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# Discovering Citizenship Through Community Development

Institute for Global Education and Service Learning

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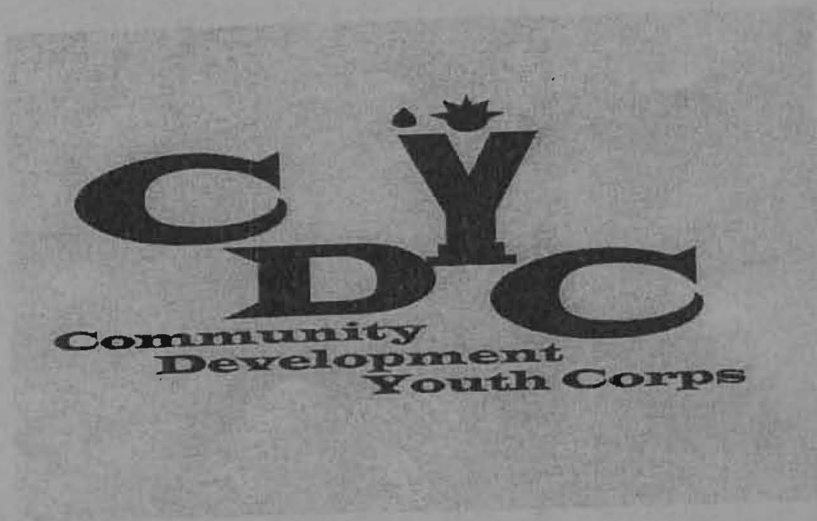
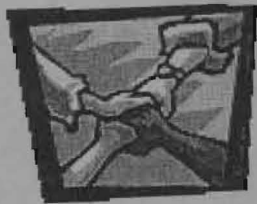
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# DISCOVERING CITIZENSHIP THROUGH COMMUNITY DEVELOPMENT



## Facilitator's Manual: Curriculum to Establish Community Development Youth Corps

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The Institute for Global Education and Service Learning has developed this manual as a collective effort after many years of work and experience. It has been prepared by Jennifer Jones, Teresa O'Brien, and Meg Smith, AmeriCorps\*VISTAs at the Institute.

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# Discovering Citizenship Through Community Development

## *Facilitator's Manual*

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Section Eight	Evaluation & Assessment
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***"What good is academic learning if young people do not learn to become  
contributing members of society?"***

Jane Nelson



# Section One - Getting Started

## IGESL Mission

The Institute for Global Education and Service Learning is a non-profit teacher training organization that creates service-learning programs and initiates activity-based education in collaboration with schools and organizations across the country and around the world.

Our goals are:

- ✓ Design and implement programs that infuse service-learning methodology and brain-based learning theory into schools and communities to promote education reform.
- ✓ Construct and lead interactive training for youth and adults that target community needs through service-learning education.
- ✓ Advance service-learning methodology through research, partnership, and publication of educational materials specific to literacy, citizenship, environment and human need.

The IGESL strongly values brain-based theory in its service-learning programs. Brain-based learning is the creation of a learning environment that places the brain in optimal conditions to learn. It is effectively expressed in service-learning methodology because of how it insures:

- ✓ Challenge
- ✓ Complexity
- ✓ Continuous feedback
- ✓ Relevance and choice
- ✓ Novelty and variety
- ✓ Emotional connection

***"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has."***

**Margaret Mead**

## Overview of the Methodology

Service learning is a method of teaching that enriches learning by engaging students in meaningful service to their schools or communities through careful integration with established curricula. Service learning has four components that must be present to provide a quality experience for students. They are preparation, action, reflection, and celebration. Preparation consists of skill development, training, research, and the development of partnerships prior to the service experience. Action is the meaningful service performed by students for their class, school, or community. Reflection is processing or reconstructing the service experience and making the connection to learning. Reflection is ongoing and can take one of four forms: writing, doing, telling, and reading. Celebration events recognize the students and community for a job well done and enhance the unity and commitment of all partners in the service-learning experience.

## What is Citizenship/Service Learning?

Participation in **Discovering Citizenship Through Community Development** is designed to empower young people to become active citizens by developing academic skills, responsibility and character while working to meet a real community need. Five citizenship competencies have been identified for development through hands-on service-learning experiences in the community. The competencies are designed to help students become caring members of their neighborhood, contributors to the improvement of the community and lifelong productive citizens.

The citizenship competencies are:

- ✓ To work effectively in a variety of group settings
- ✓ To identify and evaluate the values and ethics of self and others in the community
- ✓ Recognize, appreciate, and support vital elements of the local community
- ✓ Gather and evaluate data necessary to effect positive change
- ✓ Implement effective decision making and problem solving strategies

## Scheduling a Citizenship Class

Citizenship development does not happen in isolation. The use of this facilitator's manual will be most effective if it is compatible with the culture of the school. The task at hand is to integrate the activities suggested into the school curriculum and involve members of the community to provide the most beneficial experience for school and/or community.

The citizenship curriculum should be addressed at least once each week, in collaboration with other subjects, such as Language Arts, Social Studies, Math, and Science classes. Also, a time slot can be devoted to the creation of an elective citizenship class.


## Working with the Student Guidebook

The student guidebook is meant to encompass activities spanning an entire school year when citizenship is addressed weekly. The guidebook **must** be used in conjunction with this facilitator's manual, with the **facilitator guiding the learning experiences**. It cannot stand alone as independent instruction with students being assigned specific pages to complete. Ongoing discussion of ideas and interaction of students are crucial to the development of the citizenship competencies.

Reflection questions are included throughout the student guide and are found in thought bubbles (the questions are also listed in this manual). Student responses to reflection questions should be recorded in their journals. Please note that all of the questions do not need to be answered at once; the facilitator may select the questions most appropriate to the students and the situation. Other opportunities for student response in the guidebook are referenced throughout the facilitator's manual. Student responses from their guide should be shared in discussions, class charts, databases, etc.

## Setting up a Project Folder

Having each student keep a project folder throughout the service-learning experience helps to provide them with a sense of participation, ownership and accomplishment. It is also a valuable tool to assist facilitators and students in identifying strengths and areas for improvement.

The project folders can be located in an area of the classroom that is easily accessible to both students and facilitators. Items in the folders can include journals, artwork, letters, surveys, group work, research data, newspaper articles, maps, checklists, anecdotal records, awards and honors. All items can be dated and accompanied by a short caption or description. Throughout this manual there will be a folder icon  indicating which materials can be added to the student project folder.

## "Preflection" and Reflection

- ✓ **"Preflection"**: Prior to **beginning activities in each section**, allow time for students to respond to "preflection" questions in their journals. Followed by time for group discussion.
- ✓ **Reflection**: **After each activity**, select a few of the reflection suggestions found at the end of each section. Allow time for students to respond and discuss reflections, and how their skills have changed over time.

***"Education is not the filling of a pail, but the lighting of a fire."***  
William Butler Yeats





## Section Two - Working as a Team

**Objective:** The students will demonstrate the ability to work effectively in a variety of group settings.

### Introduction to Service Learning

Discuss with the class the basic definition and components of service learning. The definition of service learning is gaining new knowledge by helping others through community service. The four components of service learning are:

- ✓ **Preparation:** skill development, team work, and research
- ✓ **Action:** meaningful service
- ✓ **Reflection:** writing, doing, telling, and reading
- ✓ **Celebration:** recognition of a job well done

### "Preflection"

#### Writing:

*Student guidebook/Page 1*

*What things are important to you?*

*What do you think are the most important things to consider when working in a group?*

*What are the assets (good things) in your community?*

*What do you think might be some needs in your community?*

*Are there places in your community that can help people with problems?*

*Do you think you can make a real difference?*

***"When one is helping another both are strong."***

**German Proverb**

### Reflection

**After each activity,** select a few of the reflection suggestions found at the end of this section. Allow time for students to discuss their responses and how their group skills improve over time.

## ***Activity One***

### ***Working Together: Introducing Listening Skills***

**Focus:** This is an excellent method to use to let students see what happens when there are no rules for conduct and courtesy. It makes a lot of noise, generates laughter, and gives students experience with the effects of poor communication skills.

#### ***Talking Down***

Everyone has a partner. The partners sit close together facing each other. Holding eye contact the whole time, both partners talk to each other at the same time about a given topic, for a given period (thirty seconds to a minute). The aim is to keep talking for the duration of time and to make the other person stop talking. There is no physical contact, only expressive talk. Players should not hear a word that the other person is saying but must concentrate on their own story. A good starting topic is "Everything you did yesterday, from the time you woke up until you went to sleep." **To ensure a clear understanding of the procedure, demonstrate the activity first with an informed volunteer.**

Other suggestions are:

- ✓ Tell your favorite fairy tale with as much expression and animation as possible.
- ✓ If you could do anything you wanted for a day what would you do?

***"Discussion is an exchange of knowledge, argument is an exchange of ignorance."***

**Robert Quillen**

## ***Activity Two***

### **Working Together: Exploring Group Roles**

**Focus:** Everyone has a role when working within a group. We have the power to decide whether the role we assume is positive or negative. Once we are aware of the effects our behaviors have on the group process we can make better choices about how we interact.

#### **Role Play: Hinderers to Leaders**

As an introduction to this activity, brainstorm with the class important ideas to consider when working in a group or on a team.

Photocopy one set of Role Cards from the next page for each group, with a different role and definition on each card.

LEADER - keeps the group on task, tries to get everyone to participate

ENCOURAGER - acknowledges the contributions of others, asks questions to clarify

TEAM PLAYER - joins in and helps out, is a hard worker, and put the needs of the group ahead of his/her own needs

HINDERER - says and does things that have nothing to do with the group or the activity

PASSIVE PLAYER - does not lead, follow, or ask questions - kind of like a warm blob taking up space

- ✓ The students should be divided into groups of at least five.
- ✓ Give each student in the group a different role card and instruct them to act out the role described on the card throughout the entire activity.
- ✓ Assign each group the task of producing a detailed drawing of the school or another community building.
- ✓ Give the groups 15 minutes to work.
- ✓ At the end of the activity, discuss what happened, who was helpful, who was not, etc.
- ✓ Have the students reveal the roles they were portraying and the positive/negative effects on the group.
- ✓ Make a list of positive and negative group roles and emphasize the choice to be a positive group member.

