying, you say everybody but you meant you.

234

People expect you to do better than you did the first time?

Enjoyment/
 positive~
 reflection~

change~
 negative~
 perception~
 positive~
 self- conscio
 service outc
 strangers~

235
236 Yeah. Well everybody expects when you walk in the room and like
237 they expect you to like do something and do it right or stuff like that.
238 If you mess up it means like alright, he's messing up here. He's not
239 going to make it or something like that.
240
241 Now apply that to the situation so that I can understand it. You go into
242 Stone, you go into the room the first time....
243
244 Yeah, there are people waiting for you to mess up cause you're liked
245 labeled to mess up because you're an "odd bird".
246
247 Okay.
248
249 So like you're labeled as a bad student as a like a misbehaving child
250 and they're waiting for you. Every step you take they look so if you
251 mess up.
252
253 Did you feel that way the whole time?
254
255 Uh on the first day yeah. Everybody was looking at us like who are
256 we and some people that knew they were like walking and looking at
257 us so.
258
259 Did you have that feeling after the first time?
260
261 No. Cause then everybody knew they're here to do this to help and
262 became friends with some people and stuff.
263
264 Now, if I remember correctly I'm going to get into this a little bit normally
265 I wouldn't. You had to make a video so that the parents of these students
266 felt more comfortable having you there.
267
268 Yeah.
269
270 What was your feedback from the video from the principal?
271
272 Well he said I was the funniest one and he liked the video. The
273 parents were scared because we go to an alternative school and would
274 teach them bad stuff and everything like that so we just wanted to
275 make a video showing that we're not that bad.
276
277 And did everyone receive it well?
278
279 Yeah. They said it was great.
280
281 So they weren't thinking of you as bad kids after they got to know you.

282
 283 Yeah.
 284
 285 Are there ever times now when you're feeling bad about yourself?
 286
 287 Like, in what ways?
 288
 289 Feel down on yourself.
 290
 291 Yes and no. I don't know like...
 292
 293 Okay, wait, hold up. I don't want to know exactly the situation. What I
 294 want to know is when you're feeling down on yourself do you ever
 295 remember the good stuff that you did to try to help yourself to feel any
 296 better?
 297
 298 No, I just don't think about it because if I think about it some more
 299 I'll have the thoughts mixed and have good thoughts and bad
 300 thoughts and mix the whole thing up.
 301
 302 I understand.
 303
 304 I just like move to another subject. I don't use my brain. I go outside
 305 to play basketball so I forget everything.
 306
 307 So that's how you're coping with bad feelings...
 308
 309 Yeah.
 310
 311 Trying to get rid of them.
 312
 313 Yeah.
 314
 315 Okay. Do you remember when you, if you ever do, think back to these
 316 experiences or haven't you thought about them at all since you graduated?
 317
 318 Yeah I thought about like I wanted to go to the Animal Shelter.
 319
 320 You've never been to the Animal Shelter?
 321
 322 No, I wanted to go.
 323
 324 How come?
 325
 326 Cause I love animals. I've been around animals all my life. I love
 327 having a bond with animals.
 328

feelings~
 No applicati

contradictio
 future~
 volunteer~

329 | Would you go there alone or would you only go with a friend?
 330 |
 331 | Yeah. Like I don't know. I don't know.
 332 |
 333 | That's okay.
 334 |
 335 | Do you know how to go about doing volunteer work there if you really
 336 | decide you want to do it? What would you do?
 337 |
 338 | Yeah. You mean like
 339 |
 340 | How would you let them know that you want to work there?
 341 |
 342 | Just go out there and ask if they need any volunteer work.
 343 |
 344 | Would you feel comfortable just doing that on your own or would you tell
 345 | them that you went to school here and that you had been involved in
 346 | service or would you just do it on your own?
 347 |
 348 | No I'd probably just tell them like I did some of this work before so
 349 |
 350 | Since this experience do you think that your peers who know what you did
 351 | or your former teachers feel any differently about you?
 352 |
 353 | I hope so.
 354 |
 355 | Could you explain that a little bit?
 356 |
 357 | Well, if you do something that can't change somebody's point of view
 358 | then
 359 |
 360 | You mean something bad?
 361 |
 362 | Something bad.
 363 |
 364 | Okay.
 365 |
 366 | And you do good and they don't see that, they don't want to see it and
 367 | they're forever going to say you're bad. If they see it and they still do,
 368 | that means you're not working hard enough or you're doing
 369 | something wrong.
 370 |
 371 | When you do service do you think they think differently of you, these
 372 | people who have these bad opinions of you?
 373 |
 374 | I think so.
 375 |

- Acknowledg
- change~
- feelings~
- peers~
- perception~
- self- conscio
- service outc
- teachers~

376 Can you think of a specific staff person that you think their opinion of you
377 changed when you did this? Or a peer, a friend?

