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A Model Service-Learning Curriculum for Rainier Beach High School, Seattle, Washington

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A MODEL SERVICE-LEARNING CURRICULUM

FOR

RAINIER BEACH HIGH SCHOOL,

SEATTLE, WASHINGTON

A Report

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by

M. Karen Harrington

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ABSTRACT

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The purpose of this project was to develop a Service-Learning Curriculum for Rainier Beach High School, Seattle, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from programs throughout the United States was obtained and analyzed, along with related materials from Seattle Public Schools.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

Service-learning has to do with powerful purposes—getting kids into the world. Jean Piaget says schooling isn't worth anything unless it creates for people the capacity to believe that when they leave school, they can change the world. If our kids don't believe that they can change the world, then I think we ought to say that our education has not been powerful enough. (Perrone, 1992, p. 3)

As stated by Perrone, service-learning has to do with "powerful purposes." It combines academic relevance with academic knowledge, skills, and concepts that directly contribute to the students learning through participating in their communities. Through this experience, they can change the world and make a difference.

In discussing the importance of service-learning, Glickman, (2002), Chair, Program of School Improvement, University of Georgia, observed:

The highest standard of an American education is how students use their academic learning to contribute to the advancement of a democratic society of "life, liberty, and the pursuit of happiness" for all. Service-learning is exactly the vehicle for deepening academic learning of students as they make contributions to larger communities. (p. 8)

As described by Glickman in the above statement, service-learning can be a link to academic achievement and civic responsibility. The school experience can strongly

influence, challenge, and give students a choice through using service-learning to engage students.

According to Glenn, (2002), Chair of the National Commission on Service-Learning, "Service-learning motivates students. Suddenly, there is a connection between what the teacher is saying and the world outside the classroom. Service-learning is education in action." (p. 47)

As noted above, Glenn has concluded that service-learning is the hands-on part of the lesson. Teachers have talked or lectured about the "real world," and service-learning is the actual experience. Therefore, students are motivated because they can apply what they have learned in the classroom to their service-learning.

Purpose of the Project

The purpose of this project was to develop a Service-Learning Curriculum for Rainier Beach High School, Seattle, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from related programs from throughout the United States was obtained and analyzed, along with related materials from Seattle Public Schools.

Limitations of the Project

For purposes of this project, it was necessary to establish the following limitations:

1. Scope: The Service-Learning Curriculum designed for implementation at Rainier Beach High School, Seattle, Washington, was intended for use with students enrolled in grades 10-12. The curriculum was integrated

into the content structure of Business Principles (Human Relations in the Workplace), a one semester business class required for graduation.

2.   Research: The literature and related information reviewed in Chapter 2 were limited to research conducted primarily within the last ten (10) years. Additionally, related programs from throughout the United States were contacted and invited to submit information and materials on Service-Learning, along with related materials from Seattle Public Schools.

3.   Targeted Populations: The targeted populations were students in grades ten through twelve at Rainier Beach High School, Seattle, Washington. The population of Rainier Beach High School was approximately 900 students. Rainier Beach High School student demographics during the 1996-1997 school year were as follows:

American Indian	1%
Asian	34%
African American	47%
Latino	6%
Caucasian	12%

During the 1996-1997 school year, 60% of the Rainier Beach High School students were on free and reduced lunch.

4.   Staffing: The Rainier Beach High School Service-Learning Curriculum which has served up to 250 students per year was planned, developed, and implemented by one full-time staff person (M. Karen Harrington) and limited financial resources.

5.   Time: This project was implemented during the 1996-1997 school year.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1.   AmeriCorps: The national service program made possible by the National

and Community Service Trust Act of 1993. (National Service-Learning

Clearinghouse, 2004, p. 1)

2.   American Association of Higher Education: From the AAHE mission

statement, AAHE promotes "the changes higher education must make to

ensure its effectiveness in a complex, interconnected world." (National

Service-Learning Clearinghouse, 2004, p. 1)

3.   Assessment: The process of gathering information in order to make an

evaluation. (National Service-Learning Clearinghouse, 2004, p. 1)

4.   Civic responsibility: The commitment of a citizen to his or her

community to take responsibility for the well-being of the community.

(National Service-Learning Clearinghouse, 2004, p. 1)

5.   Co-curricular: Signifies community service that is not explicitly

connected to an academic course. (National Service-Learning

Clearinghouse, 2004, p. 2)

6.   Community service: Volunteering done in the community without any

formal attachment to curriculum outcomes. In addition, the term

community service is often associated with a form of punishment

mandated by the judicial system for delinquent behavior among youth and

adults. (Perkins & Miller, 1994, pp.11-12)

7. <u>Committed stakeholders and advocates</u>: Individual and collective support from practitioners, researchers, administrators, policymakers, clients, influential leaders, and others to sustain activities and ensure continued support of key stakeholders. (McHugh, 2002, p. 9)

8. <u>Distinct identity</u>: A set of clear, differentiated, and recognized activities that can be described. (McHugh, 2002, p. 9)

9. <u>Information exchange</u>: Regular communication opportunities for disseminating knowledge. (McHugh, 2002, p. 9)

10. <u>Knowledge base</u>: A cumulative source of research and standard practice that identifies desired outcomes and the conditions necessary to achieve them. (McHugh, 2002, p. 9)

11. <u>Leadership and membership</u>: A core group of recognized practitioners who are prepared to advance the quality of practice and train and give credential to other practitioners. (McHugh, 2002, p. 9)

12. <u>Mentor</u>: Used to refer to a specific type of relationship between an adult and a youth. Mentors act as role models who offer youth the friendship and guidance of a caring adult. (National Service-Learning Clearinghouse, 2004, p. 3)

13. <u>Multiculturalism</u>: Used in its broad sense as respect and understanding for various differences between people, including those based on race, gender, ethnicity, culture, socioeconomic age, sexual orientation, and physical and mental abilities. (National Service-Learning Clearinghouse, 2004, p. 3)

14. <u>National and Community Service Act of 1990</u>: Originally passed into law in 1990 to establish the Commission on National Service, the Act was amended significantly by the National and Community Service Trust Act of 1993 to establish the Corporation for National and Community Service. (National Service-Learning Clearinghouse, 2004, p. 3)

15. <u>The National and Community Service Trust Act (NCSTA)</u>: With bipartisan support, NCSTA was signed by President Clinton on September 21, 1993. The legislation reauthorizes K-12 and higher education service learning programs from the National and Community Service Act of 1990 and creates AmeriCorps, national service program that allows members to earn educational benefits in exchange for community service. (National Service-Learning Clearinghouse, 2004, p. 3)

16. <u>National Civilian Community Corps (NCCC)</u>: NCCC is the Corporation's federally-managed residential program which is located in four sites across the country (San Diego, California; Denver, Colorado; and Charleston, South Carolina) and headquartered in Washington, DC. The NCCC utilizes excess military capacity and personnel in the creation of a full-time or part-time service corps. (National Service-Learning Clearinghouse, 2004, p. 3)

17. <u>National Service-Learning Clearinghouse (NSLC)</u>: A clearinghouse project of ETR Associates funded by Learn and Serve America, Corporation for National and Community Service that supports the

service-learning community. (National Service-Learning Clearinghouse, 2004, p. 3)

18. Pedagogy: The study of the teaching and learning process; service-learning provides a method that informs and enhances the teaching/learning process. (National Service-Learning Clearinghouse, 2004, p. 4)

19. Peer Helping: Popular uses of peer helpers within the schools are peer tutoring, cross-age education, mentoring, welcoming new students, parent education, teen theater, and conflict mediation. (National Service-Learning Clearinghouse, 2004, p. 4)

20. Reciprocity: A central component in service-learning and community engagement that suggests that every individual, organization, and entity involved in service-learning functions as both a teacher and learner. (National Service-Learning Clearinghouse, 2004, p. 4)

21. Reflection: The critical component of successful service-learning programs is "reflection". Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during, and after a service-learning project. (National Service-Learning Clearinghouse, 2004, p. 4)

22. Resources: Structures and organizations that facilitate collaboration between and among practitioners and allies. (McHugh, 2002, p. 9)

23. Service-learning: A method by which students learn and develop through active participation in thoughtfully organized experiences that meet actual

community needs and are coordinated with the school and community.

(Perkins & Miller, 1994, p. 11)

24.   Student Ownership: Young people identify problems, brainstorm,

implement solutions and evaluate their projects, while the teacher takes

the role of the facilitator. (National Service-Learning Clearinghouse, 2004,

p. 5)

25.   Volunteerism: The performance of formal service to benefit others or

one's community without receiving any external rewards; such programs

may or may not involve structured training and reflection. (National

Service-Learning Clearinghouse, 2004, p. 5)

26.   Youth Service: An umbrella term to identify a vast number of program

models, titles, and organizations which share one core attribute: the

utilization of youth to provide service to their schools and communities.

(National Service-Learning Clearinghouse, 2004, p. 5)

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research, literature, and information obtained from selected sources

summarized in Chapter 2 has been organized to address the following:

1. Service-Learning Defined

2. Benefits of Service-Learning

3. Service-Learning Distinguished From Community Service

4. Description of Selected Service-Learning Programs Nationwide

5. Related Information Obtained From Seattle Public Schools

6. Summary

Service-Learning Defined

Service-learning, as defined in the National and Community Service Trust Act of

1993:

- ✓ Helps students or participants learn and develop by participating in thoughtfully organized service that is conducted in and meets the needs of a community.

- ✓ Is coordinated with an elementary school, secondary school, institution of higher education or community service program, and with the community.

- ✓ Helps to foster civic responsibility.

- ✓ Is integrated into and enhances students' academic curriculum or the education components of the community service program in which the participants are enrolled.

✓ Provides structured time for students or other participants to reflect on the service experience.

Service-learning has been defined as a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired. (Kaye, 2004, p. 7)

When combined with formal education (school-based) and thoughtfully organized to provide concrete opportunities for youth to acquire knowledge and skills and to make a positive contribution (community-based) service has become a method of learning or "service-learning." (Alliance for Service-Learning in Education Reform, 1995, p. 2)

Service-learning has combined service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. (National Service-Learning Clearinghouse, 1994, p. 1)

The National Commission on Service-Learning in its recently issued report entitled "Learn In Deed: The Power of Service-Learning for American Schools," defined service-learning as a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. (2004, p. 2)

Service-learning has become a method by which young people learn and develop through active participation in thoughtfully-organized service experiences...

✓ that meet actual community needs

✓ that are coordinated in collaboration with the school and community

✓ that are integrated into each young person's academic curriculum

✓ that provide structured time for a young person to think, talk, and write about what he or she did and saw during the actual service activity

✓ that provide young people with opportunities to use newly-acquired academic skills and knowledge in real-life situations in their own communities

✓ that enhance what is taught in the school by extending student learning beyond the classroom

✓ that help to foster the development of a sense of caring for others

(Alliance for Service-Learning in Education Reform, 1995, p. 4)

Effective service-learning has responded to the needs of the community as well as to the developmental and learning needs of youth. The duration of the service role, type of service, desired outcomes, and the structure for reflection must all be designed to be age-appropriate. Service-learning is most effective when it combines community needs and youth's interests and is compatible with their skills and abilities. (Alliance for Service-Learning in Education Reform, 1995, p. 3)

Service-learning practitioners have developed principles or essential elements that both experience and research show are necessary to obtain the full benefits of service-learning. The Service-Learning 2000 Center developed the "Seven elements of High Quality Service-Learning." They are:

Integrated Learning

✓ The service learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom and school goals.

✓ The service informs the academic learning content and the academic learning content informs the service.

✓ Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service

- ✓ The service responds to an actual community need that is recognized by the community.

- ✓ The service is age-appropriate and well-organized.

- ✓ The service is designed to achieve significant benefits for students and community.

Collaboration

- ✓ The service-learning project is collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.

- ✓ All partners benefit from the project and contribute to its planning.

Student Voice

Students participate actively in:

- ✓ Choosing and planning the service project;

- ✓ Planning and implementing the reflection sessions, evaluation, and celebration;

- ✓ Taking on roles and tasks that are appropriate to their age.

Civic Responsibility

- ✓ The service-learning project promotes students' responsibility to care for others and to contribute to the community.

- ✓ By participating in the service-learning project, students understand how they cam impact their community.

Reflection

- ✓ Reflection establishes connections between students' service experiences and the academic curriculum.

- ✓ Reflection occurs before, during, and after the service-learning project.

<u>Evaluation</u>

✓ All the partners, especially students, are involved in evaluating the service-learning project.

✓ The evaluation seeks to measure progress toward the learning and service goals of the project.

(p. 1)

Service-learning offers and demands a unique vision of "What Education is For,"

Herbert Thelen, Education and the Human Quest, 1960, in affirming the fundamental

purpose of education to be, "the humane application of knowledge," to the needs of

society and the hurts of individuals. Service-learning views education as more than a rite

of passage, a ticket to higher education, or a means to getting a leg up on the competition.

It is also about changing the world. (National Service-Learning Cooperative, Essential

Elements of Service-Learning, 1998, p. 5)

Benefits of Service-Learning

A well-designed service-learning program not only provides the

opportunity to serve but also encourages students, through structured

reflection, to explore the meaning and moral implications of service.

Ultimately, schools with service-learning programs will strengthen

democracy and help students meet challenges and opportunities in an

interdependent, ever changing world. (Carter, 2002, pp. 1-2)

Educators and community leaders have concluded that involving young people in

service-learning activities was a powerful strategy to improve academic achievement,

support school improvement and contribute to community renewal. In service-learning,

students have related service experience directly to their school curriculum, while at the same time making a valued contribution to their schools, neighborhoods and communities. (Gomez, 1999, p. 1)

Quality service-learning has transformed students, schools and communities. Service-learning has created powerful learning experiences for students and strengthened ties between schools and communities. While integrating curricular goals with real community need, service-learning has given students the power and the voices to work for social change in their world. It has engaged them in their own learning process. Students become active learners and creators of history who have opportunities to realize their collective and personal power to make a difference. In order to engage thinking of learning, teachers together with students must work to establish quality partnerships and collaboration with community organizations and community volunteers. Everyone is a teacher and everyone is a learner. (Carter, 2002, p. 1)

Students gain self-esteem, personal efficacy and a sense of responsibility, moral development and reinforced values and beliefs, exploration of new roles, identities, and interests, and a willingness to take risks and accept new challenges. (Lerner, 2004, p. 2)

In addition, students develop basic skills, including expressing ideas, reading, and calculating, higher level thinking skills, such as problem-solving and critical thinking, issues specific to their service experience, motivation, learning skills, including observation, inquiry, and application of knowledge, insight, judgment, and understanding. (Lerner, 2004, p. 2)

Furthermore, students learn responsibility and concern for others, political efficacy, civic participation, knowledge and exploration of related careers, understanding

and appreciation of relating to adults, teenagers, and children from a diverse background. (Lerner, 2004, p. 2)

Schools benefit from service-learning in many ways. There is a paradigm shift where teachers act as coaches and facilitators; and students have responsibility for their own learning. Students are motivated learners engaged in authentic and significant work. Teachers act as reflective practitioners engaged in planning, curriculum development, and inquiry. Decisions are made together with administrators, teachers, parents, students and community members. The climate of the school becomes a positive, healthy, and caring. The community involvement, resources, and support in the education process bring all parties closer. (Lerner, 2004, p. 2)

The community benefits by valuable service that meets direct human, educational, health, and environmental needs. The community reaches out to schools as resources in helping problem-solve issues and community development. Partnerships are formed to assess, plan, and collaboratively meet needs. Community outreach forms both ways to understand and appreciate diversity—across generations, cultures, perspectives, and abilities. (Lerner, 2004, p, 3)

Relations have been enhanced as agencies, citizens, businesses, and local government officials find that their expertise and counsel have been sought by the schools to promote and showcase the volunteer opportunities that are available in their organizations. Service-learning can reduce the barriers that often separate schools and their communities. Students have learned that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and non-traditional settings

such as libraries, public agencies, parks, hospitals, and daycares. Relations are enhanced

as agencies, citizens, and local government officials find that their expertise and counsel

is sought by the school (school-based); whereas learning occurs as youth-serving

agencies, citizens, and local government officials collaborate by sharing expertise

(community-based). Through service-learning, schools and an array of community

institutions become genuine partners in the education and development of youth.

(Alliance for Service-Learning in Education Reform, 1995, p. 10)

Service-Learning Distinguished From Community Service

There are differences between service-learning, community service, and

volunteerism. Service-learning does relate to community service.

Volunteering

Volunteerism as defined by the National Service-Learning Clearinghouse is the

performance of formal service to benefit others or one's community without receiving

any external rewards; such programs may or may not involve structured training and

reflection. (2004, p. 5)

Volunteers are people who do work of their own free will and without pay. The

emphasis is on the work being done. An example is young people who visit a hospital or

nursing home to spend time with Alzheimer patients. The patients are who benefit and

the focus of the activity is on providing service to them. (Lerner, 2004. p. 1)

Community Service

Community service is like volunteering. It is volunteering done in the community

without any formal attachment to curriculum outcomes. While the individual may be

learning while participating in community service, the focus of the program is on the

service. The emphasis is on the people being helped and the service being offered. An example of a school-based community service project is a food drive in which students bring food items to school. They collect the food in a large box and at the end it is donated to a local food bank. This is not service-learning because there is no emphasis on learning through doing the project. Additionally, the term community service is often associated with a form of punishment mandated by the judicial system for delinquent behavior among youth and adults. (Perkins & Miller, 1994, p.11)

Service Learning

Service-learning seeks to benefit both the provider and recipient of service. This sort of service focuses equally on the service being performed and the learning that is occurring. For example, if your health class was studying nutrition you could investigate how items collected in a food drive could be formed into a healthy diet. You might design a flyer teaching people about good nutrition and send it to the food bank to hand out to people getting food. At the end of the project, you would spend some time reflecting on what you had learned by writing the flyer and collecting the food. These activities put more focus on learning while also making the service you provide more effective. (Lerner, 2004, p. 1)

Service-learning is not the following:

- ✓ An episodic volunteer

- ✓ An add-on to an existing school or college curriculum

- ✓ Logging a set number of community service hours in order to graduate

- ✓ Compensatory service assigned as a form of punishment by the courts or by school administrators

- ✓ Only for high school or college students

✓ One-sided: benefiting only students or only the community

(National Service-Learning Clearinghouse, 2004, p. 2)

Through service-learning and its connection to content acquisition and student development, linked to school and college courses, inspires these educational organizations to build partnerships with community-based organizations. Whatever the setting, the core element of service-learning is always that both providers and recipients find the experience beneficial and even transforming. (National Service-Learning Clearinghouse, 2004, p. 2)

Description of Selected Service-Learning Programs Nationwide

Service-learning is both old and new. It is *old* in the sense that it incorporates traditional principles of apprenticeship and builds on educational traditions such as experiential learning, project-based learning, and hands-on learning that began to spread in the late 19th and early 20th centuries. In 1930s and 1940s, John Dewey and Ralph Tyler showed how students learn best when they are actively involved in their own learning and when learning has a distinct purpose. (Learning in Deed: The Power of Service-Learning for American Schools, 2002, p. 18)

Service-Learning is *new* in that linking the concept of community service with school curricula did not become fully developed until the 1970s and has spread to schools and college campuses. Certain states that have provided leadership in this field are California, Minnesota, Maryland, Massachusetts, Vermont, and Washington. (Learning in Deed: The Power of Service-Learning for American Schools, 2002, p. 18)

California: California Department of Education

In 1999, the California State Department of Education released the Report of the

State Superintendent's Service-Learning Task Force; *Service-Learning: Linking*

Classrooms and Communities provides recommendations for implementing service-

learning in schools and districts. (Frein & Melnick, Linking Service-Learning and

School-to-Work, 2001, p. 22)

Service-learning is connected to state and national initiatives including state

content standards, school-to-work, the Improving America's Schools Act, Healthy Start,

after-school programs and Safe Schools and Violence Prevention programs. (Frein &

Melnick, Linking Service-Learning and School-to-Work, 2001, p. 22)

Through the CalServe Initiative, the California Department of Education has been

supporting a Statewide Regional Service-Learning Lead Infrastructure and districtwide

school-community partnerships that annually involve over 120,000 students and

approximately 15,000 community volunteers in urban, rural and suburban communities

throughout the state. It is California Department of Education's vision that in 2004, 50

percent of all districts will include service-learning as part of their regular instructional

practice, engaging students in at least one service-learning experience at each grade span

(K-5, 6-8, and 9-12). (CalServe K-12 Service-Learning Initiative, 2004, pp. 1-2)

A key component of designing high-quality service-learning activities is making

sure that the service experience is closely linked to specific academic content standards.