***LEADER***

Keep the group on task and try to get everyone to participate.

***ENCOURAGER***

Acknowledge the contributions of others and ask questions to clarify.

***PASSIVE PLAYER***

Do not lead, follow, or ask questions. Act like a warm blob taking up space.

***TEAM PLAYER***

Join in and help out, be a hard worker, and put the needs of the group ahead of your own needs.

***HINDERER***

Say and do things that have nothing to do with the group or the activity.

### ***Activity Three:***

### ***Working Together: Developing Communication and Cooperation Skills***

**Focus:** The students must use effective verbal communication skills to successfully complete this activity. The initial entanglement of students brings about everyone's complete participation and promotes team building. After the activity, discuss the skills used for untangling the human knot and why these skills are necessary for completing a service-learning project.

#### ***The Human Knot***

- ✓ With six to twelve students standing shoulder to shoulder, make a circle.
- ✓ There should be an even number of students. Each student joins right hands with someone across the circle from them.
- ✓ Students can do the same thing with the left hand. Make sure they take the hand of a different person.
- ✓ With hands tightly held and arms intertwined, the challenge is for the group to untangle itself into a circle without letting go of partners' hands.
- ✓ If the hand-in-hand contact is broken, the group must start over.

***"Men build too many walls and not enough bridges."***

***Dominique Georges Pire***

## **Activity Four**

### **Effective group strategies: Development of listening and hearing skills**

**Focus:** The idea is to have the students communicate with each other in a way similar to the children's game "Telephone". They must use good verbal communication skills and ask evocative questions. The speaker realizes how clearly he must speak and think about what he/she is going to say before saying it. The other students realize how to ask for specific details to accomplish a task. Repeat the activity and rotate the roles to allow the students to develop effective communication skills.

#### **Look, Move, Create**

- ✓ In the hallway area or an area where other students cannot see what is happening, hang up a pre-designed poster with several pictures of simple objects, a flower, a cat, the sun, moon, stars, etc. created with a variety of materials (construction paper, newspaper, feathers, pipe cleaners, etc.). The amount of time allotted for the activity should be considered when determining the complexity of the picture.
- ✓ Students divide into groups of four to six. Each group has a supply of the materials needed to recreate the poster.
- ✓ Volunteers are needed from each group to be a LOOKER and a MOVER. The rest of the people in the group are the CREATERS.
- ✓ The person who is the LOOKER quickly moves to the hallway, studies the picture, and describes to the MOVER, who is waiting in the classroom, what is on the poster. **The LOOKER may not enter the room and the MOVER may not look at the poster.** The MOVER runs back into the classroom and describes what he/she was told to the CREATORS who recreate the picture. **The MOVER may not point or use his or her hands when describing the poster to the CREATORS.**

***"We are all angels with only one wing. We can only fly while embracing each other."***

**Luciano De Crescenzo**

## ***Activity Five***

### ***Working Together: Accepting the Ideas of Others***

**Focus:** \*Choose activity five or activity six to assist students in accepting others' ideas.

It does not matter how stereotyped or superficial the responses are initially; it is the cumulative effect and the awakening of interest that are important in the wider social implication. At the end of the activity, each student will choose the candidate they believe should have the heart. The outcome of the role-play, who is chosen to have the heart, depends on what the student perceives as important. For example, if the students look from the perspective of a hospital board member who needs money for the hospital, they may choose a candidate who has a large income. If the students look from the perspective of a parent whose children depend on him/her, they may choose the candidate with the most dependents.

#### ***Role Play: You Have To Have A Heart!***

- ✓ Hand out a copy of the *You Have To Have a Heart!* worksheet, found on the next page, to each student.
- ✓ Without any class discussion, have the students individually choose which candidate will receive the heart.
- ✓ Identify five students to play the roles of the five heart candidates. Instruct these students to be creative in acting out each of the roles. Encourage them to go beyond the given description and create a character that will convince the board to give them the heart.
- ✓ Identify 3-5 students to play the roles of hospital board members. Instruct these students to ask interview questions such as:
  - ◆ The board was given background information on your life, could you give us more information about yourself?
  - ◆ Why do you feel you deserve the heart?
  - ◆ How will you give back to the community if given a second chance at life?
- ✓ After the interview process, allow time for the board to discuss which candidate they would like to choose, and present their decision to the class.
- ✓ Discuss other opinions held in the class. Include different perspectives that may have been taken and the rationale behind these perspectives as mentioned above in the focus.



## *You Have to Have a Heart!*

**Scenario:** You are one of the members of the City's Hospital Board and must make a crucial decision. Individually you must choose the heart candidate from the descriptions below. After the board members interview each candidate, they must come to an agreement about who receives the heart. One important rule that the board always observes is that before a member is allowed to express an opinion, he/she must validate the thoughts or feelings of another board member, (even if they are different).

Step 1: Individually choose the heart candidate.

Step 2: Your teacher will assign the 5 roles and identify board members.

Step 3: The Interviews

Candidates for artificial heart: (All are in critical need of a new heart and will not survive without intervention.)

1. Gene Mutti -

Age: 61

Occupation: suspected of underworld involvement (mafia)

Description: married, 7 children, extremely wealthy, will donate a very large sum to the hospital following the operation

2. Selena Santos -

Age: 23

Occupation: "B" average student

Description: single, studies hard, helps support poor family, aspires to be a police officer when she graduates

3. Anne Walker -

Age 45

Occupation: housewife

Description: widow, supports 3 children, small income, no savings

4. Eddie Johnson -

Age 35

Occupation: famous actor

Description: divorced, wife has custody of both children, donates to create shelters for the homeless

5. Howard Townsend -

Age: 55

Occupation: California State Senator

Description: married, 1 child, recently elected, financially well-to-do

## ***Activity Six***

### ***Effective group strategies: Acceptance of ideas of others***

**Focus:** \*Choose activity five or activity six to assist students in accepting others' ideas.

It does not matter how stereotyped or superficial the responses are initially, it is the cumulative effect and the wakening of interest that are important in the wider social implication. At the end of the activity, each student will decide whether or not the factory should be built. The outcome of the role-play, if the factory is built, depends on what the student perceives as important. For example, if the students look from the perspective of the mayor who wants to create more jobs, they may choose to build the factory. If the students look from the perspective of an environmentalist concerned with pollution, they may choose not to build the factory.

### ***To Build or Not To Build?***

- ✓ Hand out a copy of the *To Build or Not To Build?* worksheet, found on the next page, to each student.
- ✓ Without any class discussion, have the students individually choose whether or not the factory should be built.
- ✓ Identify six students to play the roles of the five community members. Instruct these students to be creative in acting out each of the roles. Encourage them to go beyond the given description and create a character that will convince the council of their position.
- ✓ Identify 3-5 students to play the roles of council members. Instruct these students to ask interview questions such as:
  - ◆ The council was given background information on your career, could you give us more information about yourself?
  - ◆ Why do you feel the factory should/should not be built?
  - ◆ How will the community benefit if the factory is/is not built?
- ✓ After the interview process, allow time for the council to discuss which candidate they would like to choose, and present their decision to the class.
- ✓ Discuss other opinions held in the class. Include different perspectives that may have been taken and the rationale behind these perspectives as mentioned above in the focus.

## *To Build or Not to Build?*

**Scenario:** The building of a factory is causing conflict between the two neighboring cities of Adamsburg and Waterbury. You are a representative of the State's Community Planning Council and must make a crucial decision. Individually you must first decide whether or not to build a tire factory in the city of Adamsburg. The council will convene this afternoon to make a final decision. You must be prepared to defend your rankings. The council will come to a consensus about the priority numbers. One important rule that the council always observes is that before you are allowed to express an opinion, you must validate the thoughts or feelings of another council member even if they differ from your own.

Step 1: Individually determine your ranking of the following individual perspectives.

Step 2: Assign the six roles and identify Council members.

Step 3: The Meeting!

1. Al Polludalot -  
Age: 45                      Occupation: factory owner  
Description: widower, 8 children, wants to build a tire factory in Adamsburg.
  
2. Maria McDonald -  
Age: 39                      Occupation: mayor of Adamsburg  
Description: divorced, husband has custody of 2 children, running for re-election.
  
3. Jenny O'Connell -  
Age: 28                      Occupation: President of E.P.A. (Environmental Protection Agency)  
Description: married, expecting first child in five months, lives downstream from Adamsburg in the town of Waterbury.
  
4. Gina Tireman -  
Age: 57                      Occupation: small business owner  
Description: single, volunteers at the local YMCA, owns family business named Tireman's Tires located across the street from the location of the new Polludalot Tire Store in Adamsburg.
  
5. Phil Morton -  
Age: 22                      Occupation: unemployed  
Description: single, just graduated from Adamsburg University in Industrial Engineering.
  
6. Kenrick Forrester  
Age: 68                      Occupation: mayor of Waterbury  
Description: married, running for re-election, recently began Project Clean-Up

## **Activity Seven**

### **Working Together: Developing Empathy**

**Focus:** Empathy is a powerful skill to possess, especially when working in groups. If a person is capable of being empathetic, it is easier to understand the values, opinions, and decisions of others. Therefore, it becomes easier to reach the group's goal.

#### **Role Play: Walk A Mile In My Shoes**

Although many students do not know the meaning of empathy, many are familiar with sympathy. Discuss the difference between empathy, a way to put yourself in another's position to better understand that person; and sympathy, feeling pity or sorrow for another person. Give an example of the difference.

- ✓ Have the students role-play to explore empathy. Explain that the students will be given a scenario in which two people must resolve a conflict. Each role-play will be performed twice in front of the class.
- ✓ In the first performance, tell students to concentrate only on getting their way.
- ✓ In the second performance, tell students to put themselves in the other person's shoes. Encourage the students to be creative in explaining why they feel the way they do.
- ✓ In order to be empathetic, the students must:
  1. Ask questions such as, why do you feel so strongly about...?
  2. Listen!
  3. Act on what they have heard in order to compromise.