378

379 I don't know because I don't talk to nobody and don't see nobody. I
380 think cause the children's parents they were scared and we had a lot
381 of problems with them. They had this meetings and tape to help
382 change the perspective.

383

384 Okay so I see, its not naming anyone you know specifically, but you think
385 people who have these preconceptions about students get a different
386 perception when this work is done.

387

388 Yeah. And when we had the ad in the paper.

389

390 What ad?

391

392 The Animal Shelter and everything article.

393

394 Oh Oh, the article talking about what we do at our school.

395

396 Yeah.

397

398 Okay.

399

400 And the award that we won.

401

402 Right. I forgot about that. Did your parents know what you were doing
403 here with these projects?

404

405 No.

406

407 So you don't talk to them about that kind of stuff.

408

409 No.

410

411 What kinds of information did you share with anyone outside of our
412 school about the work that you did here?

413

414 I don't remember but I think...





415

416 Maybe if you think about a girlfriend or a friend that you had that didn't
417 go to school here to try to think back if they were aware of anything that
418 you were doing.

419

420 Probably yeah my friend I know I told him about it. I forgot about
421 that. I told him about it but he didn't say nothing about it.

422

 disinterest~
 friend; nonfa
 no interactic
 parents~

423 He didn't say anything?
424
425 No.
426
427 That's how my friends are so they don't care.
428
429 Is there anything else about this service project or the things that you did
430 here that you wanted to share with me?
431
432 I'm suggesting to you that you could change the other peoples view to
433 the school to interact with the people. To us it was like an assignment
434 which means you had to do it. The people you worked with will think
435 better of you and the friends will think better of you.
436
437 What do you think of you after you did this stuff?
438
439 I know what I am and I know what I'm capable of so I don't care
440 what anybody else thinks. So I'm just like that.
441
442 So this didn't change your opinion of you either way?
443
444 No.
445
446 What is your opinion of yourself in general?
447
448 When I want to, I can do anything. When I need to, I can do
449 anything. Like I'm warmhearted and if anybody asks me something
450 I'll do it.
451
452 But I'm looking for an "I" statement.
453
454 Um,
455
456 I'll start you off because you gave me the first two words. "I'm a
457 warmhearted person"
458
459 Yeah.
460
461 And I'm wondering, how do you feel about yourself?
462
463 I feel good. Like I feel good about myself cause I know what I'm
464 capable of and if I'm not capable of it I try to do it. If I'm on a job
465 and I can't do one thing, I'll learn to do it. My parents used to work
466 at this place, I used to help, I used to just come down on Saturdays to
467 help out and like in a couple of months, I knew every single job there
468 was.
469

change~
 competence
 perception~
 self-worth~

470 In which place?
471
472 This was like a long time. It was a factory, a bagel factory.
473
474 In this country?
475
476 Yeah. I knew like everything, everything about it.
477
478 So that makes you feel good about yourself?
479
480 Yeah. I want to learn. If there's something I can't do I want to learn
481 it or something. If I don't know it, I'm going to learn it. If it interests
482 me I want to learn it.
483
484 Alright so apply your feelings about you to the service experiences, they
485 didn't make a difference or they did make a difference in terms of how
486 you felt about yourself.
487
488 Um, no I just wanted to let other people know that I'm not bad. I am
489 good. I just want to change other people's respect.
490
491 And you said that you accomplished that?
492
493 To a certain point. No, not everybody, but a couple people.
494
495 And how did that make you feel that you met your own personal goals?
496
497 It's not enough.
498
499 It's not enough?
500
501 It's not enough.
502
503 Now what?
504
505 I want to like be somebody.
506
507 Thank you.
508
509
510
511 1
512