Resources such as Linking Service-Learning and the California Standards describe

service-learning activities that can be utilized as instructional strategies to meet

California's academic content standards. (California Department of Education, Service-Learning and Content Standards, 2004, p. 1)

Service-learning can be incorporated into all disciplines, and it provides a strategy to integrate curriculum across the content areas. An example of quality service-learning program is at South Tahoe Middle School, where students work in partnership with the U.S. Forest Service to conduct an in-depth study of a nearby watershed as part of their science curriculum. The students identify what constitutes a healthy watershed, and with the help of the teachers and volunteer biologists, hydrologists, and environmental engineers, the students design a rehabilitation plan to restore degraded areas of the watershed. In their language arts classes, students develop articles and public service announcements to educate the greater community and to highlight the importance of environmental sensitivity. (California Department of Education, Fact Sheet-Service-Learning, 2004, p. 2)

> Service-learning makes academic content come alive as students apply
> their knowledge and skills to real-life situations. Students become more
> engaged in their studies and see that they can make a difference. Taking
> an active role in addressing community needs fosters responsible
> citizenship and contributes to character development. (O'Connell, 2004,
> p. 2)

Minnesota Department of Education

Since 1984, Minnesota emerged as a national leader in the service-learning field. The vision for service-learning builds on 16 years of work by educators, students, policy makers, and citizens, the Minnesota Commission on National and Community Service

has formed the Minnesota Committee to Advance Service-Learning to ensure that: Every

student in every community at every level is engaged in high quality service-learning that

builds character, competence, and citizenship. (Minnesota Committee to Advance

Service-Learning, 2000, p. 5)

According to the Minnesota Committee to Advance Service-Learning,

service-learning is a method is a method of teaching that enriches learning

by engaging students in meaningful contribution to their schools,

campuses, and communities. Service-learning is an essential strategy

toward promoting active **citizenship**. Students shape and strengthen their

moral **character** as they strive together with peers and adults to meet real

community needs. In addition, careful integration of service experiences

into the curriculum motivates students to achieve high levels of

competence in real-world settings. (2000, p. 5)

Service-learning in Minnesota seeks to increase the number of learners in service

experience that provide immediate relevance to academic studying as well as

opportunities for learners to demonstrate how to solve real life problems. Service-

Learning provides the context in which learners can gain organizational, team and

problem-solving skills, and other attitudes and capabilities necessary to be successful.

(Minnesota Department of Education-Service-Learning, 2004, p. 1)

An example of service is cleaning up a riverbank. Sitting in a science classroom,

looking at water samples under a microscope is an example of learning. Science students

meeting state standards, taking samples from local water sources, then analyzing the

samples, documenting the results, presenting them to a pollution control agency, and

reflecting on the impact of the results and our own behaviors and attitudes is an example

of service-learning. (Minnesota Department of Education-Service-Learning, 2004, p. 1)

Maryland State Department of Education

Maryland is a leader in the field of service-learning. We believe it is

important for our students not only to understand the concept of

citizenship but also to be good citizens by providing needed service to

their communities. Teachers around the state have found service-learning

to be a highly effective teaching method, adding relevancy to classroom

learning. (Grasmick, 2004, p. 3)

Maryland was the first state in the nation to require high school students to engage

in service-learning activities as a condition of graduation. Students must complete 75

hours of student service that includes preparation, action, and reflection components and

that, at the discretion of the local school system, may begin during the middle grades; or a

locally-designed program in student service that has been approved by the State

Superintendent of Schools. The mandate took effect in the fall of 1993, impacting the

graduating class of 1997. This includes all special education students, unless exceptions

are specifically noted in their individual education plans (IEPs). Each of the 24 school

districts in Maryland implements the service-learning graduation requirement differently

because they tailor the specifics of their program to their local community. (Maryland

State Department of Education, Programs, Service-Learning, History, 2004, p. 1)

All of Maryland schools systems infuse service-learning into the curriculum. In

most cases, students complete all three service-learning elements—preparation, action,

and reflection—as part of their regular school day. In other systems, students carry out

one or more elements as part of a class and perform the remaining piece(s) on their own after school or on weekends. (Maryland State Department of Education, Programs, Service-Learning, Requirements, p. 1)

Some school systems require that students conduct independent service-learning projects to fulfill part of the graduation requirement. In these systems, students are given guidelines stating how much service is expected and which organizations are appropriate sites for service. Students perform service projects in the community, independent of their school, and keep track of the hours of service. Maryland State Department of Education, Programs, Service-Learning, Requirements, p. 2)

Through service-learning students learn and apply academic, social, and personal skills to improve their community, continue their individual growth, and become active citizens. School-based service-learning is a way to meet curricular objectives while meeting needs in the community. (Cook & Jonas, 1995, p. 1)

When service-learning works, teachers and students can transform the traditional classroom. Students take on new responsibilities in and out of school and partnerships grow between schools and community. Most importantly, students begin to understand their roles as citizens of their community, the country, and the world. (Cook & Jonas, 1995, p. 2)

The *Maryland Best Practices: An Improvement Guide for School-Based Service-Learning* is the product of interviews with 80 teachers around the state of Maryland who use service-learning as a teaching method. Everything recommended is based on what teachers are doing or saying about service-learning. The seven major themes became the best practices. (Cook & Jonas, 1995, pp. 1-2)

The best practices are the essential components of all service-learning. Ideally, every teacher will do every best practice. The best practices are placed in order of importance for quality service-learning. They are:

1. Meet a recognized need in the community

2. Achieve curricular objectives through service-learning

3. Reflect throughout service-learning experience

4. Develop student responsibility

5. Establish community partnerships

6. Plan ahead for service-learning

7. Equip students with knowledge and skills needed for service

These contribute to making service-learning meaningful and effective in Maryland. (Cook & Jonas, 1995, p. 2)

Related Information Obtained From Seattle Public Schools

Starting with the Class of 2003, Seattle high school students were required to complete 60 hours of service-learning. The requirement was phrased in according to the following schedule:

Class of 2001	20 hours
Class of 2002	40 hours
Class of 2003	60 hours

The primary goal of the School Board in mandating the service-learning requirement is to ensure that all Seattle Public School graduates are knowledgeable about the needs of their community and have applied knowledge gained in school to address real community needs. The Board would like to see service-learning used to foster the

holistic development of students, including personal and social growth, and enhancement of citizenship and life skills, as well as academic achievements. Anderson, 2000, p. 7)

The Seattle Public Schools define service-learning as "a method of teaching and learning that combines academic work with service to neighborhood, school, and community through the process of actively reflecting on experience. Students learn by doing through clear application of skills and knowledge to real-life situations in education, the environment, human needs, and public safety." (Anderson, 2000, p. 5)

Key Components of Service-Learning Include

- ✓ Service that addresses a genuine community need
- ✓ Clear connections between service and the academic curriculum
- ✓ Reflection on service experience
- ✓ A focus on civic responsibility
- ✓ Strong student voice input in planning service activities
- ✓ Collaboration with all stakeholders
- ✓ Evaluation & Celebration

(Anderson, p. 5)

Recommended Procedures

- ✓ Individual schools will determine how their students meet the requirement.

- ✓ To ensure all students participate and record keeping is efficient, the skills and abilities student put to use in the community are infused in identified courses taught in grades 9-12. For example, at one high school all ninth graders, as part of their Health class, complete 20 hours of service-learning. The hours are verified by the teacher and an 8th period class is added to the students schedule allowing the teacher to indicate completion of the service-learning. At the 10th grade level, service-learning might be infused into World History III or English 10A or 10B.

✓ Other courses can incorporate service-learning projects into their curriculum per site based decision.

✓ Students are encouraged to complete additional service-learning hours.

✓ There may be exceptions made for students who first enroll in their senior year, or have other extenuating circumstances.

✓ Special provisions may be granted for students transferring into a school, such individual contracts.

✓ Usually, students will engage in service with non-profit organizations or government agencies, although working with organizations-for-profits on service projects is acceptable.

✓ It is recommended that students work with established organizations.

✓ The district has purchased an insurance policy to cover student injury.

(Anderson, p. 8)

Other Implementation Strategies

✓ Identify existing service-learning opportunities going on in school and build on them.

✓ Create a leadership class

✓ Make service-learning a part of an existing curriculum or course.

✓ Have students initiate service-learning contracts.

✓ Utilize existing leadership clubs in school.

✓ Utilize vocational education courses which have service-learning already built in.

✓ Publish lists of ways students can fulfill the service-learning requirement.

✓ Use advisory (mentorship) groups to identify service-learning projects and record hours.

✓ Provide staff orientation to service-learning and brainstorm ways to implement.

(Anderson, p. 8)

Anderson described the three most important elements of starting service-learning as follows:

    1.   Be sure the service-learning addresses a real need in the school or community.

    2.   Develop one or two clear ties between the service provided and the academic curriculum.

    3.   Involve students in regular, structured reflection activities.

According to Anderson, it often takes three to five years to develop service-learning to the point where highly successful, large-scale projects are done on a regular basis.

Summary

1.   Service-learning can be defined as a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired. (Kaye, 2004, p. 7)

2.   Educators and community leaders increasingly think involving young people in service-learning activities is a powerful strategy to improve academic achievement, support school improvement and contribute to community renewal. (Gomez, 1999, p. 1)

3.   While the individual may be learning while participating in community service, the focus of the program is on the service. (Lerner, 2004, p. 1)

4.   Service-Learning is *new* in that linking the concept of community service with school curricula did not become fully developed until the 1970s and has spread to schools and college campuses. Certain states that have provided leadership in this field are California, Minnesota, Maryland,

Massachusetts, Vermont, and Washington. (Learning in Deed: The Power of Service-Learning for American Schools, 2002, p. 18)

5. The primary goal of the Seattle Public School Board in mandating the service-learning requirement is to ensure that all Seattle Public School graduates are knowledgeable about the needs of their community and have applied knowledge gained in school to address real community needs. (Anderson, 2000, p. 7)

CHAPTER THREE

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a Service-Learning Curriculum for Rainier Beach High School, Seattle, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from programs throughout the United States was obtained and analyzed, along with related materials from Seattle Public Schools.

Chapter 3 contains background information describing:

1. Need for the Project

2. Development of Support for the Project

3. Procedures of the Project

4. Planned Implementation and Assessment of the Project

Need for the Project

The need for the this project was influenced by the following considerations:

1. The writer, M. Karen Harrington, was hired in 1995 to develop and implement a service-learning curriculum integrated into a new class called "Human Relations," through the Business & Marketing Department at Rainier Beach High School. The project provided students with the opportunity to earn occupational education credit and service-learning requirements for high school graduation.

2. Prior to this, a Service-Learning program was non existent at Rainier Beach High School.

3. The entire staff supported the decision to make funds available to hire an additional Service-Learning Coordinator, which was hired in November 1995 to June 1996 to help the writer.

4. Undertaking the present study provided the writer the opportunities to focus an in depth study of Service-Learning.

5. The present study coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Development of Support for the Project

During the 1994-1995 school year, the staff at Rainier Beach High School began to develop support for service-learning. Through many discussions, it was recommended that Rainier Beach High School have service-learning integrated into a class.

Since there would be a teaching position open due to retirement, it was further decided that the Business & Marketing Department would create a new class called "Human Relations," to integrate service-learning into this class.

In addition, the staff approved additional funding for a service-learning coordinator to help the writer. The following key staff members supported the implementation of a Service-Learning Curriculum at Rainier Beach High School in 1995:

Ms. Marta Cano-Hinz, Principal

Ms. Beth Brunton, Language Arts Teacher

Mr. Joey Collins, Service-learning Coordinator (Hired in November 1995)

Mr. Douglas Edelstein, Social Studies Teacher

Ms. Michelle Jacobson, Students of Challenge Teacher

Ms. Kathie Lear, Teaching Academy Director

Mr. Jol Raymond, Counselor

Procedures of the Project

The writer undertook the following steps to develop and implement a service-learning curriculum:

1. Research and information was obtained and analyzed from selected sources.

2. Planning, organizing, and creating service-learning handouts and activities for our students.

3. Coordinating with guest speakers to talk with students about service-learning opportunities.

4. Hiring a service-learning coordinator to help the writer.

5. Supervising and teaching coordinator about service-learning.

6. Integrating the service-learning into a new class called "Human Relations," with no books for either.

7. Researching Professional Development Opportunities to learn more about Service-Learning.

Planned Implementation and Assessment of the Project

The service-learning curriculum developed for Rainier Beach High School was implemented in 1995-1996 school year. Students were required to take "Human Relations," during their sophomore year. This class fulfilled the intended service-learning requirement for graduation. Juniors and seniors also took the class or accommodations were made. Ten hours of service-learning was required to pass the

classes of "Human Relations," four periods a day each semester. For satisfactory completion of this one semester course, students received occupational education credit and Service-Learning hours were recorded for graduation.

The Service-Learning Curriculum was assessed annually to further develop curriculum, accumulate quality service-learning hours based on information and research, and to improve strategies to help students succeed. Students completed over 1000 hours of service-learning during the first year of implementation.

During the 1996-1997 school year, the writer had received no additional funding support for the Service-Learning project. Due to budget cuts, the Service-Learning Coordinator position was discontinued. However, the writer believed in Service-Learning and decided to coordinate the program alone and increased the Service-Learning hours to 15-20.

In August 1997, Marta Cano-Hinz, Principal of Rainier Beach High School, asked the writer to share the Service-Learning Curriculum with Seattle School District Superintendent, Mr. John Stanford. While the writer was in her classroom in August, preparing for the school year, the telephone rang. Ms. Engle, the office secretary informed the writer, to her surprise that our Superintendent, Mr. Stanford was on the telephone. He was very impressed with the curriculum and wanted the curriculum to be adopted by the Seattle School Board. During 1997-1998 school year, service-learning became a graduation requirement of the Seattle School District. Since that time, Rainier Beach High School students have contributed over 8000 Service-Learning hours annually throughout their community and the Seattle Area.

CHAPTER FOUR

THE PROJECT

The Service-Learning Curriculum for Rainier Beach High School, which was the subject of this project, has been presented in Chapter Four, in ten parts, as listed below:

Part 1:   Introduction to Course

Part 2:   History & Orientation to Service-Learning

Part 3:   Personal, Social Responsibilities & Interests

Part 4:   Guest Speakers

Part 5:   Starting to SERVE

Part 6:   Activities

Part 7:   Completion of Hours

Part 8:   Reflection, Evaluation, and Final Questions

Part 9:   Final Project and Oral Presentation

Part 10:   Celebrations & Certificates

SERVE PROGRAM

STUDENTS
      EFFORTS FOR
            RESOURCES &
                  VOCATIONAL
                      EXCELLENCE
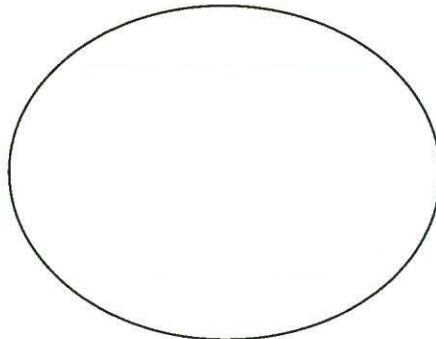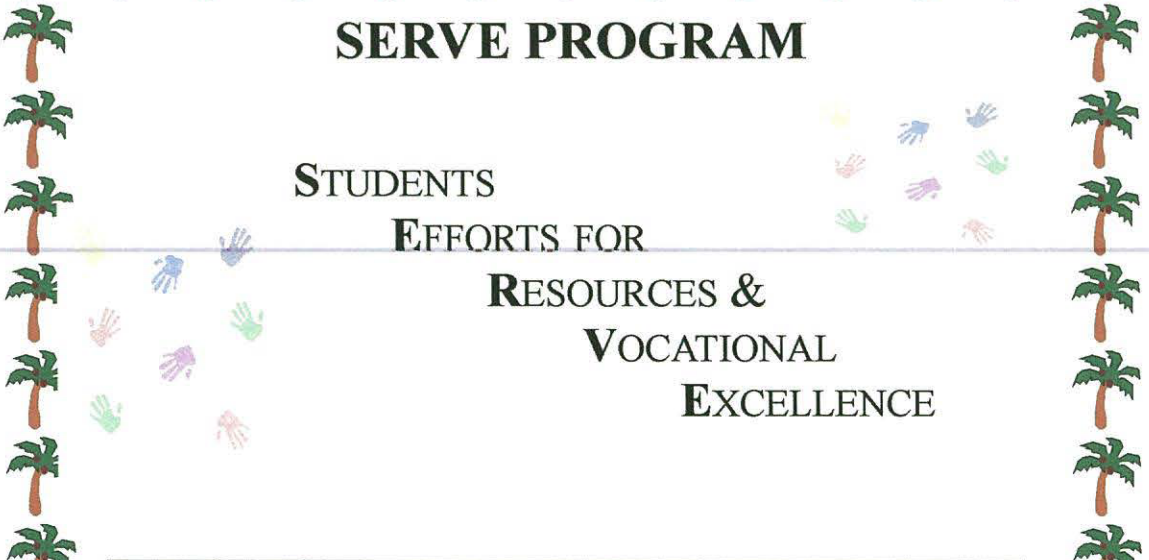
Working Together to Build Life-Long Learners

A SERVICE-LEARNING CURRICULUM
FOR
RAINIER BEACH HIGH SCHOOL,
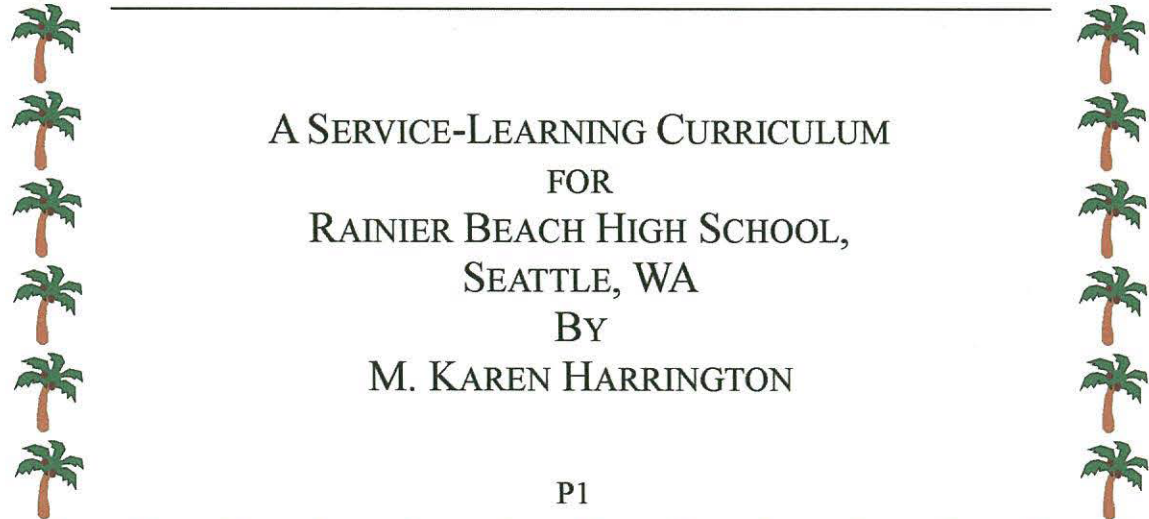SEATTLE, WA
BY
M. KAREN HARRINGTON

TABLE OF CONTENTS

PART 1

INTRODUCTION TO COURSE

PART 1

Introduction to Course

<u>Purpose</u>:

The purpose of Part 1 is to introduce students to "Business Principles," and the **attitude** of being in the "Business World." Keys to success include goals, objectives, responsibilities, and requirements of the course. Leadership positions will be established along with routine procedures when entering the "Business World." Service-Learning will be briefly discussed and the Permission Letter will be sent home for parents or guardians to sign.

<u>Student Objectives</u>:

Session 1: Students will be able to locate their assigned desk, explain the purpose, goals, objectives, and requirements of the course.

Session 2: Students will be able to explain what our "Professional Conduct," means and list at least two items. Students will know the definition of Service-Learning and will receive the SERVE Permission Slip to take home and have parents or guardian sign.

Session 3: Students will be able to explain what "Business Principles," means, along with "Professional Conduct," and Service-Learning. Students will understand and demonstrate the concept of "Are you ready to Learn?" Students will be able to fill out the current calendar with dates and assignments.

Session 4: Students will be able to demonstrate leadership by being placed in a team leader position. Students will be able to demonstrate the responsibilities

and duties of that position. Students will be able to understand and record all assignments of this course.

Session 5:   Students will be able to review material learned orally and written on Quiz 1. Students will learn about objectives that go on the calendar and daily journal entries of sayings and what they mean to each of us.

Students will be introduced to reflections and will do Reflection-1 and turn in for grade. Thereafter, every Friday, students will do a Reflection on the week and turn in.

Preparation:

1.   Xerox copies of selected materials.

2.   Have overhead projector and overhead (Student Assigned Desks) ready to go and calendar overhead.

3.   Write on whiteboard "Are you ready to Learn?" Follow with discussion and then list—1. Sitting up straight. 2. Journal. 3. Paper and Black Pen. 4. Positive Attitude. 5. Smile.

