As service-learning leaders, how can we use our gifts, passions, and academic knowledge and skills to make a positive difference in our communities and the world? How can we become more effective “experts” and “changemakers”?

"Growing Together" Service-Learning Network

Learning with Purpose . . . Serving with Passion!
Imagine a world where there is no poverty, hunger, homelessness, or health concerns . . . Imagine a world where other local and global needs receive the attention they deserve and the solutions they demand . . . Imagine a world where young people are educated and empowered to be part of these solutions . . . What are you willing to do to make this vision come true?

What? This year, our annual Network Kick-Off Workshop is also serving as as our annual Critical Issues Summit. This important “double duty” event brings together representatives from our “Growing Together” member schools and partner agencies/organizations to continue exploring complex community issues in central Ohio. Based on our shared insights and commitment, we will again identify specific service-learning ideas and actions to help address these challenges more effectively in the coming year.

Why? It’s extremely beneficial for our Network members to learn, plan, and collaborate strategically before each new school year begins. As part of this process, it will be important—and hopefully, impactful—to continue our collective focus on poverty, hunger, homelessness, health concerns, and other critical local/global needs.

How? We’ll make this happen today through a series of interactive and thought-provoking opportunities:
- We’ll experience new awareness, visioning, and outreach/action activities that you can use or adapt in your work with colleagues and/or students.
- We’ll gain new knowledge via our agency partners and brainstorm possible service-learning projects re: their most critical needs.
- We’ll brainstorm and prioritize next steps re: service-learning for maximum impact. Time will be provided for Network schools and agencies to plan both individually and collectively.

So let’s put our hearts and minds together again to explore how our students and schools can make a more significant difference, and how high quality service-learning can help. Think of the impact we can have if we put our collective knowledge, gifts, and passions together across our “Growing Together” Network!
"Growing Together" Service-Learning Network

Kick-Off Workshop and Critical Issues Summit

September 20, 2016

DRIVING QUESTION . . . As service-learning leaders, how can we use our gifts, passions, and academic knowledge and skills to make a positive difference in our communities and the world? How can we become more effective "experts" and "changemakers"?

9:30-10:00 a.m. Arrival/Registration/Refreshments

10:00-10:20 a.m. Welcome/Introductions/Goals for the Day
Opening Video
Team-Building Conversations

10:20-10:45 a.m. Identifying Critical Issues and Needs: Heartbreak Mapping

10:45-11:30 a.m. Critical Issue "Challenge": Cancer and Other Diseases—Help Wanted in the Search for Solutions
• Investigation/Reflection Activity
• Special Guest Speaker: Grant Reed
• Reinforcing Video Clip(s)
• Next Steps: Possible Action/Advocacy Strategies

11:30 a.m. -12:10 p.m. Lunch and Team Meeting 1: Share Initial Ideas and Start Vision Boards

12:10-12:45 p.m. "Mission Possible 2" . . . Interaction with Agency Representatives: Service-Learning Project Possibilities

12:45-1:05 p.m. Team Meeting 2: Share Additional Ideas and Continue Working on Vision Boards

1:05-1:35 p.m. Conversations: What Are You Excited About Doing Next?

1:35-1:50 p.m. Team Meeting 3: Add Goals to Vision Boards

1:50-2:00 p.m. Closing Announcements/Reflections/Shout-Outs
HIGH QUALITY SERVICE-LEARNING/PROJECT BASED LEARNING
A Planning Model for “Learning with Purpose . . . Serving with Passion”

This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.
Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community. Integrated into the academic curriculum, service-learning helps students and schools meet academic goals. Service-learning enables young people to apply their knowledge in support of their neighbors and community, even as they gain knowledge and skills from meeting real community needs. Students build character and become active citizens as they work with others in their school or community to create service projects in areas like education, public safety, and the environment. [Note: Service-Learning is a form of Project Based Learning.]

Definition of Project Based Learning

Source: Buck Institute for Education

Project Based Learning (PBL) is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal.

PBL is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.
“Growing Together” is an education initiative with a strong community impact component. The program’s goals are to support significant school improvement and reform, enhance student success, increase the number of civically engaged youth, and address critical local and global issues and needs through the expansion of school-based Service-Learning and Project Based Learning.

PARTICIPATING SCHOOLS/DISTRICTS

BEXLEY CITY SCHOOLS
Cassingham Elementary
Montrose Elementary
Bexley Middle School

CHARTER
Arts & College Prep Academy (ACPA)
Columbus Preparatory Academy
The Graham School
The Charles School

CIRCLEVILLE CITY SCHOOLS
Circleville High School
Circleville Middle School

COLUMBUS CATHOLIC DIOCESE
All Saints Academy
Holy Spirit School
St. Cecilia School
St. James The Less School
St. Michael School
St. Patrick School

COLUMBUS CITY SCHOOLS
Buckeye Middle School
Columbus City Preparatory School for Girls
Columbus Downtown High School
Columbus North International School
Innis Elementary (Pending)
Scottwood Elementary School
Windsor STEM Academy (Pending)
Additional Columbus City Schools (Pending)

DUBLIN CITY SCHOOLS
West Bridge Academy

GRANDVIEW HEIGHTS CITY SCHOOLS
Robert Louis Stevenson Elementary
Edison Intermediate

HAMILTON LOCAL SCHOOLS
Hamilton Intermediate School

HILLIARD CITY SCHOOLS
Scioto Darby Elementary

INDEPENDENT
Columbus Academy
Columbus School For Girls
The Wellington School

JONATHAN ALDER LOCAL SCHOOLS
Jonathan Alder Jr. High School

NEW ALBANY PLAIN LOCAL SCHOOLS
New Albany Plain Local Schools

RIDGEMONT LOCAL SCHOOLS
Ridgemont PK-12

UPPER ARLINGTON CITY SCHOOLS
Barrington Elementary
Greensview Elementary
Tremont Elementary
Wickliffe Elementary
Windermere Elementary
Hastings Middle School
Jones Middle School
Upper Arlington High School

WESTERVILLE CITY SCHOOLS
Emerson Magnet School
Hanby Magnet School

WORTHINGTON SCHOOLS
Colonial Hills Elementary
Linworth Alternative Program
PARTICIPATING COMMUNITY AGENCIES

American Heart Association
Canine Companions for Independence
Children's Hunger Alliance
Columbus Diocese Office for Social Concerns
Columbus Recreation and Parks
Community Shelter Board
Connected Nation
Dowd Education Center, Homeless Families Foundation
ESC of Central Ohio
Furniture Bank of Central Ohio
Gladden Community House
Goodwill Columbus
Habitat for Humanity-MidOhio

HandsOn Central Ohio
Heart to Heart Food Pantry
Leukemia and Lymphoma Society
LifeCare Alliance
Mid-Ohio Foodbank
Ohio Campus Compact
OSU Star House
Pack H2O
Ronald McDonald House Charities
Southside Community Ministries Food Pantry
Westerville Area Resource Ministry (WARM)
Worthington Resource Pantry
YMCA of Central Ohio
"Mapping Your Heartbreak"
An Investigation/Pre-Planning Activity

This activity is based on the work of Angela Maiers, educational consultant and author of The Passion-Driven Classroom and The New Book of Classroom Habitudes. Ms. Maiers has also created a non-profit organization called Choose2Matter, which helps inspire students to become changemakers and social entrepreneurs.

Please use the paper and markers provided to "map your heartbreak."

1. In the center of your map, write and/or draw the things (issues/causes/needs) you are most passionate about, (e.g., poverty/hunger/homelessness/health concerns).
2. Branching out from the center, write and/or draw what "breaks your heart" about each of these issues/causes/needs.
3. Branching out from your heartbreaks, write and/or draw your initial ideas for possible ways to address/resolve them. You might not feel quite ready to identify potential solutions, so just identify any initial impressions that come to mind. No worries—this is just a way of getting your thoughts and feelings flowing before you start planning/collaborating with others.
4. Somewhere on your map, be sure to include words and/or symbols that reflect several of your strengths/gifts/passions. These are important assets to recognize and utilize as you seek to become a change-maker.

