

Workshop Schedule

April 4, 2014



Focus on Additional Skill-Building, Goal-Setting, and Planning

Transition: Highlights of Day 1

Jigsaw Activity: Insights from the Readings (Model S-L Projects)

S-L Video Clips/Debriefing

Imagine a World (Investigation re: Local and Global Needs; Demonstration of MI)

Experiencing the S-L Cycle Together: Investigation, Preparation, Action, Reflection, and Demonstration/Celebration

Planning for Success

Questions that Matter

Recommended Resources (Books, Websites, Assessment Tools, etc.)

"Capturing the Magic"

Guided Planning Time/Support Team Meetings

Sharing of Goals and Action Plans

Elevator Speeches (Summarizing/Sharing Your Learning)

Legacy Quilt (Reflection Activity)

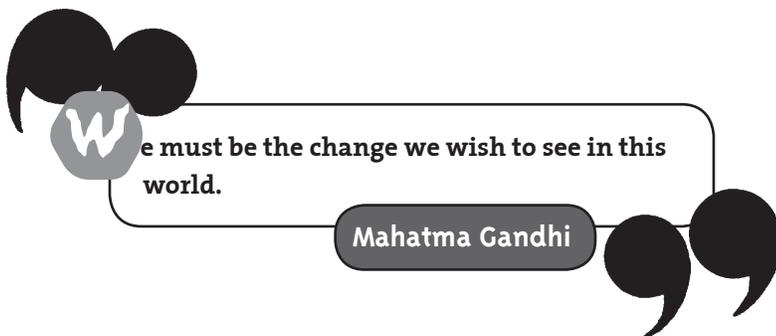
Concluding Video and Next Steps

Workshop Evaluation and Closing Comments

Imagine A World

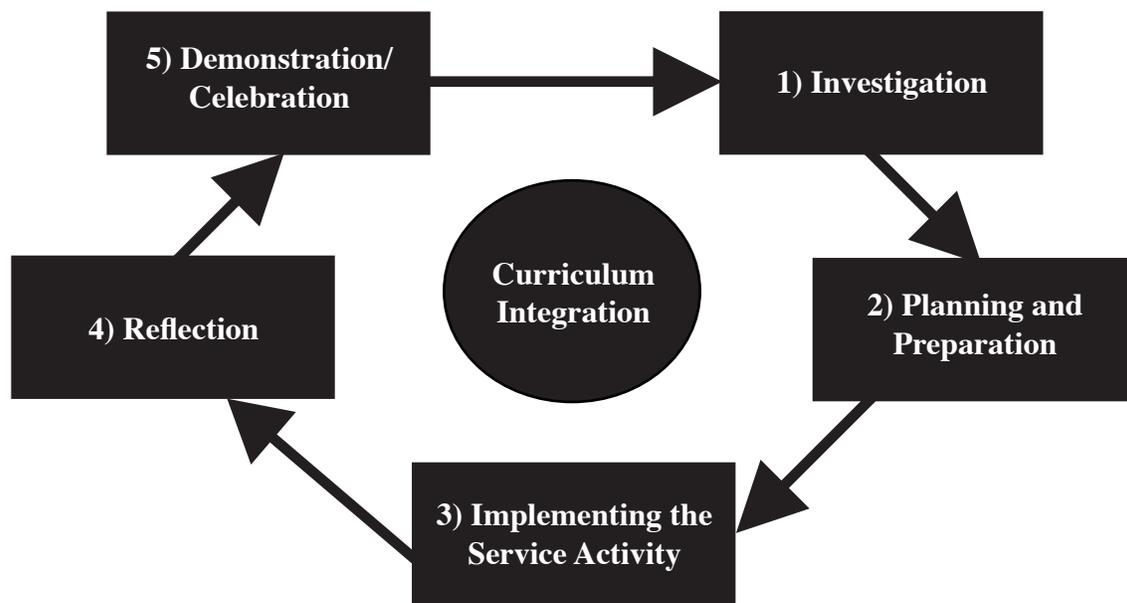
Poem Activity

1. Group completes the global puzzle as directed (all members participate; clues are added gradually by facilitators as needed). [Symbolic message: At its best, service-learning utilizes our individual and collective gifts to help “put the world back together.”]
2. Each member lists local and/or global issues and needs that he/she feels passionately about.