4.   Write on whiteboard, Reflection-1 Follow with brief discussion of what reflection means and most important—this is our direct written communication between you and me. Students will answer in complete sentences the following questions, 1. What I liked this week was…2. What I disliked this week…3. What I learned this week…4. I can improve by…5. We can improve by…6. Any other questions you would like to ask me. 7. Comments. Give students examples of each question. "I" means "the student" in question 4. "We" means "the class" in question 5.

Assessment:

1. Class Participation and Following Procedures.

2. Course Syllabus, Professional Conduct, and SERVE Permission Slip signed

    by parent or guardian and returned to me.

3. Calendar completed

4. Journal and Note taking

5. Demonstrated Leadership in Team Leader Position.

6. Demonstration of "Are you Ready to Learn?"

7. Quiz 1

Selected Materials: (See following pages, Part 1)

- ✓ Course Syllabus

- ✓ Professional Conduct

- ✓ SERVE Permission Slip

- ✓ Calendar

- ✓ Team Leader Sheet

- ✓ Actual Grade Sheet

- ✓ Quiz 1

- ✓ Journal Grading Sheet

NAME: _____ DATE: _____ PERIOD: _____
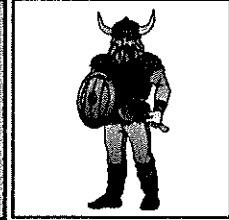
COURSE SYLLABUS 2003-2004

Business Principles provides you with the knowledge and foundation of business fundamentals such as economic, legal, and social. Business Principles involves leading, managing and developing employees and making difficult decisions in a dynamic competitive atmosphere. Business Principles is the use of effective communication skills and an appreciation for groups and companies organizational structure. Business Principles requires knowledge of motivation and morale, goal setting, and job performance. It is management of change, sources, and uses of power. Business Principles represents problem solving, decision making, creativity, and team building. It is diversity in the workforce, ethics, and world competition. Business Principles provides the link between business and society.

Tell me...I will forget;
Show me...I may remember;
Involve me...I will understand!

Service-Learning is active, engaged learning with the goal of social responsibility.

-Tim Stanton, Stanford University

Business Principles is a required class for graduation at Rainier Beach High School, Seattle, WA. It is a one semester course requiring 30 hours of Service-Learning.

I require two (2) things from each of my students:

1. Meet me halfway!
2. Give 110% everyday!

Office:	Room 223 or 123	Office Telephone:	(206) 252-6440/6385
Prep:	Period 6		(206) 252-6350 (Main Office)
Office Hours:	2:15-2:45 Daily		(206) 252-6351 (Fax)

I have an open-door policy, as long as I am not teaching! Appointments can be arranged before or after school as needed. Remember, I am here to help you to succeed, not fail!

(14)   Students will demonstrate organization and time management skills.

(15)   Students will learn the principles of leadership and demonstrate leadership in action through team leader and group leader positions.

REQUIREMENTS: You will be required to have a black Presentation Book, black pen, and highliter.

TEXT: *Succeeding in the World of Work, sixth edition,*
Grady Kimbrell & Ben S. Vineyard.

OTHER RESOURCES: *Seattle University, University of Washington, Central Washington University, Lions International, Boeing, Career Choices, Speaking Your Mind in 101 Difficult Situations, Powerful Presentations, How to Speak Like a Pro, Service-Learning, Chicken Soup, Human Relations-Leadership in Organizations, Pathways to Success, Maya Angelou, Alex Haley, Future Business Leaders of America. MTAG Competencies, various magazine and newspaper articles, National Issues Forum, Seattle Youth Involvement Network, United Way, Service-Learning Opportunities within the Seattle Area, various business organizations, and guest speakers.*

COURSE GRADING: Final letter grades will be determined by the following scale:

A	Total percentage of points earned:	90% or more	(2175-2400)
B		80%-89%	(1925-2174)
C		70%-79%	(1700-1924)
D		60%-69%	(1450-1699)

Welcome to the dynamic and changing world of Business and your opportunity to learn more about it!

Act like a Professional– be a Professional!   *Go for the Gold!*

Please bring this **SYLLABUS** home and have your parents or guardian sign the *Acknowledgment Sheet.* If they have any questions, they can call me at 252-6440. Bring your **COURSE SYLLABUS** back to school **tomorrow**. This is worth 10 points toward your Leadership.

COURSE GRADING-POINT VALUES

Service-Learning	450
Quizzes (9)	90
Exams (5)	250
Attendance	100
Participation and Following Class Procedures	100
Journal and Notetaking	100
Projects	520
Leadership	320
Case Study Analysis	50
Chapter Vocabulary	90
Business Vocabulary	100
Spelling Tests	90
Activities	50
Reflections	90

TOTAL POINTS POSSIBLE	**2400**
Extra Credit Points	50

OTHER REQUIREMENTS:

(1)   Exams must be taken on the day scheduled--exceptions must be prearranged with me. Students are expected to do their own work. Exams and quizzes will not be made up for an **unexcused** absence.

(2)   **No late work is accepted,** unless prior arrangements have been made with me.

ACKNOWLEDGMENT SHEET
BUSINESS PRINCIPLES
Course Syllabus

NAME: _____ DATE: _____ PERIOD: _____

I have read and understand the Business Principles Course Syllabus. I agree that I will do my best to fulfill all class requirements and receive the highest grade possible.

Student Signature: _____ *Date:* _____

Parents/Guardians Signature

Printed Name: _____ *Relationship:* _____

Signature: _____ *Date:* _____

Work Telephone: _____ *Home Telephone:* _____

FAX: _____ *E-mail Address:* _____

BUSINESS & MARKETING DEPARTMENT
Mrs. Harrington, Department Head
Business Principles
RAINIER BEACH HIGH SCHOOL

PROFESSIONAL CONDUCT

1. When you come into my classroom, you are entering the Business World! It is my job to prepare you for it. Therefore, I have listed SPECIFIC responsibilities you must assume.

2. RESPECT for yourself, your peers, and me is a requirement. Obscene language is not acceptable. When someone is talking, you should be listening to him or her. Disrespect and put downs will not be tolerated.

3. When the second bell rings, you must be seated in your desk ready to learn or you will be marked tardy.

4. You have the opportunity to earn 3 points per day for your journal and notetaking, following the classroom rules, and attending class. These points will be averaged in with your quarter and semester grade for the course. Points will not be earned if you have an unexcused absence, unprepared, or do not follow classroom procedures.

5. Cosmetics such as lipstick, eye shadow, lotion, etc. will not be put on during class time. Combing or fixing your hair will not be done in class. These tasks should be performed prior to entering the classroom.

6. As students and future employees, you must be prepared. Please bring the following to class everyday: paper, **black pen**, highliter, pencil, and notebook.

7. There is **NO food or drink** allowed in this classroom for any reason.

8. You will be fined for textbook, desks, or any other damage up to the cost of a new book, desk, or whatever you damage. This includes writing in books and on desks.

9. As future employees, there will be no hats, hoods, rag tops, headbands, etc. worn in this classroom. I want to see **you**!

10. There will be NO walkmans, radios, recorders, cameras, beepers, and cellular phones to distract our learning environment.

✐Late work will not be accepted unless prior approval has been given by me. This will be on a case by case circumstances.

19. Ethical behavior should be exhibited by all students concerning assignments, quizzes, and exams. Students are expected to do their own work and are not permitted to use the work of other students. Cheating on a quiz or exam will not be tolerated. Students will receive a "0," and other actions maybe taken as necessary.

20. Field Trips are a privilege. Do not ask my permission to be excused to attend a Field Trip if you do not have a passing grade of C or above in my class.

21. Please do not take anything I say personal. If I say something in class that you do not agree with or offends you in anyway, stop by after class and let's talk one-on-one. It is not my intention to disrespect or offend you in anyway.

22. In other offenses, "The Four Strike Rule," will apply:

     (1) First Offense: Verbal Warning
     (2) Second Offense: Verbal/Written Warning
     (3) Third Offense: Contact Parents/Guardians
     (4) Fourth Offense: Vice Principal/Principal

23. What are your questions? Let's be Professionals and make this a great semester for learning and having fun!

24. Please bring the Professional Conduct Sheets home and have your parents or guardian sign the *Acknowledgment Sheet*. If they have any questions, they can call me at 252-6440. Bring your Professional Conduct and Acknowledgment Sheet back to school **tomorrow**. This is worth 10 points toward your Leadership.

ACKNOWLEDGMENT SHEET
BUSINESS PRINCIPLES
Professional Conduct

NAME: _____ DATE: _____ PERIOD: _____

I have read and understand the Business Principles Professional Conduct. I agree that I will follow all classroom procedures and do my best.

Student Signature: _____ *Date*: _____

Parents/Guardians Signature

Printed Name: _____ *Relationship*: _____

Signature: _____ *Date*: _____

Work Telephone: _____ *Home Telephone*: _____

FAX: _____ *E-mail Address*: _____

Rainier Beach
High School
8815 Seward Park Avenue South
Seattle, WA 98118
(206) 252-6350
(206) 252-6351 Fax

The
Seattle Public
Schools

To All Parents and Guardians,

We are asking your permission for _____ to participate in Service- Learning activities which maybe on or off campus for the 2002-2003 school year.

The Rainier Beach SERVE (Students Efforts for Resource & Vocational Excellence) Program was established in 1995 and is designed to connect students to their community, placing them in challenging situations where they associate with adults and accumulate experiences that can strengthen their academic achievement and social skills, while earning graduation credit in their Business Principles (Human Relations in the Workplace) course through the Business & Marketing Department.

Students will be required to do a minimum of sixty hours of volunteering after school in their community. As of 1998, Service-Learning has been a graduation requirement for all high school students. Service-Learning activities include, but are not limited to: tutoring, office tasks, tour guide, gardening, recycling, client services, and public speaking.

Some of the sites students have selected in the past are the Pacific Science Center, Providence Hospital, Cambodian Refugee Alliance, King County Special Olympics, Brighton, Rainier View and Van Asselt Elementary Schools, and Rainier Beach High School. There are many other opportunities available.

Students will be expected to walk or use public transportation to the site location (in most cases tokens are available through the service site or Rainier Beach High School) and students will be monitored at their site by agency personnel.

Please sign the SERVE Permission Slip enclosed. If you have any questions regarding the SERVE Program, please contact M. Karen Harrington, our Business & Marketing Education Department Head and SERVE Program Director at 252-6440.

Sincerely,

Donna Marshall
Principal

Enclosure

Please note: A signature was redacted from this page due to copyright concerns.

RAINIER BEACH HIGH SCHOOL
SERVE PERMISSION SLIP
PLEASE PRINT

Student's Name: _____

                                    Last   First   Middle Initial

Address: _____

City: _____ State: _____ Zip Code: _____ **PERIOD:** ____

I give my permission for _____ to participate in the Rainier Beach High School SERVE (Students Efforts for **Resource** & **Vocational Excellence**) Program during the 2002-2003 school year.

I would like to help: _____ Driver _____ Supervise Service Project_____ Other _____

_____

PRINT PARENTS/GUARDIANS NAME

_____   _____

SIGNATURE OF PARENTS/GUARDIANS   Date

_____   _____

    Day Telephone   Evening Telephone

Quick and Easy

Assignment Sheets

BUSINESS & MARKETING DEPARTMENT
Mrs. Harrington, Department Head
Business Principles
RAINIER BEACH HIGH SCHOOL

Leadership is the process of influencing others to accomplish the goal, mission, or task by providing purpose, direction, and motivation.

TEAM LEADER RESPONSIBILITIES AND DUTIES
(Responsibilities and Duties will be performed for one business week.)

1. Distribute journal folders to team members.
2. Take attendance for his or her row everyday and report absences to me. You will mark a "A," next to the team members' name that is absent on your 3 X 5 card.
3. Keep track of TARDIES for each team member. On your 3 X 5 card, mark a T by your team members' name if they are tardy.
4. Learn and know each team members' name.
5. Distribute handouts as needed to team members. If a person is absent, make sure to pick-up all handouts and paper clip them together. Put the name of the person on a post-it note with the handouts. Save them until the person returns.
6. Make sure each team member understands what is expected of him or her.
7. Help each team member with any problems they may have.
8. Explain any instructions over again to team members, as necessary.
9. Collect all assignments when due.
10. Collect journal folders at the end of the period and put in folder slots. (Nice & Neat)
11. Lineup your row and make sure all garbage is picked up.
12. Tell each team member to "Have a Great Day!"
13. If you are going to be absent, let your Assistant Team Leader know.
14. It is your responsibility as team leader to not be late for any reason.
15. Lead by example!
16. Each team leader will meet with me on Friday for a debriefing session before assuming assistant team leader responsibilities and duties. At that time, team leaders will turn-in his or her 3 X 5 card and have me initial the Time Sheet.

NAME: _____ DATE: _____ PERIOD: _____

ACTUAL GRADE SHEET

It will be your responsibility to keep track of your grades. This sheet will be worth 100 points toward your Leadership points. Keep it up-to-date!

✓ SERVICE-LEARNING

The following Service-Learning worksheets must be completed at a 70% or better level. Service-Learning Worksheets can be redone for a check (✓).

Action Plan	10	
Dipsticks	10	
First Impressions	20	
Giving Sheet	10	
Heroes	25	
Hourly Log Sheet	100	
Issue Page	10	
Letter–1	10	
Letter–2	10	
Mission Sheet	20	
Permission Slip	10	
Pop Quiz	10	
Reflection Paper	50	
Service Agreement–District–Transcript	10	
Service Agreement–School	10	
Site Selection	10	
Service-Learning Presentation & Project	50	

PROJECTS

Project 1	50	
Project 2	120	
Project 3	200	
Project 4	50	
Project 5	50	
Project 6*	50	
TOTAL POINTS	**520**	

*If you complete **40** hours of Service-Learning, you receive 50 points for Project 6.

LEADERSHIP

Actual Grade Sheet	100	
Code of Cooperation	50	
Common Questions (2)	50	
Course Syllabus	10	
Mock Interview (2)	50	
Professional Conduct	10	
Team Leader	50	
TOTAL POINTS	**320**	

CASE STUDY ANALYSIS

Reading and Case Study No. ___	10	
Reading and Case Study No. ___	10	
Reading and Case Study No. ___	10	
Reading and Case Study No. ___	10	
Reading and Case Study No. ___	10	
TOTAL POINTS	**50**	

Spelling Test _____	10	
Spelling Test _____	10	
Spelling Test _____	10	
Spelling Test _____	10	
Spelling Test _____	10	
Spelling Test _____	10	
Spelling Test _____	10	
TOTAL POINTS	**90**	

ACTIVITIES

Activity _____	10	
Activity _____	10	
Activity _____	10	
Activity _____	10	
Activity _____	10	
TOTAL POINTS	**50**	

MISC

KWL Worksheet	10	

Reflection-12	5	
Reflection-13	5	
Reflection-14	5	
Reflection-15	5	
Reflection-16	5	
Reflection-17	5	
Reflection-18	5	
TOTAL POINTS	**90**	

EXTRA CREDIT

Telephone Duty	10	
Show-N-Tell	10	
Door Duty	10	
Teach	10	
Service Site Picture	10	
TOTAL POINTS	**50**	

QUARTER POINT TOTALS

QUARTER	1	2	3	4	SEMESTER TOTAL
Service-Learning					
Examinations					
Quizzes					
Projects					
Leadership					
Case Study Analysis					
Chapter Vocabulary					
Business Vocabulary					
Spelling Tests					

NAME: _____ PERIOD: _____   NAME: _____ PERIOD: _____

JOURNALS

First Ten Weeks

WEEK	1	2	3	4	5	6	7	8	9	10
Attendance										
P & F										
J & N										
TOTAL										

Second Ten Weeks

WEEK	1	2	3	4	5	6	7	8	9	10
Attendance										
P & F										
J & N										
TOTAL										

P & F = Participation & Following Classroom Procedures
J & N = Journal & Notetaking

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QUIZ NUMBER: ___

BUSINESS & MARKETING DEPARTMENT
Mrs. Harrington, Department Head
Business Principles
RAINIER BEACH HIGH SCHOOL
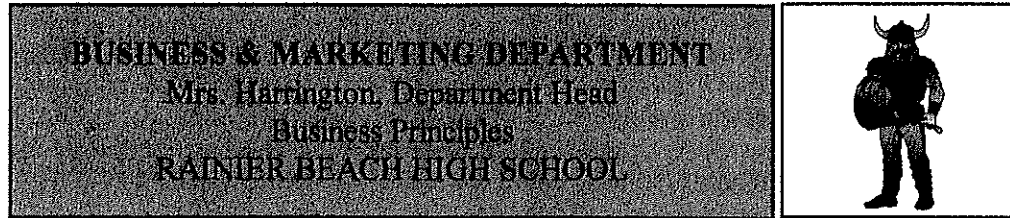
Nothing great was ever achieved without a positive mental attitude.

QUIZ-1
10 POINTS POSSIBLE

1. What is my name? (1 point)

2. What is the name of this class? (1 point)

3. How many Service-Learning hours are required to pass this class? (1 point)

4. What is my office telephone number? (1 point)

5. Where is my office located? (1 point)

6. What are my office hours? (1 point)

7. What is the writing process? (Hint: Prewrite, . . .) (1 point)

8. When you enter my room you are entering what? (1 point)

9. Name two (2) items from the Professional Conduct Handout. (2 points)

Class Seating Chart

PART 2

HISTORY & ORIENTATION TO SERVICE-LEARNING

PART 2

History & Orientation to Service-Learning

Purpose:

The purpose of Part 2 is to help students become familiar with Service-Learning.

Student Objectives:

Session 6:   Students will be able to discuss the history of Service-Learning at Rainier
               Beach High School.

Session 7:   Students will be able to explain what the letters in SERVE stand for and
               how our SERVE Program works.

Session 8:   Students will be able to name three other areas of the country where
               Service-Learning Programs are located and identify what they have in
               common with our program.

Preparation:

1.   Review Part 1 with students.

2.   Have students rotate and new Team Leaders assume the leadership role.
       Have cards ready for Team Leaders.

3.   Have overhead projector and overheads of History of Rainier Beach
       SERVE Program.

4.   Make copies of SERVE Program Brochure

5.   Have video ready to show.

Assessment:

✓ Class Participation and Following Procedures.

✓ Calendar with Objectives.

✓ Journal & Note taking

<u>Selected Materials</u>: (See following pages, Part 2)

✓ SERVE Program Brochure

✓ Video "The Future is Ours, so Now What?"

SERVICE LEARNING AT RAINIER BEACH HIGH SCHOOL

The Rainier Beach SERVE program was established in 1995. Through the efforts of the fully committed teachers and administration, service learning was integrated into the student's academic curriculum.

Students will associate with adults and accumulate experiences that can strengthen their academic achievement and social skills, while earning credit in their business class Human Relations in the Workplace, a requirement for graduation.

Ten to 15 hours of service must be completed by each sophomore during this course. The SERVE Coordinator has a list of agencies, volunteer sites, and opportunities in the Greater South Seattle area. Students may contract to work at one of these organizations or with approval they may develop their own projects.

WHAT IS SERVICE LEARNING?

Service Learning is a way for students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. . These experiences are coordinated by Rainier Beach High School, teachers, parents, students, and the community.

Service Learning is integrated into the student's academic curriculum and provides students with opportunities to use newly acquired skills and knowledge in "Real World," situations.

Service Learning enhances what is taught in school by extending student learning beyond the classroom and into the community.

RAINIER BEACH HIGH SCHOOL
SERVE PROGRAM

"Anyone can be great because anyone can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve ... You only need a heart full of grace, a soul generated by love."

Martin Luther King, Jr.

S = Students

E = Efforts for

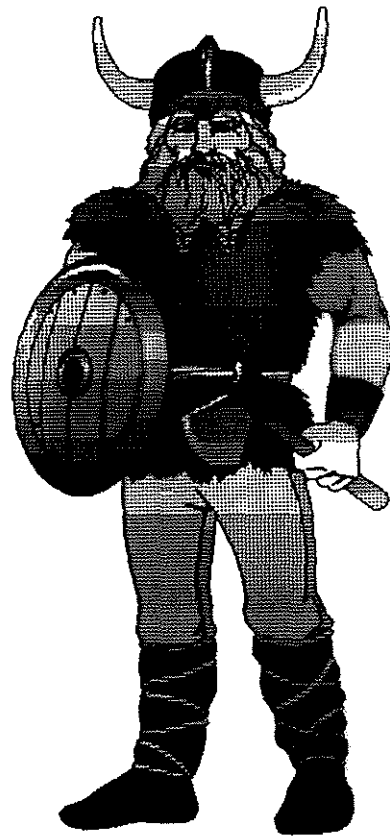**R** = Resources &

V = Vocational

E = Excellence

WHY IS THE RAINIER BEACH SERVE PROGRAM VALUABLE?