#### **Scenarios-**

- ✓ Two siblings: Pat wants to borrow Mark's shirt for school. Mark tells him he can't borrow the shirt.
- ✓ Two friends: Elsa is mad at Jessie for stealing her favorite toy.
- ✓ Two classmates: Keesha told the teacher when Ryan did not participate in class group work.
- ✓ A parent and child: The child wants to play a sport, but the parent will not let him.
- ✓ A teacher and student: The student is constantly chatting while the teacher is talking.

***"Peace cannot be kept by force, but can only be achieved by understanding."***

**Albert Einstein**

## ***Activity Eight***

### **Working Together: Viewpoints**

**Focus:** This always produces a very rich discussion and evaluation. It aims to move quickly over a range of situations but each might run for slightly longer. The intention is to give evidence of how variously we behave during a day with the range of roles we come into contact with, yet how there is a consistency behind all those contacts.

### **We Are Many**

- ✓ Divide students into three groups. Give each group one set of situations below.
- ✓ Assign one student in the group to be the main role throughout, i.e. the school student, the mother, or the father.
- ✓ Each group should have an observer to write down what occurs in each role-play. Instruct observers to watch the student acting out the main role for adaptability and consistency.
- ✓ Discuss the activity. Is it right to adapt to different company? Should we always be ourselves? What is "ourselves"? How do we make people different from ourselves feel at home or comfortable with us? What were the differences both observed and felt within that range of situations? When were you most yourselves and when least? Why? And... does it matter?

#### **School student -**

- ❖ With parent at breakfast time
- ❖ With a brother or sister who wants to borrow some of your clothes
- ❖ With your facilitator who wants to see you about your work
- ❖ With your friend to plan what you will do tonight
- ❖ With the principal who has called you into his/her office because of reports of lateness and laziness

#### **Mother -**

- ❖ With son or daughter at breakfast time
- ❖ With a vendor who overcharges
- ❖ With a work-mate while you are at your part-time teaching job
- ❖ With a special visitor (your husband's boss, the minister, a prim and proper aunt) you are entertaining for dinner
- ❖ With your husband over the evening meal
- ❖ With your close friend who calls in to see you

#### **Father-**

- ❖ With your wife at breakfast time
- ❖ With a work-mate while you are working
- ❖ With your boss whom you are asking for a favor
- ❖ With your best friend who is playing a golf game with you
- ❖ With your son's facilitator on parent night
- ❖ With your son or daughter who broke curfew and comes in two hours late

## *Activity Nine*

### *Democratic Process: Discussion*

**Focus:** This is a great activity to get discussion going. The purpose of the discussion is to generate dialogue and discuss many options. Consensus or a recommendation for a solution is not needed. There are no right or wrong answers.

### *Good World/Bad World*

- ✓ Divide the students into two groups. Begin with a premise that affects the school, the community, the nation, or the world, such as:
  - ❖ What if the school was awarded a million dollars of lottery money?
  - ❖ What if human genetic engineering continued unchecked?
  - ❖ What if individuals were allowed to do just as they pleased?
- ✓ Have one group explore the favorable consequences of the premise, and ask the other group to investigate the unfavorable outcomes.
- ✓ Bring the groups together to **CONTRAST** the shades of opinion.

## **Activity Ten**

### **Working Together: Exploring the Democratic Process**

**Focus:** \*Choose activity ten or activity eleven to assist students in understanding the process of reaching a consensus within a group. This activity creates an environment where students can feel confident asking questions and investigating answers. Students learn how to gather information, engage in productive dialogue, and work as a team to make decisions and solve problems. Reaching conclusions and consensus (a collective agreement) can then be had through voting, majority rules, and the process of elimination, which are the underlying principles of a true democratic society.

#### **Lost on the Moon**

- ✓ Define consensus and brainstorm with students the skills used to compromise.
- ✓ Hand out a copy of the *Lost on the Moon* worksheet, found on the next page, to each student.
- ✓ Students individually rank, from 1 to 15, the items most needed for survival.
- ✓ Split the students up into groups of four, and have them rank the supplies as a team.
- ✓ As a class, decide the most important and least important item through the voting process.
- ✓ Explain the importance of the skills used in reaching a consensus.
- ✓ How did your group do? Check your answers with the experts.

***"Out of clutter, find simplicity.  
From discord, find harmony.  
In the middle of difficulty, find opportunity."  
Albert Einstein***

## Lost on the Moon

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item; number 2 by the second most important, and so on through number 15, the least important.

**Step 1: Individual ranking.** Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your individual ranking.

**Step 2: Team ranking.** After everyone has finished the individual ranking, rank in order the 15 items *as a team*.

- Box of matches-\_\_\_\_\_
- Food concentrate-\_\_\_\_\_
- 50 feet of nylon rope-\_\_\_\_\_
- Parachute silk-\_\_\_\_\_
- Portable heating unit-\_\_\_\_\_
- Two .45 caliber pistols-\_\_\_\_\_
- One case dehydrated milk-\_\_\_\_\_
- Two 100 pound tanks of oxygen-\_\_\_\_\_
- Stellar map (moon's constellation) -\_\_\_\_\_
- Life raft-\_\_\_\_\_
- Magnetic compass-\_\_\_\_\_
- 5 gallons of water-\_\_\_\_\_
- Signal flares-\_\_\_\_\_
- First-aid kit containing injection needles-\_\_\_\_\_
- Solar-powered FM receiver-transmitter-\_\_\_\_\_



### Lost on the Moon Scoring

#### Rank Order of Items:

Box of matches-15  
Food concentrate-4  
50 feet of nylon rope-6  
Parachute silk-8  
Portable heating unit-13  
Two .45 caliber pistols-11  
One case dehydrated milk-12  
Two 100 pound tanks of oxygen-1  
Stellar map (moon's constellation)-3  
Life raft-9  
Magnetic compass-14  
5 gallons of water-2  
Signal flares-10  
First-aid kit containing injection needles-7  
Solar-powered FM receiver-transmitter-5

**Explanation:** These are the answers supplied by the NASA scientists. The answers are split into groups—physical survival and traveling to the rendezvous.

The first two items are air and water without which you cannot survive at all. After that comes the map for locating position and figuring out how to get to the rendezvous. Food comes next for strength on the trip. It is not as necessary for survival as air and water.

The FM transceiver is for keeping in touch with earth. In a vacuum, without the ionosphere, radio transmission travels only in line of sight and would be limited on the moon to destination of approximately ten miles. On earth powerful receivers could pick up messages which would then be relayed to the mother ship. The next item would be the rope for lunar mountain climbing and traversing crevasses on the trip. The next item would be first aid for injuries. Parachute silk would offer excellent protection from sunlight and heat buildup.

The life raft is a carry all for supplies, (the moon's gravity permits heavy loads to be carried), as a shelter, and a possible stretcher for the injured. It also offers protection from micro-meteorite showers.

Flares cannot burn in a vacuum, but they, and the pistols, can be shot. Flares and guns would therefore be excellent propulsive devices for flying over obstructions. The milk is heavy and relatively less valuable.

Overheating is a problem on the moon, while becoming too cold is not an issue. Thus the heating unit is useless. The magnetic compass is useless without a map of the moon's magnetic field. The box of matches is the most useless item.

## *Activity Eleven*

### *Working Together: Exploring the Democratic Process*

**Focus:** \*Choose activity ten or activity eleven to assist students in understanding the process of reaching a consensus within a group. This activity creates an environment where students can feel confident asking questions and investigating answers. Students learn how to gather information, engage in productive dialogue, and work as a team to make decisions and solve problems. Reaching conclusions and consensus (a collective agreement) can then be had through voting, majority rules, and the process of elimination, which are the underlying principles of a true democratic society.

#### *Survival in the Desert*

- ✓ Define consensus and brainstorm with students the skills used to compromise.
- ✓ Hand out a copy of the *Survival in the Desert* worksheet, found on the next page, to each student.
- ✓ Without any discussion, students decide whether or not they will leave the crash site.
- ✓ Students individually rank, from 1 to 15, the items most needed for survival.
- ✓ Split the students up into groups of four, and have them rank the supplies as a team.
- ✓ As a class, decide the most important and least important item through the voting process.
- ✓ Explain the importance of the skills used in reaching a consensus.
- ✓ How did your group do? Check your answers with the experts.

## Survival in The Desert

**Scenario:** It is 10 o'clock in the morning in mid July and you have just crashed in the Sonora Desert in the southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. None of the rest of you have been injured. The pilot was unable to notify anyone of your position before the crash landing. However, ground sightings, taken before you crashed, indicate that you are 65 miles off the course that was filed in your Flight Plan. The pilot indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp which is the nearest known habitation. The immediate area is quite flat and except for occasional barrel and cacti it appears to be barren. The last weather report indicated the temperatures would reach 110 degrees. You are wearing light-weight clothing - short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets contain \$2.83 in change, \$85.00 in bills, a pack of cigarettes, and a ballpoint pen.

**The Problem:** Before the plane caught fire your group was able to salvage the 15 items listed below. Your task is to rank these items according to their importance of your survival, starting with "1" the most important, to "15" the least important. You may assume that the number of survivors is the same as the number on your team and the team has agreed to stick together.