Note: It's just as important to recognize and utilize the assets of your peers/colleagues. Together, we can have even greater impact on the challenges that concern us!

Follow-up Questions: How might you use or adapt this activity with your students? What curriculum standard(s) could it help address? What other strategies could you use to help students identify their passions, priorities, and service-learning goals?
"Mapping Your Heartbreak"
List of Possible Issues/Needs

Directions: Read over the issues and needs found on this list. Put a check mark next to each issue/need you are interested in learning more about. Then go back over the ones you checked and circle the issues/needs you might want to work on.

<table>
<thead>
<tr>
<th>Poverty</th>
<th>Violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Homelessness/Housing Needs</td>
<td>Nutrition and Fitness Concerns</td>
</tr>
<tr>
<td>Cancer</td>
<td>Eating Disorders</td>
</tr>
<tr>
<td>Crime</td>
<td>Disabilities/Special Needs</td>
</tr>
<tr>
<td>Community Safety</td>
<td>Autism Awareness</td>
</tr>
<tr>
<td>Child Care</td>
<td>Older Adults</td>
</tr>
<tr>
<td>Child Labor</td>
<td>Substance Abuse (Alcohol, Drugs)</td>
</tr>
<tr>
<td>Literacy</td>
<td>Mental Illness/Mental Health Needs</td>
</tr>
<tr>
<td>Bullying</td>
<td>Concussions/Traumatic Brain Injuries</td>
</tr>
<tr>
<td>Abuse</td>
<td>Prejudice/Discrimination</td>
</tr>
<tr>
<td>Animal Care</td>
<td>Lack of Clean Drinking Water</td>
</tr>
<tr>
<td>Natural Disasters</td>
<td>Environment</td>
</tr>
<tr>
<td>Emergency Readiness</td>
<td>War</td>
</tr>
<tr>
<td>Access to Education</td>
<td>Terrorism</td>
</tr>
<tr>
<td>Health Issues/Access to Health Care</td>
<td>Immigrants/Refugees</td>
</tr>
</tbody>
</table>

What other issues/needs would you add to this list? Be sure to check and/or circle these if you’re especially interested in them.
Critical Issue "Challenge"
Cancer and Other Diseases . . .
Help Wanted in the Search for Solutions

HELP WANTED!

DRIVING QUESTION . . .

"How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?"
Grant Reed was diagnosed with Medulloblastoma in 2012, when he was just eleven years old. The tumor was very large, so just a few days after being diagnosed, he underwent an extensive brain surgery to remove the tumor. Following surgery Grant developed Posterior Fossa Syndrome. This syndrome left him with severe left-sided weakness, and an inability to eat or drink or speak. Since the physical deficits were so severe, he endured multiple weeks in the inpatient rehabilitation unit at Nationwide Children’s hospital. The rehab Grant received was miraculous, as evidenced by the fact that when Grant was discharged home he could walk with a walker, eat food, and talk once again.

Grant underwent a year of radiation and chemotherapy treatments the first time, taking it like a champ and amazing everyone with his ability to rebound. In August 2013 he went back to a mostly normal life, receiving just routine follow up for monitoring. Little did he know that in December of 2014 he would hear that he again had cancer. This was devastating to Grant and his family. Following the second diagnosis, Grant again underwent brain surgery to remove the tumor. Chemotherapy was much more intense this time, requiring Grant to spend most of the first six months of 2015 in the hospital. Once chemotherapy was completed, Grant was referred to Houston, Texas to receive proton therapy, a treatment not currently available in Ohio. Grant and his family spent all summer in Houston, thousands of miles from home, for Grant to receive the care he needed.

Fighting cancer twice has strengthened Grant and his family. It has been so difficult physically, financially, and mentally. But the entire family has learned to cherish each day. Grant hates to talk about cancer, so he calls cancer "Michigan." As a die-hard Ohio State fan Grant felt that since Ohio State always fights hard and finds ways to beat Michigan that he would do the same with cancer. At this time we are grateful to say that Grant is "Michigan" free! Grant was resilient throughout treatment but this was in part thanks to every doctor, nurse, therapist, social worker, family and community member that supported him along the way. Grant persevered thanks to faith, inner strength, and an amazing ability to push on even in the toughest of times.
Grant Reed: "Expert" and "Changemaker"

Some Important Notes
Next Steps . . .
Becoming "Experts" and "Changemakers"

How can we become "experts" by learning more about issues/needs related to cancer? How can we become "changemakers" by taking action that matters? There are so many possibilities -- let's try to identify as many ideas as possible.

For this activity, let's not think of ourselves as "students" or "teachers" or "agency representatives." Instead, let's think of ourselves in each of the professional roles listed below. How could we use our knowledge, skills, gifts, and passions to make a difference in each role?

What authentic products/services could we create/provide to take action to "become the 'voice' for kids with cancer and advocate for increased funding for pediatric research"?

EXAMPLES OF "PROFESSIONAL" ROLES

<table>
<thead>
<tr>
<th>Writers</th>
<th>Politicians/legislators</th>
<th>Cartoonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video/film producers</td>
<td>Historians</td>
<td>Reporters</td>
</tr>
<tr>
<td>Public speakers</td>
<td>Artists</td>
<td>Non-profit leaders</td>
</tr>
<tr>
<td>Scientists</td>
<td>Graphic designers</td>
<td>Web designers</td>
</tr>
<tr>
<td>Researchers</td>
<td>Musicians</td>
<td>Others???</td>
</tr>
<tr>
<td>Mathematicians</td>
<td>Actors</td>
<td></td>
</tr>
<tr>
<td>Statisticians</td>
<td>Translators</td>
<td></td>
</tr>
</tbody>
</table>

$$(x \times y)^{4^{2}} - 26[7(x)]$$
"Challenge" Instructions

**Step #1** Work with your team/group to brainstorm as many ideas as possible on the next page.

**Step #2** Select two of your best ideas and write them on the index cards provided on your table.

**Step #3** We'll share a few sample "Great Ideas" in large group. Then we'll collect all the completed index cards and create a master list to post on our website within the next few weeks.

---

**Example**

**Driving Question**

*How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?*

- **Writer**
  - Research and write a compelling letter to legislators advocating for increased funding.

- **Scientist**

- **Artist**

- **Web Designer**
  - Create a website that includes facts about pediatric cancer and research needs, and promote it to parents and other students in your school.
"Challenge" Brainstorming

PROFESSIONAL ROLES

Writers
Video/film producers
Public speakers
Scientists
Researchers
Mathematicians
Statisticians
Politicians/legislators
Historians
Artists
Graphic designers
Musicians
Actors
Translators
Cartoonists
Reporters
Non-profit leaders
Web designers
Others???

"Great Ideas"

Driving Question

How can we become the "voice" for kids with cancer and advocate for increased funding for pediatric research?
Vision Board Activity
"The Awesome Year Ahead"

The purpose of vision boards is to help individuals or groups focus on the future with a spirit of optimism, inspiration, determination, and direction. Vision boards should be placed where they will be seen frequently, and each time we look at them, we should be reminded of what we’re aiming for and how we plan to get there. They should renew our sense of passion and purpose as we strive to accomplish specific goals and outcomes.

The vision board you develop should reflect your thoughts, feelings, project ideas, goals, and action plans re: "The Awesome Year Ahead" in service-learning. The instructions below will help you incorporate several key elements in your vision board. We encourage you to use these instructions as a guide, but please feel free to be creative and add different/special touches of your own as you envision the future.

Key Element #1: Critical Issues and Needs That Concern You

What issues and needs, local and/or global, concern you and others in your school or agency/organization? Generate an inclusive list, then identify those that you feel most strongly about—the ones that “break your heart.” Some ideas are provided on page 10, but you will certainly be able to think of others that are important to you.

Use the labels provided to help display your critical issues/needs. These priorities should provide inspiration for many of your service-learning project ideas.

Key Element #2: Service-Learning Project Ideas

Through high quality service-learning, how can you "take action that matters" regarding some of the critical issues and needs you identified? There are so many possibilities!