1. ENHANCES A POSITIVE SELF-CONCEPT.

2. REINFORCES PERSONAL RESPONSIBILITY.

3. PROVIDES "REAL WORLD," EDUCATIONAL EXPERIENCES.

4. INCREASES AWARENESS OF CAREER OPPORTUNITIES.

5. PROVIDES JOB EXPERIENCE AND FUTURE REFERENCES.

6. DEVELOPES ORGANIZATIONAL AND LEADERSHIP SKILLS.

WHAT IS SERVICE LEARNING?
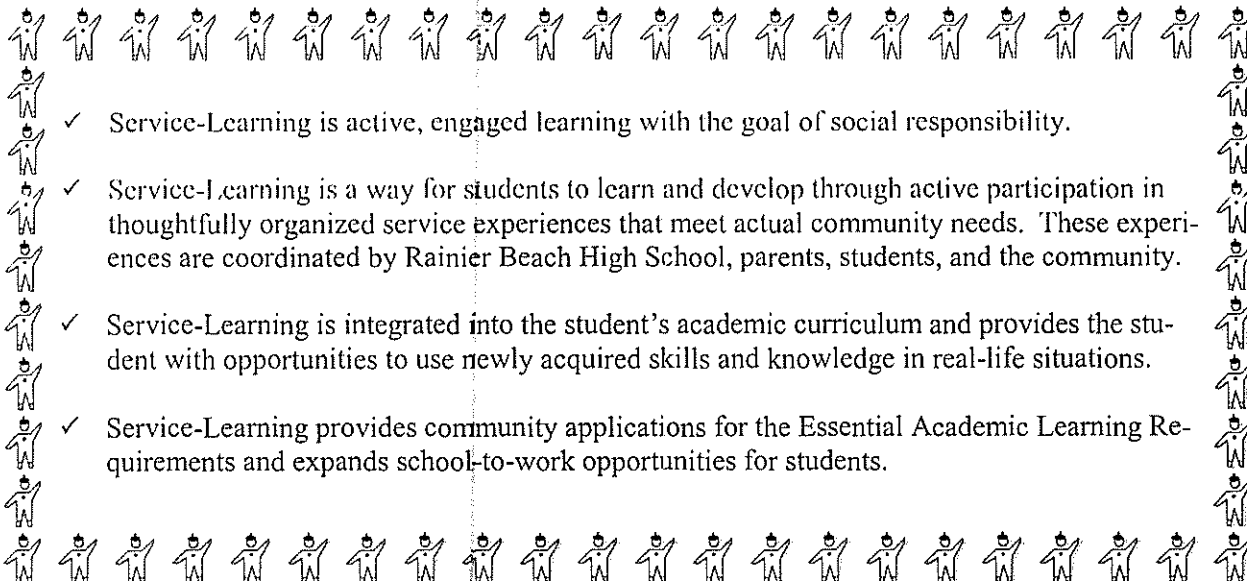
✓ Service-Learning is active, engaged learning with the goal of social responsibility.

✓ Service-Learning is a way for students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. These experiences are coordinated by Rainier Beach High School, parents, students, and the community.

✓ Service-Learning is integrated into the student's academic curriculum and provides the student with opportunities to use newly acquired skills and knowledge in real-life situations.

✓ Service-Learning provides community applications for the Essential Academic Learning Requirements and expands school-to-work opportunities for students.

SERVICE-LEARNING AT RAINIER BEACH

The Rainier Beach SERVE Program was established in 1995. Through the efforts of the fully committed teachers and administration, service-learning was integrated into the student's academic curriculum. This service-learning program is integrated into the Business Principles course through the Business and Marketing Department. Business Principles is a required course for graduation at Rainier Beach High School. The course is one semester. A minimum of thirty hours of service-learning is required by each sophomore during this course.
There is also a minimum of sixty hours to be completed before graduation. The SERVE Director has a list of agencies, volunteer sites, and other opportunities in the Greater South Seattle area. Students may contract to volunteer at one of these organizations or with approval they may develop their own projects. Contracts must be signed by the student, parent, and site supervisor. Time sheets are kept and signed by the supervisor's at the end of each experience. Throughout the course, students are required to complete a service-learning project, along with various SERVE activities, worksheet, and reflection assignments.

Please note: A Signature was redacted from this page due to security concerns.

WHY IS SERVE VALUABLE?

- Enhances a postitive self-concept.

- Reinforces personal responsibility

- Provides "Real Life," educational experiences.

- Increases awareness of career opportunities.

- Provides job experience and future references.

- Develops organizational, problem-solving and leadership skills.

- Connects the classroom and the community.

- Gives the student an opportunity to experience the pleasure of helping others.

...When service and social actions are integrated into academic programs, students learn to communicate, to solve problems, to think critically, and to exercise other higher-order skills.
Students continue to help make a difference in their community and school through our SERVE Program.

Donna/Marshall
Principal

As of 1998, Service-Learning has been a requirement for all high school students in the Seattle Public Schools.

PART 3

PERSONAL, SOCIAL RESPONSIBILITIES, & INTERESTS

PART 3

Personal, Social Responsibilities & Interests

Purpose:

The purpose of Part 3 is to continue to discuss Service-Learning and have students

identify personal information about themselves, appreciate other students, recognize the

benefits of volunteering, establishing issues and concerns that interest them and

researching different agencies that they have identified as having similar interests.

Student Objectives:

Session 9-10: Students will be able to identify learning preferences, complete the self-

evaluation questionnaire, and analyze their personality profile. Students

will be able to complete Project 1 and present it to the class in one week.

Session 11: Students will be able to identify the benefits of volunteering and where

they can volunteer.

Session 12: Students will be able to identify and explain the definition of the following

terms:

1. Issues—National—State—Community—School

2. Political

3. Economic

4. Social

5. Environment

Students will work in their teams with their team leaders and complete the

Issue Page. Definitions of words will be looked up in dictionaries. Once

completed, students will complete the Action Plan by themselves.

Session 13:   Students will be able to present Project 1 and give an oral presentation based on answers to questions given in Project 1.

Preparation:

    1.   Review previous information and materials.

    2.   Make copies of handouts.

    3.   Explain procedures for arranging desks into groups.

    4.   Have poster board and magazines ready for students.

    5.   Reflection-2 should be put on white board on Friday.

Assessment:

✓ Class Participation and Following Procedures.

✓ Calendar with Objectives.

✓ Journal and Note taking.

✓ Learning Preferences, Questionnaire, Personality Profile, Issue Page, and Action Plan Completed and turned-in.

✓ Project 1

Selected Materials: (See followings pages, Part 3)

✓ Learning Preference Sheet

✓ Self-Evaluation Questionnaire

✓ Personality Profile

✓ Why Volunteer

✓ Issue Page

✓ Action Plan

✓ Project 1

- ✓ Article "Where America's Future Leaders are Made"

- ✓ Handout "It's Rewarding and It's Fun"

Learning Preferences

Name:

Personal Interests

SELF-EVALUATION QUESTIONNAIRE

Answer the following questions. Take a day or two to think about your answers.

1. List a few things you do well.

   _____

2. List some things you enjoy doing.

   _____

3. State one thing you would like to learn to do better.

   _____

4. Name an activity you've never done but have always wanted to do.

   _____

In each of the following, check all of those that apply to you:

5. Most of the time, I like to be:

   ❑ indoors   ❑ outdoors   ❑ close to home   ❑ far away

6. Most of the time, I like to be:

   ❑ with people   ❑ on my own

7. Most of the time, I like to be with people who are:

   ❑ elderly   ❑ young   ❑ same age as me   ❑ like me   ❑ different from me

8. Most of the time, I am more comfortable with:

   ❑ groups   ❑ individuals

9. What do I want to gain from volunteering?

   ❑ help others ❑ work experience ❑ make a difference ❑ support something I believe in
   ❑ affect the future   ❑ a sense of accomplishment   ❑ better grades in school
   ❑ credits required for graduation ❑ improve a skill ❑ use a skill ❑ learn a new skill
   ❑ meet new people   ❑ improve my community   ❑ feel good about myself   ❑ other

10. Of all the social issues I see or hear about, the ones I care about most are:

   ❑ alcohol, tobacco, or drug abuse ❑ child welfare ❑ senior citizen concerns ❑ truancy
   ❑ environmental pollution   ❑ endangered species ❑ crime, gangs and/or violence ❑ poverty
   ❑ homelessness   ❑ hunger   ❑ nutrition & exercise/health care issues   ❑ illiteracy
   ❑ teen pregnancy, sexuality, AIDS ❑ racial, political, economic, or social injustice ❑ unemployment
   ❑ citizenship rights and responsibilities   ❑ Other _____

11. List three problems in your community or elsewhere that need to be addressed:

   1) _____ 2) _____ 3) _____

May be reproduced.

The Future Is Ours...
SO NOW WHAT?

NAME:_____ DATE:_____ PERIOD:_____

PERSONALITY PROFILE

The main thing you bring to your Service-Learning experience is your time, energy, talent and most of all, the kind of person you are. In this assignment, you will use the results from the personality profile taken in class as a basis for analyzing the particular strengths and weaknesses that you bring to your service site.

1. In your own words, summarize what your profiles say about the kind of person you are.

2. On a scale of 1 to 10, how accurate is this description of you?

<div align="center">

1 2 3 4 5 6 7 8 9 10

not at all   about half   Fits to a "T"

</div>

3. What part of the description is not accurate in describing you?

STRENGTHS AND WEAKNESSES

A key to being effective in helping others is self-awareness, to know who you are and to acknowledge your personal strengths and weaknesses.

COMMUNICATION VALUE ORIENTATION: A SELF-ASSESSMENT

Please select in each pair of attributes the one which is most typical of your personality. No pair is an either-or proposal. Make your choice as spontaneously as possible. There is no wrong answer.

1. I like action.
2. I deal with problems in a systematic way.

3. I believe that teams are more effective than individuals.
4. I enjoy innovation very much.

5. I am more interested in the future than the past.
6. I enjoy working with people.

7. I like to attend well organized group meetings.
8. Deadlines are important for me.

9. I cannot stand procrastination.
10. I believe that new ideas have to be tested before being used.

11. I enjoy the stimulation of interaction with others.
12. I am always looking for new possibilities.

13. I want to set up my own objectives.
14. When I start something, I like to go through until the end.

15. I basically try to understand other people's emotions.
16. I do challenge people around me.

17. I look forward to receiving feedback on my performance.
18. I find the step-by-step approach very effective.

19. I think I am good at reading people.
20. I like creative problem solving.

21. I extrapolate and project all the time.
22. I am sensitive to others' needs.

23. Planning is the key to success.
24. I become impatient with long deliberations.

25. I am cool under pressure.
26. I value experience very much.

27. I listen to people.
28. People say that I am a fast thinker

29. Cooperation is a key word for me.
30. I use logical methods to test alternatives.

31. I like to handle several projects at the same time.
32. I always question myself.

33. I learn by doing
34. I believe that my head rules my heart.

35. I can predict how others may react to a certain action.
36. I do not like details.

37. Analysis should always precede action.
38. I am able to assess the climate of a group.

39. I have a tendency to start things and not finish them.
40. I perceive myself as decisive.

41. I search for challenging tasks.
42. I rely on observation and data.

43. I can express my feelings openly.
44. I like to design new projects.

45. I enjoy reading very much.
46. I perceive myself as a facilitator.

47. I like to focus on one issue at a time.
48. I like to achieve.

49. I enjoy learning about others.
50. I like variety.

51. Facts speak for themselves.
52. I use my imagination as much as possible.

53. I am impatient with long, slow assignments.
54. My mind never stops working.

55. Key decisions have to be made in a cautious way.
56. I strongly believe that people need each other to get work done.

57. I usually make decisions without thinking too much.
58. Emotions create problems

59. I like to be liked by others.
60. I can put two and two together very quickly.

61. I try out my new ideas on people.
62. I believe in the scientific approach.

63. I like to get things done.
64. Good relationships are essential.

65. I am impulsive.
66. I accept differences in people.

67. Communicating with people is an end in itself.
68. I like to be intellectually stimulated.

69. I like to organize.
70. I usually jump from one task to another.

71. Talking and working with people is a creative act.
72. Self-actualization is a key word for me.

73. I enjoy playing with ideas.
74. I dislike to waste my time.

75. I enjoy doing what I am good at.
76. I learn by interacting with others.

77. I find abstractions interesting and enjoyable.
78. I am patient with details.

79. I like brief, to-the-point statements.
80. I feel confident in myself.

SCORING

STYLE 1 ACTIONS	STYLE 2 PROCESS	STYLE 3 PEOPLE	STYLE 4 IDEA
1	2	3	4
8	7	6	5
9	10	11	12
13	14	15	16
17	18	19	20
24	23	22	21
26	25	27	28
31	30	29	32
33	34	35	36
40	37	38	39
41	42	43	44
48	47	46	45
50	51	49	52
53	55	56	54
57	58	59	60
63	62	64	61
65	66	67	68
70	69	71	72
74	75	76	73
79	78	80	77
___	___	___	___

STYLE 1: ACTION VALUE ORIENTATION. People who are strong on this style like actions, doing, achieving, getting things done, improving, solving problems.

STYLE 2: PROCESS VALUE ORIENTATION. People who are strong on this style like facts, organizing, structuring, setting up strategies, tactics.

STYLE 3: PEOPLE VALUE ORIENTATION. Individuals who are people-oriented like to focus on social processes, interactions, communication, teamwork, social systems, motivation.

STYLE 4: IDEA VALUE ORIENTATION. People with the idea orientation like concepts, theories, exchange of ideas, innovation, creativity, novelty.

COPING WITH DIFFERENT
COMMUNICATION STYLES

- An idea-oriented person

  * Allow time for discussion
  * Don't get impatient when he or she goes off on tangents
  * Try to relate the topic to a broader concept or idea
  * Stress uniqueness
  * Relate the impact of the idea on the future
  * If writing to this type of person--start with an overall statement and work toward the more particular

- Process-oriented person

  * Send him or her a memo before the meeting
  * State the facts,
  * Present material logically: Background. present situation. and outcome
  * Break down recommendations
  * Include options with pros and cons
  * Do not rush this type of communicator
  * If writing to this type of person--Outline your proposal

- People-oriented person

  * Allow time for small talk before starting discussion
  * Stress relationship between people and your proposal
  * Show how well the idea worked in the past
  * Indicate support from well-respected people
  * If writing to this type of person--use an informal style

- Action-oriented person

  * Focus on the results first
  * Offer the best recommendation--no alternatives
  * Be brief
  * Be practical
  * If writing to this type of person--Use visual aids

1

WHY VOLUNTEER?

1. **I would like to volunteer my time to an organization to:**

a. gain experience in a field of interest   b. get school credit
c. fulfill a class requirement   d. meet women/men
e. develop friendships   f. be involved with my community

*fill in your personal reason/s*_____

_____

_____

2. **Volunteering is valuable to:**

a. the community   b. the organization using volunteers
c. me   d. the individuals served

3. **Volunteering is instrumental to my:**

a. personal growth   b. learning
c. career choice   d. getting out of the house
e. social awareness

4. **What skills can I bring to a professional institution as a volunteer.**

a. work experience   b. energy
c. staff support   d. fun
e. new ideas   e. creativity
f. compassion   g. interest in people

*fill in your personal strengths:*_____

_____

_____

5. **In my volunteer choice, I would like to give:**_____

_____

_____

6. **In my volunteer choice I would like to get:**_____

_____

_____

NAME:_____ DATE:_____ PERIOD:_____

ISSUE PAGE

1. What is an issue?

2. Brainstorm as many issues that your team can come up with and write them below in the boxes.

ISSUES	NATIONAL	STATE	COMMUNITY	SCHOOL
POLITICAL				
ECONOMIC				
SOCIAL				
ENVIRONMENT				

3. Choose the top five (5) issues that **YOU** are interested in and write them below! Next, write down why each of these issues is important to you. In your team, share your opinions on the five (5) issues you listed.

NAME:_____ DATE:_____ PERIOD:____

ACTION PLAN

1. Narrow your choices of issues down to three (3) that you are interested in and list them below?

2. What are some specific problems relating to these issues that you want to address? Why?

3. Name three (3) organizations that you can volunteer at to help make a difference with these issues? Remember to include address, telephone, and volunteer coordinator for each organization you list. There should be three (3) organizations for each issue.

BUSINESS & MARKETING DEPARTMENT Mrs. Harrington, Department Head Business Principles RAINIER BEACH HIGH SCHOOL	

PROJECT-1 (Individual)
50 POINTS POSSIBLE

DUE DATE: _____

OBJECTIVES:

1. Each student will construct their own **"Collage."** A collage is an artistic composition of materials and objects pasted over a surface.
2. Each student will write down each question and answer each question on a separate sheet of notebook paper.
3. Each student will find pictures that match his/her answers and paste on his/her collage.
4. Each student will staple the questions and answers to his or her collage (top left hand corner) with this form.
5. Answer the following questions about you:

   1. List ten words that best describe you?

   2. What do you see yourself doing in five years from now? Ten years from now?

   3. How do you spend your time after school and on weekends?

   4. What are your favorite sports, hobbies, or crafts?

   5. What are your favorite TV shows?

   6. What magazines do you enjoy reading regularly?

   7. What major goals are you working on now?

   8. How do you feel about school?

   9. What kind music do you like?

Volunteenship

'leadership perspectives
of *Jane Massey*'

By
Amanda Marvel,
National Western Region
Vice President

4

It's Rewarding and It's Fun!

THE VOLUNTEER CENTER AT UNITED WAY CAN HELP YOU:

- Decide what kind of volunteer work you want to do
- If you want to be a consultant or leader
- If you want a short-term project using a particular skill
- If you are looking to help a particular group or cause
- If you are interested in volunteering for United Way
- If your group is looking for a project

We believe your volunteer experience should be a rewarding one. Here are some things to consider as you think about being a volunteer.

WHAT TASKS WOULD YOU LIKE TO DO AS A VOLUNTEER?

What do you want as a volunteer?
- Development of skills?
- New experiences and friends?
- The satisfaction of helping someone?

What interests you; what skills do you want to use?

Carpentry, marketing, writing, listening, childcare, music, leadership, or just being a friend?

HOW MUCH TIME WILL IT TAKE?

You can become involved in a short-term (one time) project for a few hours or a long-term commitment to a cause. All the help is needed and appreciated. The choice is up to you.

WHO WOULD YOU LIKE TO HELP? WHAT ISSUES ARE IMPORTANT TO YOU?

- Children
- Seniors
- Families
- Youth
- Disabled individuals
- Homelessness
- Substance abuse
- HIV/AIDS
- Hunger
- Abuse/Neglect

WHEN CAN YOU VOLUNTEER?

There are opportunities during the day, weekends and/or evenings - anytime.

THERE ARE MANY ORGANIZATIONS WHERE YOU CAN VOLUNTEER:

Health and Human Service Agencies
- Senior Centers
- Youth Service Bureaus
- Family Counseling Programs
- Shelters
- Child Development Programs
- Services to Persons with Disabilities
- And Many Others

In addition, you can volunteer at:
- Hospitals
- Churches
- Schools
- Arts and Cultural Organizations
- Environmental Organizations
- Professional Associations

IF YOU ARE INTERESTED AND WANT TO PURSUE BEING A VOLUNTEER:

Talk to a friend who volunteers.
- What do they do?
- Do they enjoy it?

Select and visit organizations that interest you; talk with the Volunteer Coordinator there.
- What is your mission?
- These are the skills I have to offer.
- What skills do you need?
- What will I be doing?
- What schedule works for us both?
- Do I need training?
- What support or supervision is available?
- Who will I be working with?

CALL THE VOLUNTEER CENTER FOR FURTHER ASSISTANCE:

461-3655	Seattle
556-8326	Eastside
226-0210	South King County

PART 4

GUEST SPEAKERS

Content   Page

PART 4

Guest Speakers

Purpose:

The purpose of Part 4 is to invite guest speakers from different organizations to present to

students an overall background of their organization and volunteer opportunities that are

available for students. These guest speakers were selected based on interests from

students and our partnership with them. Students are not obligated to volunteer with

these organizations; rather they are opportunities for students to review and then make

their final decisions. The presentations can last up to 40 minutes. They also bring

applications, brochures, newsletters, and free passes when applicable. Most students

choose to volunteer for an organization. However, some students volunteer after school

as tutors, main office assistant, or helping teachers. During major events, student could

volunteer for the Multicultural Dinner or Festival of Nations. Students can volunteer as

reporters for our school newspaper. In the past, students wrote and produced articles for

the SERVE Newsletter, Inside the Beach, and Viking Shield Newsletter.