**Step 1: Stop or Go.** Teams decide if they are to stay at the crash site or go for help.

**Step 2: Individual Ranking.** Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your rankings.

**Step 3: Team Ranking.** After everyone has finished the individual ranking, rank in order the 15 items as a team.

- .45 Caliber Pistol (loaded) - \_\_\_\_\_
- Book: Edible Animals of the Desert - \_\_\_\_\_
- Bottle of Salt Tablets (1000) - \_\_\_\_\_
- 1 Quart of Water Per Person - \_\_\_\_\_
- Red and White Parachute - \_\_\_\_\_
- Compress Kit with Gauze - \_\_\_\_\_
- 2 Quarts of 180 Proof Vodka - \_\_\_\_\_
- Sectional Air Map for Area - \_\_\_\_\_
- Flashlight - \_\_\_\_\_
- Jack knife - \_\_\_\_\_
- 1 Topcoat per Person - \_\_\_\_\_
- Plastic Raincoat - \_\_\_\_\_
- Two Pair of Sunglasses - \_\_\_\_\_
- A Cosmetic Mirror - \_\_\_\_\_
- Magnetic Compass - \_\_\_\_\_

## *Survival Expert's Ranking*

*Teams should decide to stay at crash site.*

### **Rank Order of Items**

1. A Cosmetic Mirror - In the sun, the mirror can produce bright light and be seen for several miles.
2. 1 Topcoat per Person - Best thing to do is attempt to restrict the air flow around your body to decrease the amount of water evaporation that results in dehydration and death.
3. 1 Quart of Water per Person - Will keep you "comfortable" for a while, however, there is a relatively short survival time with the water.
4. Flashlight - Helpful to aid searchers after dark.
5. Red and White Parachute - To produce shade by spreading parachute over the frame of the plane.
6. Jack knife - You can use the knife to cut the cactus and use it for moisture.
7. Plastic Raincoat - Use for shade.
8. .45 Caliber Pistol (loaded) - Dangerous item to have because of physical and emotional stress of the group.
9. Two Pair of Sunglasses -
10. Compress Kit with Gauze - Not needed since no one is injured.
11. Magnetic Compass - Not needed since you should not leave crash site.
12. Sectional Air Map of Area - Not needed since you should not leave crash site.
13. Book - Should not expend your energy attempting to leave crash site.
14. 2 Quarts of 180 Proof Vodka - Little value since the effects of alcohol on your system is to draw water in order to absorb the alcohol into your system.
15. Bottle of Salt Tablets (1000) - Will actually rob your body of moisture.

## Activity Eight:

### Working Together: Investigating Individual Voices in a Community

**Focus:** Giving the students the encouragement to voice their own wishes for community improvements completes this unit on building a sense of community. This activity both empowers students to be active when solving community needs, and to appreciate individuality and difference in a positive way.

#### Three Wishes

- ✓ Inform the students that they have been granted three wishes to make their school or community a better place.
- ✓ Students can list their individual three wishes on a piece of paper.
- ✓ Students can choose one wish to illustrate on a large piece of construction paper.
- ✓ Include the written wish on the drawing.

***"You must be the change you wish to see in the world."***

Gandhi

### Reflection

#### Writing:

*Student guidebook/Page 2*

*What are some important ground rules to establish before working with a group of people?*

*What are the roles of the leaders?*

*What are the roles of the team members?*

*Explain why all group roles are important and make the group function as a real team.*

*\*How is this activity relevant to the upcoming service-learning project?*

#### Reading:

Hand out articles concentrating on teambuilding and working cooperatively.

#### Doing:

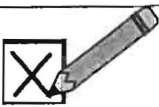
Draw the "group role" that represents you the most.

#### Telling:

In small teams students can act out a skit involving the group roles.

## Assessing Group Work

Consider having students observe each other during group work and fill out following checklist.


<b>Observation Checklist for Group Work</b>	
Student Name _____	Observed By: Teacher _____
Date _____	Peer _____
<p>Please check the behaviors you observed during group work.</p>	
<b>Criteria:</b>	
On task	_____
Made a suggestion	_____
Gave an answer	_____
Said something positive	_____
Helped with materials	_____
Read aloud	_____
Followed verbal directions	_____
Physically part of group	_____
Worked cooperatively	_____
Listened to others	_____
Helped clean up	_____
Additional Comments: _____	
_____	
_____	



## Section Three - Values and Ethics

**Objective:** The students will be able to identify and evaluate the values and ethics of self and others in the community.

### "Preflection"

Writing: 

*Student guidebook/Page 2*

*What are some things that are important to you?*

*Which of those things are not physical objects?*

### Discussion of Values

The notion of community, in its widest sense, is rooted in the values of its members. Values in a classroom, in a community, or individually will only work if they are implemented through development rather than change, with participants taking ownership of the process of development. These developed sets of values are reflected in the way people treat each other, how they perceive others needs and behave sympathetically towards them, how they respect individual religious and moral values, points of view, and way of life. Shared values allow others to communicate effectively with each other, to exercise objectivity and judgement and to respect the truth. They allow people to be self-reliant, self-respecting, self-confident and self disciplined. The purpose of the following activity is to have students explore the values they feel are important.

**"The most permanent lessons in morals are those which come, not of book teaching, but of experience."**

**Mark Twain**

### Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.



## **Activity One** ↩

### **Identifying Values & Ethics: Discovering Positive Qualities**

**Focus:** This activity gives students the chance to visually express the qualities or characteristics of a good citizen.

#### **Drawing The Ideal Citizen**

**Materials:** Chart or large paper, markers or crayons

- ✓ Have students define the word "citizen" and discuss what responsibilities a good citizen has to her/his community.
- ✓ Place the students in groups of 3 to 5.
- ✓ Explain to the students that the citizen is neither male nor female - that the gender is not important -it is what is inside the person that counts.
- ✓ Have the students represent all the qualities that make up an ideal citizen. For example, the student may draw a heart to show the person cares, hands to show compassion by giving a pat on the back or a hug, a brain that thinks logically about what is right or wrong, etc.
- ✓ Let the students come up with the other body parts that symbolize their characteristics of an ideal citizen.
- ✓ Once all groups have finished their citizen drawings, have them present their citizen's "ideal" characteristics to the class.
- ✓ Students can add their ideal citizen drawings to their student project folders.

**"The first step in the evolution of ethics is a sense of solidarity with other human beings."**

**Albert Schweitzer**

## Code of Ethics

Ethics are common values shared by a group of people. Some organizations establish a code of ethics to guide the conduct of their members. Discuss this with your class. Below are some common examples of codes of ethics.

### WEST POINT HONOR CODE

"A Cadet does not lie, cheat, or steal, or tolerate those who do."

Adapted from American Medical Association Principles of Medical Ethics

A doctor should be:

Dedicated

Honest

Respect the law

Keep patient's health records confidential

Educated on new scientific discoveries

Community Service

### *Activity Two*

#### *Identifying Values & Ethics: Exploring Common Values*

**Focus:** This activity will help students to understand ethics by exposing them to a variety of ethical codes.

#### *Looking at Codes*

- ✓ Put students into groups of 3 or 4.
- ✓ Codes A-E are provided as examples in the following pages. Give each student in the group a different code to read.
- ✓ Have the students make a list of similar values/principles found in all the codes.
- ✓ Share these lists with the class.
- ✓ Encourage students to find examples of other codes in our society (e.g. the 10 Commandments, McDonnell Douglas Corp., and other businesses and organizations)

## Code A

*Adapted from United States Olympic Committee Coaching Ethics Code*

Principle A:

Coaches strive to maintain excellence in their work. They recognize the limits of their skills and their experience...Coaches use careful judgement and take caution to protect the well being of those with whom they work.

Principle B:

Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair, and respectful to others. When describing or reporting their skills and experience, they do not make statements that are false, misleading or deceptive...coaches seek awareness of their own belief system and how that affects others.

Principle C:

Coaches conduct themselves appropriately and accept responsibility for their behavior. Coaches cooperate with other coaches in order to best serve their athletes or other people who receive their services.

Principle D:

Coaches respect the fundamental rights, dignity, and worth of all participants. Coaches are aware of differences in culture, race, age, gender, religion, sexual orientation, disability, language, and economic status.

Principle E:

Coaches seek to contribute to the well being of others. Coaches consider the rights of their athletes and other participants. Coaches are sensitive to differences in power between themselves and others and do not mislead other people.

Principle F:

Coaches are aware of their responsibilities to the community in which they work and live. They share their knowledge of the sport they coach in order to contribute to the community. They are encouraged to give their time in service to others.

## Code B

### *Adapted from Code of Ethics for Government Service*

1. Any person in government should be loyal to high morals and to the country.
2. Any person in government should uphold the Constitution.
3. Any person in government should give a full day's work for a full day's pay.
4. Any person in government should try to find better ways to get things done so that time and money is not wasted.
5. Any person in government should never give special favors to anyone nor receive favors that might be understood to compromise his or her ability to perform his or her duties.
6. Any person in government should not use their job to fulfill promises made in private.
7. Any person in government should not be involved with a business or businesses that may interfere with his or her own government duties.
8. Any person in government should not use information given to him or her in confidence for private gain.
9. Any person in government should expose corruption.
10. Any person in government should uphold this code because their job is given to them by the people who elected him or her.

### Code C

*Adapted from Better Business Bureau Code of Ethics*

We recognize people's individual rights.

We will make accurate claims to our customers and we will be open about all aspects of our products or services.

We will uphold the principle of fairness and we will seek to stand up against any conduct that is deceiving towards our customers.

We will not follow laws in a technical way but we will try and be honest with our customers, avoiding any communication that takes advantage of human ignorance.

We support a marketplace for everyone through the cooperation of other businesses and the customers we serve.

We will honor any guarantees we offer and we will be sure that the normal use of our products and services will not be dangerous to public health or safety. We will also seek to solve any problems that may arise.

## Code D

### *Adapted from American Medical Association Principles of Medical Ethics*

- I. A doctor should be dedicated to those he or she serves, providing services with compassion and respect.
- II. A doctor should be honest with his or her patients and should expose those who do not deal honestly with their patients.
- III. A doctor should respect the law and should try to change the law when it is not doing justice to those the doctor serves.
- IV. A doctor should respect the rights of other doctors, patients and health professionals and will keep safe, according to law, a patient's private information.
- V. A doctor should look into new discoveries and advance scientific knowledge. A doctor should make useful information available to patients and the public.
- VI. A doctor should be able, except in medical emergencies, to be free to choose whom he or she wants to serve and where he or she wants to serve.
- VII. A doctor should participate in activities that help to improve a community.

## Code E

### *Adapted from Law Enforcement Profession's Code of Ethics*

- I. As a law enforcement officer, I regard myself as a member of an important and honorable profession.
- II. As a law enforcement officer, it is my duty to learn more about my professional work and to be informed about other aspects of law enforcement.
- III. As a law enforcement officer, it is my duty to learn more about my professional work and to be informed about other aspects of law enforcement.
- IV. As a law enforcement officer, I should be outstanding in my behavior, conversation, and dealings with other people. I should be obedient to the laws of my city, state, and nation.
- V. As a law enforcement officer, I should not perform my duty for personal gain. As a public servant, I should work efficiently and be courteous to those I am in contact with.
- VI. As a law enforcement officer, I will treat my fellow officers with the same standards as I hold for myself. I will guard my fellow officers' lives as I guard my own life.
- VII. As a law enforcement officer, I should be loyal to my supervisors who accept responsibility for my duties. It is my duty to do those things which reflect honor upon my supervisors, myself and my profession.