Remember, your service-learning efforts should be directly connected with the curriculum. Your ideas should involve students using their academic knowledge and skills, along with their own gifts and passions, to make a positive difference in their communities and/or the world.
As you consider potential projects, be sure to review the ideas contained in "Mission: Possible 2" on pages 25-33. Our local "Growing Together" Network community agencies would welcome your help. In addition, you may want to review the U. N. Global Goals: www.globalgoals.org.

Key Element #3: "Expert" and "Changemaker" Goals

Step 1: Have each member of your "team" complete a "Changemaker" figure to place on your group’s Vision Board. Each member should include the following information:

✓ Your name

✓ At least two issues/needs that you already care about—in other words, things that inspire you to be a "changepmaker"

✓ Words or symbols that describe at least two of your "gifts"—strengths, talents (like writing, organizing, speaking, math, science, designing, etc.), and/or positive character traits (like honesty, determination, perseverance, caring, compassion, empathy, responsibility, respect, etc.) that you can use as a "changepmaker"

✓ At least one issue/need that you'd like to learn more about (to become an "expert")

Next, it’s time to turn some of your ideas into specific goals. Think about the end of the school year—May 2017. What do you and others in your school or agency/organization want to accomplish by then regarding service-learning? Write a few specific "action steps" on your Vision Board to help keep you moving in the desired direction.

Some of your goals might be related to specific service-learning projects and their desired outcomes. In addition, we encourage you to set at least one goal related to the expansion of service-learning in your setting—In other words, how can you involve more of your peers and colleagues in teaching, learning, and/or collaborating through this instructional strategy?
OPTIONAL ELEMENTS TO ADD LATER

Inspiring/Compelling Words and Phrases

What words and phrases will help remind you of why service-learning is worth doing? When you are involved in service-learning, what outcomes will you be seeking for students, schools, and the community/world?

To get you started, we have provided a list of sample words/phrases on page 24. Feel free to use some/all of these, or create your own. Also, feel free to use any issue-related statistics that inspire you to take action. In any case, select 5-10 items that you find most inspiring/compelling, and use these along with the label provided.

Inspiring/Compelling Images

What pictures, drawings, symbols, or other visual images will help remind you of why service-learning is worth doing? You might consider pictures of positive role models, logos of agencies/organizations you admire or hope to collaborate with, photos reflecting critical issues that concern you, and/or images that inspire a positive outlook. You might find these items in newspapers, magazines, and on the internet (especially Google Images)—and of course, you can create some of them on your own. Have fun selecting a variety of visuals, then incorporate them along with the label provided.

We hope you will identify three or more goals. Then, for each goal, identify at least two action steps that will get you started in the desired direction.

For now, try to envision which of your school’s potential service-learning projects might lend themselves to this special "spotlight" focus. What issues/needs will be addressed? What authentic products/services will students be creating or providing for authentic audiences/clients? What outcomes are you and your community partners seeking? How can you collaborate effectively to work toward optimal success?

Using the label provided, identify the "Spotlight Project(s)" you envision. If possible, provide brief answers or notes re: the questions above.
Next Steps:

After completing your vision board, please take a digital photo of it and send to Kathy Meyer: Kathy@partnershipsmakeadifference.org. With your permission, we will begin posting vision boards on our website so that our "Growing Together" Network members can gather ideas and insights from each other. Please send photos by November 15th if possible, then be sure to keep us updated on your progress as projects evolve. Karen and Jane will check in with you periodically, but feel free to contact them whenever you need assistance.
Critical Issues/Needs

Who needs our help? What issues need our attention?

Service-Learning Project Ideas

Goals: Reach for the Stars!
Inspiring Words and Phrases

Compelling Images
The purpose of vision boards is to help individuals or groups focus on the future with a spirit of optimism, inspiration, determination, and direction. As was mentioned on page 18, the vision board you develop should reflect your thoughts, feelings, project ideas, goals, and action plans re: "The Awesome Year Ahead" in service-learning.

The "Growing Together" Network has identified some resources to "spark" your thinking as you begin to create your vision board . . .

**Inspiring Words and Phrases . . .**

- hope
- impact
- authentic needs
- critical issues
- collaboration
- sense of community
- empathy
- insight
- diversity
- world view
- "getting outside the bubble"
- "thinking outside the box"
- gifts and passions
- creativity
- student voice
- civic engagement
- academic success
- rigor, relevance, and relationships

- learning that lasts
- truer, deeper learning
- curriculum + community
- “make a difference”
- “be the change”
- change-makers
- problem-solvers
- leaders with a conscience
- critical thinkers
- actively engaged learners
- social entrepreneurs
- hunger fighters
- environmental stewards
- global citizens

*Can you think of any others??*
Mission Possible 2: Kids as Communicators

*Your mission, should you choose to accept it:*

Students and teachers will have time to visit with several of our community agency "experts" to find out about their organizations' missions, a few of the key "messages" they wish more people understood, and a few of their most urgent current needs. The purpose of this activity is to help you gather information and inspiration that could contribute to your service-learning goals and project ideas.

Please have your "team" members divide up to visit as many agency tables as possible. We will prompt students and teachers to change tables every 8-10 minutes during this portion of the program. You will find space to record highlights of your visits on pages 34-35.

**Helpful tips when thinking of "kids as communicators":**
- Think of yourselves as writers, researchers, presenters, journalists, artists, designers, mathematicians, musicians, actors, scientists, etc., and imagine you are doing the work of "real people."
- Think about your curriculum. Ask yourself, "How can we positively impact these agencies through curriculum-based service-learning/PBL?"

**Mission #1**

*Agency: LifeCare Alliance*

*Agency Mission: LifeCare Alliance leads our community in identifying and delivering health and nutrition services to meet the community's changing needs.*
What you need to know:

- Seniors with pets are also less likely to exhibit depression, report feelings of loneliness and experience illness. (Meals on Wheels America)
- Ohio ranked 1st in the Midwest and 12th nationwide for food insecurity among older adults. (The Ohio Association of Area Agencies on Aging)
- Franklin County is experiencing poverty rates at historically unprecedented levels. The recent 2010 and 2013 poverty rates are the highest rates seen since poverty calculations began in 1960. (United Way of Central Ohio)

Need: Additional Meals-on-Wheels Route Drivers

Mission #2
Agency: Mid-Ohio Foodbank
Agency Mission: To end hunger one nourishing meal at a time and co-create a sustainable community where everyone thrives.

What you need to know: MOF has distributed more than 30 million pounds of fresh produce in the last year. There is a shift in food banking right now, and MOF does not just distribute canned and boxed goods anymore. Nearly half of the food we’re distributing is fresh fruits and vegetables, which helps our hungry neighbors sustain a healthier lifestyle.

Need: More support for the Produce Market Initiative. Produce Markets are free community events sponsored by Mid-Ohio Foodbank and designated partnering agencies. At these events, a Foodbank truck delivers at least 10,000 pounds of fresh produce and bread and bakery products to a pre-selected community location. The fresh food is then distributed to community members in need. This large community event relies on the hard work of the Foodbank, its partner agencies, and many volunteers to serve upwards of 200 families per market. (www.midohiofoodbank.org)

Mission #3
Agency: Ronald McDonald House Charities of Central Ohio
Agency Mission: For more than three decades, Ronald McDonald House Charities of Central Ohio (RMHC) has been serving families with seriously ill children by providing a home-away-from-home at the Columbus Ronald McDonald House. The Ronald McDonald House provides families a bit of stability in the midst of unthinkable circumstances. When a child is hospitalized, the healing
power of having family nearby is beyond measure. It is this heartfelt purpose that both drives and defines RMHC of Central Ohio. (www.rmhc-centralohio.org)

**What you need to know:** The Columbus Ronald McDonald House is a 137-bedroom facility, complete with community rooms, laundry facilities, and a kitchen. The average family stay is 8 nights. The House serves families with children in any Central Ohio hospital. The **Columbus House is the largest Ronald McDonald House in the world with over 4,500 families served and 30,000 nights provided each year.**

**Need:** I would like our schools to help bring awareness to the great need for families to have a place to stay while their child is ill. Many of our families cannot afford a traditional hotel or to drive back and forth. For example, in Pike County, we served 37 families in 2015. It cost us $31,900, and we received $217 in donations from those families. Because of our community, we are able to provide them with a home-away-from-home during their most critical time of need no matter if they can afford it or not.