3. Together, group members share their responses with each other. (If time permits, they may also compile a master list of 20-30 such issues/needs that represent their collective thoughts and feelings.)
4. Then, each member uses one of his/her items to complete the sentence stem: *“Imagine a world . . .”* (next words might include “where” or “in which” or “with” or “without”). This works best if group members first tell each other which issue/need they plan to use so that duplication can be avoided.
5. Group members put their *“Imagine a world . . .”* lines together to form a poem. Adjustments in wording can be made as desired to make the poem “flow” more effectively.



K-12 Service-Learning Project Planning Toolkit

Service-learning: An Overview



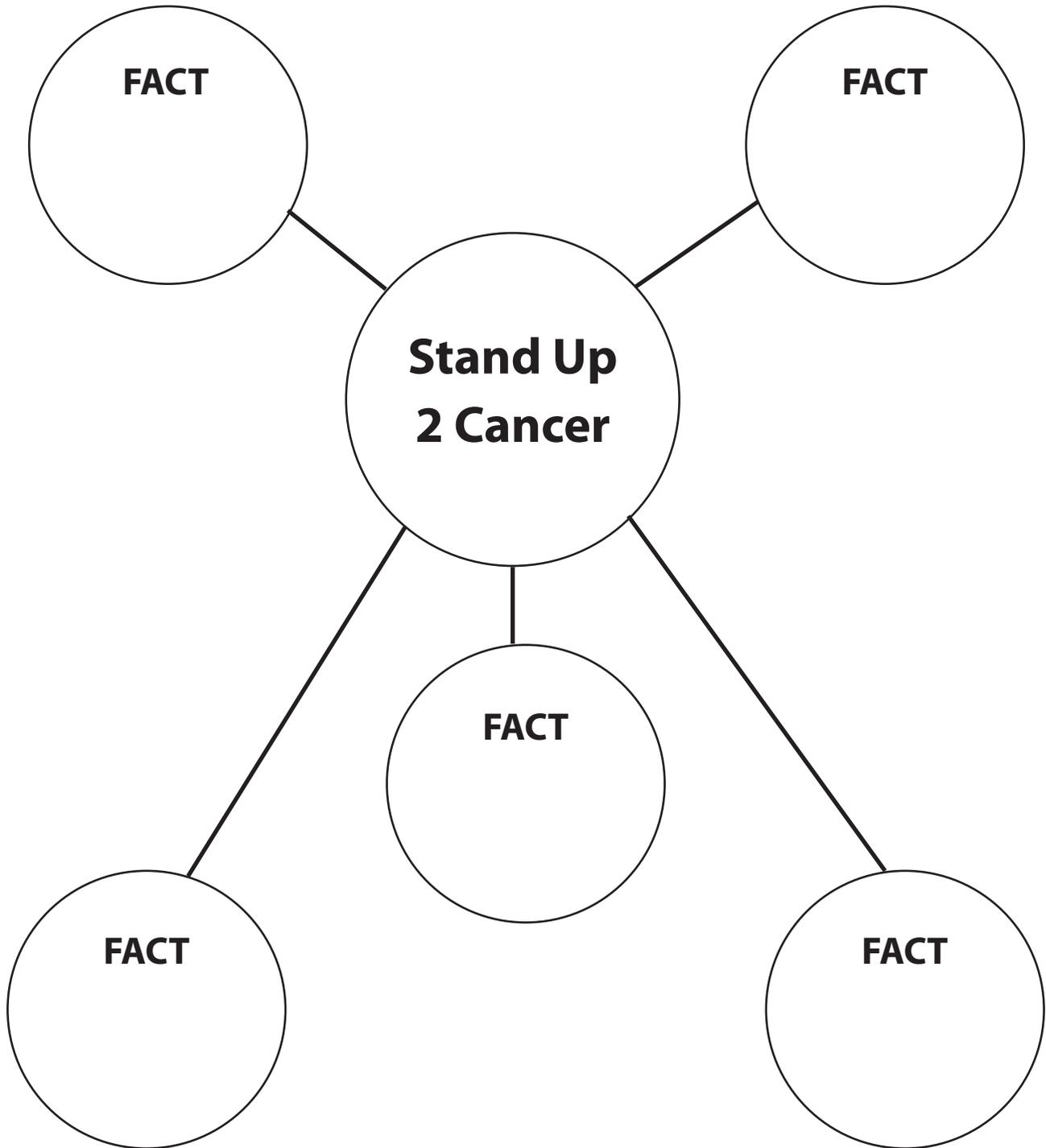
A typical service-learning project includes five components, all linked to the curriculum:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.
2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
3. **Action (Implementing the Service Activity):** The “heart” of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.
4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and
5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