### **Activity Three** ↻

#### **Identifying Values & Ethics: Exploring Common Values**

**Focus:** This activity utilizes the democratic process and allows the students to create a set of class expectations to follow.

**Materials:** half sheets of paper, chart paper or posterboard

#### **Creating a Class Code**

- ✓ Students can write in their journals 3-5 values/behaviors they feel are important while working in class or in the community.
- ✓ With a partner or a small group, students pick three values/behaviors that they think are the most important. The students write these three values on half sheets of paper.
- ✓ Each group chooses one or two they feel are most important and tape them to the board.
- ✓ Ask the students if any of the values/behaviors are similar. Rearrange the cards into categories containing similar values/behaviors on the board.
- ✓ Ask if any group has anything to add that is not already represented. After the values are all categorized, have the class construct their own code of ethics and write it on a large piece of chart paper or poster board to display in the classroom.
- ✓ Each student can write the class code of ethics in the *student guidebook/page 3* and add a copy to their student project folders.

### **Researching Good Citizens**

In order for the students to better understand the qualities of good citizens, it is necessary for them to investigate role models.

### **Activity Three:** ↻

#### **Identifying Values & Ethics: Researching Ideal Citizens**

**Focus:** Getting to know the biography of your good citizen.

#### **Biographies**

- ✓ Let each student choose a community leaders' biography to read.
- ✓ **Communicate Knowledge:** on a piece of chart paper have the students compare and contrast themselves to their good citizens from the biographies. Have the students illustrate the comparisons and contrasts in a Venn Diagram (two overlapping circles).
- ✓ **Illustrate Knowledge:** on a piece of construction paper have the students illustrate three events from the lives of their good citizens.
- ✓ **Compose Knowledge:** have the students write a summary, poem, or story about their good citizens.



## Reflection

### Writing:

*Student guidebook/Page 3*

*What do you think of the class code of ethics?*

*Do you think you can live by it?*

\*What did you learn from reading your biography on ideal citizens?

Find an example of a song or poem that expresses someone's values. Share this with the class (e.g. "The Greatest Love of All", sung by Whitney Houston speaks of valuing education, pride in self and being a good role model). Allow students to look over their own list of values make changes as they wish. Encourage them to create their own song, jingle, rap, or poem to express their personal values and beliefs.

### Reading:

Provide the class with articles concerning values and ethics from magazines, newspapers and books. Have students report back to the class with the key information that they learned.

### Doing:

Students can interview a parent, grandparent or people of different generations to compare/contrast the values of different generations.

### Telling:

Students can formulate and present three-minute speeches regarding what they have learned about values and ethics in society or the biographies of ideal citizens.

## Section Four - Vital Elements of the Community

**Objective:** The students will be able to recognize, appreciate and support vital elements of the community.

### "Preflection"

Writing: ✍️

*Student guidebook/Page 3*

*What do you think the word community means?*

*Brainstorm different types of communities.*

*Think about your community and what you know about it: describe the history of the community, the different types of people that live here, the types of businesses, where people go when they need help...*

### Discussion of Types of Communities

A thorough understanding of different types of communities and how they co-exist is important. Using a flip chart or the board, brainstorm with the class types of communities students have heard about. Use these ideas as a base for the class to expand upon. Discuss family as a community, neighborhoods as communities, churches, schools and other public institutions as communities. Talk about different age and socioeconomic groups as communities such as the elderly, ethnic minorities, immigrant communities, and youth.

Draw a chart that demonstrates different types of communities in which service learning can take place. Using a "bulls-eye" diagram, write "In Your Classroom" in the center circle. In the surrounding circles, write "In Your School", "In Your Community", "In Your Country", and "In Your World."

### Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

**"Education's purpose is to replace an empty mind with an open one."**

Malcolm S. Forbes

## Activity One ↩

### Researching Community: Utilizing Community Resources

**Focus:** Recognizing and utilizing the resources available in your community is essential to being a responsible citizen in service learning.

#### Discovering Your Community

- ✓ Assign students the task of looking through the community agency section of the telephone book to make a list of agencies from the following topics: park cleanup, drug abuse, homelessness, violence, etc.
- ✓ Have students scan the media (radio, television news, newspapers, and magazines) for stories about their community. They should place articles from the paper and written summaries of radio and TV reports in their project folders.
- ✓ Bring in magazines/newspapers and have students cut out pictures and words describing their community. Make collages and word poems with the information gathered.
- ✓ Visit <http://www.proximus.com/yahoo> to get a map and list of businesses in the area around your school.

**"Discovery is the ability to be puzzled by simple things."**

Noam Chomsky

## Activity Two

### Researching Community: Exploring Aspects of the Community

**Focus:** In order for a service-learning project to be most meaningful, it is necessary to identify various components of the community. As a service-learning project develops, these organizations should be utilized for reaching out to the community.

#### Aspects of the Community

- ✓ This game is a combination of Pictionary and Charades.
- ✓ Write words describing the community on cards. Personalize the cards to reflect your community. Some examples are: school, YMCA, courthouse, home, teacher, family, mayor, sports teams, and faith based organization, etc.
- ✓ At the bottom of each card write whether the word should be done as Charades or Pictionary.
- ✓ Break the group into two teams.
- ✓ Explain the rules for Charades and Pictionary telling them that the words describe the community.
- ✓ After playing the game, ask the students why the game was important and how the different aspects of the community can be utilized in the service-learning project.

## Activity Three

### Researching Community: Observing the Community

**Focus:** It is important for the students to be aware of the resources available in their environment. Students walk through their community daily, but they rarely have the opportunity to take an in-depth look at their surroundings.

#### Walkabout

- ✓ To increase student awareness of the community, allow students to go out (in pairs or small groups if possible) and record their observations. Students should take the **Needs and Assets Worksheet**, found on the next page.
- ✓ Take a camera for photographing the needs and assets.
- ✓ Create a photo essay.
- ✓ Create a map. Record significant landmarks, points of interest, student's homes, etc. Use information from the walkabout to document the area. In groups, have students sketch and number the sites and record what each number represents. Have students include the area's assets and needs.
- ✓ Use the map to record sites that your class visits and potential areas for service.

**"I slept and I dreamt that life was all joy. I woke and saw that life was but service. I served and discovered that service was joy."**

Tagore

# Needs & Assets

While on the walkabout:

Pay attention to everything you see.

Take notes on the needs and assets in your community.

**Needs:** Things that do not look good or could use improvement.

**Assets:** Things that are positive or that you would like to see more of.

---

Assets

Needs

## Activity Four

### Researching Community: Writing Surveys

**Focus:** A survey is a useful tool for discovering more about a community. Surveys can be used to help students find out: how people feel about their community, the problems people think are important, what people think can or should be done about problems in their community, how people are affected, and how many people support or oppose an issue.

#### Survey

- ✓ Have students turn to the *Sample Student Survey*, found in the *student guidebook/page 5* and the next page.
- ✓ Explain the different types of questions that can be included in a survey. Be sure to discuss the importance of demographic information and point out the example of each type of question.

##### Types of Questions:

- **Yes/No Questions:**

Are there any children under the age of 5 in your home?

\_\_\_Yes \_\_\_No

- **Frequency Questions:**

How often does the city clean your street?

\_\_\_Once a week \_\_\_Once every two weeks \_\_\_Once a month \_\_\_Unsure

- **Rating Questions:**

What is the most serious problem in your community?

Rate from 1 to 5, which is the most serious, 1 being the most serious.

\_\_\_Drugs \_\_\_Litter/Graffiti \_\_\_Violence \_\_\_Homelessness \_\_\_Apathy

- **Opinion Scale Questions:**

Drugs are a problem in your community

5-strongly agree 4-agree 3-unsure 2-disagree 1-strongly disagree

- ✓ Assign each student to write one example of each type of question that he/she would like to be included in the class survey. The way questions are written will determine how easily students can share the results. Using closed questions (yes/no, frequency, rating, opinion scales) and checklists will provide the easiest data to evaluate; using open-ended questions will add depth to the survey. Demographic information (age, gender, etc.) may be helpful.
- ✓ As a class, discuss the proposed questions. Using the democratic process, determine which questions will be included. Create the survey from those questions.
- ✓ Instruct the students on how to conduct the survey. Students should introduce themselves, tell what group they are from, explain the purpose of the survey, and ask the person if they would be willing to assist in this community project. Practice with a partner in class.
- ✓ Conduct the survey. Students should start surveying their families and neighbors and include others who live and work in the community.
- ✓ Share the results. Students should be prepared to explain whom they chose to survey.
- ✓ Tabulate the results in class and record significant findings. Show the students how the data can be presented. Give them examples of percentages, pie charts, or bar graphs.

## Student Sample Survey

Please answer the following questions.

I am: \_\_\_Male \_\_\_Female

Age: \_\_\_10-12 yrs old \_\_\_13-15 yrs old \_\_\_16 or older

YES      NO

Have you done any volunteer work?

\_\_\_      \_\_\_

Have you ever been involved in a service project before?

\_\_\_      \_\_\_

Do you think kids can help improve the school?

\_\_\_      \_\_\_

After each question, circle the number that matches your opinion. Use this scale:

5-Strongly Agree, 4-Agree, 3-Unsure, 2-Disagree, 1-Strongly Disagree

Our school is good.

5 4 3 2 1

I like coming to school.

5 4 3 2 1

I feel safe at school.

5 4 3 2 1

Drugs are a problem at our school.

5 4 3 2 1

Number from 1-5, which is the greatest problem, 5 being the greatest.

The greatest problem at our school is:

\_\_\_Litter/graffiti

\_\_\_Violence

\_\_\_Truancy (kids cutting school)

\_\_\_Apathy (people don't care)

\_\_\_Drugs

Check which one applies:

How often is the schoolyard cleaned up?

\_\_\_Once a week

\_\_\_Once every two weeks

\_\_\_Once a month

\_\_\_Once a year

\_\_\_Unsure

## Activity Five

### Researching Community: Interviewing Skills

**Focus:** It is important for each student to experience an in-depth conversation with an adult community member. Interviewing an adult provides the student with an informed voice.