001
 002 "INTERVIEW 4"
 003
 004 During your last year of high school you participated in Service Learning
 005 Experiences. What did you do and where did you do it?
 006
 007 Um...I went to the Animal Shelter and volunteered. I don't
 008 remember anything else.
 009
 010 Did you do any Saturday schools?
 011
 012 No.
 013
 014 Okay. Did you do...you did all Animal Shelter then?
 015
 016 Uh-huh.
 017
 018 And then didn't you go to an elementary school one time?
 019
 020 No.
 021
 022 Okay. So did you go a lot to the Animal Shelter?
 023
 024 I don't know.
 025
 026 More than five times?
 027
 028 Uh-huh.
 029
 030 More than ten do you think?
 031
 032 Maybe.
 033
 034 Okay. What did you do there?
 035
 036 Um. Worked with the cats mostly. Cleaned, walked the dogs, played
 037 with them.
 038
 039 You played with the dogs, not the cats right?
 040
 041 No.
 042
 043 Did you play with the cats there?
 044
 045 Some of them were mean.
 046
 047 When you were working, did it ever occur to you that you were helping

 direct servic

 frequency~

 competence

 connection~

 direct servic

 self-worth~

048 anybody?
 049
 050 The animals.
 051
 052 Do you think they were able to show appreciation at all?
 053
 054 Yeah. We played with them and they got used to you and were
 055 friendly.
 056
 057 Now did you have interaction with people that ran that place?
 058
 059 Uh-huh.
 060
 061 And how were they toward you?
 062
 063 Um... they were nice.
 064
 065 Did they show any appreciation?
 066
 067 Uh-huh. They would say thank you after we were done doing
 068 whatever we were doing.
 069
 070 Did they praise you at all?
 071
 072 I don't know. Not really.
 073
 074 No?
 075
 076 Not that I can think of. They were nice.
 077
 078 Okay. I'm thinking back to one of your group leaders coming back and
 079 always telling us how the people at the Animal Shelter are so grateful that
 080 you're there and that can't say enough wonderful things about you. Did
 081 you ever have that experience with any of them hearing them talk like
 082 that?
 083
 084 Um... not that I can remember.
 085
 086 Okay.
 087
 088 They always said thank you for our help and everything when we left.
 089
 090 So what motivated you to keep doing it?
 091
 092 The animals.
 093

appreciator
 competence
 connection~
 direct servic
 perception~
 self-worth~
 strangers~
 Subject not

motivation~
 strangers~

094 Did they?

095

096 Yeah.

097

098 Cause you didn't have to do it. You could have left early in the morning
099 from here and go to your other school and you didn't have to do this but
100 you did it for the animals?

101

102 Uh-huh.

103

104 Did they motivate you by showing any appreciation or it's just because
105 you like animals and that's the only reason why you went?

106

107 Um..

108

109 Do you ever think about your service experiences now that-it's over?

110

111 Well I liked working at some stuff and I think about what I'm going
112 to do. Sometimes, I think of that.

113

114 Do you think that might be something for your future?

115

116 Uh-huh.

117

118 Even though you already formally reflected on these things in your
119 classrooms, can you remember what it felt like when you would come
120 back and everyone would talk about what you did?

121

122 Um... everybody was happy when we came back cause of all the
123 animals that they saw.

124

125 So, even though it was the next day sometimes you talked about it, did that
126 make people happy at that time?

127

128 Uh-huh.

129

130 Were you happy about it?

131

132 Uh-huh.

133

134 What kind of feelings did it bring up for you?

135

136 Um... I liked being able to play with them and feeling like I helped
137 them.

138

139 And you did feel that way?

140

☒ Enjoyment/f
☒ future~

☒ competence
☒ Enjoyment/f
☒ feelings~
☒ positive~
☒ reflection~
☒ self-worth~

<p>141 Uh-huh. 142 143 Are there ever times now that you're feeling badly about yourself that you 144 think about what you did during the service project to try to make yourself 145 feel any better? 146 147 Not really. 148 149 Since this experience do you think that your peers who knew you before 150 you did this and your teachers who also knew you before you did this feel 151 any differently about you since you did it? 152 153 Um... since I really didn't have go, I went on my own. I didn't have to 154 be there. They kinda thought that was good that I volunteered to just 155 go. 156 157 How about you peers? 158 159 Not really. 160 161 They didn't feel any differently? 162 163 I get to talk to them a lot more cause I was there. 164 165 Did you ever talk to your mom about any of these projects? 166 167 Uh-huh. 168 169 So she knew what you were doing? 170 171 Yeah. 172 173 How did she think about what you were doing? 174 175 Um... She likes animals too and she knows I do. 176 177 Did you ever share any of the work that you did with anyone else besides 178 your mom outside of school? 179 180 Outside of school? 181 182 Uh-huh. 183 184 Um... my boyfriend. 185 186 And what did he think about it? 187</p>	<p style="text-align: right;">]</p> <p style="text-align: right;">] Subject not</p> <p style="text-align: right;">] perception~ positive~ teachers~</p> <p style="text-align: right;">] parents~ perception~ positive~</p> <p style="text-align: right;">] friend; nonfe perception~ positive~</p>
---	--

188 Um... he really doesn't like animals. He was excited because I got to
189 go. So he was happy about it.

190
191 Did you get excited when he was happy for you?
192

193 Uh-huh.
194

195 Doing the service, when you were there, did it ever give you the boost or
196 make you feel better than you would normally or did things just kinda stay
197 the same for you?