K-12 Service-Learning Project Planning Toolkit. Created by RMC Research Corporation 8 for Learn and Serve America’s National Service-Learning Clearinghouse

Graphic Organizer



Curriculum Connections Activity



Review curriculum connections in model project.

Think back to the model projects that we discussed this morning. Write down one curriculum connection that stood out to you, either from the one you read, or from one that someone else shared.

Think about an agency or organization that helps cancer patients and/or families.

Based on what you have read, heard, and seen about the agency/organization, **what might they need? What else might they find useful?** (Think broadly: direct service, advocacy, marketing, etc.)

Make a list of 4-6 possible needs.

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Take action.

What might students at our grade level do to help the agency/organization? What actions can they take to make a difference? Also, be thinking about how students can do the work of real people . . . artists, researchers, mathematicians, scientists, photographers, writers, etc. Who might their “authentic audience(s)” be?

Include at least one “outrageous” or “think-outside-the-box” idea. Brainstorm a list of activities/actions.

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Connect to the curriculum.

Choose your favorite 2 or 3 activities from your list. For each activity, what **academic skills** will your students need to use? What **grade-level content** might they learn, reinforce, and/or utilize?

Activity: _____

Skills/Content: _____

Activity: _____

Skills/Content: _____

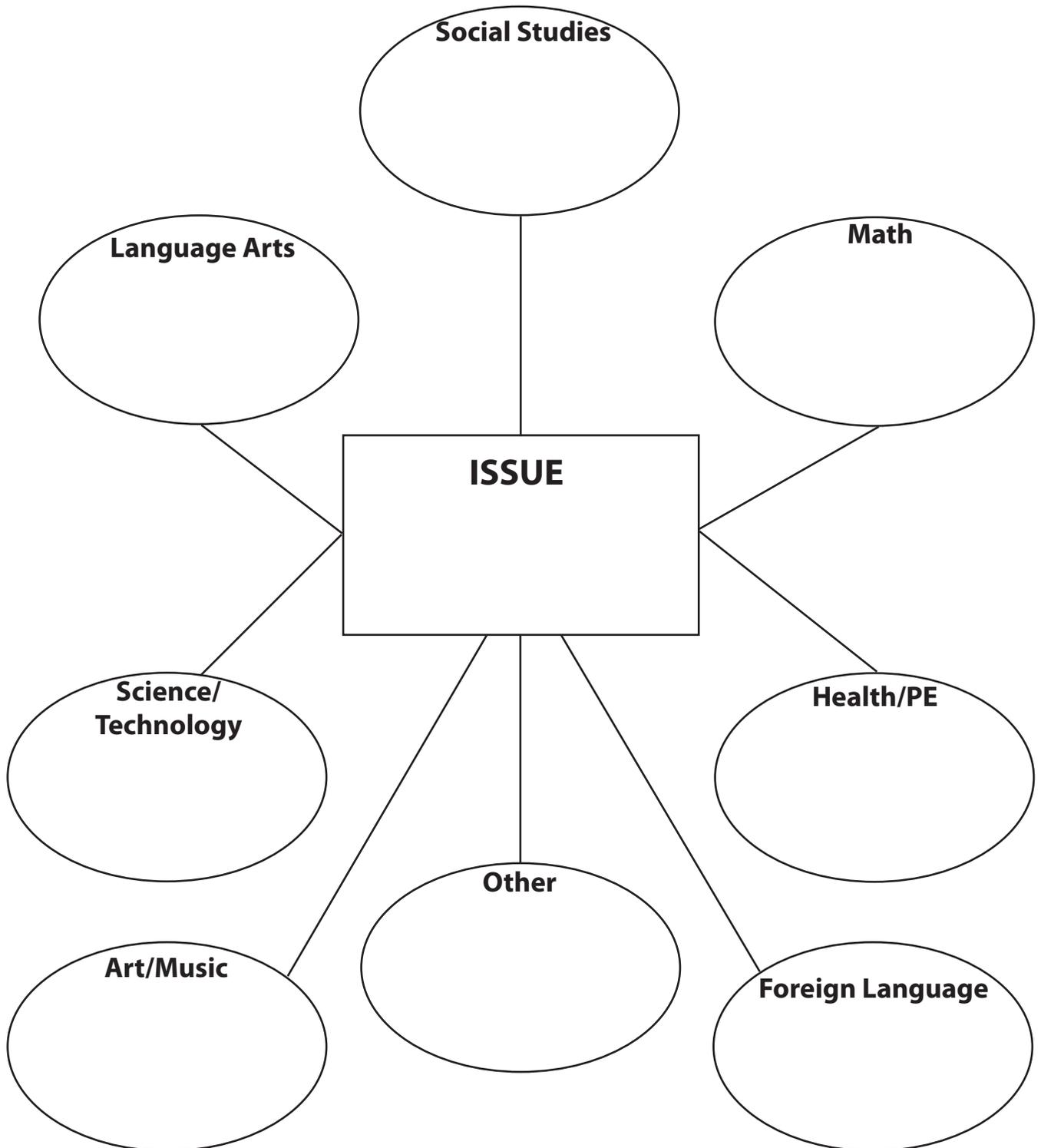
Activity: _____

Skills/Content: _____

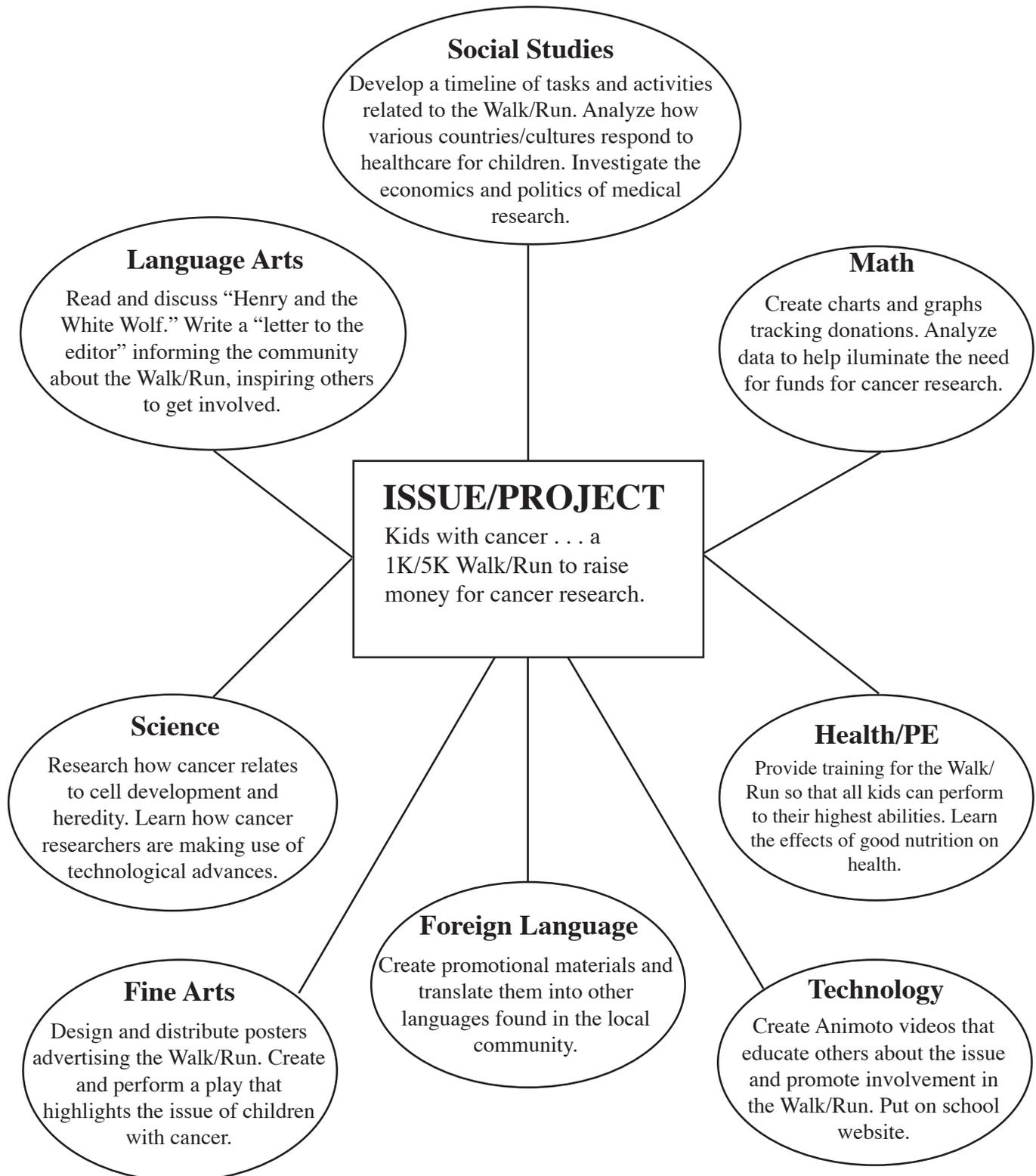
Once you have articulated each activity and its curricular connections on this worksheet, please record each one on the colored pieces of paper that were provided for display.



