
Enriching Learning Through Service

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Introduction

In schools, we see a growing interest in fostering more caring young citizens—youth who care about other children, about their school, about family, and about community. At the same time, teachers are making classroom learning more meaningful so that students are engaged and curious, seeking information rather than sitting passively in the classroom. Teachers also are developing projects that enable students to synthesize and apply important key concepts. Many of these teachers are using service learning as the critical element to enliven the class and to give greater meaning to their classrooms.

"Everyone can be great because everyone can serve."

— Martin Luther King

This booklet is for teachers who are interested in enriching learning through service. The booklet will provide you with a variety of creative ways to involve students in service and with specific plans for implementing and evaluating community service projects.

"Community service provides a bold partnership of learning and service. The education of the heart is companion to the training of the mind and the body. In the midst of a school's necessary concern for the intellect, the service program touches the heart's need to bridge skills and compassion and to be a good neighbor for that community."¹

This booklet will explore ways teachers, departments, schools, and districts can encourage service learning. You have the opportunity to see how others have organized their classes so that learning is meaningful and valued by

students and the community. None of these ideas should be viewed as a prescription. Rather, they can stimulate your own expression of youth contribution.

"I challenge every American who cares about the future of this country to get involved. Find a place or an organization or even a single life where you can make a difference for someone else. From now on in America, any definition of a successful life must include serving others."

— President George Bush



Contents

Preface	i
I. What Is Service Learning?	1
II. Why Service?	3
A. Benefits to Youth	3
B. Benefits to School Programs	7
C. Benefits to the Community	9
III. Creative Ways to Encourage Service	11
A. Peer Assistance	11
B. Enriching Academic Subjects	13
C. Clubs/Teams Can Make a Difference	26
D. School-Wide Service	27
IV. Planning for Success	33
A. Working with the Elderly	33
B. Working with Younger Children	34
C. Peer Assistance	35
D. Oral History Projects	36
E. Working with the "Differently Abled"	37
F. Hunger	37
G. Student Leadership	38
H. Clerical Projects	38
V. Getting Started	39
A. Linking Service with Curriculum Objectives	39
B. Important Issues to Consider	43
C. Finding Time for Classroom-Based Service	46
D. Key Elements for Effective Service	48
E. Closing Comments	49
Footnotes	50
Resources	51



Preface

Across the country, there is growing interest in developing communities where neighbor helps neighbor and where citizens work together to address

"A good society...depends in the last analysis on the goodness of the individual, not on the soundness of institution or fairness."

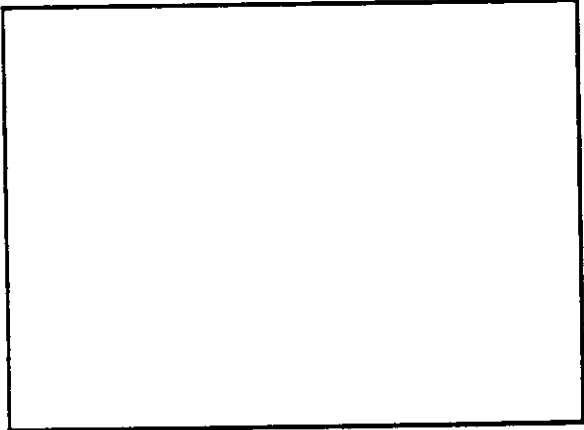
— from *Habits of the Heart*, Robert Bellah

community concerns. An expression of this national trend can be seen in the growing number of teachers and administrators who are making service an integral part of their classrooms and schools. There is renewed interest in enabling schools to touch the heart as well as the head.

- An English class in Vermont publishes a newsletter for the local food bank.
- A civics class in California helps prepare new immigrants for citizenship tests.
- A horticulture class in Philadelphia operates the city nursery.
- A fabric-design class decorates shelters for the Salvation Army.
- An industrial arts class in Tacoma builds ramps for the elderly.

And these are just a few of the kaleidoscope of ideas and projects that are springing up across the country.

By introducing community service into the curriculum, students experience the value of contributing to others. They experience being needed, and they see that their skills are genuinely helpful. While we often tell youth that they can make a difference, we rarely provide opportunities for them to help others. As students feel good about themselves, they feel differently about their community and want to help others live more productive lives.