#### Interviews

- ✓ Review the **Eight Steps for Investigating People in the Community**, it may be beneficial to copy these steps and give them to the students as a reference.
- ✓ Allow students to practice the interview techniques with others in the classroom before actually going into the community. Make copies of **Community Members** handout, on next page, students can practice with a partner by role-playing different community members and interviewing them. Students may wish to use the *student guidebook/page 6* while practicing.
- ✓ Each student interviews a community member.
- ✓ As a creative writing exercise, have the students compose and illustrate a story, poem or song about the person they interviewed.

### **Eight Steps for Investigating People in the Community**

1. Know your questions. Prepare questions for your interview. Make sure the questions cover all the information needed.
2. Prepare. Be able to explain the purpose of the visit or phone call.
3. Introduce yourself.
4. Ask your questions. Speak clearly. Cover each point before going on to the next. If you do not understand what a person is saying, ask for an explanation.
5. Record your information. Use a notebook to write down the main points of what the person is saying. Transfer appropriate information on to a form to make sure you have captured it all.
6. Obtain further information. Many organizations have literature or brochures that may be useful for the group and may provide information not covered by the interview. Write down the appropriate mailing address ahead of time so you have it.
7. Investigate possible individuals to interview: from certain neighborhood groups, a local business owner, a person who speaks out often about the community, politicians that represent a certain geographic location in the community, corporate leaders, clergy and other leaders from the religious community (churches, synagogues, organizations). Other possible individuals can include people whom you respect such as a teacher, principal, parent, grandparent or friend.
8. Say thanks. Be sure to thank the person you have interviewed. Send a short thank-you note within a week of your visit.



## Community Members

### **Boys and Girls Club Counselor**

As a lifelong resident in your town, you have many community contacts that could help students with their service-learning projects-resources for graffiti, trash pick-up, homeless, and food drive projects. You are also looking to start up an after school sports league for kids in the middle schools, grades 4-6, who usually go home to empty houses because their parents are still working. You may need some volunteers to help with the program as well as some donations for equipment.

### **Newspaper Journalist**

As a writer for the local paper, you are always looking to report some good things that are happening in the community. You are especially interested in reporting on kids who are trying to make a difference. You have many community contacts that could help students with their projects.

### **Gas Station Owner**

You have been the owner of a gas station in the neighborhood for almost 20 years. You have been active in many community clubs and have a community bulletin right outside the gas station doors. It has all the events going on in the community posted there. You are also a block captain and supervise trash pick-ups around the block where you live.

### **Elementary Reading Specialist**

As the elementary reading specialist in the local grade school, you are interested in getting young kids in kindergarten through fifth grade more interested in reading. You would like students in junior high and high school to design books for the kids and then have them come and read the books to the kids.

### **Utility Company Manager**

Your company is interested in going into classes to teach kids how to save electricity and energy. You are looking to adopt a school where you could go in and work with teachers and students. You have an idea that would involve teaching junior high students about energy. These students would then go and teach grade or middle school classes what they learned.

### **City Councilwoman or Councilman**

As a city councilwoman or councilman, you are very interested in education and getting more funding for your cluster. But what you need is more input from the community and kids about the conditions of the school and what needs they think are the most important for the school to address.

## Community Members

### **High School Principal**

As the principal of the local high school, you are interested in getting your kids involved in service projects where they are able to get class credit for their work. You are currently looking for community members who own a business and who will accept your students as interns (workers who work for no pay but who learn many useful skills that they can use both now and later on in life).

### **Minister of a Local Church**

Your church serves dinners to the homeless Monday, Wednesday, and Friday evenings and is always looking for volunteers to help serve food and to stock the shelves. The kitchen is always in need of food to serve and to give away. The church also has many elderly members who are looking to serve the community in their retirement. Some of the elderly members are interested in tutoring. And since there are so many elderly people, there is also a need for people to visit them in their homes and to keep them company.

### **Bank Manager**

You are interested in getting more involved in the community so that your bank's name will be more recognized. One of your ideas is to sponsor a mural project in the community in an area that has a lot of graffiti. You would like to sponsor a design contest at the local middle and high schools, giving students the chance to design the mural. The winner of the contest would get the chance to help supervise the painting of the mural. The winner would also receive a \$250 bond from the bank.

### **Public Library Director**

Your library has recently added many new children's books to its collection. However, most members in the community do not know about it. You are also aware that the neighborhood where your library is has a lot of kids who do not read very well. You would like to start a program where volunteers come in after school and read with younger children. You are interested in getting older school age kids to come and read to the kids.

### **College Instructor**

As a college professor, you are part of a group of teachers who are interested in their students getting more involved in community service. You would like the college students to work with kids but need some places where they could volunteer along with some project ideas that might get some college students interested. You would also like the college students to volunteer their skills in computers, advertising, marketing and accounting to people who need help or to students in the schools.

## Community Members

### **Corner Grocery Store Owner**

You are very concerned about the neighborhood where your store is. There are a lot of problems with graffiti and littering around your store. You would like to get people involved in cleaning up the block, and you are looking for volunteers. You are also interested in setting up a graffiti watch, where people on the block would report anyone they see tagging the buildings or homes to other people on the block and to the police.

### **Middle School Guidance Counselor**

There has been an increase in arguments and fights at your school. You are interested in starting a peer mediators program that involves older students helping younger students solve their conflicts. You would like to train a group of students about violence and problem solving and then have those kids teach younger students about what they learned. You would also like a small group of students to be willing to help younger kids to solve their problems when the need comes up.

## Reflection

### Writing: ↩

Why is it important to survey and interview community members in selecting a service-learning project?

What have you learned about your community that you did not know before?

What are some things about your community that you are proud of?

What are some things about your community that concerns you?

What would you take from your community to put in a time capsule that will be opened in twenty years?

### Reading:

Read newspaper articles regarding your community needs and assets

### Doing: ↩

Compile the information gathered from the surveys and interviews, into a book or display.

Create a community brochure highlighting the agencies and businesses in the community.

Students can role-play fortunetellers, giving them the ability to see what their communities will look like in the future.

Students can create, *Community Flowers*, an arts and crafts project. A paper plate can be used as the center of the flower, where students can write the name of their community. Construction paper can be used for the petals of the flower, where students can write the aspects of their community.

### Telling:

**Community T.V. Show:** In small groups assign roles of various community members to act out. Students can develop a short skit in the form of a talk show, game show, documentary and share with the class. Evaluate skits to see which groups effectively communicate accurate information about the community.

Students can talk to their friends, parents, neighbors, and other people they come in contact with regularly and ask them what they think the needs of the community are.

**"Only those who will risk going too far can possibly find out how far one can go."**

T.S. Elliot



## Section Five - Gather and Evaluate Data

**Objective:** The student will be able to gather and evaluate data necessary to select a project and effect positive change.

### Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

#### **Activity One**

#### **Concentrating on the Project: Researching Community Issues**

**Focus:** Making a cause and effect chart students can better understand community issues and how they can help meet this need.

#### **Cause and Effects Charts**

- ✓ To get students thinking about community issues have students get with a partner.
- ✓ Give one student a topic and this student has two minutes to talk about/respond to the topic. Examples of topics: crime, violence, gangs, homelessness, environment, unemployment, AIDS, child abuse, drop-outs, drugs, hunger, illiteracy, race relations, recycling, and teen pregnancy.
- ✓ The topic will change every two minutes and the partners should take turns talking.
- ✓ After the activity is completed the students can individually write their own cause and effect charts.
- ✓ Students can use the cause and effect chart found in the *student guidebook/page 7*.
- ✓ Students can investigate public policies, which are adopted by governments to solve social problems, regarding some of the topics discussed.
- ✓ Guide students in discovering what, if any, polices are already in place that address each group's need.
- ✓ Students can find out which community organizations support or oppose the established polices or which community organizations are working towards getting polices established.
- ✓ Record any information on public policies in the *student guidebook/page 8*.

**"Everything that is done in the world is done by hope."**

**Martin Luther King, Jr.**

## Activity Two

### Concentrating on the Project: Researching Community Issues

**Focus:** The purpose for this activity is to delve deeper into the community issues that have been investigated thus far.

#### Uncovering Community Issues

- ✓ On chart paper, brainstorm areas of interest for the service-learning project.
- ✓ Narrow down the list to the top five areas of interest. Allow students to discuss the needs to make sure everyone in the group understands them.
- ✓ Break the students into five groups and assign each group an issue to research from the top five areas of interest. Each group will be responsible for investigating this issue and reporting back to the class.
- ✓ Students must decide how they are going to research their issue (by using newspapers and libraries, making phone calls, writing letters, inviting speakers to class to discuss the area of concern, compiling statistics, etc.).

## Activity Three

### Concentrating on the Project: Decision Making Process

**Focus:** Using the democratic process, this activity allows the students to focus on one specific community issue, thus choosing a service-learning project.

#### Making a Choice

- ✓ List the top five areas of interest on chart paper.
- ✓ Take a class vote to decide on one of the five community issues/needs.
- ✓ When the class has selected a community need, the following categories will help them consider different approaches that will meet the need.
- ✓ Students and their facilitators can then choose the outcome that best suits their available time, resources, interests and abilities.
- ✓ The three possible types of outcomes students can choose are:
  - Teaching others-** Could the students teach skills or disseminate information about the issue to others to help meet the community need?
  - Provide a service-** Could the students' efforts towards meeting the need be to provide a service?
  - Advocate for change-** Could students apply their skills to alert and inform others (i.e. community leaders, officials) about the need?
- ✓ Have students fill out the *student guidebook/page 9*.

**"The important thing is to never stop questioning."**

**Albert Einstein**

## Reflection

### Writing:

*Student guidebook/Page 8*

*Have your ideas or opinions about the issue/need changed now that you have investigated and evaluated it?*

*What community need do you feel is most important and why?*

*Do you think you can change this community need/issue? Why or why not?*

Write a poem about the community need/issue.

Write a letter to the editor of a local newspaper detailing a need in the community you feel strongly about and possible solutions.