Student Objectives:

Sessions 13-17:   Students will be able to listen, obtain relevant information,

and ask questions while filling out the Volunteer Contact

Sheet. Applications can be filled out at the presentation

too.

Preparation:

    1.   Contact guest speakers and coordinate what day and times are available.

2. Ask guest speakers if they need an overhead, projector, or other equipment.

3. Make copies of handouts and fax copy to guest speakers.

4. Have students put on their calendars when guest speakers are presenting.

5. Discuss with students what they need to complete and how to act when guest speakers are present.

6. We have partnered with the Pacific Science Center, Swedish/Providence Hospital, Team Read, Kid Reach, and Seattle Libraries.

Assessment:

✓ Class Participation and Following Procedures

✓ Calendar with Objectives

✓ Journal and Note taking

✓ Volunteer Contact Sheets Completed and turned-in.

Selected Materials: (See following page, Part 4)

✓ Volunteer Contact Sheets

✓ SERVE Newsletters

✓ Inside the Beach Newsletter

✓ Viking Shield Newsletter

✓ Sample Viking Shield Newspapers

VOLUNTEER CONTACT SHEET

Obtain the following information when contacting organizations that may need volunteer help.

NAME OF VOLUNTEER GROUP, FACILITY OR ORGANIZATION CONTACTED

_____

ADDRESS_____

_____

PHONE   (   )_____   FAX (   )_____

CONTACT PERSON_____

Best time to call_____   Date called_____   Date visited_____

WHAT IS THE PURPOSE OF YOUR ORGANIZATION?

_____

_____

WHAT TYPE OF SERVICES ARE NEEDED?

_____

_____

HOW CAN STUDENTS GET INVOLVED? (Direct service? Indirect service? Advocacy? Joint project with another group?)

_____

_____

ARE THERE ANY SPECIAL CONSIDERATIONS? (Training, age requirements, hours of operation)

_____

HOW CAN YOUR ORGANIZATION HELP STUDENTS IN THEIR VOLUNTEER EFFORTS? (Training, speakers, mentors)

_____

WHAT ARE THE MOST IMPORTANT THINGS STUDENTS NEED TO KNOW ABOUT VOLUNTEERING WITH YOUR GROUP OR IN YOUR FACILITY?

_____

ADDITIONAL NOTES: _____

_____

The Future Is Ours...
SO NOW WHAT?

May be reproduced.

RAINIER BEACH HIGH SCHOOL

STUDENTS MAKING A DIFFERENCE FOR NEXT GENERATIONS

Service- Learning seems to be a hit! Nutttara Chor and Kathleen Holifield both seem to enjoy it. When Nuttara was asked if she liked the program, she respectfully said " yes , it helps me deal with people I haven't had experiences with."

She attended the Kids Reach Training Program. Now she is tutoring at Sanislo Elementary.

Kathleen Holifield has maybe, the most precious job of anyone in the program. She volunteers at Providence Hospital. Kathleen feeds and holds new born babies . Other tasks she performs include visiting sick patients, and answer the telephone,

When asked if she likes the program she enthusically said "yes, it's fun." She has supported her statement by working 16hours at her site.

Will Lee, Reporter

SERVE PROGRAM

The SERVE Program is integrated into our Human Relations in theWorkplace-Business Principles Class.

Students are required to serve, at least, 25 hours out in their community.

Students select a Service-Learning site based on their interests, learning opportunities, and fun factor. Students continue to volunteer at various locations throughout the community.

We have continued our partnership with Seattle University and have three Master in Teaching students. They are Charlene Sain, Jason Wilson, and Tim Mason. Seattle University students select a Service-Learning Program within the Seattle area which demonstrates real Service-Learning and promotes active, engaged learning.

Seattle University students spend a total of five visits with each Human Relations Class. They plan, organize, and help students with Service-Learning activities.

We strive to make our Service-Learning program fun and exciting.

We will also be on a new Service-Learning CD Rom that Project Leadership is putting together.

Suzanne Erickson, from the Alliance for Education has also visited our SERVE Program. We are looking at projects to involve middle school students and our students.

Any teachers interested in doing Service-Learning with their classes can see me.

M. Karen Harrington, SERVE Director

PRINCIPALS' NOTE

I would like to take this opportunity to thank all our students involved in Service-Learning. Rainier Beach High School is proud to have our SERVE Program and proud of the students who volunteer and help make our community a better place to live.

Marta Cano-Hinz, Principal

RAINIER BEACH HIGH SCHOOL
SERVE NEWSLETTER

Volume 1, Issue 5

May 1998

RB ON THE MOVE AGAIN!

Rainier Beach Students have been doing a fantastic job with their Service-Learning hours. 2nd Period has a total of **208** hours. 3rd Period has a total of **443** hours. 4th Period has a total of **172** hours. 5th Period has a total of **324** hours. That makes the grand total to be **1,147** hours. Keep up the good work Rainier Beach Students!!!

Garman Woo, Reporter

SOMETHING NEW

Antaknea Majors and LaJohnny Steward are trying something new. For the first time as a Service-Learning project, these students will go out to sites of their fellow peers to ask the volunteer coordinators how they feel about RBHS student volunteering. "This gives us a chance to see what the volunteers are doing. We are asking students to tell us how they feel about their position and how we can improve our program." said LaJohnny.
"We are also evaluating the service site for future students who want to volunteer there," replies Antaknea.
This is another way for students to take more control over their Service-Learning. If all goes well, this will become a part of the SERVE Program.

Halima Tyson, Reporter

STUDENTS VOLUNTEERING IN THEIR COMMUNITY

Rainier Beach High School students are doing a wonderful job volunteering at many different Service-Learning sites throughout the community. These students are giving back to their community and learning valuable skills that will help them in their future. Students gain experience working in the "Real World," and applying what they have learned in the classroom.

"It is this glorious cycle of giving, receiving and giving back that we want to pass along to the next generation of Americans," retired General Colin Powell said at the Summit for America's Future a year ago.

It is important that we celebrate and recognize what our students have done and are continuing to do. As the nation observes National Volunteer Week, let us remember our students who give their time and energy to their community to help make a difference. We are proud of each one of you!

M. Karen Harrington, SERVE Director

How's the Service-Learning?

Kathy Somsack, a current tenth grader, is volunteering at South Shore Middle School as well as Dunlap Elementary School for Team Reading. So far she has volunteered twenty-eight hours of her time helping children out. Kathy has learned the virtues of being patient and understanding with children by being a tutor. Kathy says it's fun and she enjoys meeting new people at her volunteer site.

Ada Hardy, also a tenth grader, volunteers at Swedish Medical Center. She has volunteered twenty hours at the hospital's gift shop. While volunteering at the hospital she has developed skills to operate the cash register, work with others, and most importantly learn the value of cooperation. Ada says that Swedish Hospital is a really nice place to be. There are friendly people, free flu shots, and free food! The hospital requires fifty hours of volunteering but Ada plans to do quite more.

Marla Mena, Reporter

RAINIER BEACH HIGH SCHOOL SEATTLE, WASHINGTON SERVE NEWSLETTER

A Message From the Director

Reflection is the key to understanding the meaning of Service Learning. It is a process by which students think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading. Reflection happens through thought, action, observation, and interaction.

Students have been reflecting throughout the semester. As they come to the end of their Service Learning experience, students write a reflection paper on their experiences. This paper is three to five pages in length. Students discuss what they liked and disliked, what they learned and how this experience has made a difference in their own lives.

Students have learned responsibility and gained experience. They have explored a specific career and applied what they have learned in class to their Service Learning sites. They have also learned patience and accountability for their actions.

Students have met many new friends and worked closely with adults and younger children. They have been role models and leaders in our community. They have had fun and accomplished something they might have thought they could not.

As we reflect on our school year coming to a close, we can all learn from our experiences and the experiences of others.

Let us reflect on how we have lead by example for our students. Let us reflect on why we became teachers. Let us reflect on the many times we have been there for our students and helped them. We must also be there for one another when we have one of those days and support everyone and every program in this school. We are Rainier Beach High School! Let us reflect and grow together as one!

M. Karen Harrington, SERVE Director

THE BIG HOURS

Mrs. Harrington's second semester classes have been doing Service Learning and *"Going for the Gold,"* since February 1999. Here is the breakdown:

PERIOD 2: 328 Hours

PERIOD 3: 445 Hours

PERIOD 4: 422 Hours

PERIOD 5: 274 Hours

The total hours up to this point are 1469. Congratulations students!

Sherita Hall, Reporter

NEWSLETTER STAFF

Sherita Hall
Editor
Dorothea Walker
Reporter
Jasmine Vaughn
Reporter
M. Karen Harrington
Advisor

RAINIER BEACH HIGH SCHOOL SEATTLE, WA SERVE NEWSLETTER

Volume 4, Issue 3   June 2000

A Message From the Director...

I would like to take this opportunity to thank everyone for their gifts, flowers, chocolate, and cards during my recent illness. I especially would like to thank everyone for their positive thoughts and prayers.

I am glad to be back but also glad the school year is coming to a close. Since I was gone, we could not publish our SERVE Newsletter. Therefore, I am sending out the final one for the school year.

I think it is important to let you know how our wonderful students have done. Service Learning is another educational method of teaching. It addresses the goals of high academic achievement, productive citizenship, high level thinking and independent judgement. Last semester our students volunteered a total of 3,829 hours. Second semester students volunteered a total of 4,146 hours. Let's do some math! If the minimum wage is $5.50 an hour X 7,975 total hours = $43,862.50. Wow!!! How

about that for Public Relations Work??? Many second semester students did their Service Learning in as little as two months. Others stretched out the required hours.

Students volunteered at many locations throughout their community. The Pacific Science Center was a popular site. Benefits included free drinks, paid transportation, tickets to the Imax theater, and much more. Providence Medical Center was another site students selected. They wanted to experience working with people in a hospital, cheering up those in need of a laugh, and helping their community. We continue our partnership with Seattle University. Students who are enrolled in Seattle University's MIT Program (Masters in Teaching) are required to do Service Learning at a school of their selection. We will have three students helping with our SERVE Program in the Fall. They will periodically come into classes to teach and I look forward to having them. I am proud of our students who

completed their Service Learning hours. As you know, the hours will be increased to 60 in the Fall.

Please promote this excellent program whenever you can. It's another way we can build on the positive things that are happening at Rainier Beach High School. No other high school in the District comes close to our SERVE Program. *Go for the Gold!!!!*

M. Karen Harrington,
SERVE Program Director
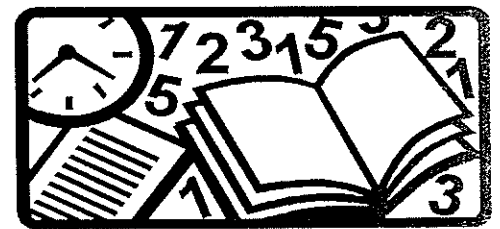
NEWLETTER STAFF

Krystal Mixon, Reporter
Desiree Montague, Reporter
Junius Nolen, Reporter
Sone Singthong, Reporter
Thien Vo, Reporter
Danielle Polk, Editor
Smile Robancho, Editor
M. Karen Harrington, Advisor

PRINCIPAL'S DESK

I would like to thank all our students, parents, coaches, staff, and support people for helping the Rainier Beach High School Basketball Team become State Champions. We are happy and proud!

We have been extremely busy with all of our responsibilities and duties, however, I want to express my appreciation for all that you do.

Teachers-you are the heart of our school and what you do in the classroom everyday does make a diffference! Our Administration Team salutes you!

Counselors thank you for your tiredless work ethic. You continually help students with classes, scholarships, and graduation requirements. Our Administration Team salutes you!

Support staff-you are what keeps the school running. From answering telephones, making appointments, and helping students. What a difference you make! Our Administration Team salutes you!

Our Custodians help keep the school looking wonderful, moving things when needed, and a smile and goodbye at the end of the day when I leave. Thank you for all your hard work and support. Our Administration Team salutes you!

To our parents and students who care so much about our school. Thank you for your support. Our Administration Team salutes you!

Security-thank you for keeping us safe and sound. I love hearing your encouragement in the halls. Our Administration Team salutes you!

To our Teen Health Center-thank you for taking care of our students and staff when they are sick. Our Administration Team salutes you!

If I have forgotten any department, I am sorry and thank you for your help and support.

As you know, with third quarter ending, graduation is just around the corner. Seniors, please check with your counselor to make sure you're on track.

Students please continue to strive to be the best and work hard in all your classes. Go for the Gold!

Donna Marshall,
Principal

April 22-25	WASL Testing
	Rooms 111, 120, 152, 208,223, 226, and the library.
	Periods 2-4 (Mon-Wed)
	Periods 4-6 (Tue-Thur)
April 26, 29-May 7	WASL Make-Up
	Room 222

| May 23	Multicultural Dinner
	Rainier Beach High School Gym
	6:00 p.m. Dinner
	7:00 p.m. Performance

YOU ARE STILL IN THE BUSINESS & MARKETING WORLD!!

Center for Empowerment Conference 2002

Twenty students, 2 teachers and one parent attended the Center for Empowerment 3rd Annual Business Conference and Business Luncheon on March 21st & 22nd. The two-day conference was focused around small business development and entrepreneurship. The conference was held at New Covenant Church in the Rainier Valley and the Elliot Grand Hyatt Hotel in Downtown Seattle. A favorite workshop of the students was the "Young Entrepreneurs" Panel discussion. Two men and one woman, all under 30 years old shared their very different stories of how the got started in the business and are progressing up until now. One owned a barber shop and hair salon, another a magazine and the third person a reprographics company.

Three students were able to attend a reception prior to the luncheon with Howard Schultz, Chairman & Chief Global Strategist for Starbucks Coffee Company and Earvin "Magic' Johnson, Chairman & CEO of Johnson Development Corporation. Von Francis, Dominique Smith and Noelle Young were able to meet them both, shake hands and of course and get a photo opportunity. They also met other top business leaders in our city and networked, collected business cards and represented RBHS well. The business Luncheon was the highlight of the conference and both Mr. Schultz & Mr. Johnson were speakers. KING TV's Margaret Larson was the moderator and took questions from the audience.
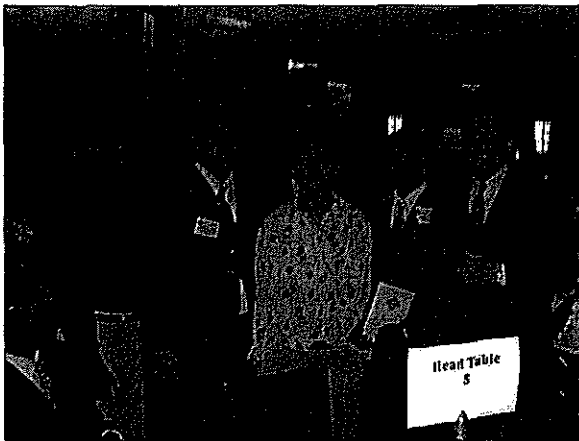
Marissa Remorin said, "I really enjoyed this conference.

It was fun!"
Brenda Lampley said, "I have met alot of business people who I can network with."

Keep your eye out for opportunities like this one through our business and marketing classes and clubs like DECA and FBLA. All of the speakers emphasized the need for students to become more "business minded" and look for opportunities to find what they love to do and get prepared to do it. Other speakers emphasized customer service and your ability to work with, get along with, motivate, communicate and lead people. You can learn and develop these skills by taking classes like: Intro to Marketing, Marketing I, Entrepreneurship, Marketing II, Web Design, Accounting, Business Principles, Applied Communications and many others. Sign up for these classes this spring and get connected!

Special recognition and thanks to KeyBank, The Boeing Company, Pugh Capital Managment, and World Vision. These four companies paid for the entire conference and luncheon for all of the students who attended at a cost of $200 per student. Thank You! Thank You! Thank You!

List of Attendees

Gabrielle Bolden * Demetrius Brown * Nyema Clark Teresita Dugigns * Desirae Green * Jimwin Nonato Brittany Houston-Jonhson * Brenda Lampley * Darryl Reese * Von Francis*Dominique Smith * Leianna Perkins * Marian Nucup * Venna Misivila *Latrisha McQuay * Marissa Remorin * Noelle Young * Kim - Ninh Van *

For more information about the Center for Empowerment check them out on their web page at www.centerforempowerment.org.

Cheryl Haskins,
Business & Marketing Teacher

THE VIKING SHIELD

Shield Staff

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Mayliza B. Garban

Ciera Jones

Deja Aggrey

Advisors

Mrs. Karen Harrington

Mrs. Cheryl Haskins

SEPTEMBER 11, 2001- A Reflection

By Rasheen Pellum

On September 11, 2001, I was apart of it. Well, I was there in other words. I went to school ten blocks from the World Trade Centers, which was in Manhattan, New York, but I lived in Brooklyn, New York, which I had to catch a subway to and from school everyday. I would get off the subway tunnel to go to school, which was six blocks away from the WTC. It was regular for me to get up and go to school and come back home, just like any other day. I never thought in a lifetime that this would happen.

On September 11, 2001, I woke up to a broad day with sun-cracks in the clouds. I thought it was going to be a regular day, but I didn't know what I was up against in about an hour or so. I caught the subway from Brooklyn to Manhattan as a regular day agenda.

As I walked up the subway stairs to the main surface, I was astonished to what I saw. I immediately started smelling fire and people were running everywhere. So I wanted to know what was going on and I started jogging towards the way they were running from.

To my surprise, World Trade Center Building 1 was on fire. I thought nothing of it; well, I didn't think it was a terrorist act on America. But as I turned away, another plane slammed into the World Trade Center Building 2, that's when I knew something was wrong and I started running. I had to get it threw my mind that I had to run to save my life, because it was to the point that I was so close to the building that I could get hit by the debris. So I finally started to run, after a policeman said, "Get out of here quickly!"

That's when I ran as fast as I could to a store around the corner, but as I was running, World Trade Center 1 was collapsing to the ground....

I don't think I could write anymore, it's too explicit and I'm not good at talking about this subject. But, I feel that somebody set us up in our country. I think the stupid mutha#!$8 (you know what I want to say) that did this knew too much about what was occurring that day, when and how.

They probably had an inside person. About what they did, I'm so mad that I sometimes, well, a lot of times, wanted to just do bad things to anybody that looked like an Iraqi or Afghanistan person. I'm also sad because I lost a teacher in these cowardly acts we call terrorism, and I'm hurting for those families and friends that lost their love ones.

SHOULD U.S.A GO TO WAR AGAINST IRAQ?

The people of the U.S. need to wake up about the role of our government (what's been done in our name) across the world. We've been at war with Iraq since 1991; kids killed. Will we do something to further justice in the world, or will we hide our heads in the sand?

As I walk around the hallways of Rainier Beach High School, I wondered how many actually cares about one of the most recent issue that most importantly focuses on the endangerment of humanities. Humans vs.

Humans. What have we got ourselves into?
The most highly intellectual, advanced creatures have turned against each other because of selfish views, power, and possession. We question the highest authority, the gov-

ernment, and they don't give any answers but mainly cause innocent deaths everyday. We all have different opinions, but does it take one to kill?

FALL SPORTS NEWS
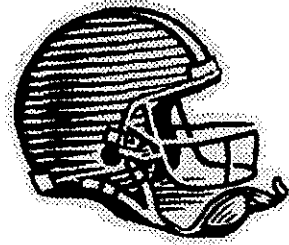
R.B Vikings: 48

R.B. Blows quakers away!

Franklin Quakers: 12

First win of the year

By Deja Aggrey

Rainer beach got its first win of the season against the Franklin Quakers. It seems Like the Quakers had no answer for our powerful Vikings. They could not stop us from scoring but on the other hand we held them only to 12 points. We where doing well on defense and on offense. Some of our players did very outstanding. Adam Leonard catching balls and making touchdowns. Junior Lologo throwing many touchdowns passes. Shelton picked up 213 yards. Fred Hawthorn intercepting passes from the other team.

Saturday at memorial stadium was our day to parade we had won the battle of across town rivals. Our first win how sweet it was. Now we are 1and 2 overall. We just need to get a few more wins in so we can reach that metro title. We don't want it in the hands of O'Dea after we took it from them just a year ago; lets keep it for a while.

**Beach Wins Final Home Football Game of the Season
Beach 48
West Seattle 0**

Tee Time

By Francis Bacon

As a student attending Rainier Beach High School, I am proud to see us expand to a higher range of sports, not just football and basketball but also golf. We are not widely known as a competitive golf team. But slowly and efficiently we are advancing. This year I feel like the golf team is strong. Just like last year they had a key-player who always came through for them. For the school newspaper, I had a chance to interview our top players, Joey Yee, Chad Mueller, and Luisa Foifua.

Here's Joey Yee interview.

FB: How do you feel about this year's golf team?

JY: I feel that the golf team is good. We have a lot of beginners, but over the two weeks of practice we have developed into a good golf team.

FB: Was there any problems of having only two weeks to practice for the matches?