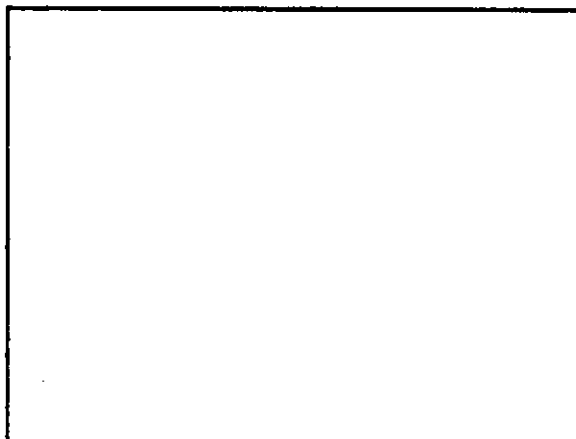


Infusing service into course work also enriches the curriculum. Students initiate questions and bridge the gap between knowing and doing. When a chemistry class tests water samples that will help shape local environmental action, the scientific method has significance, and students discover the complexities of environmental action firsthand. They also learn that chemistry is at the heart of environmental planning.

Student writing comes alive and has emotion, as well as content, when it captures potent moments with senior citizens. History becomes human and complex when students interview alumni of their high school and publish social histories of their school.

Service also lets students know that their communities need them. As our communities face increasingly complex questions, service exposes students to the complexities of these issues and lets them know that democracies require much from their citizens.

Service seems to be especially helpful for students who have been labeled as failures by their peers and teachers. These students regularly feel needy; they rarely feel needed. By infusing service into the regular curricular program, we can enable all students to experience the glow of contribution, an experience usually reserved for a select few.



I. What Is Service Learning?

Service learning is the intentional integration of curricular content with community service activities. It focuses on recognizing and promoting the value of serving one's community and on implementing an instructional technique that enables students to learn through service experiences. Service learning has proven more effective and long-lasting as an educational method than direct instruction alone. Service learning encourages students to apply what they are learning while helping others. Through service experiences :

- Basic learning is integrated with the needs of society.
- Students develop a zest for lifelong learning that characterizes active and responsible citizenship.
- Students make connection with the world in which they live and learn how to learn from experience.
- Students see that they are not only autonomous individuals but also members of a larger community to which they are accountable.

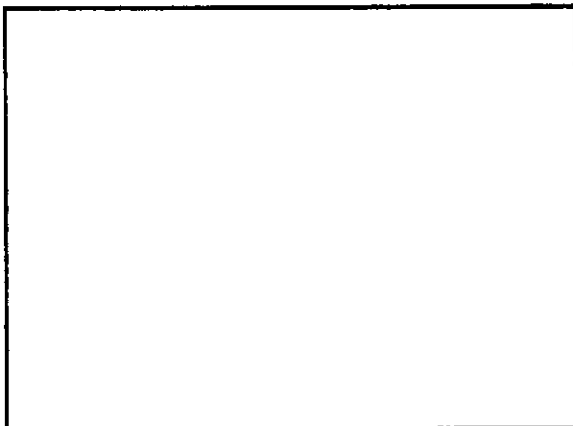
There are a variety of ways to enrich learning through service.

Contributing Class Projects to Others

Student art projects can beautify senior centers.

Students can write stories for younger students.

Science classes can adopt and clean up a local stream.



Teaching Others

Students could provide tours of historic sites or teach the basics of private enterprise to elementary students.

Providing a Service to the Community

Youth can do chores for the elderly or build homes for the homeless.

A class can operate recycling centers, recycling school as well as community goods.

Addressing a Social Issue

Contemporary problems classes can develop a plan for addressing the issue of hunger in their community.

Child development class members can lobby for adequate daycare in their community and staff child care centers.

The above are just a few of the many ideas to come. The possibilities are limited only by our imaginations and commitment.

Effective service-learning programs meet real community needs and provide time for students to talk, write, and think about what they did and saw during the actual service activity.

II. Why Service?

Research shows that service learning helps produce many benefits including:

- Fostering a sense of personal meaning.
- Reaching "at-risk" youth.
- Fostering requisites for adult success.
- Increasing altruism.
- Reducing feelings of isolation and "unconnectedness."
- Expanding instructional effectiveness.
- Developing good citizens.
- Providing valuable services to the community.

A. Benefits to Youth

Fostering a Sense of Personal Meaning

Who's Who Among American High School Students found that the following factors contributed most to teen suicide: "feelings of personal worthlessness (86%), feelings of isolation and loneliness (81%), and the pressure to achieve (72%)."² Martin Seligman, professor of psychology at the University of Pennsylvania, claims: "Rampant individualism carries with it the seeds of its

"In watching a student work with handicapped children and talking with another about her visit to a nursing home, it is clear that something very deep is occurring within the student. It is more than feeling good about oneself by moving to a new stage of development. It is affirming and finding an identity and purpose."