198
199 It made me feel better. It put me in a good mood.
200

201 It did get you in a good mood?
202

203 Uh-huh.
204

205 Did that carryover to the rest of the day?
206

207 Uh-huh.
208

209 How about when you talked about it, did that carryover at all?
210

211 Yeah.
212

213 How so? How would that happen?
214

215 If I was mad or upset or anything, I would think about that I was
216 there so. I just wanted to be there so I would think about it and I'd
217 get in a good mood.
218

219 Is there anything else that you wanted to share about any of the service
220 projects or anything about the whole service program?
221

222 I think it's a good idea.
223

224 You do think it's a good idea?
225

226 Uh-huh. Um... there's people you have a chance to help, even though
227 their not human, help them. Get to know how to be around them.
228

229 I want to just, for a second, pursue the people issue. You were cleaning
230 the place up, cleaning the cages, don't you think that helps people in a way
231 too?
232

233 Uh-huh.
234

application~
behavior~
change~
positive~
reflection~
service outc

Empowerme
justification
perception~
positive~

competence
connection~
indirect serv
self-worth~

235 How?

236

237 They have to clean and they have to keep the animals' places clean.

238

239 Right. But if you went in there to adopt an animal, is there a connection to
240 what you were doing and getting something adopted?

241

242 Nobody wants something that came from something that's dirty.

243

244 Right. So you really were helping people too?

245

246 Uh-huh.

247

248 Thank you.

249

250 Your welcome.

251

252

253

254

255

256

257

258

259

1

001
 002 "INTERVIEW 5"
 003
 004 During your last year of high school you participated in Service Learning
 005 Experiences. What did you do and where did you do it?
 006
 007 Um... the um... we cleaned up parks. Like that?
 008
 009 Yeah. You cleaned up parks.
 010
 011 Yeah we cleaned up parks and stuff. It was fun. It was alright.
 012
 013 So were you in the group that went to Stone Elementary School?
 014
 015 Yeah we did that too.
 016
 017 Okay.
 018
 019 Um... all I did really was just paint the murals on the wall. I didn't
 020 really worked with the kids cause I didn't really want to.
 021
 022 Okay. And they allowed that because they wanted you to feel
 023 comfortable?
 024
 025 Yes.
 026
 027 Okay. So you did the Stone thing. Like about how many times did you go
 028 there?
 029
 030 I went there at least ten times.
 031
 032 Alright and each time you were painting murals?
 033
 034 Yes.
 035
 036 And then you went to the park clean-up. About how many of those did
 037 you do?
 038
 039 Like four. Four times we went. Four or five times we went.
 040
 041 Did you ever do any service on a Saturday?
 042
 043 Um...yes. Cleaned up the dog pound once.
 044
 045 Uh-huh.
 046
 047 That was pretty fun.

competence
 Enjoyment/f
 frequency-
 indirect serv
 no interacti
 self-worth-

048
 049 That's funny to hear someone say, "I enjoyed cleaning up the dog pound."
 050 Did you work outside?
 051
 052 Yeah. I like working with my hands better than writing down
 053 something.
 054
 055 Uh-huh.
 056
 057 So I kinda enjoyed it. It was an alright day.
 058
 059 When you were working, did it ever occur to you that you were helping
 060 anybody?
 061
 062 In a way not really. I knew I was cleaning up the park for like
 063 everybody that uses the park and stuff but I really wasn't thinking
 064 about it.
 065
 066 At the Animal Shelter did you think about the animals you were helping at
 067 all?
 068
 069 Yeah I guess. All I really did was pick up leaves so I don't think I was
 070 really helping animals or anything.
 071
 072 Well let me ask you this about the Animal Shelter, what was the end result
 073 when you were finished working there?
 074
 075 We cleaned up and um... I don't know it looked really nice when we
 076 were done.
 077
 078 And why would that be important there? Or wouldn't it be important?
 079
 080 I guess it helps the owners in case they have customers and stuff so it
 081 looks nice.
 082
 083 Okay. At Stone you were painting murals on an elementary school wall.
 084 How could that be helpful to somebody?
 085
 086 So that they can read it and stuff.
 087
 088 What kind of murals were you painting that they would read?
 089
 090 I can't like remember exactly what they said.
 091
 092 Okay.
 093
 094 But...