JY: Yes, there was a couple of problems but they were worked out.

FB: How do you feel about your coach?

JY: "Smitty's a good coach", he has experience with the game of golf, so he can teach us the rules and etiquette of golf.

FB: How do you feel about your teammates?

JY: I feel that the players are good because we each carry a major aspect of golf. When I mean aspect, I mean chipping, putting, etc. We can learn each aspect from each other improving our own game.

FB: Who was the key-player you guys miss the most from last year?

JY: Biniyam Berhe: Because he would score the most individual points and he was always willing to help anyone who asked for it.

FB: Do you think you guys are better then last year?

JY: I think we're better this year because we have more people who are serious to learn the game.

FB: What is the major problem for the team this year?

JY: I would have to say golf etiquette on the course.

FB: Who was the hardest team you guys played last year?

JY: I would have to say Seattle Prep because they where just good.

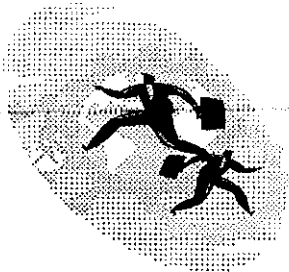FB: Do you feel that the golf team is going to Metro this year?

JY: Hopefully we will.

FB: When is your next match?

JY: Probably Wednesday or Thursday at Jackson golf course.

Thank you Joey Yee for your comments on the golf team this year.

Service Learning

Mr. Ray Williams' 6th period Science class is doing Service-learning projects around the school. The first big project is re-painting the RB sign in the parking lot. The sign was donated by the class of 1977 and doesn't seem to have been painted since (smile). It has been scraped and primed and will be painted in Orange and Blue very soon! Annie Patu is coordinating the donation of the paint...stay tuned for recognition of the donor. Future projects include, painting an RB portable, and working with a group to redevelop Bear Sheva Park.

Every newspaper you turn to is all about war. WAR! WAR! WAR! From the inventions of nuclear, chemical, and biological weapons, And probably find the most fatal possibility to kill all of us. Imagine the projected cost of the war, between $60 billion- 200 billion. Are you willing to spend that much money? We are swimming in poverty five to ten years from now because of debt. We don't want higher taxes, increased prices, and bankruptcy.

I wouldn't like this to be a boring newspaper, but pick-an- issue, and speak-up. The issue for this month as we have dealt with this for years; should the U.S. of A. go to WAR against Iraq. More like should Bush Go to war against Saddam Hussein, and make all of us a part of it. The government has kept so many secrets from us, like, anger, you bottle it inside, then it blows up. Now it's time for us to speak up.

The wise lurk around Rainier Beach High School, and they are the future. Hopefully, someone who will lead. As I gather their opinions, their thoughts fascinated me. There are the ones who wanted a peaceful way, there are the ones who agreed with war, and the ones who didn't care. But mostly, the ones who wanted to be heard. Attending a very diverse school, I sure could say that we've excelled at voice and the power projection. We have been ignored a little too long. We don't feel like our voices, and opinions matter. If you would just listen:

I think war is crazy, we have better things to worry about than dying! We need to think of other strategies to overcome all of this because in the end U.S.A. will still be alive, and will benefit. War is the bad way out!" *Dee

"NO, we shouldn't go to war against Iraq. I think they'd be hypocrites to go to war. They are killing innocent people and that's what the big controversy is in the U.S." *kasha brown

"Hell, no! We shouldn't go into war. As if there isn't enough innocent deaths everyday. I mean, man, lets just have peace and love." *Ashley.

"We don't need to be blown up!" *anonymous

"I think we should make Iraq the 51st state. We should go to war against Iraq, because Saddam Hussein is like Hitler, we need to stop him, we should send in the marines." *Vogler

"It's use of destruction. There's no reason for it!" *Lessig

"I think we shouldn't go on a war. Middle East is a powder-keg that could erupt another World War III. Family is another reason." *Ms. Chester

"No war, we are hurting innocent people. What do we have against Iraq?" *Charlene Hayes

"War is not good, and its killing innocent people." *Mr. Williams

"Prevent something before it happens." *Gener Rillo

I can only conclude, that visualizing the terror of innocent people robbed of their short lives, is a horrid thought. First of all, there's no reason to be fighting. Second of all, we should be thankful for the knowledge we have been given. Thirdly and lastly, always use the advantage for the better.

Rainier Beach Yearbook Team wins 1st Place Trophy — Again!

This past summer, four Rainier Beach students were sent to the Taylor Publishing Company sponsored Yearbook Camp. Jo Ellen Vazquez, Ben Derige, Marian Nucup and Chartina Martindale stayed in a University of Washington dorm for one week, which enabled them to not only meet new people, but to learn the skills necessary to create the yearbook. Each day began at 8:00 AM with a daily presentation from a professional in the field of publishing. The students then attended a series of classes each day, which often lasted until 9:00 PM. Each school was expected to plan and design the coming yearbook and the RB team came up with a theme that will once again be revealed on Viking Day this spring. All the schools were judged on the work they put in over the week and on their plans for their books. Rainier Beach continued their winning tradition by taking home a trophy for the third straight year. After moving up to the top division this year, RB still came home with a first place prize.

MORE NEW TEACHERS & STAFF

Ms. Judith Haemmerle- was born in New Jersey and then moved to Seattle and stayed for 20 years. She looks at the environment of RB as a friendly school, whether it's the students or the staff. Ms. Haemmerle said that some are very polite and hard workers but others are not so good. She is currently teaching science and wants to make a difference by doing her best to help students learn, understand, and succeed. Ms. Haemmerle became teacher because she likes science very much, especially Physics.

No Picture

Mr. Scott Colby- went to Green River Community College and is now finishing his degree at Central Washington University. Mr. Colby said that the environment at RB has a good and rich in diversity. He was a student athlete who was interested in physical fitness and sports, then he became a coach, and now a teacher who teaches Weight Training, Health, and Team Sports. Mr. Colby thinks that the school needs more upgrade (in some of the areas), and we need more supplies and equipment. Mr. Colby works well with other staffs because they have a team effort in his opinion; and he thinks that he can make a difference at RB by motivating the students, see their potential, and pursue it.

Ms. Heidi Henderson-Lewis- is a Family Partnership Coordinator at RB. She was born in Seattle and graduated here in RBHS. Ms. Henderson treat this school as part of her family and is very friendly to her opinion. She is sometimes being mistaken as a student because she looks young. Ms. Henderson became a teacher because she enjoys working and helping people. She thinks the school needs more communication and thinks that she can make difference by working with the student's family and partnering with them so they can get involved. Ms. Henderson thinks that all of the staff are great and wonderful.

Mr. Al Hairston (Dean of Students)- says he likes working and seeing young people learn and grow, that's why he became involved in helping students at this school. Mr. Hairston was born in and raised in Detroit, Michigan. He doesn't teach any subjects but he has a big influence to students. Mr. Hairston thinks that RB has a good environment and he works well with other staff. When one of the reporters asked Mr. Hairston how can he make a difference at RB he said, "I have no idea". Mr. Hairston thinks that students should always be on time because this is one of the important factors to graduate from high school.
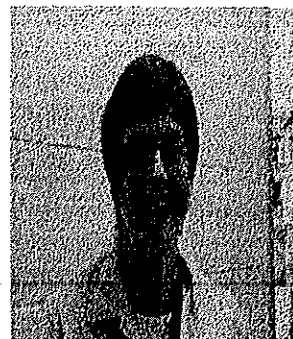
Ms. Claudia Whitaker-Greenway- was born in Seattle and lived most of her life in Washington. She worked in a mountain hospital at Idaho. Ms. Greenway likes the environment here because it's smaller and it gives her the chance to know the kids more; and it's very welcoming. The students respect her and the staff treat her very well. Ms. Greenway use to teach Health Education but she is now currently a 9th grade counselor. She did well in teaching that's why she became a teacher, but she still kept going back to nursing for money. Ms. Greenway hopes to make a difference to 9th graders, and she wants them to have a good future. According to Ms. Greenway the funding should be improved.

No Picture

Mr. Ron Pleasant- says the staff is very helpful and cooperative. They work as a team, and they are very collaborating. Mr. Pleasant wants to make a difference by focusing on curriculum that will enhance students academically. He thinks that the student's test scores, behavior, with their peers (bad language), and cleanliness in the hallways especially during lunchtime should be improved. Mr. Pleasant became a teacher because he has interest working with students and he wants help to them reach their highest potential academically. Mr. Pleasant is currently teaching consumer Math, Study Skills, Health, and Resource.
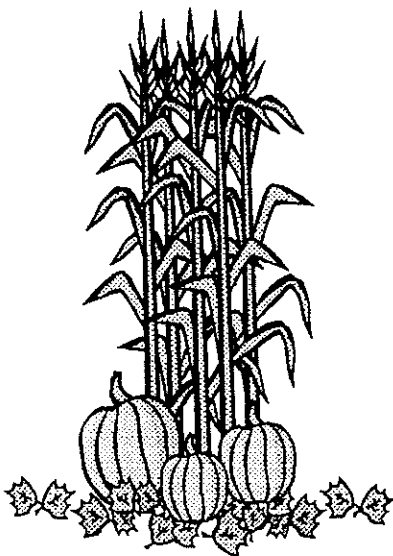
The Viking Shield

Volume 2, Issue 4

January /February 2003

Rainier Beach High School | 8815 Seward Park Avenue | Seattle, Washington

INSIDE THIS ISSUE

WE'RE ON THE WEB!

www.seattleschools.org/
schools/rainierbeach

TEACHERS RALLY AT THE CAPITAL!

Teachers Speak Out!

By Mayliza Garban, Executive Editor

"We need to change our priorities in this country from profit

To people who knew nothing about this rally, for them its just another day off of school, but this is a "day of action". Teachers and other school employees from Seattle Public Schools and across Washington were present January 14, 2003 in Olympia to honor and fight for the same rea-

SOMETHING TO THINK ABOUT...

If you want your child to have a nice life, teach him to be nice.

If you want him to have a good life, raise him to be good.

If you want him to be happy, help him learn to make others happy.

Dr Q, Educator

On Tuesday, January 14, 2003, the first day of 2003 Legislature Session, a walk out was held in Olympia by the Washington Education Association. Teachers from all over Washington gathered to send a message that teachers feel strongly about supporting the two initiatives that voters passed a year and a half ago. Teachers are also concerned about the fact that it is not right to cut our students' education. The state legislature is beginning to meet to decide the state budget. Governor Locke requests the budget, which passes to the legislature and they can either approve it or not. The governor then can either sign it or not.

Governor Locke proposed to cut $550 million which the voters voted was suppose to guarantee smaller class sizes and an automatic 3.5% raise for teachers each year. There was approximately 25,000 supporters and teachers. Rainier Beach had 19 teachers rallying the cause.

chosen to dishonor the constitution. If they consider us to be the first priority, then why are we being cut. All across the country our government has reduced taxes especially for the rich.

We do not want to have bigger classes in the future; the students would not get equal attention individually. We do need more teachers that are qualified to teach. Our teachers do have degrees that allows them to find better jobs that will double their salary. We would hate to lose them. As I look at the problems we face today, I wonder what will be in store for the future. If the government keeps doing what they are doing right now, picture what will happen to our education and to our economy.

SERVICE LEARNING AT THE BEACH OVER 4,000 HOURS VOLUNTEERING FIRST SEMESTER!

By M. Karen Harrington, SERVE Director

As we come to the end of first semester, we can reflect on students who have made a difference at school and in their community. Let's start with our own *Viking Shield Staff.* Wow, talk about being dedicated and responsible. These students have worked long hours after school to help produce a school newspaper that everyone can be proud of and appreciate.

Our Business Principle Classes have contributed over 4,000 hours of volunteering in their community. From hospitals to daycares, libraries to community centers, elementary to high school, our students have produced!

Students have completed their four-page Reflection Paper and have gained new insights about working with people. Here are some reflections...

As I was volunteering at the YMCA, I learned how to work together and help other people. When everyone works together, it makes the job easier.
Sophomore

Volunteering at *The Langston Hughes Performing Arts Center,* I really liked the relationship between the staff and students. The students put a lot of trust into the staff members. They were

The Viking Shield

INSIDE THIS ISSUE

WE'RE ON THE WEB!
www.seattleschools.org/
schools/rainierbeach

SHIELD STAFF

Executive Editor

Mayliza B. Garban

Photographer

Crick('orpuz

Reporters

BEACH TAKES STATE 3A TITLE BACK TO BACK!!

Francis Bacon
Thu-Huong Nguyen
Blair Washington
Rosalisa Icban
Claire Tobuba
Jameel William
Jessica Chappell
Sherlicia L. Releford
Advisors
Mrs. Karen Harrington
Mrs. Cheryl Haskins

SOMETHING TO THINK ABOUT...

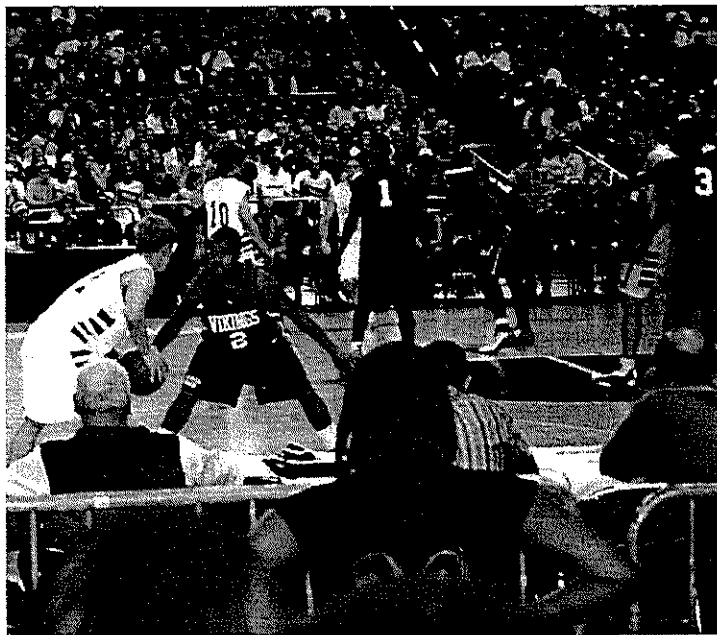**Most TV characters are doctors, lawyers, or detectives. Did you know that in the "Real World" that**

Doctors are 4% of the workforce

Lawyers are 5% of the workforce

Detectives are 3% of the workforce

Source: Did Somone Say College?

Back to Back State Champs!

By Deja Aggrey, Sports Reporter

Our boys made it all the way back to the state tourney this year. We planned to take home the gold like we did the last year. But first we have to take it game by game. We won all are games to qualify for the state title.

In the first round we played West Valley. West Valley was able to stay close with us during the first half, and only trailed by three points. We sealed the deal in the second half with hustle. We had highflying dunks. Josh Love scored 16 points that game. Both of the twins added 12.

In the quarterfinals we played with heart. It was an emotional game due to the fact that the twin's grandmother had passed. The game was dedicated to her.

Vikings Repeat State Title!

By Sherlicia L. Releford

On March 5th Rainier Beach sent a rooter bus to the Tacoma dome to cheer on our Varisty boys basketball in their 1st game of the State Tournament. The game resulted in a 23-point victory over West Valley. The final score was 66-43, with Josh Love, as the leading scorer dropping 16 points, and both Roderick, who showed a near faultless windmill dunk in the 3rd quarter, and Lodrick coming up second with 14 point each.

The next day in the second game of the tournament there was a lot of crowd involvement and rivalry. Skyline's crowd insisted that our team was over rated; yet they lost by 24 points, with the referees cheating in their favor.Lodrick lead in scoring hitting 34 points and a nice off the back board, Tracy McGrady, dunk in the 4th quarter, just to give them something to think about and to let them know that RB is far from overrated. Rodrick was the second leading scorer with 12 points.

The third game got of to a slow start but still ended in a 16 point victory over Meadowdale, and the trip to the championship game the next day. The crowd was a live as before, and really got rallied up when Rodrick threw a sweet behind the back dime to C.J. who banged it in the fourth quarter. The final score was 50-34 with C.J. and Lodrick leading in scoring with 12 points each and Rod coming up second with 9.

PART 5

STARTING TO SERVE

Content   Page

PART 5

Starting to SERVE

Purpose:

The purpose of Part 5 is to have students select a volunteer site, meet with the volunteer
coordinator to fill out the Service Agreement, and have students start volunteering. In
some cases, students must attend a formal orientation before they can begin volunteering.
The orientation hours are included in their total hours.

Student Objectives:

Session 18: Students will be able to select a Service-Learning site and schedule an
appointment with the volunteer coordinator.

Session 19: Students will be able to identify and explain the Seven Elements of High
Quality Service-Learning and be able to analyze different case studies to
measure with the Dipsticks High Quality Service-Learning.

Session 20: Students will be able to meet with their supervisors and fill out the Service
Agreement together. Students will be able to explain Service-Learning to
their supervisors and refer to Principles of Good Practice in Combining
Service and Learning attached to the Service Agreement.

Session 21: Students will be able to keep track of their hours, record the hours, and
have their supervisors sign each month, along with me.

Session 22: Students will be able to know and explain the Student Guidelines for
Successful Volunteering.

Preparation:

1.   Make copies of handouts.

2. Remind students that all forms must be complete.

3. Seattle University Students working on their Masters in Teaching have volunteered in my Business Principles Classes specifically because of our SERVE Program. This fulfills their Service-Learning requirement. Seattle University Students have taught Session 19.

Assessment:

- ✓ Class Participation and Following Procedures

- ✓ Calendar with Objectives

- ✓ Journal and Note taking

- ✓ Site Selection, Service Agreement, and Hourly Sheet (When hours are finished) must be turned-in.

- ✓ Students can fill out the Transportation Application if they need bus tokens to perform their Service-Learning.

Selected Materials: (See following pages, Part 5)

- ✓ SERVE Site Selection

- ✓ Seven Elements of High Quality Service-Learning

- ✓ Dipsticks

- ✓ Case Studies

- ✓ Service Agreement

- ✓ SERVE Hourly Log Sheet

- ✓ Student Guidelines for Successful Volunteering

- ✓ Transportation Application

NAME:_____ DATE:_____ PERIOD:_____

SERVE SITE SELECTION

1. Agency Name: _____

2. Agency Address: _____

3. Supervisor: _____ Telephone: _____

4. Starting date: _____

5. Ending date: _____

6. Comments: _____

_____

SEVEN ELEMENTS of High Quality Service Learning

Integrated Learning

Student Voice

High Quality Service

Civic Responsibility

Collaboration

Reflection

Assessment

DIPSTICKS

A high school student is matched with an elementary student. The high school student provides academic tutoring and serves as a friend who cares and listens. The high school student teaches the elementary student effective conflict-resolution skills and helps him/her develop better social skills

A student acts as a tour guide in a local children's museum. He/she learns about the exhibits and studies their main points. The student then answers questions of visitors and serves as a guide to visiting groups.

A high school student helps coach an elementary basketball team.

A community agency needs help with word processing and clerical jobs.

A high school student helps a community agency with word processing and clerical jobs. He/she provides much-needed assistance to the community while developing his/her clerical and office skills using sophisticated technology.

A student regularly visits a senior citizen home. He/she helps during mealtimes, visits seniors in their rooms, and participates in group activities. He/she decides to write letters to one senior regularly. In the process, he/she learns about that person's life and experiences.

Rainier Beach
High School
8815 Seward Park Avenue South
Seattle, WA 98118
(206) 252-6350
(206) 252-6351 Fax

SERVE PROGRAM - M. Karen Harrington-Director
(Students Efforts for Resource & Vocational Excellence)
(206) 252-6440

The
Seattle Public
Schools

SERVICE AGREEMENT
PLEASE PRINT

Student's Name _____ Telephone _____ Period _____

Agency Name _____

Agency Address _____

Supervisor _____ Telephone _____

Agreed upon days and times of Service _____

Agreed upon tasks (What you will be doing at this site) _____

_____

_____

Purpose and goals to be achieved _____

_____

_____

Orientation and training _____

_____

I, _____ agree that the above is an accurate description of the Service
Learning assignment. This service is **non-paid** and will benefit the community. I will do my best
to accomplish these tasks. **I agree to notify my supervisor in advance if I cannot attend a
date for any reason.**

_____   _____
Student's Signature   **Supervisor's Signature**

PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING

An effective and sustained program:

1. Engages people in responsible and challenging actions for the common good.

2. Provides structured opportunities for people to reflect critically on their service experience.

3. Articulates clear service and learning goals for everyone involved.

4. Allows for those with needs to define those needs.

5. Clarifies the responsibilities of each person and organization involved.

6. Matches service providers and service needs through a process that recognizes changing circumstances.

7. Expects genuine, active, and sustained organizational commitment.

8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.