**Mission #4**

**Agency:** YMCA of Central Ohio

**Agency Mission:** To serve the whole community through programs that build a healthy spirit, mind, and body.

**What you need to know:** Some people have the image of the YMCA as being a "swim and gym" organization but the breadth and depth of our reach is much further. Beyond being the largest childcare provider in Central Ohio and nationally, with School-Age Programs in nine different Central Ohio School Districts, we are also an organization that focuses on community building in a variety of areas including combating homelessness with our Van Buren Shelter, hot dinners served in our School-Age Programs located in low income areas, cancer survivor support services, chronic disease prevention (including prediabetes and diabetes education and support programs). Recently we are starting a focus on the Linden area, seeing what we are able to do in collaboration with other agencies to help that area to flourish and create an infrastructure that is thriving instead of plagued with poverty and violence. Assisting New Americans is also a focus of the YMCA of Central Ohio works with the New American Festival being recently hosted for the third year on the the grounds of the YMCA’s North Branch.

**Need:** Books for "Camp Readers" programs at Columbus YMCA branches
Mission #5
Agency: Children’s Hunger Alliance
Agency Mission: To ensure all children are fed regular and nutritious meals and develop lifelong healthy eating habits.

What you need to know: As many as 1 in 4 children in Ohio are food insecure—or unsure of where their next meal is coming from. Sometimes food insecurity means skipping meals, while other times it may mean a family has to buy food that lacks the nutrients needed for a child to learn and grow. Infants and toddlers who suffer from food insecurity are two-thirds more likely than food secure peers to be at risk for developmental delays. That’s why we partner with daycare providers to ensure kids have access to healthy meals and snacks before they start school.

Eating breakfast is proven to contribute to student success in terms of concentration and test taking, as well as reducing absenteeism and trips to the nurses office. Still, only 54% of children who are eligible for free or reduced school lunches have access to breakfast. That’s why we encourage schools to find unique ways for students to participate in eating breakfast—such as by having breakfast in the classroom as part of the school day.

Need:
• Fundraisers and contributions are critical to our organization’s success.
• Creative school project idea #1: Decorate cafeteria trays with healthy messages about eating healthy. Our afterschool sites can utilize the trays to help serve afterschool meals and snacks—and students can help create meaningful messages. They need trays.
• Overall awareness project idea #2: Students should consider how they use food to fuel their bodies and enable them to perform some of their favorite activities—such as playing sports, running, dancing, rock climbing, etc. We always look for moving messages to share on social media. If students were to create drawings illustrating their favorite foods that fuel their favorite activities, they can support general awareness to help the larger community understand the importance of healthy meals fueling children’s lives.

Mission #6
Agency: The Leukemia & Lymphoma Society
Agency Mission: The mission of The Leukemia & Lymphoma Society (LLS) is: Cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. LLS exists to find cures and ensure access to treatments for blood cancer patients. We are the voice for all blood cancer patients and we work to ensure access to treatments for all blood cancer patients.
What you need to know:

- Every 3 minutes, someone is diagnosed with a blood cancer and if someone under 20 years old is going to get a form of cancer, it is usually a blood cancer. This program is a service-learning opportunity for children to directly impact those just like them in our community.
- 78% of every donation goes directly to our Mission to end blood cancer through national and local research as well as to patient services (co-pay assistance and travel assistance). Last year in Central Ohio alone, we had a major research breakthrough at The James Cancer Hospital, and we gave away $500,000 in local patient assistance.

Need:

- Tell Congress that Medicare Part D needs to work better for patients. Medicare Part D is supposed to help seniors manage the cost of their prescriptions. But too many of the most vulnerable seniors on Medicare—those with life-threatening conditions like cancer, HIV/AIDS, rheumatoid arthritis, and multiple sclerosis—are facing extreme co-pays because their medication falls onto a "specialty tier."
- Ask your Representative to help cancer patients access their treatments! Devastatingly high out-of-pocket costs can make it impossible for cancer patients to afford their treatments. The "Patients' Access to Treatments Act" will change that and ensure that more people can get the treatment they need. Stand with cancer patients across the country today by sending a letter to Congress!
- Tell Congress: Fund NIH cancer research. Cancer research is critical for developing new treatments and saving more patients' lives. But accounting for inflation, federal funding has dropped 24 percent since 2003. It's up to us to bring it back—tell Congress to restore funding for cancer research!

Mission #7
Agency: American Heart Association
Agency Mission: By 2020, improve the cardiovascular health of all Americans by 20% while reducing deaths from cardiovascular diseases and stroke by 20%. The mission of our school education service learning programs is to provide schools with educational based materials to promote health, community service, and wellness. Our programs create a fun, physically active experience that kids can enjoy while helping raise funds and learning how to make healthy choices.

What you need to know: Most people don’t realize that heart disease is the Number 1 killer of both men and women in this country, and that heart defects are the #1 most common type of birth defects. Heart disease affects 1 in every 3 Americans. But 80% of heart disease is preventable, and prevention starts with healthy choices and physical activity in childhood. School programs help kids learn how to make healthy choices and our Jump/Hoops programs help teach them jump roping and basketball skills. We provide many free materials to make our programs successful, but kids can choose how to create a fun and meaningful event to roll out to the whole school.
Need:
- We have a brand new Middle School program, and we are looking for Middle Schools to help us start it off this school year! This is a great service opportunity (how can we make this service-learning??) that can allow students to take a leadership role helping to plan and promote to the student body. Our goal is to get 30 new Middle Schools on board this school year!
- Our second urgent need is to engage more elementary schools. We have some schools that have never partnered before with AHA and we would love to work with you. We are looking for a staff leader to partner with the AHA service-learning rep. to build a plan and implement one of our programs.

Mission #8
Agency: Gladden Community House
Agency Mission: Our mission is to strengthen the well-being of Franklinton’s children, families, and community, and build a thriving equitable neighborhood. Gladden Community House is a settlement house serving Franklinton and its surrounding neighborhoods. We are a United Way affiliated non-profit agency providing education and recreation programs, emergency assistance, and advocacy and support for individuals, families, and groups.

What you need to know: Less than 10% of donations to the Gladden Food Pantry are personal hygiene products. Have you ever tried to get clean without soap? Or tried to wash your hair without shampoo? These items are expensive to buy and can not be bought with the Supplemental Nutrition Assistance Program (SNAP). Part of someone’s overall health is feeling good about themselves, but how can they if they have no way to get clean? We need your help! Please help us get more personal hygiene products in our pantry to be given out to those in need. Together we can make a difference.

Need: Think of creative ways to let others know about the following ways to support Gladden Community House needs:
- AmazonSmile is an easy way to donate back to Gladden Community House at no cost to you. When you shop on smile.amazon.com you will find the same products and prices as you would on Amazon.com with the bonus that Amazon will donate 0.5% of your purchase back to Gladden when you chose us as your charity of choice.
- Financial Support—No matter how big or small, your financial gift is greatly appreciated and fully tax-deductible! To donate, please click here.
- Food Pantry—Donate nonperishable items to Gladden’s Food Pantry to help us keep up with the demands of serving over 1,200 families a month! Please contact Whitney Vosler at 614-227-1619 or WhitneyVosler.gch@gmail.com for more information.
- Kroger Community Rewards—Shop at Kroger? Link your Kroger Plus Card to Gladden Community
House, and Kroger will donate to Gladden based on how much you shop! There’s no cost to you and it will not affect your fuel points.

**Mission #9**

**Agency:** Community Shelter Board

**Agency Mission:** We lead the community’s response to homelessness, overseeing a network of partners delivering an array of services including homelessness prevention programming, shelter, case management, street outreach and affordable housing.