### Reading:

Read books about the community need being discussed, share key information with the class. Set up a time for students to share the information regarding the community need, with younger children. Encourage the students to generate a discussion with the children about the needs in their community in relation to what is discussed in the books they have chosen.

### Doing:

Create a collage or picture regarding the community need students feel is the most important. Students can classify ideas into three areas: cause of the problem, the problem, and possible solutions.

Role-play various members of the community and show how they are affected by the community need as well as their opinions and possible solutions.

### Telling:

Create short presentations regarding the community need/issue. During the presentations students can focus on the cause of the problem, the problem, and possible solutions.





## Section Six - Implementing Effective Strategies to Take Action

**Objective:** The student will implement effective decision-making and problem solving strategies to take action on service-learning project.

### Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

#### **Activity One**

#### **Taking Action: Gaining Focus**

**Focus:** A mission statement gives you a clear picture of your goal. It helps to guide you and your students toward achieving goals and objectives. This activity will give the students a specific purpose for the service-learning project.

#### **Writing a Mission Statement**

- ✓ Explain the purpose of a mission statement.
- ✓ Create a mission statement from the format below.
- ✓ Students should record the mission statement in the *student guidebook/page 10*.

Our group/class will work together to create change by \_\_\_\_\_  
(statement of action). Which will \_\_\_\_\_(result),  
and help individuals to \_\_\_\_\_(how individuals will  
benefit).

**"I wondered why somebody didn't do something; then I realized that I was somebody."**

**Anonymous**

## Activity Two

### Taking Action: Identifying Skills

**Focus:** Sometimes special skills are necessary to complete a service project (painting, carpentry, gardening, teaching, etc.). Forming partnerships in the community can help the class acquire these skills.

### Defining Skills

- ✓ Using the **Skills Needed** chart, found on the next page or in the *student guidebook/page 10*, do a needs assessment of any special skills the class project requires.

**"Life is a place of service, and in that service one has to suffer a great deal that is hard to bear, but more often to experience a great deal of joy."**

**Count Leo Tolstoy**



### **Activity Three**

#### **Taking Action: Creating an Action Plan**

**Focus:** Creating a plan of action may be as important a part of the service-learning experience as the activity involved. Through action planning, the students learn how to prepare to meet the need, to perform the service required, and to evaluate the situation for follow-up action. Doing an action plan is different from the previous research done about the project as it leads the students to become actively engaged.

#### **Action Planning**

- ✓ Use the **Action Plan** chart, found on the next page or in the *student guidebook/page 11*, to create an action plan and timeline. Students will use this chart to determine the tasks that need to be accomplished, the materials needed, the people they need to contact, as well as the start and completion dates.

Action Plan

Tasks	Person Responsible	Materials Needed	Contact Person	Start Date	Completion Date

## Introducing the Community Advocates Council

An advocate council is a group of people from the community who form a board to talk about changes to be made and how to get involved.

- ✓ Write Advocate on the board and discuss what that means.
- ✓ If we were to form a group of Community Advocates who might be included?
- ✓ Introduce the idea of setting up a Community Advocates Council to bring people together to share information about and gain support for the project selected by students.
- ✓ What should take place at the meeting? See agenda found below.
- ✓ To help your Advocates Council meeting run smoothly review the **Characteristics of Effective Meetings**, found on the next page.

## Community Advocates Council

### WHAT HAPPENS AT THE MEETING

The meeting should be run by students who:

- Introduce any special guests
- Explain the purpose of CDYC and of the meeting
- Share the steps taken and information gathered including
  - maps      needs/assets list      interviews
  - surveys    other \_\_\_\_\_
- Describe conclusions drawn and projects proposed
- Lead discussion for input/feedback
- Record topics discussed

### WHAT TO DO TO PREPARE

- Set date and time of meeting
- Make up invitation or flyer and distribute
- Develop agenda and assign responsibilities
- Prepare information and materials to be presented
- Make name tags for everyone attending
- Contact media

### WHO TO INVITE

Representatives from:

- |                       |                     |
|-----------------------|---------------------|
| Businesses            | Civic/social groups |
| Historical societies  | Non-profit agencies |
| Parent groups         | Colleges            |
| Neighborhood groups   | Government          |
| Public service fields | Media               |
| School administration |                     |

## Characteristics of Effective Meetings

How to run a Community Advocates Council meeting:

1. **Decide time, place and format of meeting.**
  - What do we want to gain from this meeting?
2. **Send out invitations.**
  - Define the purpose of meeting, time, expectations of people attending.
3. **Agree upon an agenda.**
  - Things to consider:
    - Define purpose for those attending
    - Present results, findings, questions,
    - Get advice, perspective, commitments
  - Time estimates should be given for each agenda item.
  - Different agenda items assigned to different members of a class.
  - Print out agenda and have it ready to hand out at meeting.
  - Do we need extra equipment-flip chart, overhead?
4. **Run meeting.**
  - Have someone record proceedings, commitments, and resource information including names and phone numbers of those who want to help.
  - Set up a communication structure so that the class can inform those who attended the meeting of future decisions.



## "Preflection"

Writing: 

My biggest fear or concern about this service project is...

### **Activity Four**

#### **Taking Action: Discussing Fears**

**Focus:** Often service projects can seem overwhelming to students. It is important to get them in the right frame of mind by addressing their concerns and fears before going out to perform the service.

#### **Frequent Fears**

Break the students into groups to discuss the frequent fears expressed by young people about performing service.

- ✓ Encourage them to come up with positive responses to each one of the following frequent fears.
  1. We are too young.
  2. We won't be taken seriously.
  3. It will be too hard.
  4. We won't know what to do.
  5. The problem is too big for us to make a difference.
- ✓ Students can use the jigsaw method (form new groups with one person from each of the original 5 represented in each new group), and discuss the positive responses their groups came up with.
- ✓ Encourage students to share and discuss other concerns that they may have recorded in their journals during the "Preflection".

### **Activity Five**

#### **Taking Action: Writing Business Letters**

**Focus:** In order to complete the service-learning project, it may be necessary to secure donations or support from various community organizations. Teaching the students how to write a business letter not only helps them in completing their service-learning project, but also helps them develop a valuable skill.

#### **Letter Writing**

- ✓ Using the example of a **Business Letter**, found on the next page, explain the proper letter format.
- ✓ For practice: choose a community organization to which the students can compose a letter.

**HEADING**

Name (Jennifer O'Brien)  
School Name (Penn Middle School)  
Street Address (123 Main Street)  
City, State, Zip Code (Philadelphia, PA 19123)

Date (September 1, 2000)

**INSIDE  
ADDRESS**

Alice Greenthumb  
Philadelphia Garden Center  
2000 Flower Street  
Philadelphia, PA 19124

**SALUTATION** Dear Miss Greenthumb:

**BODY**

I am a 7<sup>th</sup> grade student at Penn Middle School. Our class is doing a park cleanup for our service-learning project. We have been working hard all year long preparing for this project. We are asking local businesses to donate some supplies for this terrific project. We need flowers and soil to complete our park cleanup. Please contact my teacher, Mr. Anderson, if you can help us out.

**CLOSING  
SIGNATURE**

Thank you for your time and support.  
Sincerely,  
*Jennifer O'Brien*  
Jennifer O'Brien

Contact Information:  
Mr. Anderson  
Penn Middle School  
Phone: (215) 987-6543  
Fax: (215) 987-6555

## **Activity Six:**

### **Taking Action: Raising Awareness**

**Focus:** Contacting the media (television, radio, and newspapers) with press releases informs the community of the positive work students are doing and gives community members an opportunity to participate.

#### **Informing the Media**

- ✓ Explain the importance of including the community.
- ✓ Discuss the process of writing a media and press release.
- ✓ As a class, create a press release to send to newspapers, television, and radio stations.
- ✓ Design school news bulletins, newsletters, assemblies, website pages, etc., to inform the school about your class service-learning project.
- ✓ Invite school and government officials to your work site or event.
- ✓ Have a community day or an open house and invite community members and the media to come and see, learn about and help with your project. Enlist the aid of persons who have contacts in the public relations or marketing sector to help students launch their project or celebrate its completion.

## **Documentation**

Newspaper clippings, photographs, video tapes, audio tapes, plans and written records (letters of recognition, signatures from agencies and sponsors etc.), can be added to the student project folder or display about the service-learning project. Design an exhibit from this information to share with the rest of the school and the community to note the contributions your class has made to the betterment of the community and its surroundings.

## Reflection

### Writing:

*Student Guidebook/Page 11*

Throughout the actual service, students can respond to the following questions:

*What is my job/role in the project?*

*What skills do I need to complete the project?*

*What are some problems that the class is experiencing?*

*What are some possible solutions to this problem?*

*What am I learning?*

*Write a message to be placed in a bottle about the class service-learning project for future students to receive.*

### Reading:

Read articles about other service-learning projects or community service being done in the community.

### Doing:

Draw the plans for the service-learning project.

### Telling:

Students can share with the class the skills that they have learned throughout the service-learning project.



## Section Seven - Project Closure

**Objective:** The students will be able to reflect on the service-learning project and will be recognized for their dedication and hard work.

**"Experience is not what happens to you.  
It is what you do with what happens to you."  
Aldous Huxley**

### Reflection

After each activity, select a few of the reflection suggestions found at the end of this section.

#### *Activity One*

##### **Celebrating: Documenting the Service Project**

**Focus:** Creating a display is a perfect way to visually document the service project. Producing a display of the students' work is an excellent way to show the school or community center the students' hard work and efforts.

##### **Constructing a Service Project Display**

- ✓ Gather pictures, surveys, letters, drawings, research statistics, media articles, etc. collected throughout the project.
- ✓ Creatively arrange and secure the gathered materials on a three-fold display board.
- ✓ Share the completed display with the rest of the school and community to note the contributions the students have made to the betterment of the community.

## ***Activity Two***

### **Celebrating: Planning a Celebration**

**Focus:** Celebration is important to the closure of the service-learning project. This act of closure recognizes the students' achievement. The purpose of the celebration is to give the students ownership of their project, so their wish should be an integral element in the planning process. A celebration can include outside guests or political figures, a party or event, luncheon, assembly, field trip, community scavenger hunt, etc. It can include the students, as well as the recipients of the service, family members and school officials. The important thing is to link the celebration with the students and the service.