— Dan Conrad, Community Service Facilitator

own destruction. Individualism without commitment to the common good produces widespread depression and meaninglessness."³

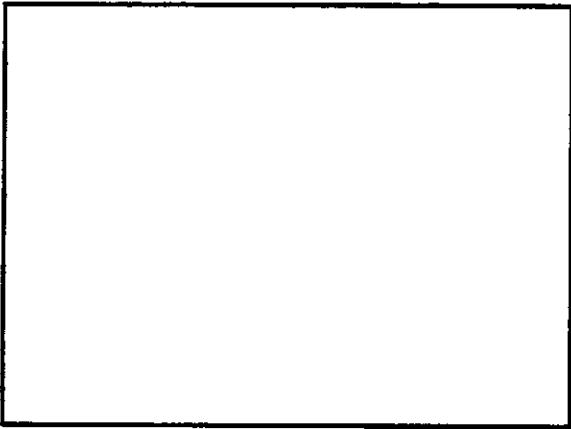
Service learning gives participants an opportunity to feel needed by others, and it lets them know they are important parts of their communities. Service learning is a powerful way to engender a sense of purpose. By encouraging a commitment to the common good, schools help youth make life more meaningful.

"Sandy was so proud she was literally shaking. This has really made it all worth it to me. It feels great to bring joy to other people's lives."

— Jackie Tomlinson

Reaching At-Risk Youth

Melvin Levine, director of the Clinical Center for the Study of Development and Learning at the University of North Carolina, argues



that "schools constrict the ways in which our young people can demonstrate their abilities. At the very time when youth require varied opportunities to learn and to do, schools often confine them to demonstrations of academic, verbal and specific memory skills that receive high profile in most schools. If the student is not successful in those restricted definitions of competence, he or she is labeled a failure. Learning through serving is one method of experiential learning that could be used well with students who learn best by doing and by working with others, rather than solely by reading and rote learning."⁴

In a recent informal study of high school dropouts (1986), Karol Gadwa of the Edmonds School District found that a majority of these students are kinesthetic learners. She suggests that infusing service experiences into school instruction will make academic success more accessible to these students.

"Research suggests that black and Hispanic children, for example, may achieve better under such conditions; for example, in relational learning environments (those that involve other people) and when given field-dependent learning tasks (those that focus on whole concepts or real situations rather than on fragmented skills or abstractions.)"

— John Goodlad

In addition, service opportunities help at-risk youth develop self-esteem and create "bonds" to social values such as education and community contribution. The William T. Grant Foundation's Commission on Work, Family and Citizenship in its recent report *The Forgotten Half: Pathways to Success for American Youth and Young Families* concludes: "When young people need a chance to act on their humanitarian ideal, they build self-respect and strong attachments to members of the family and community."⁵

Fostering Requisites of Adult Success

Numerous studies indicate that success in adult life is closely linked to the development of personal and interpersonal characteristics such as self-esteem and autonomy, independent thinking, skill in problem solving, and the ability to get along and work with others. Those are precisely the kinds of attributes that are called on and developed in service experiences.

Self-esteem: Community service students show a demonstrably greater increase in self-esteem than students who learned only in the classroom.⁶

Problem solving: Students who engage in community service develop effective problem-solving skills. This was particularly true when students had experienced similar issues and had been encouraged by their instructors to examine and learn from their service experiences.⁷

"It is too much to expect that students will get the stimulation, self-confidence, training and commitment they will need to get directly involved in community affairs as adults if their only contact with that sort of action is through a text. They must be immersed in the realities."

— Eliot Wigginton

"One becomes virtuous by doing virtuous acts."

— Aristotle

Leadership: Community service opportunities also develop important leadership skills. As students plan, evaluate, and refine service projects, they practice skills that will enable them to lead in corporations, schools, and communities.

According to one longitudinal study, graduates of experiential schools that featured problem solving, extensive community-service learning opportunities, and student-faculty control over governance were more successful in life than students from schools that provided only limited opportunities for these types.⁸

Increasing Altruism

Annual results of the American Council of Education/U.C.L.A. surveys of college freshmen show a fifteen-year decline in their expectations of participation in the political life of the country, in any form of altruism, or in any concern for others. At the same time, students' values associated with money, status, and power have risen rather rapidly and steadily.

The brain research of Dr. Paul McClean indicates that the capacity for compassion is located primarily in the frontal lobe. Because this area undergoes considerable growth during childhood and adolescence, it is very important to provide experiences that engage and develop those "skills" at an early age. After the brain has matured, it is much harder to develop these same compassionate behaviors.