**What you need to know:**

- Community Shelter Board is the collective impact organization leading our community’s response to homelessness by creating collaborations, developing innovative solutions, and investing in quality programs. Community Shelter Board’s primary roles are to prevent homelessness whenever possible, ensure safe emergency shelter for all who truly need it, provide affordable, supportive housing, and advocate for policies and resources to end homelessness in our community. CSB is the voice for more than 12,000 people experiencing homelessness each year in Columbus and Franklin County.
- Over the last three years, use of homeless shelters in Columbus has increased by 63% among families and 16% among single men and women.

**Need:** We could use a team of students (artists, communicators, business-minded students, etc.) to help develop ideas and materials for a large scale collection drive as the winter season quickly approaches. We could also use students who are interested in pursuing a career in culinary arts to help in the kitchen at Van Buren Center.

**Mission #10**

**Agency:** Worthington Resource Pantry

**Agency Mission:** Our mission is to promote the physical, intellectual, emotional, social and spiritual health and well-being of the community and to provide, manage, and oversee nutritional, resource, and educational services to individuals and families in the Worthington area.

**What you need to know:**

- Hunger and poverty are more common in the suburbs than you would think. We served 1,500 families last year.
- The Mid-Ohio Foodbank and partner pantries like the Worthington Resource Pantry are key players in reducing the amount of food waste in our community.
Need:
- Art supplies and people willing to do art projects
- Gardening tools, supplies and expertise

**Mission #11**
Agency: Heart to Heart

*Agency Mission:* The mission of Heart to Heart is to respond to God’s commandment to love one another.

*What you need to know:* Hungry people live in all neighborhoods, even yours.

*Need:* Food and volunteers

**Mission #12**
Agency: Columbus Recreation and Parks

*Agency Mission:* Columbus Recreation and Parks is currently evolving to develop new social enterprise initiatives, and is also continuing its involvement with summer food programs for children. Stay tuned for details.

*What you need to know:*
- 1 in 5 children in the U.S. is food insecure. There is more poverty in Columbus, Ohio than most people realize, and children are struggling because of it.

*Need:*
- Collection of art supplies, books, games, etc. for summer food programs
- Development of book reviews and physical activities for kids
- Mobilization of volunteers to canvas neighborhoods/raise awareness that food is available and volunteers to help at the sites during the summer months
This memo will NOT self-destruct. You are encouraged to re-read it and share it with colleagues back at your school!
Notes: Community Agency Experts

Name of agency . . .

What they do/clients they serve/what they’re passionate about . . .

What they want others to know . . .

What they need/how schools can help . . .

We must be the change we wish to see in this world.

Mahatma Gandhi
Notes:
Community Agency Experts

Name of agency . . .

What they do/clients they serve/what they're passionate about . . .

What they want others to know . . .

What they need/how schools can help . . .
Notes: Community Agency Experts

Name of agency . . .

What they do/clients they serve/what they’re passionate about . . .

What they want others to know . . .

What they need/how schools can help . . .
Additional Notes: Community Agency Experts
"Kids as Communicators"
New Ideas Welcome for 2016-2017!

The "Kids as Communicators" initiative is a model we have been exploring for four years with teachers and several of our community agency partners. The main objective is for students to use their academic knowledge and skills, as well as their own gifts and passions, to help our agency partners convey critical messages to authentic audiences, thus helping to raise awareness and when appropriate, generate much-needed resources.

We believe that the "Kids as Communicators" model we have been developing with our community agency partners will be replicable and will allow students to help raise awareness around issues of poverty in our community on behalf of additional agencies.

Here is how a “Kids as Communicators” project might take shape:

**Identifying the need:** An agency identifies a need for raising awareness: e.g., Habitat For Humanity needs more people to know that they may donate household items to ReStore, and they may also purchase from ReStore; Community Shelter Board needs people to know about their new shelter facility and also wants to increase participation in the annual "Day to End Homelessness" campaign.

The agency also identifies (or assists students in identifying) the target audience and timeline for the awareness campaign, as well as potential/preferred forms of communication (including visual art, multi-media, music, drama, persuasive writing, fiction, children’s books, etc.).

The agency designates a contact person who will be available to work with teachers along the way.

**Embarking on a project:** A teacher and his/her students begin investigation and preparation around the related issue(s) and agency’s need(s). Throughout the process, the teacher may access resources from "Growing Together" in the form of help from Field Coordinators, information on the Partnerships Make A Difference website, and potentially, workshops designed to support students’ learning and skill-building in areas such as investigative journalism, use of Twitter/social media, creating public service announcements, etc.

**Action:** The agency utilizes the students’ work and provides feedback.
Curriculum Integration/Common Core: A "Kids as Communicators" service-learning project can easily be designed to meet rigorous content standards for Reading: Informational Text, Reading: Foundational Skills, Speaking and Listening, Language, History/Social Studies, Science/Technology, Writing, Mathematics, and more. Meaningful curriculum integration can also be achieved in many other subject areas.

"Growing Together" field coordinators are available to assist teachers in connecting service-learning projects with content standards and other school objectives/priorities. Coordinators can also assist in ensuring that all parts of the service-learning cycle, including reflection, are effectively addressed.
Next Steps

As part of a **Dream Team** of committed educators and community agency representatives, we are continuing a process designed to **enhance instruction** and **tackle real community issues** through collaborative, purposeful action.

Today, we have again **explored how our students and schools can make a more significant difference, and how high quality service-learning can help**. But what we choose to do next will determine how much of an impact we can have across the Network.

Please share the work of the “Growing Together” Service-Learning Network with colleagues, and encourage them to become involved. Together, we can generate many exciting new ideas that will enable us to **take more meaningful action, both individually and collectively**.
Imagine a world where there is no poverty, hunger, homelessness, or health concerns . . . Imagine a world where other local and global needs receive the attention they deserve and the solutions they demand . . . Imagine a world where young people are educated and empowered to be part of these solutions . . .

Thinking about one of the issues I care about, I hope that I can . . .

I want my family, friends, and teachers to describe me as a person who . . .

So far in my life, I am most proud of . . .

I hope to inspire others to . . .

I hope to keep working to . . .
The "Growing Together" Service-Learning Network is pleased to invite you to a very special event . . .

"Power of Service-Learning" Leadership Summit
Tuesday, May 2, 2017, Mid-Ohio Foodbank

Join us!

Join Network teachers, students, and community agency representatives on Tuesday, May 2, 2017, for the “Power of Service-Learning” Leadership Summit and Year-End Celebration at Mid-Ohio Foodbank. Parents, administrators, school board members, sponsors/foundation representatives, public officials, and other interested community members are welcome to observe.

It’s a Student/Teacher Leadership Summit (10:00 a.m. to 2:00 p.m.) because . . .

Teams of students and teachers will engage in team-building and collaboration activities with peers from other Network schools, share their service-learning successes from this year, and identify potential ideas/plans for 2017-2018. They will also have the chance to interact with a number of community agency representatives.

Please select a team of 2-5 students from your school (grades 3 or above) to represent 1-2 of your school’s most effective service-learning projects from this year. Also, please select 2-3 teachers to participate in the Leadership Summit along with your students, and arrange transportation and parent permission as needed for your representatives. (Schools that encompass a broader range of grade levels—i.e., K-8 or K-12 buildings—may be allotted additional slots. Our Field Coordinators, Karen Patterson and Jane Hubbard, will contact you in this regard.)

Prior to May 2, students and teachers should collaborate in developing a tri-fold display reflecting the highlights of your school’s "showcase" project, and students should be prepared to give a brief, passionate "pitch" about the project’s benefits and impact—the kind of comments that might inspire other schools to become involved in similar efforts. More details and

Students and teachers will have the opportunity to learn, inspire, and be inspired by the collective impact of the schools and agencies in our "Growing Together" Network!
Once again, the “Growing Together” “Power of Service-Learning Leadership Summit and Year-End Celebration at Mid-Ohio Foodbank will provide an opportunity for students, teachers, and community agencies to shine. With your help, your students will share the highlights of their service-learning accomplishments from the 2016-2017 school year and have a chance to inspire other students and teachers to become involved in their featured issue(s).