10. Is committed to program participation by and with diverse populations.

NAME: _____ DATE: _____ PERIOD: _____

Agency Name: _____ Date: _____

Agency Address: _____

Telephone: _____ Supervisor: _____

SERVE HOURLY LOG SHEET
(Students Efforts for Resources & Vocational Excellence)

The Seattle School District and Rainier Beach High School requires Service-Learning for graduation. It is the student's responsibility to keep an accurate record of hours volunteered. Sixty hours of Service-Learning is a requirement for the Seattle School District. The requirement to pass Business Principles is a minimum of 30 hours along with all academic work.

The site supervisor must verify the hours by signing below each month. The site supervisor must also verify total hours of Service-Learning and sign the verification form for the student to receive credit. If you have any questions, please call me at (206) 252-6440.

Please write in black pen each time you volunteer on the calendar months to follow. Enter the time you started and the time you left. Total each month with hours, sign it, then have your supervisor and me sign it. Do not use white out on this document.

SEPTEMBER 2003						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

TOTAL HOURS FOR SEPTEMBER _____ _____
                                                                    Student's Signature

_____   _____
Supervisor's Signature   SERVE Director's Signature

JANUARY 2004						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

TOTAL HOURS FOR JANUARY _____

_____
Student's Signature

_____   _____
Supervisor's Signature   SERVE Director's Signature

VERIFICATION OF TOTAL SERVICE-LEARNING HOURS

I, _____ verify that _____
         Site Supervisor (PLEASE PRINT)   Student's Name (PLEASE PRINT)

has completed a **TOTAL OF** _____ **HOURS** of Service-Learning at

_____.
           Agency Name

_____   _____
       Supervisor's Signature   Student's Signature

_____   _____
              Title   Date

_____
             Telephone

ADDITIONAL COMMENTS:

Thank you for participating in the SERVE Program at Rainier Beach High School!

STUDENT GUIDELINES FOR SUCCESSFUL VOLUNTEERING

Now that you've selected your project, follow these steps to ensure a successful and rewarding volunteer experience.

▼ **Be reliable and professional.** If you expect to be treated like a mature contributor to society, act the part. "No shows" are the biggest obstacle to a successful program. Proper dress and behavior are expected. A professional attitude of respect will be returned.

▼ **Exercise sound judgment.** Do not place yourself in situations that threaten your health or safety, or that have the potential to compromise you or your integrity. Whenever possible, insist on adult supervision or know that an adult is close by.

▼ **Be prepared to meet expectations.** Perform the tasks expected as well as possible and don't stray "out of bounds." The people with whom you're working have made plans based on your commitment.

▼ **Arrange transportation to and from the volunteer site.** Be sure you can get there on time and be prepared to do your job.

▼ **Approach the volunteer project as if it were a "real" job.** If you do it well, you should ask for a letter of recommendation. It could help you obtain a paid position.

▼ **Seek the knowledge and help of experts** and other adults in your community. Their experience makes them excellent resources for information and assistance.

▼ **Enlist the help of the media and local businesses** to help promote your service project. Such help will increase your access to additional resources.

▼ **Monitor and document your progress.** Keep a diary, scrapbook, video or audio recording of your experiences, feelings and things you've learned.

▼ **Take time to reflect and evaluate.** Conduct on-going evaluations to determine if your overall goal and specific objectives are being met. If they are not, be flexible and creative, modifying either the objectives or the method by which they will be accomplished.

▼ **Review your observations.** Note new skills you've developed, existing skills you've applied and improved, and evaluate how the volunteer experience has changed you. Be sure to request feedback from recipients about how they benefited from your project.

▼ **Celebrate your accomplishments.** Notify local newspapers and radio and television stations of your volunteer project. Use published articles to solicit new members for your group or next year's class project. Throw a "thank you" party or plan an awards ceremony, complete with certificates and plaques. Feel good about a job well done.

The Future Is Ours...
SO NOW WHAT?
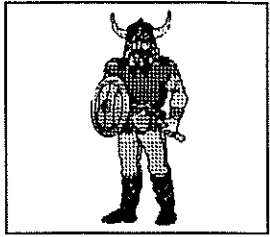
NAME:_____ DATE:_____ PERIOD:_____

TRANSPORTATION APPLICATION

PERSONAL INFORMATION

Home Address: _____

_____

Telephone: _____

SERVICE SITE INFORMATION

Service Site: _____   Supervisor: _____

Address: _____

_____

Telephone: _____

SERVICE SITE ACTIVITIES

What services are you providing?

_____

_____

Who are you providing them to?

_____

PART 6

ACTIVITIES

PART 6

Activities

Purpose:

The purpose of Part 6 is to have students start reflecting on their Service-Learning site by completing a series of different worksheets and sharing with the class. Students will learn more about their site or sites and become familiar with keeping a daily journal of their SERVE sites. They will also experience having and not having through an activity called, "Haves vs. The Have-Nothings."

Student Objectives:

Session 23:   Students will be able to discuss in groups their experiences at their SERVE sites. A recorder will record on paper questions that students need answered about their SERVE site. We will go over each question from the groups and try to answer and share experiences up to this point.

Session 24:   Students will be able to give written analysis of their First Impressions on their sites and consider having a journal for their projects which we will discuss.

Session 25:   Students will be able to reflect on their SERVE sites by completing and sharing the Giving Sheet and Learning Sheet.

Session 26:   Students will be able to find information about their SERVE sites and complete the Mission Sheet.

Session 27:   Students will be able to understand, analyze, and answer questions about an activity they will participate in called, "Haves vs. The Have-Nothings." Students will be in two different groups.

Preparation:

    1.   Four bags of oranges.

    2.   Make copies of handouts.

    3.   Seattle University Students have taught Session 27.

Assessment:

✓ Class Participation and Following Procedures

✓ Calendar with Objectives

✓ Journal and Note taking

✓ First Impressions, Giving Sheet, Learning Sheet, Mission Sheet complete and turned-in and participation in all activities.

Selected Materials: (See following pages, Part 6)

✓ First Impressions

✓ Giving Sheet

✓ Learning Sheet

✓ SERVE Site Journal (Optional)

✓ Mission Sheet

✓ Group One/Group Two Scenarios

✓ Group One/Group Two Report Out Questions

✓ Overall Group Questions

NAME:_____ DATE:_____ PERIOD:_____

FIRST IMPRESSIONS

1. A key to learning from experience is to be alert to what is happening around us, to be sensitive to the scene within which we find ourselves. In this assignment, you are asked to combine the powers of your senses with the power of your pen to vividly describe the setting in which you are doing your service-learning this semester.

2. Describe your first impressions of your site: what you saw, heard, smelled and felt upon entering that location for the first time. Set the scene as a novelist would for a story. Describe the physical scene. (colors, sounds, odors, space) Describe the general atmosphere; how others reacted to you, greeted you; what you did that day (describe one particular situation clearly, and finally, how you felt about it all.

3. A minimum of one page and maximum of two pages double-spaced paper is required.

NAME:_____ DATE:_____ PERIOD:_____

GIVING SHEET

1. Volunteering is about giving to others. The purpose of this assignment is to think about and to express what you are giving to others.

2. List below all the things you can think of that you have been giving to others at your SERVE Site.

3. Describe some special act of giving that stands out in your mind at your SERVE Site.

NAME:_____ DATE:_____ PERIOD:_____

LEARNING SHEET

1. Volunteering is also about learning from others. The purpose of this assignment is to think about and to express what you are learning from others.

2. List below all the things you can think of that you have been learning from others at your SERVE Site.

3. Describe some special act of learning that stands out in your mind at your SERVE Site.

SERVE
Suggestions for your Daily Journal

The point of keeping a journal is to prompt you to notice what is happening, think about your experience, and reflect on the meaning of your experience. Your journal will serve as a record of what you have done and give you some ideas to share in group discussions and in your class presentations. The following suggestions will help guide you in your journal entries. **Please select one idea from the list of suggestions for "about your work" and one idea for the list of suggestions for "about you" for each day you work.**

Suggestions for a Daily Journal

About your work

- What do you do on a typical day at your placement?
- How has this changed since you first began there (different activities, more or less responsibility, etc.)?
- Tell about the best thing that happened this week: something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.
- What's the most difficult part of your work?
- What thing (or things) did you dislike most this week? Why?
- If you were in charge of the place where you volunteer, what would you do to improve it?
- If you were the supervisor, would you have the volunteers do anything different from what you are doing? Would you treat them differently?
- Tell about a person there who you find interesting or challenging to be with. Explain why.
- What do you feel is your main contribution?
- If a time warp placed you back at the first day of this program, what would you do differently the second time around?

About you

- How do people see you there? As a staff member? a friend? a student—or what? What do you *feel* like when you're there?
- What did someone say to you that surprised you? Why?
- What compliments have been given and what did they mean to you? How did you react? What about criticisms and your reaction to them?
- Did you take (or avoid taking) some risk this week? Were there things you wanted to say or do that you didn't say or do?
- What happened that made you feel you would (or would not) like to do this as a career?
- What kind of person does it take to be successful at the kind of work you do (as volunteer, as a career)?
- What did you do this week that made you proud? Why?
- What feeling or idea about yourself seemed especially strong today?
- What insights have you gained into people (what makes them happy or sad, successful or failures, pleasant or unpleasant, healthy or sick, etc.)?
- How similar is your impression of yourself to the impression others seem to have of you?
- Tell about something you learned as a result of a disappointment or even a failure.
- Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

NAME:_____ DATE:_____ PERIOD:_____

MISSION SHEET

1. What is the name of the organization you are volunteering at?

2. What is the Mission Statement or Philosophy of your Service-Learning Site?

3. In the space below, make a sketch, or attach a logo or symbol that this organization uses.

4. Make a detailed list of all the different projects on which this organization is working. Put an asterisk (*) next to any project in which you will be involved in.

5. How many people work for this organization? _____

6. How many people are volunteers for this organization? _____

"Haves vs. the Have Nothings"
GROUP ONE
Scenario

1.   Homeless people tend to have poor diets and you are volunteering at a shelter that night. You have an orange to give to a homeless person who really needs the vitamin C. You need this orange.

2.   Go back to room 223 and find your partner from Group Two.

"Haves vs. the Have Nothings"
GROUP TWO
Scenario

1. You work for a very poorly funded non-profit agency. The budget for the agency is so small that tonight you are going to a major fund raiser, and President Bush is going to be there. You want to impress him so badly that you are making an amazing cake. You are going to make this special family recipe for icing, which calls for orange peel...**you need orange peel**, but your agency does not have the money to buy any ingredients.

2. Go back to room 223 and find your partner from Group One.

"Haves vs. the Have Nothings"
REPORT OUT
Group One

1. How did having the orange make you feel?

2. What was the decision you had to make?

3. How did you feel when your partner needed what you have?

4. What did you do?

5. Did anyone do anything different from you?

6. How did you make your decision? How did you feel?

"Haves vs. the Have Nothings"
REPORT OUT
Group Two

1.   What did you have when you left the room?

2.   What did you need?

3.   How did you feel needing something?

4.   How did you feel when you saw that your partner had what you needed?

5.   What did you do?

6.   Did anyone do anything different?

7.   What did you do when your partner gave, withheld, or teased you with the orange?

8.   How did you feel?

OVERALL QUESTIONS

1. Why was this easy exercise?

2. What skills are needed to cooperate?

3. What personal needs can you fulfill by doing Service-Learning?

4. At your SERVE site, what is the orange? Who has the orange? Who has the need?

PART 7

COMPLETION OF HOURS

<u>Content</u>   <u>Page</u>

PART 7

Completion of Hours

Purpose:

The purpose of Part 7 is to have students complete their Service-Learning hours; check over the SERVE Hourly Log Sheet to make sure it is complete with all signatures, and request a letter from their SERVE site verifying all hours performed. We will also work on an activity that shows how volunteers have made a difference in their communities.

Student Objectives:

Session 28:   Students will be able to complete their Service-Learning hours.

Session 29:   Students will be able to have a verified letter signed by their SERVE site stating hours performed.

Session 30:   Students will be able to identify and write about each hero discussed.

Preparation:

1.   Extra copies of SERVE Hourly Log Sheet and Copies of example verification letter.

2.   Make copies of handouts.

Assessment:

✓ Class Participation and Following Procedures

✓ Calendar with Objectives

✓ Journal and Note taking

✓ SERVE Hourly Log Sheet and Verification Letter turned-in.

✓ Heroes Who Helped Shape Today Worksheet completed and turned-in.

Selected Materials: (See following pages, Part 7)

- ✓ SERVE Hourly Log Sheet

- ✓ Verification Letter

- ✓ Heroes Who Helped Shape Today Worksheet

- ✓ Biographies on each person

April 29, 2003

Karen Harrington
Rainier Beach High School

Dear Ms. Harrington,

This letter is to verify that   has completed 25 hours of volunteer
community service at the Rotary Boys and Girls Club.   helped tutor elementary
school students who are enrolled in our after school education program. Please contact
me at   , Ext.109 if you need additional information.

Sincerely,

Adam Sedlik
Education Specialist
Rotary Boys & Girls Club

Please note: Content was redacted from this page due to FERPA and privacy concerns.

HEROES WHO HELPED SHAPE TODAY

Heroes who helped shape today

RACHEL
CARSON
1907–1964

Heroes who helped shape today

CANDY
LIGHTNER
1947–PRESENT

Heroes who helped shape today

ROSA LEE
PARKS
1913–PRESENT

Heroes who helped shape today

RICHARD
ROMANO
1929–PRESENT

Heroes who helped shape today

EBONY

MCKINNEY

1975–PRESENT

PART 8

REFLECTION, EVALUATION, AND FINAL QUESTIONS

PART 8

Reflection, Evaluation, and Final Questions

<u>Purpose</u>:

The purpose of Part 8 is to have students reflect back on their Service-Learning experience over the last 10-15 weeks, evaluate their SERVE sites, and begin the Final Project Questions.

<u>Student Objectives</u>:

Session 31:   Students will be able to complete a written reflection paper, answering specific questions about their experiences.

Session 32:   Students will be able to objectively evaluate their SERVE sites.

Session 33:   Students will be able to complete their Final Project Questions in writing.

<u>Preparation</u>:

1.   Have posters ready for students to take.

2.   Make copies of handouts.

<u>Assessment</u>:

✓ Class Participation and Following Procedures

✓ Calendar with Objectives

✓ Journal and Note taking

✓ Reflection Paper completed and turned-in.

✓ Evaluation Complete and turned-in.

✓ Final Project Questions completed and turned-in.

<u>Selected Materials</u>: (See following pages, Part 8)

✓ Reflection Paper

- ✓ Student Evaluation of the Service Experience

- ✓ Service-Learning Presentation & Project (Final Project Questions Listed)
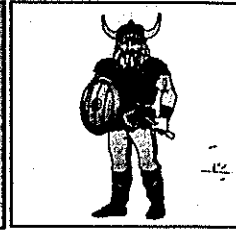
NAME:_____ DATE:_____ PERIOD:____

REFLECTION PAPER

1. Throughout the course, we have been reflecting on our learning experiences in the classroom and at your Service Site.

2. Reflection is the key to getting meaning from your service experience. What is reflection? A process by which service-learners think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading about the service experience. Reflection happens through thought, action, observation, and interaction. This process helps us learn from each other.

3. Answer the following reflection questions about your Service Site. A minimum of four pages and maximum of five pages double-spaced, typed paper is required.

REFLECTION QUESTIONS

1. Why did you choose the Service Site you did?

2. What did you like about your Service Site?

3. What did you dislike about your Service Site?

4. What did you learn and accomplish?

5. During this Service-Learning experience, what insights have you gained about working with people?

6. In what ways is your attitude toward Service-Learning stayed the same or changed from when you first began?

7. How are you applying in other areas of your life new knowledge, skills, or insight gained from your Service-Learning experience?

Student Evaluation of the Service Experience

Name_____ Agency _____

School _____ Grad. Yr _____

INSTRUCTIONS: The following list describes some possible features of a community service experience. Please describe your particular experience by circling the appropriate number from 1 to 5.

	practically never	once in a great while	sometimes	fairly often	very often
1. I had enough work to keep me busy.	1	2	3	4	5
2. What I did was interesting	1	2	3	4	5
3. I found my tasks challenging	1	2	3	4	5
4. I was given enough training to do my tasks.	1	2	3	4	5
5. I did things myself instead of just observing.	1	2	3	4	5
6. I was given adult responsibilities	1	2	3	4	5
7. I learned things that will help me in my future work or education	1	2	3	4	5
8. I was given clear directions..................	1	2	3	4	5
9. I was given a variety of tasks to do..........	1	2	3	4	5
10. Adults at the agency took a personal interest in me	1	2	3	4	5
11. I had the freedom to develop and use my own ideas..	1	2	3	4	5
12. I felt I was helping people or improving my community	1	2	3	4	5
13. My job was just busy work......................	1	2	3	4	5
14. I think this was a safe place to work.........	1	2	3	4	5
15. I was appreciated when I did a good job.......	1	2	3	4	5
16. I received help when I needed it..............	1	2	3	4	5
17. I discussed my experiences with my supervisor or co-workers	1	2	3	4	5
18. I feel I did a good job........................	1	2	3	4	5
19. I was allowed to make decisions..............	1	2	3	4	5

My overall rating of my placement at this agency is

_____excellent   _____good   _____fair   _____poor   _____terrible

NAME:_____ DATE:_____ PERIOD:_____

SERVICE-LEARNING PRESENTATION & PROJECT
50 POINTS POSSIBLE

Each student must give an oral presentation on his or her service site to the class. Each presentation must answer the following questions:

1. What is the name of the Service-Learning site or sites you volunteered at and why did you choose this site?

2. How many total Service-Learning hours did you accomplish?

3. What was your supervisor's name and how many other volunteers did you work with?

4. How long has this organization been in business?

5. What was your position at the site and your responsibilities and duties?

6. What skills were needed to be successful at this site?

7. Describe a typical day at your site and what you did?

8. How do you feel about volunteering and would you consider volunteering again?

9. How do you feel about having volunteering as a requirement for graduation? Explain your answer in detail.

10. Would you recommend your service site to another student? Explain your answer in detail.

11. Discuss your Service-Learning Project.

This Service-Learning Presentation is worth 25 points.

Next, you are required to do a Service-Learning Project. Choose one item from the list below and start working on your project now.

PART 9

Final Project and Oral Presentation

PART 9

FINAL PROJECT AND ORAL PRESENTATION

✓ Oral Presentation given.

Selected Materials: (See following pages, Part 9)

✓ Service-Learning Presentation & Project (Final Project Questions Listed in Part 8)

✓ Examples of Projects (Pictures)

Examples of Service-Learning Projects
From
Mrs. Harrington's Business Principles Classes

South Park Community Center

Pacific Science Center

Union Gospel Mission

Please note: Names were redacted from this page due to FERPA concerns.

PART 10

CELEBRATIONS AND CERTIFICATES

PART 10

Celebrations and Certificates

Purpose:

The purpose of Part 10 is to recognize all the students for volunteering in their community and completing the Service-Learning requirement of 30 hours or more.

Student Objectives:

Session 37:   Students will be able to receive a certificate from the school, recognition from their peers, and a party in their honor.

Preparation:

1.   Completing all certificates with names of students.

2.   Coordinating with students and parents on food and desserts.

3.   Supplying all paper goods and drinks.

4.   Having theaters donate movie passes.

Assessment:

✓ Students having fun.

✓ Lots of food.

Selected Materials: (See following page, Part 10)

✓ Certificate

RAINIER BEACH HIGH SCHOOL

Certificate of Award
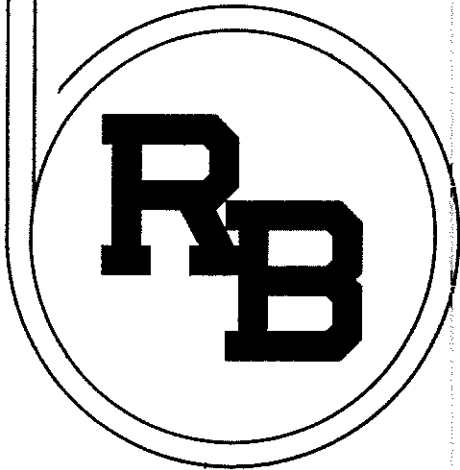
presented to

_____

In recognition of outstanding Achievement

in _____

We congratulate you and have confidence that
your future will be equally successful.

Given this _____ day of _____

19_____

_____

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a Service-Learning Curriculum for Rainier Beach High School, Seattle, Washington. To accomplish this purpose, a review of related literature was conducted. Additionally, related information and materials from programs from throughout the United States was obtained and analyzed, along with related materials from Seattle Public Schools.