Enjoyment/i
 indirect serv

competence
 disinterest-
 indirect serv
 Lacks intera
 No applicati
 self-worth-
 service outo

095
 096 Were they informative? Were they inspirational?
 097
 098 Yeah. Like inspirational.
 099
 100 So, if you were a student there and you saw some inspirational things,
 101 would that be a plus?
 102
 103 Yeah that would be a plus.
 104
 105 It would be?
 106
 107 Yeah.
 108
 109 Alright. How do you think that the people you helped felt about you?
 110
 111 They felt good.
 112
 113 How do you know that?
 114
 115 Um... when we were cleaning up the park this lady was like, "Thank
 116 you so much," cause she goes there a lot and it kinda makes you feel
 117 good in a way.
 118
 119 Did it make you feel good that you were helping her?
 120
 121 Yeah.
 122
 123 How about at Stone, did anybody show you any kind of appreciation?
 124
 125 The teachers in a way. They were like "You are doing a good job, it
 126 looks nice." I don't know, the kids were mumbling about the stuff.
 127
 128 Now, when they would show appreciation, did that motivate you to want
 129 to do the work at all or were you just going to do it either way?
 130
 131 Yeah, I was just going to do it either way so.
 132
 133 Any kind of motivation when you heard what they were saying to you?
 134
 135 It made me feel like a little bit better about what I was doing but it
 136 was going to change nothing.
 137
 138 It wasn't going to change cause you were going to do it either way.
 139
 140 Yeah.
 141

appreciator
 perception~
 positive~
 strangers~

appreciator
 indifference~

142 Before you had this experience, did you have any idea in your mind what
 143 these people might be like that you would come across? Did you think
 144 about them at all?
 145
 146 No.
 147
 148 Okay. Do you think they thought anything about you and then changed
 149 whatever they thought by meeting you?
 150
 151 They kinda thought like you know he's from an alternative school.
 152 He's probably "bad ass" but then they seen me helping out and stuff
 153 so it probably changed their minds a little.
 154
 155 I understand that at the elementary school, you had some problems from
 156 parents who didn't want you there. Not you, but whole group.
 157
 158 Yeah. They didn't want the people that were working with the kids
 159 really.
 160
 161 How did that change?
 162
 163 We made a video tape and we talked a little bit about ourselves so we
 164 could show it to the parents and the teachers. I don't know if it really
 165 changed or not because pretty much after that we didn't really do the
 166 school or I didn't do the school anymore. I just went to do the park
 167 clean-ups.
 168
 169 I just, I want you to know that it did change a lot. They showed it at a
 170 PTA meeting. The parents were crying. They were just so touched by
 171 everything that you guys said in the video and they were so happy to have
 172 you there. The principal said the teachers were overwhelmed by the
 173 video. It was a really good idea that you guys came up with.
 174
 175 Do you ever think about any of these service projects now that it's all
 176 over?
 177
 178 No, not really.
 179
 180 Since you already formally reflected on these experiences in your old
 181 classroom, can you remember what it felt like when you thought back to
 182 what you had done and you talked about it with other people?
 183
 184 Yeah. It felt kinda good you know.
 185
 186 What felt good about it?
 187
 188 Helping other people out. Helping the little kids out.

change~
 competence
 indirect serv
 perception~
 positive~
 self-worth~
 service outc
 strangers~

disinterest~
 No applicati

contradictio
 direct servic
 feelings~
 positive~
 reflection~
 Subject not

189
 190 So talking about it after the fact, like a day after, it still felt good?
 191
 192 Yeah.
 193
 194 What did you get out of these experiences?
 195
 196 I got to help people, be kind to others I guess.
 197
 198 Well that's one of the objectives of doing it. But did you get anything out
 199 of it personally?
 200
 201 Not really.
 202
 203 Are there ever times now when you're feeling badly about yourself that
 204 you think back to the good things that you did with the service to help
 205 yourself feel better?
 206
 207 Times when I feel bad?
 208
 209 Uh-huh. Let me explain, let's say I wasn't feeling good about myself, I
 210 was having a really down day.
 211
 212 Alright.
 213
 214 And I thought I needed to think better thoughts to be more positive so I
 215 think back to the service experiences to try to remember the good stuff
 216 that I did to help me feel better.
 217
 218 No. Not really.
 219
 220 That doesn't happen.
 221
 222 No.
 223
 224 Since this experience, do you think that your peers who know you, or your
 225 former teachers, do either of them feel differently about you as a result of
 226 doing these things?
 227
 228 In a way like um... I guess my teachers cause I never really had some
 229 of them for classes. I know some in general felt good that I was doing
 230 it like thought I was a better student. Like they thought I was a "bad
 231 ass" before.
 232
 233 How about your peers, your friends, the other students in your school?
 234 Did their perception of you change do you think?
 235