Prior to the event, each school should choose one (or two) high-quality service-learning projects to highlight from this year. Next, teachers and students should produce a tri-fold display describing the designated project (or schools may bring two display boards, if they prefer). The “Growing Together” Network will provide tri-fold boards as needed. Our Field Coordinators, Karen Patterson and Jane Hubbard, will contact school “building leaders” to provide helpful information re: what to include on the tri-fold.

Just like last year, the Leadership Summit and Year-End Celebration will be a highly interactive, exciting, and productive experience for participating teachers, students, and community members. It will be an exciting opportunity for our students AND teachers to meet with other Network students AND teachers AND community agency representatives to share what they have learned and produced with others, and be able to use their knowledge and passion to inspire other schools to become involved in similar efforts.

Registration Information . . .

Registration information for the 2017 "Power of Service-Learning" Leadership Summit and Year-End Celebration will be available after January 15. Please contact Karen Patterson, 614.561.7310 or Jane Hubbard, 614.270.1085 if you have any questions.
Suggestions for Tri-fold "Pitches and Gallery Walk"

In order to prepare ahead of time for the May 2nd "Power of Service-Learning" Leadership Summit, teachers should choose one or two high-quality service-learning projects to represent their school from the 2016-2017 school year. Next, together with students (and potentially with the help of former students, parent volunteers, or “Growing Together” staff) each school team should produce a tri-fold display that describes in words and photos/images the selected service-learning project(s). Finally, teachers should help students prepare and practice a "passionate pitch" designed to inspire others to "take action" in support of the highlighted issue or need.

Guidelines for Tri-fold Displays
In addition to the project name and words and images describing the project, please include what you and your students did for each stage of the service-learning cycle—investigation, preparation/planning, action/implemention, reflection, and demonstration/celebration, as well as the curricular areas addressed through the project, including one or more examples of student learning. The "Growing Together" Network will provide labels and poster boards as needed. Please contact Karen or Jane for related resources.

Guidelines for Students’ "Passionate Pitches"
As participants do a "gallery walk" to look at tri-fold displays, students who are stationed next to their displays should be prepared to give a brief, passionate "pitch" about the project’s benefits and impact—the kind of comments that might inspire others to become involved. The pitch should be brief enough that students who are doing the gallery walk will be able to visit 3-4 tri-fold displays in the span of 20-25 minutes. Students should be prepared to talk about what they did and what they accomplished, the issue and/or people the project benefitted, and one or two other important take-aways that could inspire others.

The following are suggested prompts and sentence-starters, one or two of which might help students think about their "passionate pitch." (For the sake of time, we are NOT asking students to give their answers to all of these questions during the Gallery Walk.)

- What do you most want others to know about the issue?
- What did you need to learn to become an "expert" about this issue?
- What do you most want others to know about the agency/organization you helped?
• What action(s) did you take to become a “changemaker”?
• What difference did you make?
• What are you most proud of?
• Why should someone get involved in this issue?
• Talk about one or two specific ideas or concepts you learned in order to be successful in your project.
• How were you doing the work of a mathematician, an artist, a writer, a scientist, etc. during your project. (Pick one or two examples)

Additional items to address:
I was so surprised that …
It amazed me to learn …
I was proud when we …
The most memorable part was …
ADDITIONAL RESOURCES
Bellville, Ohio, Teen and Family Travel to Capitol Hill to Advocate for Pediatric Cancer Research

Reed family represents Nationwide Children’s Hospital; travels to Washington, D.C. June 21-22 for the Children’s Hospital Association’s Family Advocacy Day

Columbus, OH - 6/17/2016

The Reed family of Bellville, Ohio, is taking their story to Capitol Hill to deliver an important message to their members of Congress. Nationwide Children’s Hospital patient, Grant Reed, 15, and his family will join more than 40 other pediatric patients and their families to meet with members of Congress and share their personal health experiences as part of the 2016 Children’s Hospital Association’s Family Advocacy Day, taking place June 21-22 in Washington, D.C.

The leading cause of death, due to disease, among children in the United States is Cancer. The therapies to treat it can cause the majority of childhood cancer survivors to experience harmful, life-long complications from their treatments. Yet, despite childhood cancers consisting of more than 150 types of cancer, pediatric cancers, as a whole, receive a small portion of the total NCI/NIH funding according to the Coalition for Pediatric Medical Research.

Grant and his family are hoping to do their part in advocating for additional funding of pediatric cancer research while in Washington, D.C. In 2012 at age 11, Grant was diagnosed with Medulloblastoma, a type of brain tumor. Just days after his diagnosis, Grant underwent extensive brain surgery to remove the tumor. Following surgery, Grant developed Posterior Fossa Syndrome, which left him severely weak on his left side with an inability to speak, eat or drink. Because the physical effects of his surgery were so severe, Grant was admitted into the inpatient rehabilitation unit at Nationwide Children’s. After multiple weeks, Grant was released from the hospital walking, eating and talking. Undergoing a year of radiation and chemotherapy treatments, Grant and his family began to adjust to their new normal in the summer of 2013. However, the following winter, the cancer returned and Grant endured another brain surgery and intense chemotherapy and spent most of the first six months of 2015 in the hospital.

Fighting cancer twice has strengthened Grant and his family. It has been a difficult journey, physically, financially, and mentally, but the entire Reed family has learned to cherish each day and are happy to share Grant is cancer free.

“We are excited and honored to attend Family Advocacy Day in Washington D.C. on behalf of Nationwide Children's Hospital,” said Denise Reed, Grant’s mother. “Our family has learned first-hand the importance of pediatric cancer research and its resulting treatments. Despite advances in cancer care, many kids still lose their battle with cancer and this must change. If every person spent a few hours on a pediatric cancer unit watching the strength and resiliency of kids with cancer, we believe more people would want to find a cure. We are happy to be a voice advocating for increased funding for pediatric cancer research across the country so that these courageous warriors survive and may live life as ordinary children.”

“Children and teens like Grant Reed show tremendous resilience as they undergo treatments that can save their
“The Research Institute at Nationwide Children’s Hospital is constantly striving towards transforming children’s health and accomplishing best outcomes. The groundbreaking research that is being achieved at Nationwide Children’s Hospital has been funded, in a large part, by NIH. One of the best investments our nation’s leaders can make is in pediatric research.”

About the Children’s Hospital Association
The Children’s Hospital Association is the national voice of more than 220 children’s hospitals, advancing child health through innovation in the quality, cost and delivery of care. For more information on Family Advocacy Day, visit https://www.childrenshospitals.org, or follow the families on Facebook at http://www.facebook.com/speaknowforkids or Twitter, @speaknowforkids, speaknowforkids.

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Note to editors: Grant Reed is a resident of Bellville, Ohio, 44813

« Return to listing

Nationwide Children’s Hospital
700 Children’s Drive Columbus, Ohio 43205 614.722.2000
Thinking Outside the Box . . . Together

What if we enabled students in all of our schools to use their knowledge, skills, gifts, and passions to "do the work of real people" in actively addressing issues related to poverty? What would/could this look like?

Many of you are already answering this question through your service-learning endeavors. In addition, many of you have participated in brainstorming sessions with some of our agency partners.

These sessions have been designed to help connect specific agency needs with specific curriculum-based learning opportunities. Through the “Growing Together” Service-Learning Network, we will continue to explore these connections in an effort to design and implement service-learning initiatives with maximum impact.

Remember, there are many types of service-learning projects. Sometimes, direct contact with recipients/clients will be involved. But in other instances, students will perform more "behind-the-scenes" functions to help meet agency needs, or they will have profound impact by raising awareness, educating others, generating resources/needed items, and/or advocating for change.

During our previous brainstorming sessions, many exciting curriculum-based ideas emerged. For example, imagine the possibilities if . . .

• Students become "marketing/PR teams" to focus attention on critical issues, or to "adopt an agency" and publicize its mission and needs. This could happen through brochures, posters, websites/social media, videos, PSAs—even a “flash mob” filmed at an agency site, or student-led participation in a community parade.

• Students communicate through art, music, journalism, poetry, children’s literature, and/or other media to help reduce myths/stereotypes and increase understanding and empathy re: poverty and related issues.