Curriculum Connections Web



Curriculum Connections Web



SERVICE-LEARNING PROJECT PLAN

Name: _____

Name of School: _____

Email Address: _____

Title of Proposed Project: _____

Grade level(s): _____ Approximate number of participating students: _____

Issue/Service Focus: *Who needs our help? What issue needs our attention?*

Learning/Academic Focus: *What will we be learning about?*

Project Idea: *What can we do to address the identified need/issue?*

Potential Strategies/Ideas for Each Stage of Your Service-Learning Project:

Investigation:

Preparation and Planning:

Action (Authentic Products or Services):

Reflection:

Demonstration to Authentic Audience(s):

Potential Opportunities for Youth Voice:

Potential Community Partners:

How will this service-learning project connect to your curriculum goals?

What 21st Century Skills might be addressed as part of this project?

SOME GREAT RESOURCES TO GET YOU STARTED . . .



Service-Learning Resources

Books:

The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action, by Cathryn Berger Kaye, available from amazon.com or freespirit.com.

(Free Spirit Publishing offers other good books by the same author, as well as several by Barbara Lewis.)

Service-Learning in Grades K-8: Experiential Learning That Builds Character and Motivation, by Kate Thomsen, available from amazon.com or corwinpress.com.

Websites:

National Youth Leadership Council: www.nylc.org

National Service-Learning Clearinghouse: www.servicelearning.org

Saint Paul Public Schools: http://commed.spps.org/cp_servicelearning_resources.html

Youth Service America: www.ysa.org (You might want to sign up for their weekly online newsletter.)

Partnerships Make A Difference: www.partnershipsmakeadifference.org

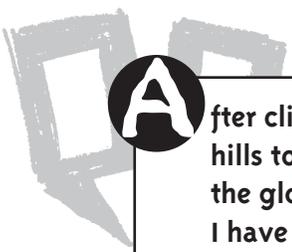
PBL Resources

Buck Institute for Education: www.bie.org and www.pbl-online.org. (plenty of stuff you can download free, plus their books are very useful.)

Edutopia, from the George Lucas Educational Foundation: www.edutopia.org

High Tech High School: www.hightechhigh.org

New Tech Network: www.newtechnetwork.org



After climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come, But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.

Nelson Mandela



Take time to dream! In each creative mind a dream takes wings and moves in graceful flow until it permeates the soul in relentless and persistent longing. The dream keeps urging 'It could be.' It won't let go until the dreamer heeds and shapes it into reality.