#### **Celebrate Good Times**

- ✓ As a class, brainstorm different celebration ideas.
- ✓ Using the democratic process, select one idea.
- ✓ As a class, plan the details of the event: who, what, where, when, why?
- ✓ If donations or supplies are needed, write letters to local businesses or organizations.
- ✓ If needed, make and send out invitations for the family members, school officials, or other community members.
- ✓ Students may wish to contact the media for coverage of the celebration event.
- ✓ Hand out certificates of appreciation or other mementos to the students.
- ✓ Upon completion of the celebration, make and send thank-you notes.

**"The future belongs to those who believe in their dreams."**

**Eleanor Roosevelt**

## Reflection

### Writing:

*Student Guidebook/Page 12*

*Describe how you felt about taking on this project and what you thought you might be able to accomplish.*

*Describe how others in the community felt about your project.*

*Do you think that your project made a difference in how you feel about helping others?*

*Do you think that your project made a difference to your community?*

*What have you personally learned from participating in this project?*

*If someone else were to attempt this project, what obstacles could you prepare him/her to overcome?*

Students can creatively share their final reflections on the service-learning project in the form of a poem or short story.

### Reading:

Read articles about other service-learning projects or community service being done in the community.

### Doing:

Students can creatively share their final reflections on the service-learning project in the form of a picture.

### Telling:

Students can share their final reflections with the class in the form of a short presentation or skit.





## Section Eight - Evaluation & Assessment

**Objective:** The student and facilitator will be able to evaluate and assess the service-learning project.

### Facilitator

Evaluation is an important part of monitoring student progress towards achieving their goals. This process should be frequent and involve the students themselves; encourage students to participate in assessing their own strengths and areas of improvement. Documentation of these evaluations should be included in the students' project folders so they are able to see their growth throughout the year.

Students can be evaluated by the facilitator or selves using the **Evaluating Student Mastery of Competencies** form provided in this manual. Similar evaluative tools should be used to assess student performance of oral presentations and products derived from reflection sessions. The facilitator or the class can develop these evaluative tools.

### Student

Involving students in the evaluation process is also very important. Students are most critical of themselves and their peers. This is an asset in evaluating the work the students are doing throughout the project. Provide the students with the **Observation Checklist** while working on the project. This evaluation can be completed as often as the facilitator feels necessary. After more than one evaluation, have the students compare the evaluations. This comparison will show the students improvements, as well as what they need to continue working on. This checklist can be included in the project folder.

### Project

It is also important to assess the success of the project through evaluations by the students, facilitator, recipients of the service, and other members of the community involved in the project. One good tool is the **Evaluating the Project** form provided in this manual. Allow students to develop additional surveys specific to their project to aid in the evaluation process within the community.

## Evaluating Student Mastery of Competencies

Student Name \_\_\_\_\_ School \_\_\_\_\_  
 Project Name \_\_\_\_\_ Date \_\_\_\_\_

COMPETENCY/ OBJECTIVE	EVIDENCE OF MASTERY	NEVER				ALWAYS	
		1	2	3	4		
Ability to work effectively in a variety of group settings							
	Actively participates						
	Accepts ideas of others						
	Listens actively						
	Follows ground rules						
	Effectively assumes a variety of group roles						
<b>OVERALL ABILITY</b>							
Identify & evaluate values & ethics of self & others							
	Exhibits an understanding of values						
	Models the expectations of the class code						
	Demonstrates sensitivity to others of different backgrounds						
	Actively seeks to understand & respect different opinions & ideas						
<b>OVERALL ABILITY</b>							
Recognize, appreciate, & support elements of the community							
	Conducts & accurately records an interview						
	Develops a survey to gather & compile specific information						
	Identifies local agencies that can provide services						
<b>OVERALL ABILITY</b>							


## Evaluating Student Mastery of Competencies - continued

Student Name \_\_\_\_\_ School \_\_\_\_\_  
 Project Name \_\_\_\_\_ Date \_\_\_\_\_

COMPETENCY/ OBJECTIVE	EVIDENCE OF MASTERY	NEVER			ALWAYS	
		1	2	3	4	
Gather & evaluate data necessary to select a service-learning project						
	Uses a variety of resources to evaluate a community need					
	Can explain possible causes of a community problem					
	Understands the effects of a need on all members of a community					
	Has ability to prioritize needs in the community					
<b>OVERALL ABILITY</b>						
Implement effective strategies to take action						
	Actively seeks alternative solutions to problems					
	Focuses on specific project goals					
	Identifies necessary skills					
	Completes action plan					
	Follows through with plan					
<b>OVERALL ABILITY</b>						

## Assessing Group Work

Consider having students observe each other during group work and fill out following checklist.

<b>Observation Checklist for Group Work</b>	
Student Name _____	Observed By: Facilitator _____
Date _____	Peer _____
<b>Please check the behaviors you observed during group work.</b>	
<b>Criteria:</b>	
On task	_____
Made a suggestion	_____
Gave an answer	_____
Said something positive	_____
Helped with materials	_____
Read aloud	_____
Followed verbal directions	_____
Physically part of group	_____
Worked cooperatively	_____
Listened to others	_____
Helped clean up	_____
Additional Comments: _____	
_____	
_____	

## Evaluating the Service-Learning Project

School: \_\_\_\_\_ Project Name: \_\_\_\_\_  
 Evaluated By: Self: \_\_\_\_\_ Facilitator: \_\_\_\_\_  
 Other: \_\_\_\_\_ Date: \_\_\_\_\_

	NOT AT ALL 1	2	3	TO A HIGH DEGREE 4
<b>STUDENT PARTICIPATION</b>				
Students were involved in the selection of the project.				
Students were involved in designing the project.				
Students were involved in implementing and carrying out the project.				
<b>RELEVANCE OF PROJECT</b>				
The project met a "real" community need.				
The project offered opportunities for students to demonstrate active citizenship in the community.				
Elements were built into the project to sustain the improvements that have been made.				
<b>COMMUNITY INVOLVEMENT</b>				
Partners from the community were involved in one or more stages of the project.				
Community members had opportunities to assess the impact of the project.				



## Section Nine - Glossary of Terms

<b>Action</b> - the meaningful service performed by students for their class, school, and community.
<b>Advocacy</b> - telling leaders about a community need to help solve the problem (includes writing letters, making phone calls, appearing before a town council).
<b>Areas of Service:</b> <u>education</u> (tutoring, literacy programs, and other activities to augment educational goals), <u>citizenship</u> (addressing service & social issues, advocating causes to political entities), <u>environmental</u> (clean - ups, creating habitats, measuring pollution levels, and constructing outdoor classrooms), <u>human services</u> (intergenerational & oral history projects, assisting people with special needs, and special centers).
<b>Assets</b> - the positive aspects of a community.
<b>Brainstorming</b> - a pooling of ideas, facts, impressions, attitudes; utilizing the knowledge, imagination and outlook of each group member as a resource and a tool for stimulating creative thought. Students are encouraged to express ideas freely with holding judgement for later.
<b>Celebration</b> - the recognition that students and communities deserve for a job well done, can be personal, small group, or large group.
<b>Community Issue</b> - a need or problem in a community.
<b>Consensus</b> - collective agreement that everyone in a group can agree upon and live with.
<b>Community Partners</b> - people in the community that can assist, advise, and mentor students during the service-learning experience.
<b>Community Resources</b> - organizations and businesses in the community that provide services to people.
<b>Critical Thinking</b> - examining data for credibility and practical value. It includes categorizing, analysis, and synthesis.
<b>Democratic Process</b> - the gathering of information through open discussion, fact-finding and research as a team, class or small group. Answers and conclusions are reached through consensus, voting and majority rule to promote decision-making.
<b>Direct Service</b> - doing hands on work to solve a community problem (actually building, teaching, painting or serving food).
<b>Ethics</b> - common values shared by a group of people.
<b>Indirect Service</b> - being involved in the capacity building to solve a community problem (recruiting & training volunteers, collecting food).
<b>Journal</b> - a notebook kept by the student to record observations, feelings, ideas, (including answers to questions posed by the facilitator).
<b>Mission Statement</b> - a statement reached through consensus that identifies for students and everyone involved in a specific project the broad goal. The content guides the people involved in the project toward achieving the goals and objectives outlined. Mission statement's help the 'team' stay focused and gives purpose to their actions.
<b>Needs</b> - areas that require improvement.
<b>Outcomes</b> - the actual service.
<b>Policy</b> - a principle, plan, or course of action taken by a government, organization, or



individual. Policies are often translated into law by government action.
<b>Portfolio</b> - a collection of student work (essays, artwork, data collected, videos, letters, awards) that is compiled throughout the service experience and used for evaluation by facilitator and student as well as for documentation of service.
<b>"Preflection"</b> - purposeful focus on specific ideas or questions before a learning experience.
<b>Public Opinion</b> - what people in the community think and feel about an issue.
<b>Reflection</b> - processing or reconstructing the service experience and making the connection to learning. It is ongoing and can take one of four forms: writing, doing, telling, and reading.
<b>Service Learning</b> - a teaching methodology that enables students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs. The service is integrated into the academic curriculum and is coordinated with the school and the community.
<b>Values</b> - personal expressions of what is important to an individual or group.

## Appendix: Suggested Reading List

### Conflict Resolution

Creating the Peaceable School - Richard Bodine

Don't Shoot! We May Both Be on the Same Side - Kathy Beckwith

Teaching Students To Be Peacemakers - David Johnson

### Environment

A Kid's Handbook for Keeping Earth Healthy and Green - A. Holmes

Backyard Rescue - Hope Ryden

Cartons, Cans and Orange Peels - Where Does Your Garbage Go? - Joanna Foster

Waterman's Boy - Susan Harpe

### Hunger and Homelessness

Come the Morning - Mark Harris

The Hundred Dresses - Eleanor Estes

The Return - Sonia Levitin

The Unsinkable Molly Malone - Mary Anderson

### Immigration

Journey of the Sparrows - Fran Leeper Buss

Lupita Manana - Patricia Beatty

My Name is San Ho - Jayne Pettie

### Literacy

Ahyoka and the Talking Leaves - Peter and Connie Roop

All Joseph Wanted - Ruth Yaffe Radin