• Students use their knowledge/skills as "systems thinkers" to understand and interpret important statistics, flow charts, and other information about poverty, hunger, homelessness, and related issues. Then, based on their own understanding and insights, they can help "create new knowledge" for the benefit of others.

• Students become leaders/advocates for changes in programs, policies, procedures, and/or legislation related to these critical issues.
Following are a few agency-specific ideas:

**Habitat For Humanity**
- Drafting/engineering or industrial arts students design and build dollies for helping homeowners move into their new homes.
- Art students study interior design and create wall art for new homes.
- Broadcasting or language arts students create social media marketing campaigns raising awareness with a donation link.

**Mid-Ohio Foodbank**
- Art students create a traveling hunger mural to loan to other schools to raise awareness throughout the city.
- Language arts students launch a letter-writing campaign to local businesses requesting that they become partners against hunger.
- Student chefs plan a menu, then hold cooking demos at MOF. The cooking demo could be filmed, or Skype could be utilized to share with a wider audience.
- Students research favorite recipes for garden produce (including kids’ favorites and family favorites) and write and publish cookbooks to donate.

**Children’s Hunger Alliance**
- Social studies or math students do community mapping to find out who is hungry.
- Students conduct and publish a nutrition study to help others understand the benefits of breakfast, "MyPlate," and how these nutrition priorities have evolved.
- Students research the topic of nutrition and become advocates for related policies or legislation.

**LifeCare Alliance**
- Students visit LifeCare Alliance dining centers and partner with seniors to do intergenerational projects such as card making, writing books, creating or teaching games, and teaching technology.
- Students design brochures to explain the agency’s goals, programs, and volunteer opportunities. Students could drop off/pick up collection bags with their brochures attached.
- Science students study soil composition and grow herbs to donate to the food pantry.

**Community Shelter Board**
- Older "buddies" write scripts and perform plays about life scenarios to teach younger kids about the topic of homelessness and housing insecurity.
- Art students ask local homeowners to submit photos of their homes, and then create art based on the photos. The homeowners buy the art, and the money goes to CSB. (This project could also target realtors, who would give the art to new homeowners as gifts.)
Language arts, journalism, or broadcasting students investigate "Behind my front door"—*What does it mean to open the door and cross your threshold?* They do narrative writing and photography to capture different types of homes/shelters to share in the community.

*Now, going a step further, imagine the possibilities if we mobilize and maximize our efforts by carrying out some of these ideas across our "Growing Together" Network . . .

---

Daniel Pink, author and business consultant

The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers.
Partnerships Make A Difference was founded by experienced and committed educators whose mission is to help young people develop a sense of passion and purpose for their own learning, and to enhance students’ belief that they can positively impact their own lives and the lives of others. Toward that end, this non-profit organization has successfully focused on helping schools and community organizations strengthen such program areas as service-learning, Project Based Learning, career development, substance abuse prevention, dropout prevention, and character education.

The “Growing Together” Service-Learning Network began taking shape in August 2009 and became operational for the 2011-2012 school year. There are currently more than 40 member K-12 schools, representing urban, suburban, and rural settings in central Ohio. In addition, the Network includes a growing number of key community agency partners.

In its first four years, the “Growing Together” Service-Learning Network has helped hundreds of teachers and thousands of students actively address critical needs related to poverty, homelessness, hunger, early childhood issues, literacy, physical and mental health, the environment, disaster relief, safety, individuals with disabilities, senior citizens, and other concerns. To date, more than 700 curriculum-based S-L projects have been completed by Network schools, resulting in enriched teaching and learning, increased academic achievement, enhanced student empowerment, and more than 500,000 hours of civic engagement and community impact.

"Growing Together" Network Contacts:
Ellen Erlanger, 614.488.3459 or ellen@partnershipsmakeadifference.org
Kathy Meyer, 614.488.3459 or kathy@partnershipsmakeadifference.org
Karen Patterson, 614.561.7310 or karen@partnershipsmakeadifference.org
Jane Hubbard, 614.270.1085 or jane@partnershipsmakeadifference.org.
"Growing Together"
Goals and Objectives

The "Growing Together" Network is an education initiative with a strong community impact component. The program’s goals are to support significant school improvement and reform, enhance student success, increase the number of civically engaged youth, and address critical local and global issues and needs through the expansion of school-based service-learning. We are committed to building and strengthening a "community of service-learning/PBL practitioners and advocates."

As an outgrowth of these goals, we have established the objectives listed below.

Objectives of “Growing Together”—The program will:

1. Provide human and financial resources to **promote the expansion of high quality service-learning** throughout central Ohio and other interested regions—i.e., "grow the culture" for school-based outreach efforts that result in positive impacts upon students, schools, and communities.

2. Utilize service-learning as a strategy to **enrich the teaching/learning process, enhance student success, improve school climate, and actively address a wide range of significant local and global needs and issues.**

3. **Create an energetic, diverse, and committed network** of civically engaged youth and adults who can respond effectively and collaboratively to community challenges now and in the future.

4. **Provide ongoing professional development** that enables educators to enhance and expand their schools’ efforts in service-learning.

5. **Contribute to the number of students** who are successful in their K-12 school experiences; graduate from high school ready for college, work, and life; and succeed in college and university through academic engagement and civic participation.

6. **Enhance volunteer generation** among participating agencies and organizations by expanding opportunities for K-12 youth and others to serve their communities in meaningful roles.

7. **Foster effective partnerships** among schools, community agencies/organizations, higher education partners, and philanthropic sponsors so that desired results can be achieved over time—i.e., build capacity for individuals, nonprofits, and communities to address significant problems and challenges.
“Growing Together” Network
Network Services, Resources, and Expectations 2016-2017

What Network Staff Can Provide
-- "School Support" or "Teacher Support" (encompasses our direct assistance to schools/teachers with S-L planning, implementation, and evaluation)
-- Professional Development (graduate courses, workshops, etc.)
-- Network-wide events (Program Kick-Off, Critical Issues Summit, Year-End Leadership Summit, Stakeholders Steering Committee Meetings, etc.)
-- Youth Leadership Opportunities
-- Facilitation of Collaboration Among Schools and Agencies
-- Products/Resources (Poverty Simulation, model projects, videos, etc.)
-- Website/Social Media
-- Publicity/Branding
-- Grant writing to support Network initiatives

What We Need From Network Members
-- Support of Principals and Service-Learning Building Leaders/Teams
-- Active Participation in Network Meetings, Professional Development Offerings, and Special Events
-- Strategic Efforts to Involve Additional Teachers and Students Each Year
-- Ongoing Communication with Network Staff, especially Periodic Meetings/Calls/Emails re: Karen and Jane
-- Data Gathering, re: two or more "Showcase Projects" each year—Needed to ensure continued funding!! We would also appreciate a list of other projects implemented by each school.
-- Support for Marketing and Branding Efforts—Help publicize your school or agency’s involvement in service-learning and the “Growing Together” Network!
-- Utilization of our website as both a resource and communications tool—Please contribute/post information re: your school or agency’s service-learning projects and activities!
-- "Capturing the Magic”—Photos, videos, scrapbooks, student work, tri-folds, etc. that help your school develop an ongoing archive of service-learning success stories.
Here’s How Network Staff Can Help Our Member Schools and Agencies!

Ellen and Kathy will focus on Network-wide services.
Jane and Karen will focus on direct service to schools/agencies.