No applicati
 Subject not




change~
 Leaving sch
 peers~
 perception~
 positive~
 service outc
 teachers~

236 They were probably jealous.
 237
 238 How come?
 239
 240 Because we were out doing stuff like every week and um they weren't.
 241
 242 So, jealous that you got to leave school?
 243
 244 Yeah. That's probably the only thing they were thinking of like you
 245 guys get to leave school.
 246
 247 The kids that were with you that saw you working, did they think any
 248 differently of you because of what they saw you doing?
 249
 250 Yeah.
 251
 252 How?
 253
 254 I think the teachers did too. Cause we would all hang out inside the
 255 school and sit down and see what we do in school. So when we were
 256 out there we were helping each other out and using humor and stuff.
 257
 258 So you think that makes people think better of you? The teachers, what
 259 about the other kids?
 260
 261 What other kids?
 262
 263 Your peers. Your friends that went with you from the group. Do you
 264 think they developed any positive attitudes about you because of what you
 265 did?
 266
 267 Yeah.
 268
 269 You do?
 270
 271 They saw me doing it so they probably thought he is a good worker.
 272
 273 Do your parents know about any of the projects that you did this past
 274 year?
 275
 276 Um... they know about Stone School. I don't know if I told them
 277 about the parks.
 278
 279 What did you share with them about Stone?
 280
 281 I told them we were doing murals on the walls and helping out kids
 282 and stuff. Reading to them, helping them with the flags.

competence
 parents-
 perception-
 positive-
 self-worth-
 speculation-

283
 284 Well what did they think about that?
 285
 286 I don't know because I never really asked her what she thought about
 287 it but I guess she was kinda happy about it.
 288
 289 You think?
 290
 291 Yeah, that I was doing something good for once.
 292
 293 Brian, I'm sure you do good things more than once, right? You've gotten
 294 through high school and you graduated and you've kept a job longer than
 295 any other student I know ever who would stay on a job and you're real
 296 responsible about it so it's not the only good thing that you've ever done.
 297
 298 Yeah.
 299
 300 Right?
 301
 302 I guess. I'm irresponsible with my money or anything like that.
 303
 304 You're not responsible with it?
 305
 306 Not with money. Like I'll go out and spend it and she gets mad about
 307 that so.
 308
 309 Okay, but you just need to work on certain things?
 310
 311 Yeah.
 312
 313 It's not like you're a total....
 314
 315 Loser?
 316
 317 Right.
 318
 319 Did you share what you did with anyone else outside of school? A
 320 girlfriend...
 321
 322 I shared it with my girlfriend.
 323
 324 Did you?
 325
 326 Yeah.
 327
 328 What did she think about all this?
 329

 Conversations

 friend; nonfs
 perception-
 positive-

330 She was kinda jealous because I was going out all the time too. But
331 like she knows if I wear good clothes or whatever I was helping people
332 out.
333
334 What did she think about that?
335
336 Like she thought it was good.
337
338 Did she ever do service?
339
340 No. Not really. She's a senior now. She's never done service or any
341 of that so.
342
343 But you think she admired what you did?
344
345 Yeah.
346
347 Is there anything you'd like to share about any of this with me?
348
349 Anybody else?
350
351 Anything else you think of that you might want to share about the service
352 projects?
353
354 It was fun. I would do it again if I had to.
355
356 Would you do it on your own? Would you ever call up the Animal Shelter
357 and say, "Could I come work on a Saturday morning?"
358
359 I probably wouldn't do it on my own but I would definitely do it like
360 in a group.
361
362 If somebody else organizes it?
363
364 Yeah.
365
366 Thank you so much.
367
368 Your welcome.
369
370 Did you have anything else?
371
372 No.
373
374 Okay. Thank you.
375
376