Anonymous



Exploring New Resources: “Engaging a New Generation of Anti-Hunger Leaders”

Published by Youth Service America and the Sodexo Foundation

This new resource module/teacher’s guide published by YSA and the Sodexo Foundation provides a proven framework for effectively engaging students in the issue of childhood hunger. In addition, it provides a model for service-learning planning and implementation that can be applied to other critical issues and needs.



For purposes of this activity, please work in **groups of 3-4 people** and follow the steps below:

1. Reading individually, quickly review the stages of service-learning program development and implementation found on page 5 of the guide. These will be very familiar to most of you, and they will be clearly reflected in the projects described throughout the guide. **(2-3 minutes)**
2. Have each person choose one of the following parts of the guide to read/explore. Members of your group can read the same section, or you may select different parts to explore—whatever works best for you. **(10-15 minutes)**
 - Pages 6-9 (elementary model program)
 - Pages 10-13 (middle school model program)
 - Pages 14-17 (high school model program)
 - Pages 18-22 (curriculum integration, workforce readiness/21st Century Skills, and partnership development)
 - Pages 23-26 (impact and outcomes)
3. Prepare to share the following observations/insights with your colleagues. **(3-5 minutes)**

What impressed you most in the section you read?

What new ideas and/or “lessons” for high quality service-learning practice did you find?

How might this information inform your own practice as a service-learning practitioner and/or advocate?
4. Share your observations/insights with others in your group. **(20 minutes, then continued during lunch as needed)**

Staggering Statistics: The Scope of the Problem

Sources: UNICEF, U.S. Department of Health and Human Services, Youth Service America, Habitat for Humanity, United Way, Mid-Ohio Foodbank, and Community Shelter Board

What Does Poverty Look Like in America?

Poverty is a complicated issue with root causes that require complex and comprehensive solutions. For 2013, the **Federal Poverty Level (FPL)** for a family of four was an annual income of **\$23,550**. Nearly **50 million Americans** are currently living in poverty; a comparable number live in **food insecure households**.

Extreme or Deep Poverty was defined as half the FPL, or less than **\$11,775** annually for a family of four. More than 14,400 children younger than age 6 lived in extreme poverty in Columbus in 2010.

Research suggests that families actually need an income about twice the FPL in order to meet their basic needs. Families earning between 100% and 200% of the FPL are considered **low income** or **economically disadvantaged** and face similar hardships, such as eviction or foreclosure, electricity/gas shutoffs, insufficient access to health care, unstable child care arrangements and food insecurity.

For a family of four this would be **less than \$47,100 annually**. These families struggle daily to meet their basic needs of housing, shelter, utilities, food, material goods and transportation. When parents are making difficult financial decisions about paying their rent or adequately feeding their children, it's impossible for them to plan and work for a better future.

An estimated **5.4 million American households face worst-case housing situations**. Receiving little or no government housing assistance, these families are unable to find a decent place to live at a price they can afford to pay. According to the National Low Income Housing Coalition, families across the country would need to earn a **"housing wage" of \$15.37 an hour**, roughly twice the minimum wage, to afford a two-bedroom apartment at the average fair market rent.

In the U.S., more than **3.5 million people experience homelessness** each year. Families with children comprise more than 35% of the homeless population.

Nearly **16 million** children in America—1 in 5—live in households that struggle to put food on the table. Although **9.8 million children** get free or reduced price school breakfast on an average day, **10 million eligible children go without**.

What Does Poverty Look Like in Central Ohio?

Did you know that **Columbus ranks #1 in poverty** when compared to 15 similar metropolitan areas across the country? In Franklin County more than **200,000 people live in poverty**. Another **500,000 people struggle daily** to meet their

basic needs. That's more than 700,000 people—**SEVEN** full Ohio Stadiums—striving to get by and adequately care for their families. They're our neighbors, co-workers and friends, and include people of all ages, races and household types. And throughout our state, almost **2 million people are living below the poverty level, and several million others have great difficulty making ends meet.**

Poverty's reach is expanding across central Ohio. Last year, a record **9,163 people slept in homeless shelters**, a **13% increase** from the previous year. **2,258 of them were children**, and the youngest of these was just several weeks old. Over a two-year period, **family homelessness increased by a staggering 52%.**

Recent statistics show that even suburban communities are feeling the effects. **Suburban poverty has increased more than 64%** over the past decade nationally, and our region is no exception.