SCHOOL/TEACHER/AGENCY SUPPORT (ENCOMPASSES OUR DIRECT ASSISTANCE TO SCHOOLS/TEACHERS/AGENCIES WITH SERVICE-LEARNING PLANNING, IMPLEMENTATION, AND EVALUATION)

Examples:

• Collaborate with identified teachers in planning projects to make sure that all the steps in the service-learning cycle are addressed: investigation, preparation, action, reflection, celebration. Could team teach one or more lessons (on investigation, preparation, and/or reflection) alongside the classroom teacher.
• Help identify significant community issues and needs, maintain appropriate contact information for relevant community agencies, and help teachers design educational strategies to address those needs.
• Provide relevant educational resources.
• Help maximize opportunities for youth leadership and “student voice” as part of service-learning initiatives.
• Assist with capacity building, both within the school(s), and with collaborating community agencies/organizations.
• Collaborate with “Growing Together” Network teachers to help coordinate service-learning initiatives that may extend across multiple schools.
• Assist with service-learning project evaluation and data-gathering.
• Provide models for schools/agencies to use for service-learning project publicity.
• Provide models for documentation of the development and implementation of service-learning projects -- photographs, video, interviews, and reflections will be valuable tools to help spread the word about wonderful projects.
• Assist or advise teachers and/or a school’s volunteer to create a product (iMovie, Animoto, slide show, etc.) using the photographs, video, interviews, and reflections they collect throughout the process of a service-learning project.
PROFESSIONAL DEVELOPMENT

Examples:
• Graduate courses: Level 1 and Level 2+
• One-day workshops designed to engage additional teachers in service-learning concepts and community-based experiences.
• Mini-presentations during staff meetings or other professional development meetings including: "intro to service-learning," "enhancing your service-learning," "tips for data collection as part of the reflection process" (and other topics identified by member schools.)

NETWORK-WIDE EVENTS

Examples:
• Critical Issues Summit  and Kick-Off Workshop/Planning Session (July)
• Fall Leadership Summit (October/November if funding allows)
• “Mid-Year” Celebration
• Leadership Summit and Year-End Celebration
• Board of Advisors/Stakeholders Steering Committee Meetings

YOUTH LEADERSHIP OPPORTUNITIES

Examples:
• Student Leadership Summit(s) and Seminar(s)
• Poverty Simulation

PRODUCTS/RESOURCES

Examples:
• Poverty Simulation
• Model Projects
• Videos like Buck Institute for Education (BIE)

COMMUNICATION

Examples:
• Maintain/update website (www.partnershipsmakeadifference.org)
• Facebook
• Twitter
• Promote school/Network news through local media

GRANT WRITING TO SUPPORT NETWORK INITIATIVES

Examples:
• AEP Foundation
• The Columbus Foundation

"I am trying to make a difference and save someone’s life. If I save someone’s life, I’ll know that I can help save many more. If I don’t do this or help get Second Impact Syndrome noticed, someone could die."

— Robert S., 8th grader at Buckeye Middle School
## "Growing Together" Network

### Contact Information

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Partnerships Make A Difference
Service-Learning/PBL Planning Notes

Theme/Topic

Brainstorming Team Members

THE BIG IDEA

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

Learning/Academic Focus: What will we be learning about? What could our "Driving Question" be? How will this service-learning project connect to your curriculum goals/content standards? What 21st Century Skills (e.g., collaboration, communication, critical thinking, creativity, etc.) might be addressed?

Project Idea: What can we do to address the identified need/issue? What community partner(s) might be involved? What opportunities could be provided for student "voice" and "choice"?

POTENTIAL STRATEGIES/IDEAS FOR EACH STAGE OF YOUR SERVICE-LEARNING PROJECT

Entry Event(s)—"sets the stage" and inspires student engagement in the project
Investigation/Inquiry—"Exploring Possibilities"—helps kids identify potential topics and become emotionally engaged

Preparation/Planning—"Becoming Experts"—includes further research, project schedule/logistics, and scaffolding (facilitated by the teacher as needed)

Action—"Doing the Work of Real People" . . .
Authentic Product(s)/Service(s)—identifies "important stuff" that kids will create and/or accomplish
Authentic Audience(s)/Client(s)—identifies who else will be part of/become aware of/benefit from the students’ efforts

Reflection—"Attaching Meaning"—extends the learning by helping students attach individual and collective meaning to their experiences. What reflection questions/prompts should we consider? What reflection strategies/forms of student expression should we consider?

Demonstration and Celebration—"Making Learning Visible"—makes learning visible, reinforces relationships, and "captures the magic of the project" by documenting the process, its outcomes, and related next steps
SOME GREAT RESOURCES TO GET YOU STARTED . . .

Service-Learning Resources

Books:

Websites:
Partnerships Make A Difference: www.partnershipsmakeadifference.org
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. Also, check out “Classrooms with a Cause,” especially the sample prompts to engage students’ interests in a variety of issues.)
West Virginia Department of Education: http://wvde.state.wv.us
Maryland State Department of Education: http://marylandpublicschools.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
What’s Happened as a Result of Previous Critical Issues Summits?

Instructional Improvement and Community Impact
- Many exceptional service-learning projects developed and implemented by Network schools and agencies!

Professional Development, Collaboration, and Collegial Support
- Additional poverty simulation opportunities provided for educators
- Continuation of annual collaboration events: Fall Kick-Off, Mid-Year Stakeholders Meeting, Critical Issues Summit, and Year-End Student Leadership Summit/Celebration
- Continuation of annual graduate course offerings
- Ongoing assistance to member schools and agencies provided by Network staff

Development of Instructional Materials/Resources
- Extensive use of "Making Ends Meet"—A Poverty Simulation for Students in Grades 3-8
- Expanded use of "1 in 5"—A Hunger Simulation
- Adaptations of Uncle Willie and the Soup Kitchen and Fly Away Home from books to stage scripts
- Assistance provided to Mid-Ohio Foodbank re: development of their Teacher Resource Guide
- Development of "Empty Bowls" Instructional Resource Guide (in process)
- Website page designed to include all Poverty/Hunger/Homelessness resources: handouts/activities, media selections, literature selections, model projects, etc.
- Development of "Mission Possible" Service-Learning Activity Guide (in process)

Youth Leadership Programs/Opportunities
- New service-learning leadership opportunities for students
- Annual Student Leadership Summit each spring (The 2015-2016 event was May 2 and featured an extended schedule for students.)
- Middle School "Make a Difference" Leadership Camp piloted in July 2014 in collaboration with YMCA and other community partners

Network-Wide Program Efforts
- "Art Action" and "Food for Thought"—collaborative efforts of Mid-Ohio Foodbank and the "Growing Together" Network to help raise awareness and generate support re: hunger and food insecurity in central Ohio
- "A Day to End Homelessness"—involvement of several Network schools in Community Shelter Board's annual awareness/fundraising efforts
• Exploration/development of additional "Kids as Communicators" initiatives in collaboration with other Network agencies

**Network Expansion**

• Addition of new Network schools and agencies each year, with others planning to join in 2016-2017

**Communication**

• Enhanced communication via expanded Partnerships Make A Difference website, Facebook, and Twitter

**Resource Development**

• Ongoing resource development via grant seeking; strategic planning to enhance long-term sustainability
Be the Change

Words and Music by Kat Edmonson

Everywhere you look, you can write a book on what’s going on
Everyone you know has got to reap what they sow, be it right or wrong
Ghettos flood, there’s a hole up in the sky
Oil and blood, tell me why oh why
Terror struck
Look at us
This isn’t what we planned
You gotta take a stand

Don’t forget that pride always goes before the fall
And nobody is free till there’s freedom for all
As you sow so shall you reap
Be the change you want to see
Be the change you want to see

Every now and then, you’ve gotta bend to the way it is
Far it be that as it may, it’s not the way just ‘cause they say it is
On TV, there’s just no reality
All I hear is “Me me me”
What they sold, I’m not buying any more
No, no, no more

Don’t forget that pride always goes before the fall
And nobody is free till there’s freedom for all
As you sow so shall you reap
Be the change you want to see
Be the change you want to see

Yesterday heard you say that there’s nothing you can do
Wonder if you would feel the same if it was happening to you

Don’t forget that pride always goes before the fall
And nobody is free till there’s freedom for all
As you sow so shall you reap
Be the change you want to see
Be the change you want to see
Right now
Be the change you want to
See the changes start with you
Be the change you want to see

Be the change you want to see
The change you want to see
Thank You To Our Sponsors . . .

Siemer Family Foundation
Harry C. Moores Foundation
Martha Holden Jennings Foundation
The Columbus Foundation

2016
"Kick-Off Workshop and Critical Issues Summit"
Learning with Purpose...Serving with Passion!