Conclusions

The following conclusions were reached as a result of this project:

1. Service-learning can be defined as a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired. (Kaye, 2004, p. 7)

2. Educators and community leaders increasingly think involving young people in service-learning activities is a powerful strategy to improve academic achievement, support school improvement and contribute to community renewal. (Gomez, 1999, p. 1)

3. While the individual may be learning while participating in community service, the focus of the program is on the service. (Lerner, 2004, p. 1)

4. Service-Learning is *new* in that linking the concept of community service with school curricula did not become fully developed until the 1970s and has spread to

schools and college campuses throughout the United States. (Learning in Deed: The Power of Service-Learning for American Schools, 2002, p. 18)

5.   The primary goal of the Seattle Public School Board in mandating the service-learning requirement was to ensure that all Seattle Public School graduates are knowledgeable about the needs of their community and have applied knowledge gained in school to address real community needs. (Anderson, 2000, p. 7)

6.   The importance of the Service-Learning Curriculum for Rainier Beach High School was formally validated when Mr. John Stanford, Superintendent of Seattle Public Schools, recommended to the school board that service-learning be adopted as a graduation requirement for students in the Seattle School District. Official board action for adoption was taken during 1997. (Green, 1998)

Recommendations

As a result of this project, the following recommendations have been suggested:

1.   To provide structured time for reflection on the skills and knowledge acquired through the service experience, educators should adopt a service-learning curriculum and instructional component.

2.   To improve academic achievement, support school improvement, and contribute to community renewal, educators and community leaders should involve young people in service-learning activities.

3.   To focus on providing community service, students enrolled in service-learning programs should engage in a variety of hands-on activities.

4. To ensure Seattle Public School graduates are knowledgeable about the needs of their community, the school district should continue the service-learning graduation requirement.

5. Seattle Public Schools should hire a full-time coordinator to provide for ongoing series of staff development, service-learning workshops, and symposiums.

6. Service-learning should be integrated into a broadly based career orientation curriculum for all grades, P-12.

7. Funding should be made available to assist research in publishing this study for regional and national distribution.

8. Other schools and school districts seeking curriculum information concerning the importance of service-learning may wish to adopt information compiled for purposes of this study or pursue further research more suited to their unique needs.

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APPENDIXES

Selected Service-Learning Materials

A. Seattle Public Schools—Service Learning Agreement

B. CalServe Initiative Brochure

C. Minnesota Service Learning—High School/Web Sources

D. Maryland State Department of Education—Program History

APPENDIX A

Seattle Public Schools—Service Learning Agreement

Service Learning Agreement

Student Information

Student Name:_____ Student ID#_____

School:_____Date of Birth;_____Yr of Graduation:_____ Male ☐   Female ☐

Curriculum ☐ Arts, Humanities, Communications & Media   ☐ Health & Human Service
Area: ☐ Business & Marketing   ☐ Engineering Technology, Science & Math

Organization Information

Organization:_____Dept._____

Address:_____City/State/Zip_____

Description of service to be performed_____
_____

Verifying Information

Date of Service	Hours of Service	Signature of Authorized Supervisor	Date of Service	Hours of Service	Signature of Authorized Supervisor

This student has completed the above number hours toward fulfillment of the student service requirement for high school graduation.

_____   _____
Verified by Site Contact – Please Print Name   Site Contact Signature

Site Contact:_____ Phone:_____
If contacted, this individual can verify student's hours.

Student / Teacher

I verify that I have completed the above documented service and understand that I must also complete the Reflection requirement in order to fulfill the service learning requirement for high school graduation.

_____Date:_____
Student Signature

_____Date:_____
Teacher Signature

APPENDIX B

CalServe Initiative Brochure

Examples of Service-Learning Activities

Students and teachers have opportunities throughout the activities and at the end to reflect on their service-learning experiences.

Elementary Grades: Fourth-grade students, some of whom are reading below grade level, buddy with first graders for one-on-one reading. The fourth-grade teacher instructs her students in several simple reading strategies, such as picture cues and letter-sound correspondence. The fourth graders must select age-appropriate books that are of interest to their buddies, practice reading the book in an interesting way, and define vocabulary words that may be difficult for the younger child. The students meet weekly for their Book Buddy sessions.

Middle Grades: Middle school students work in partnership with the U.S. Forest Service to conduct an in-depth study of a nearby watershed as part of their science curriculum. The students identify what constitutes a healthy watershed and, with the help of the teachers and volunteer biologists, hydrologists, and environmental engineers, design a rehabilitation plan to restore degraded areas of the watershed. In their language arts classes, students develop articles and public service announcements to educate the greater community and highlight the importance of environmental sensitivity.

High School: Students in advanced Spanish courses practice second-language acquisition, writing, and speaking skills while volunteering at local health care facilities and human service agencies that primarily serve Spanish-speaking clients. Students serve as translators and assist clients by helping them complete registration forms and by providing instructions and information related to their care and treatment.

Definition of Service-Learning

Service-learning is an instructional reform strategy that actively involves youths in academic programs through service to their communities. The term "service-learning" means a method—

(A) under which students or participants learn and develop through active participation in thoughtfully organized service that—

(i) is conducted in and meets the needs of a community;

(ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and

(iii) helps foster civic responsibility; and

(B) that—

(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and

(ii) provides structured time for the students or participants to reflect on the service experience.

— *National and Community Service Act of 1990, as amended (42 U.S.C. 12501, et seq.)*

Service-learning makes academic content come alive as students apply their knowledge and skills to real-life situations. Students become more engaged in their studies and see that they can make a difference. Taking an active role in addressing community needs fosters responsible citizenship and contributes to character development.

–Jack O'Connell
State Superintendent of Public Instruction

CalServe Initiative

Learn and Serve America
K–12 Service-Learning

The National and Community Service Trust Act was signed into law in 1993. This federal act provides funding for the Corporation for National and Community Service in Washington, D.C.

Learn and Serve America, the K–16 arm of the corporation, is a federal grants program. It seeks to promote youths as resources through service-learning activities that address local priorities in the areas of education, public safety, the environment, health, and human needs.

Currently, Learn and Serve America school-based programs involve more than a million youths nationwide.

California Department of Education

The CalServe Initiative's Statewide Strategies
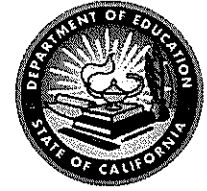
In California, the Department of Education's CalServe Initiative provides direct funding assistance to school-community partnerships and involves more than 120,000 students and 15,000 community volunteers and agencies in urban, rural, and suburban communities throughout the state.

CalServe partnerships of local educational agencies and community-based organizations receive funds through competitive applications to support districtwide implementation of service-learning. These school-community partnerships provide high-quality service-learning activities at each grade span (elementary, middle, and high school).

Regional service-learning leads provide opportunities for California's K–12 educators and community partners to come together in regions to learn and share ideas about how to design, implement, and support service-learning. For more information contact Youth Service California at (510) 302-0550 or *http://www.cde.ca.gov/calserve.*

State and national partners and CalServe have a long history of working together to promote the use of service-learning in schools and communities. CalServe also works with institutions of higher education through ongoing teacher education and teacher preparation programs. All these partners are committed to the challenge of integrating service-learning into the culture of California's educational system by using a wide range of activities and strategies.

Service-Learning: Linking Classrooms and Communities, the report of the Superintendent's Service-Learning Task Force, contains the following recommendations:

☉ Develop policies and plans to ensure that all students have academically meaningful, sequential, and sustained service-learning experiences throughout their schooling.

☉ Link service-learning to state and local standards, assessments, and accountability tools.

☉ Work collaboratively with community partners and national service providers, such as **AmeriCorps** and **VISTA,** to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.

☉ Give youth a voice in their education by involving them fully in planning, implementing, and evaluating all service-learning activities.

☉ Establish a local service-learning advisory committee or include service-learning representatives on existing school and district advisory committees.

☉ Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands service-learning.

☉ Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.

☉ Include service-learning as a vital instructional strategy in teacher education programs.
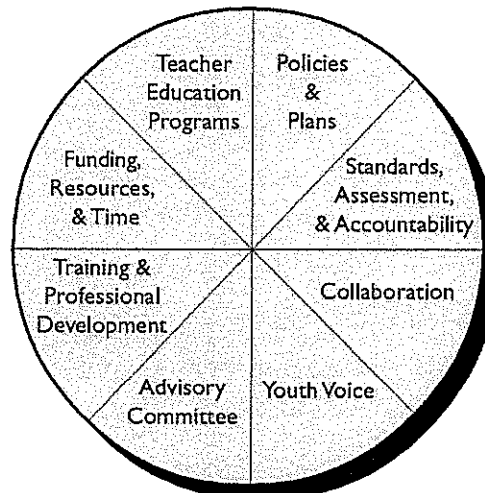
APPENDIX C

Minnesota Service Learning—High School/Web Sources

High School

Fridley High School, Fridley, MN
Grade Level: High School
Curriculum Connection: Science
Description: Students in the course are responsible for studying the water quality of Moore Lake (a lake in Fridley) to determine of the impact of pollutants on the lake water. Once they have analyzed the water quality, they provide their information, in the form of a report, to many audiences including the local Department of Natural Resources agent.

Henry Sibley High School, Mendota Heights, MN
Grade Level: High School
Curriculum Connection: Social Studies
Description: Students do an in-depth study of one decade-its history (social, political, economical) and the literature of the time. The class discusses and practices communication skills and interviewing techniques with each other and partners with senior citizens. Students plan a series of activities and visits with senior citizens in a social setting. Students interview their senior partner several times and then write a brief oral history, focusing on sharing the story of one event/era/theme from the perspective of their senior "friend." The project results in a student generated publication, "The History of the Years 1920-1999 in West St. Paul/Mendota Heights: As seen through the eyes of its citizens." This project assists students in developing an understanding of how the events of the era impacted the people in their community. In addition, this project also addresses a larger need in our school and community. Many students seem to lack a sense of history about the people who walked the halls prior to them and about their community in general. Our community, like many others, lacks opportunities for our older citizens to meet, share with, and build relationships with our students.

Benilde-St. Margaret's School, St. Louis Park, MN
Grade Level: High School
Curriculum Connection: World Language, History, Politics, Economics, Environmental Studies
Description: Students learn about the history, politics, economic and social issue of Haiti through lectures and note-taking in French, guest speakers, current article reviews, and class discussion. They increase their knowledge and perspectives on U.S. connection and policies regarding Haiti. The use of technology, multiple intelligences, and higher order thinking skills is integrated into the unit. Students identify Haiti's problems, their causes and possible solutions as well as Haiti's strengths and resources. The students select a service component and it varies each year. Past projects include: Red Cross Friendship boxes, school supply drive with Operation Classroom, shoe drive through a local parish, raising funds to pay a teacher's salary for a year at St. Antoine School in Fondwa, and purchasing 24 kreyol pigs for distribution to the Fondwa Peasant Association community.

Greenbush-Middle River High School, Greenbush, MN
Grade Level: High School
Curriculum Connection: Mathematics
Description: Students in an applied math class made a quilt to donate to the fire station after the September 11, 2001 tragedies. The project includes measuring geometric shapes and finding the correct measurement techniques of square feet and yardage to make an American Flag Quilt. The quilt consists of 12 different squares that each student designed. Students had to design an American Flag motif on a 2' x 2' poster board. They then had to cut out the different shapes and patterns, calculate the square footage, convert it into yardage, and then figure out how much fabric in each color they would need. Next students traced and cut out fabric, ironed on the stitch-witcherty and serged pieces together to make the squares. They were also taught about quilting and using quilting techniques by a community member. An article about the service-learning project was submitted to the local paper by a student. The students have decided to donate it to the 9-1-1 Firefighters Charity in New York City.

Web Sources

Minnesota Service Learning

Learn & Serve America	http://www.cns.gov/learn/
Corporation for National Service	http://www.cns.org
Learning In Deed	http://www.learningindeed.org/
National Service-Learning Clearinghouse	http://servicelearning.org/
National Youth Development Information Center	http://www.nydic.org/
National Youth Leadership Council	http://www.nylc.org/
Youth Service America	http://www.ysa.org/
Close Up Foundation	http://www.closeup.org/
Constitutional Rights Foundation	http://www.crf-usa.org
National Dropout Prevention Center	http://www.dropoutprevention.org
America's Promise	http://www.americaspromise.org
Minnesota Alliance with Youth	http://www.mnyouth.org
MN Campus Compact	http://www.mncampuscompact.org
Campus Compact	http://www.compact.org
Search Institute	http://www.searchinstitute.org
4-H	http://www.fourh.umn.edu
Extension Offices	http://www.extension.umn.edu
MN Peer Helping Association	http://www.mnpha.com/about.html

APPENDIX D

Maryland State Department of Education—Program History
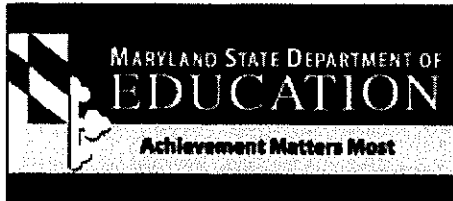
MSDE Home

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> Programs
  □ Overview
  > Assignment Media
    Literacy
  > Bridge to Excellence
  > Charter Schools
  > Environmental Programs
  > Family Literacy
  > GED
  > Gifted and Talented
  > Minority Achievement
  > No Child Left Behind
  > Phoenix Project
  > School / Community
    Nutrition
  > Schools in Improvement
  ∨ Service-Learning
    □ Homepage
    □ Local School System
      Information
    □ Staff
    □ Service-Learning
    □ Project Ideas
    □ Links
    □ Preparation, Action,
      Reflection
    □ Site Index
  > Special Education
  > Technology/Library Media
  > Title I
  > 21st Century Learning
    Centers
  > Reading First
  > Troops to Teachers
  > Equity Assurance
  > Resident Teacher
    Certificate

Programs

Programs > Service-Learning > Docs

History

Maryland is the first state in the nation to require high school students
in service-learning activities as a condition of graduation. Each of the ‹
districts in Maryland implement the service-learning graduation requir
differently, because they tailor the specifics of their program to their lc
community.

1982 - In his book, High School, Former Federal Commissioner of Edu
Ernest Boyer advocated that all public schools adopt a new Carnegie U
hours of mandatory service-learning.

1983-84 - Maryland Superintendent of Schools, David Hornbeck vigor
pushes the State Board of Education to adopt a mandatory service req
for all public high school students. The board does not adopt it.

1985 - The State Board of Education adopts a rule requiring all school
to offer credit bearing community service opportunities for high school

1985-88 - Very little change is made by local school systems as a res
1985 "opportunity mandate."

1988 - Through support from foundations, the Maryland Student Serv
(MSSA) is created as a public/private partnership with the State Depar
Education to enhance service-learning efforts in Maryland.

1988-92 - Through MSSA's teacher training, curricula development, a
technical assistance efforts, a strong foundation for service-learning is
established in a growing number of schools statewide.

1990 - State funding adds full-time technical assistance capacity to M

1992 - The Federal Commission on National and Community Service ‹
$523,546 to the Maryland State Department of Education to advance t
learning initiatives in the state and designates Maryland as one of 8 le‹
states.

1992 - The State Board of Education adopts the current mandatory se
requirement which becomes effective in 1993 and affects the graduatii
1997 and beyond.

1992-93 - Considerable publicity, some of it hostile, was given to the requirement, focusing almost exclusively on the 75 hour option. Most I boards, teachers organizations and student groups initially opposed th requirement.

1992-93 - MSSA conducts a vigorous public education campaign focu: on having involved and engaged students change other students' attitu toward the requirement.

April 1993 - MSSA inducts its first class of 14 <u>Fellows</u>, teachers who r exemplary service-learning programs and are willing and able to share expertise and enthusiasm with their peers. As of March 2003, MSSA ha Fellows representing all twenty four school systems.

January 1993 - An effort by state legislators to overturn the Board of requirement is defeated. Similar efforts in later years will likewise fail.

March 1993 - All 24 <u>school districts</u> opt to design their own service-le programs and submit plans to the State Superintendent.

January 1995 - MSSA receives a three year grant from the W.K. Kellt Foundation to fund <u>Youth RISE</u> (Youth Representatives Involved in Ser Learning Education), a statewide leadership program for middle and hi students who want to help promote quality service-learning experienct

May 1995 - MSSA produces <u>Maryland's Best Practices</u>: An Improveme for School-Based Service-Learning in Maryland. It is the product of int(with 80 teachers around the state who use service-learning as a teach method. This guide gives teachers concrete ways to improve their serv learning practice. In response to requests from teachers and administr replicable models, MSSA searches the state for teachers doing service· that meets all seven Best Practices.

April 1996 - MSSA produces <u>Shared Learnings</u>: Administrative Strate Service-Learning. These strategies are based on the experiences of Ma educators who operationalize the state policy that all students must pa service-learning prior to graduation. These ideas serve as a program improvement guide for administration of large-scale service-learning.

March 1997 - MSSA launches the "<u>Service Stars</u>" recognition progran highlighting high school students from every school system that signifi beyond the service-learning graduation requirement.

Spring 1997 - Youth mini-grants are first awarded to youth-develope written grant proposals. These mini-grants continue to be awarded aft funding from the Kellogg Foundation ends.

Winter 1997 - <u>MSSA website</u> is created with information on local, sta national service-learning programs and issues.

April 1997 - MSSA hosts its first annual Combined Service-Learning L Retreat. 130 administrators, teachers, and students attended.

June 1997 - 42,000 Maryland public school students graduate with th learning requirement fulfilled. Only 49 students in the state did not gr; solely because of the service-learning graduation requirement.

1997-2001 - Service-Learning Leadership Retreats continue with 200 participants gathering to examine specific issues related to the quality learning programs.

1998-present - More than 99% of Maryland students complete their : learning requirement prior to graduation.

1998 - "Next Steps: A School District's Guide to the Essential Element Service-Learning" is published as a self-assessment tool for school disl Maryland and nationally. The guide is a result of collaboration between national experts and is funded through a Corporation for National Serv competitive grant. This guide remains one of the most frequently orde publications.

1998 - "Excellence Awards" are given to school systems that excel in implementation. Systems are asked to share strategies for institutiona service-learning with all other systems across the state.

1999 - "Leadership Development Awards" are given to all school syste specifically to develop service-learning leadership capacity among teac students, and administrators.

August 2000 - MSSA is awarded a competitive "Community, Higher E School Partnership" grant from the **Corporation for National Service**. A partnership is established among schools, colleges, and community ag distressed Baltimore City neighborhood to improve quality of service-le practice and projects

September 2000 - MSSA starts two new recognition programs to pro quality service-learning practice. The **"Sherry Unger" award**, named posthumously for an exemplary service-learning Fellow, prominently fe service-learning project on our website each month and provides a $2(to the school. Each project must detail how it meets "Maryland's Sevei Practices" for service-learning activities. Also, the "Service-Learning Pr **the Year**" award is a competition that awards money to the winning sc several honorable mentions. The Principal of the Year award winner is featured speaker at a service-learning celebration each year.

October 2000 - "Statewide Quality Review" initiative begins with MS! specialists visiting every school district during the school year to monil learning implementation policies and assess quality of service-learning The State Board requests an annual presentation on the status of this

2001-present - "Statewide Quality Review" initiative expands and de the request of the State Board of Education. 2000-2001 Review produ(Characteristics of Quality Service-Learning" presentation to State Boar 2002 Review produces specific action steps in the areas of accountabil delivery models, and teacher training. The June 2002 annual State Bo; presentation articulates comprehensive **Service-Learning Guidelines** fo districts.

June 2001 - "Rising Service Stars" begins as a middle school equivale "Service Star" recognition program. Exemplary middle school students selected by school administrators.

August 2001 - MSSA expands and improves website to provide users efficient navigation and pertinent information. New features include Po presentations, pre-formatted training materials, PDF files, additional lii national organizations, and additional archived materials.

September 2001 - State Department of Education forms new "Youth Development Branch" combining service-learning, character education Century Community Learning Centers, and student government progra single strategic entity. The Branch is part of the Division of Student an Services.

September 2002 - "Statewide Quality Review" initiative expands aga include scoring rubrics for use during structured interviews with each s system. Rubrics are developed with input from school system administ are intended to inform strategic improvement plans for local systems.

November 2002 - MSSA provides "Training Awards" to systems that customized quality service-learning training for any combination of tea administrators, community agencies, and students. MSSA pledges tech assistance in support of these local training initiatives.

May 2003 - Maryland host the first statewide Service-Learning Leadei Recognition Event to celebrate Service Stars, the Serivce-Learning Prir the Year and Service-Learning Fellows all at the same time.

April 2004 - Many Maryland serivce-learning publications are posted ; on the service-learning website so they can be downloaded for free by and students.

June 2004 - The Maryland Student Service Alliance disolves as a publ partnership between the Student Community Service Foundation, Inc. Maryland State Department of Education (MSDE). The service-learnini is fully integrated MSDE and supported through the Youth Developmer The many contributions of MSSA and its staff through the years are gr appreciated and helped make Maryland a pioneer in service-learning.

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