For example, in just two years, a Worthington food pantry went from serving an average **20 families a month to 300 families a month.** In 2013, visits to the pantry increased nearly 80% over the previous year.

More than **248,000 individuals, including 86,975 children, receive emergency food each year through the Mid-Ohio Foodbank.** These findings represent a **28% increase since 2006.** In any given week, more than **40,000 people** receive emergency food assistance from a food pantry, soup kitchen, or emergency shelter served by the Mid-Ohio Foodbank. **35%** of those served are children under 18.

One out of five clients are homeowners, and only **5%** are homeless. **71%** of all clients finished high school, and **23%** have some college or a two-year degree. More than **5%** have completed college or beyond.

What Does Poverty Look Like in the World?

Poverty is an especially daunting challenge when viewed globally. The following statistics will serve as dramatic examples:

At least **80%** of humanity lives on less than **\$10 a day.** In fact, **hundreds of millions** of people live on less than **\$1 a day.** (Some estimates actually exceed 1 billion.) According to UNICEF, **1 billion children** (nearly half the world total) live in poverty. **22,000** of these children die each day of causes related to poverty.

Lack of clean water and sanitation claim the lives of more than **1.8 million** young children every year.

Worldwide, someone dies of hunger every **3.6 seconds.**

It is estimated that some **800 million** people in the world suffer from hunger and malnutrition, about 100 times as many as those who actually die from these causes each year.

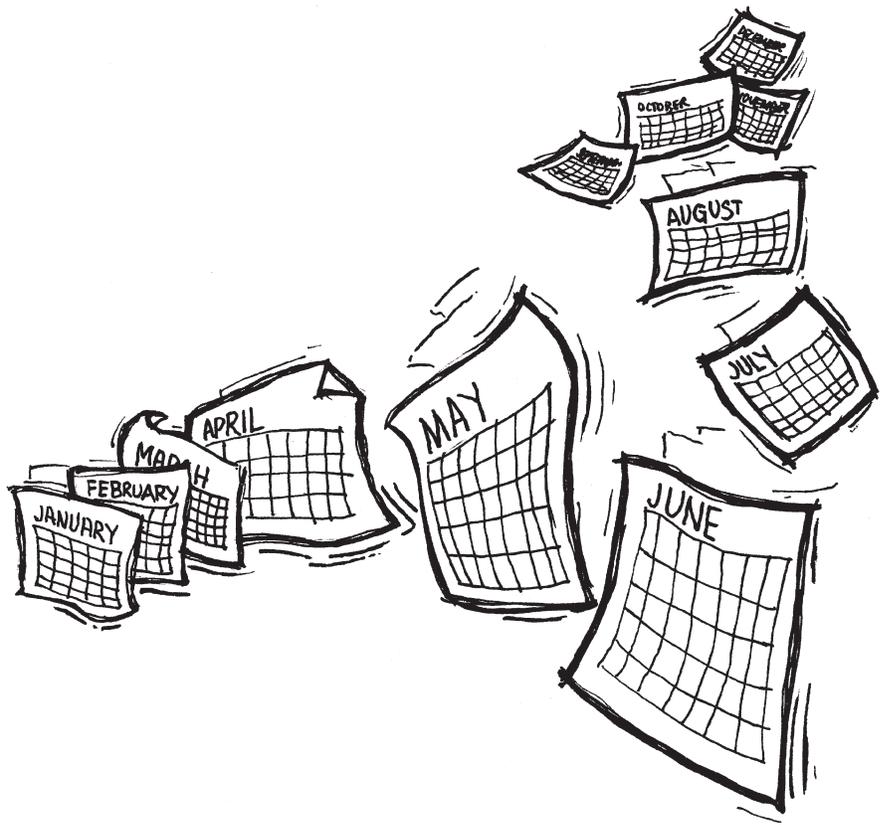
Worldwide, some **827.6 million** people live in urban slums. By 2020, it is estimated that the world slum population will reach almost **1 billion**.



- Strategies for involving additional staff members . . .

- Agencies/organizations with whom I/we would like to collaborate . . .