 dependence
 Enjoyment/I


 Conversation

001
 002 "INTERVIEW 6"
 003
 004 During your last year of high school you participated in Service Learning
 005 Experiences. What did you do and where did you do it?
 006
 007 That's when we went to the battleships and everything.
 008
 009 Uh-huh.
 010
 011 Like you want me to explain what we did?
 012
 013 Yeah. Why don't you explain?
 014
 015 First we went to the battleships in the port, right? Port was it?
 016
 017 Yes.
 018
 019 Yeah. We went there and cleaned the inside of boats because they
 020 were making it into a museum. So it was like taping everything so
 021 they could paint it. Picking up trash and stuff. And then we went to
 022 whatever park that was, Packer Park, we went there and picked up
 023 trash and everything.
 024
 025 How many times did you go to the ship?
 026
 027 Three times.
 028
 029 Okay. And did you do the same thing each time?
 030
 031 Yeah. There's another one we did, I forgot. I don't remember.
 032
 033 Okay. Did you enjoy any of these experiences?
 034
 035 Yeah the battleship one.
 036
 037 How come?
 038
 039 It was fun because we could see all the ships and was walking around
 040 with the guns and everything. The missiles and all that.
 041
 042 What was it like being on a ship that was a battleship?
 043
 044 It was nice.
 045
 046 Did you think about that a lot when you were on it?
 047

competence
 direct servic
 frequency-
 indirect serv

Enjoyment/f
 Learned sor
 nontradition

048 Yeah. Like I saw these little helmets and everything, these lockers
 049 and small rooms.
 050
 051 You saw the bunks?
 052
 053 Yeah. There's like six bunks in a little room. Real little.
 054
 055 Down below?
 056
 057 Up too.
 058
 059 Uh-huh.
 060
 061 And you could go down there and see where the missiles are at, where
 062 they kept them at....
 063
 064 Uh-huh.
 065
 066 how they reloaded all the guns and stuff.
 067
 068 So you got tours and people were there with you?
 069
 070 And we saw where the caption goes.
 071
 072 Uh-huh.
 073
 074 You can see everything from up there.
 075
 076 I'm really sorry that I missed that one. I would have loved to see it.
 077 When you were working, did it ever occur to you that you were helping
 078 anyone?
 079
 080 Yeah. I was helping the people there because they were all doing it
 081 for free by volunteer work.
 082
 083 So were they appreciative?
 084
 085 Yeah. They were happy when we got there.
 086
 087 They were happy?
 088
 089 Yeah.
 090
 091 How did they show that you to? How do you know they were happy?
 092
 093 They were always like helping us and stuff and like talking to us.
 094


 appreciator
 competence
 connection~
 direct servic
 indirect ser
 perception~
 positive~
 self-worth~
 volunteer~

095 Did they say they were really happy you're here? Did they say that you
096 were helpful?

097

098 They said they thought that we were very helpful.

099

100 Do you think that when they showed appreciation, do you think that
101 motivated you to do a better job or to do the work there?

102

103 Yeah. It seems like they wanted us to be there so we just worked and
104 we were doing everything alright. They kept all asking us to come
105 back and everything.

106

107 So by asking you to come back you knew that they really appreciated you?

108

109 Yeah, we were doing a good job.

110

111 Do you ever think about the service that you did now that's over?

112

113 What do you mean by that?

114

115 I mean since you graduated has it ever crossed your mind? Were you ever
116 thinking back to the work that you did there? Or don't you think about it
117 at all?

118

119 Pretty much. Cause I saw it not too long ago. They moved it
120 somewhere. I don't know where they moved it.

121

122 So when you saw the ship it reminded you of what you did?

123

124 Yeah. Pretty much.

125

126 How about the park? Was that the same kind of experience for you?

127

128 Yeah cause I always go fishing there. So it was like I cleaned it up and
129 everything. I feel better going there when it's clean.

130

131 Oh... that's neat. A lot of students I spoke with said they hated cleaning
132 the parks but this is new for me to hear this.

133

134 It was a little bit boring picking up the trash but it's better than being
135 in school.

136

137 Okay. Since you have already formally reflected on these experiences in
138 your old classroom, can you remember what it felt like when you came
139 back and talked about what you did with the class?

140



141 Excited cause we got to see a real big ship. It was pretty big. And

positive~
reflection~

direct servic
perception~
positive~

direct servic
feelings~
Learned sor
positive~

142 | they told us about how far the missiles can go and everything.
143 |
144 | Now when you came back to the school and you talked about it, was it still
145 | that exciting?
146 |
147 | Yeah.
148 |
149 | Did you ever talk about, "Gives and Gets?" Like what I gave and what I
150 | got from this experience.
151 |
152 | I don't remember.
153 |
154 | Okay. Did you get anything from it?
155 |
156 | We got a letter and everything.
157 |
158 | But how did it make you feel to do it?
159 |
160 | It felt good.
161 |
162 | Did it feel better than you'd normally would feel at that time?
163 |
164 | Yeah.
165 |
166 | Compared to being in school right?
167 |
168 | Yeah. We got out there and worked a little bit and helped people.
169 |
170 | You helped people. Who were the people you helped?
171 |
172 | You were just referring to the volunteers?
173 |
174 | Yeah, the volunteer workers.
175 |
176 | Those are the ones you helped. Did you help anyone besides them? The
177 | people you didn't see.
178 |
179 | No.
180 |
181 | Now that you're out of school, are there ever times that you are feeling
182 | badly about yourself and you think back to these things because it made
183 | you feel good to do them? Or doesn't that happen for you?
184 |
185 | No.
186 |
187 | Okay. Do you think that any of your friends who know what you did or