- Resources/support/assistance I/we need . . .



“Elevator Speeches”

Small Group Instructions . . .

In your small group, prepare a **30-40 second “elevator speech”** designed to tell your colleagues (those with little or no familiarity) **three significant highlights about service-learning**. Specifically, please follow the instructions below:



1. If you are in a **“What?”** group, you need to identify **three key characteristics** of service-learning that help answer the question, **“What is it?”**
2. If you are in a **“Why?”** group, you need to identify **three reasons** that help answer the question, **“Why is it worth doing?”**
3. If you are in a **“How?”** group, you need to identify **three implementation tips** that help answer the question, **“How do you carry it out effectively?”**

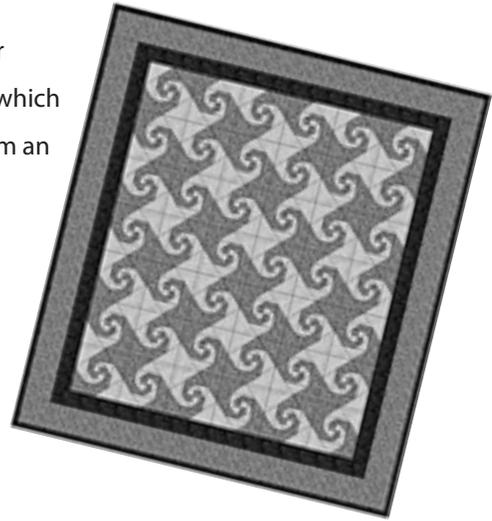
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ow wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank

LEGACY QUILT INSTRUCTIONS

- Distribute crayons/markers and various colors of construction paper (enough for one sheet per person). It's best to use bright colors on which writing will show up easily; also, it helps to select colors that will form an attractive pattern when assembled together.
- Have each group member design a "quilt piece" using his/her sheet of construction paper. Make sure everyone positions his/her sheet in the same direction—all horizontally, or all vertically. Each quilt piece should be a tribute to a role model selected by the group member. Together, the pieces will form a "legacy quilt."
- Each quilt piece should contain the following components:
 - The honoree's name, prominently displayed
 - The honoree's major role or connection to the "designer"
 - Words/phrases that capture the honoree's spirit, strengths and accomplishments. Feel free to use ideas from previous activities like the *Verb List*, *Calling Cards* and *Multiple Intelligences Inventory*.
 - At least one visual symbol
 - Border "stitching" around the perimeter
- Assemble the pieces together into a unified quilt. You may or may not choose to use a pre-determined color pattern; but in either case, the finished produce will look better if same-color pieces are not placed side by side. You can hang pieces individually, or tape together (on the back side) units of 4-6 pieces prior to hanging. "Velcro for posters" is an ideal product for attaching quilt pieces or units to the wall or other surface.
- Have group members share the highlights of their tribute pieces with one another, encouraging mutual feedback throughout the process.



Reflection Guide-Day 2

- What have I learned today?

- What has moved me/resonated with me?



- Where does service-learning “fit” for me?
 - How does it reflect/support my personal beliefs and values?
 - How does it reflect/support my professional beliefs and values?
 - Where does it fit in the legacy I hope to create?
 - What gifts and passions can I bring to the process?



Zanesville Schools Service-Learning Workshop High Quality SL: What? Why? How?

Name/Position (optional) _____

Please rate the following by circling the appropriate number:

	VERY HELPFUL				NOT HELPFUL	
1. Workshop Content (overall)						
a. Content was geared to participant needs:	4	3	2	1	0	○
b. Handouts were helpful and relevant:	4	3	2	1	0	○
c. Content is applicable to my situation:	4	3	2	1	0	○
Comments:						
2. Workshop Process (overall)						
a. Helpful variety of methods and media:	4	3	2	1	0	○
b. Relevant examples and applications:	4	3	2	1	0	○
c. Sufficient time for questions and discussions:	4	3	2	1	0	○
Comments:						
3. Presenters (overall)						
a. Well-prepared:	4	3	2	1	0	○
b. Competent:	4	3	2	1	0	○
c. Interesting, easy to listen to:	4	3	2	1	0	○
Comments:						