 reflection~ No applicati
 Subject not

188 any of your former teachers who know what you did feel any differently
 189 about you knowing that you did this work?
 190
 191 I know my teachers do because we helped the teachers and made them
 192 look good too.
 193
 194 You made them look good?
 195
 196 Yeah, by like not acting up or nothing.
 197
 198 Oh, because you behaved when you were there? What did that do for how
 199 people felt about you though?
 200
 201 They can count on me, I guess.
 202
 203 So you think that they got a sense of... they thought of you as a responsible
 204 person because they saw you doing this?
 205
 206 Yeah... like when we worked at a hospital and everything.
 207
 208 A hospital?
 209
 210 Yeah.
 211
 212 Is that the missing piece?
 213
 214 Yeah.
 215
 216 Do you remember which hospital?
 217
 218 Caster.
 219
 220 Okay and what'd you do there?
 221
 222 They told us about like how many people they get a day and how
 223 many people die a day and they say that everyday a student never
 224 comes home like at least one nursing student never comes home. They
 225 showed us like bullets and everything, how many bullets been in
 226 people.
 227
 228 So you were in the trauma center?
 229
 230 Yeah.
 231
 232 Did you do any work there or were you just checking it out for a potential
 233 project?
 234

- competence
- perception~
- positive~
- self-worth~
- Subject not
- teachers~

- Enjoyment.
- Learned sc
- nontraditio
- perception-
- positive~

235 We were going to give the sick kids some toys cause we made a fund -
 236 raiser everyday with the cookies and everything.

237
 238 Uh-huh.

239
 240 And we brought them like toys and everything.

241
 242 Do you see the kids?

243
 244 No we couldn't see them that day.

245
 246 Okay.

247
 248 But we gave them the toys and everything.

249
 250 When you did that or when you helped the people on the ship and when
 251 you cleaned the water that you fish in, did that make you feel any
 252 differently about yourself?

253
 254 We learned a little bit about stuff. We learned how to keep stuff clean
 255 and everything.

256
 257 Uh-huh.

258
 259 I'll go to the park again to the same spot and start cleaning
 260 everything.

261
 262 Still?

263
 264 Yeah.

265
 266 Are you pleased with yourself?

267
 268 Yeah I learned some stuff about the hospital and ship and everything.

269
 270 Uh-huh.

271
 272 People like when you come by and help them.

273
 274 Did your mom know what you were doing?

275
 276 No.

277
 278 Anybody outside of school, besides kids that go here,

279
 280 One of my friends, he thought it was pretty "phat".

281

application-
 change-
 Learned sor
 nontradition
 service outo

no interactic
 parents-

friend; nonfe
 perception-
 positive-

282 | Really. So he thought that was pretty nice that you did that?

283

284 | Yeah.

285

286 | Good. I'm still trying to understand how it made you feel to do it? I know
287 | that you learned things. I know that you had fun. Inside, your feelings
288 | about yourself, did they change at all after you did this kind of work? Did
289 | you feel proud of yourself?

290

291 | I felt proud but I didn't really like change or anything.

292

293 | Nothing changed about how you felt?

294

295 | I felt good about myself.

296

297 | Did you or are you just saying that because you...

298

299 | No. I felt good about myself.

300

301 | How so? Can you describe it?

302

303 | Probably like you go of your way and you really don't have to help
304 | them. You just do it. You're helping people. I guess that makes you
305 | feel good.

306

307 | Did it make you feel good?

308

309 | Yeah. I don't know about everybody else but it made me feel good.

310

311 | Okay. Do you want to tell me anything else about any of these
312 | experiences you had?

313

314 | What do you mean?

315

316 | Anything. You have words of advice. Do you have anything you want to
317 | tell me that happened during them that I might want to know about?

318

319 | I don't think so.

320

321 | Okay. Thank you.

322

323

324

325

326

327

328

feelings~
 positive~
 service outc
 Subject not

Conversatioi