Service learning gives students an opportunity to experience firsthand the pleasure of helping others and to develop altruistic behaviors. According to Anne Lewis, "Studies show that community service participation as a young person also encourages involvement in volunteer work as an adult."⁹

"Students want not only to work in soup kitchens but to understand the reasons behind homelessness and hunger. They want to create senses of long-term understanding rather than immediate aid. They want to do this because ultimately it gives them, and those who are homeless and hungry, a sense of dignity and respect."

—Wayne Meisel, Executive Director COOL
(Campus Outreach Opportunity League)

Careers

Students often clarify their career interests through service experiences. Volunteering allows students to "test drive" a career so they can discover if their assumptions mesh with realities.

Service experiences also expand many students' career interests. They discover that jobs can provide a sense of contribution as well as financial rewards.

Reducing Isolation

In the early 1980's, there were several studies of elementary and high schools. One of the most extensive studies was completed by Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching. Boyer spent several years studying high schools across the country and "became convinced that the problems of our schools are inextricably tied to this larger problem — the feeling on the part of many of our youth that they are isolated, unconnected to the larger world outside their classrooms."¹⁰

"I'm sure glad I volunteered with the handicapped children. I discovered I don't have the patience I need. Luckily I discovered this now before I spent four years of college preparing for a job I don't like."

— Shawn Bradbury, Student

"Again and again during our study, we met young people who saw little, if any, connection between what they were doing and learning in school and the communities in which they lived. Students do not see formal education as having consequential relationship to who they are, in a fundamental way, or to what they might become."

— Ernest Boyer

The Carnegie Foundation's study of the American high school concluded that "Teenagers in America grow up in the shadows of adult life. Clubs, squads, and teams compete for students' time outside the classroom. And yet, the idea that America's young people are playing at life instead of living is fostered at almost every turn. Service learning is one way to enable youth to experience their commitment to the community. The foundation strongly believes that service taps enormous sources of talent,

lets young people know that they are needed, and helps students see a connection between what they learn and how they live."¹¹

The research of Diane Hedin and Dan Conrad substantiates this conclusion. "In a comparison study of community service and classroom students, those involved in community service showed an increased respect for adults and felt more comfortable interacting with them. The research shows that adolescents do not automatically think more highly of adults because they have moved a little

closer to that status themselves. It depends on what they are doing during that time. Remaining in the classroom with an adult appears not to be a situation which raises students' esteem of adults. Associating with adults on a collegial basis outside the classroom does, however, seem to have such a positive effect."¹²

Improved Quality of Life

"People who exercise vigorously often describe feeling high during a workout — and a sense of calmness and freedom from stress afterward. New evidence reveals that these same emotional and physical changes can be produced with activity requiring much less exertion — helping others."¹³

A long-range study of 2,700 people in Tecumseh, Michigan, revealed that "men who did volunteer work at least once a week outlived men who did none, two and a half to one....The studies further imply that doing something with other people — especially for them, in volunteer work, support groups, and community building — is the most powerful of all stimuli to longevity and health."¹⁴

B. Benefits to School Programs

Expanding Instructional Effectiveness

There has been little change in the pedagogy of instruction, particularly at the high school and college level. Most students completing twelfth grade have spent nearly 15,000 hours sitting in classrooms. The school's general failure to provide for, let alone capitalize on, different kinds of intelligence and styles of learning has resulted in clearly prejudicial practices. "Schooling concentrates primarily upon abstract verbal and mathematical competence, to the neglect of aesthetic, interpersonal, intrapersonal, kinesthetic and spatial competencies." (Gardner, 1983)

For instruction to remain vital, effective, and relevant, we need to vary the settings and styles in which it is delivered. What is learned needs to be applied and tested in more demanding and realistic fashion than by words in a test booklet or multiple-choice questionnaire. Learning-styles experts Bernice McCarthy and David Kolb also strongly urge teachers to develop an emotionally and experientially rich learning environment. Some students learn most efficiently in this context; for others that environment demands an integration and application stage that increases retention.

Fred Newman at the Center for Secondary Education strongly suggests that schools engage students in more purposeful, authentic work. "The most important general feature of all authentic work is that it has value and meaning

beyond the instructional context. The most important general feature of authenticity is the extent that the messages students speak and write, the products they make, and the performances they complete make an impact on others and upon students themselves."¹⁵

Through service learning, students' psychological investment in learning, understanding, or mastering knowledge and skills comes from an internal commitment to address a concern or to enhance valued relationships. If students work with the elderly, their inquiry about aging comes from their own questions and their need to make sense of their experiences. Students who help feed the hungry develop concerns and questions about the causes of hunger and poverty. As a result, they want to explore how they can impact this issue. This commitment to getting information comes from within. Curriculum that focuses on addressing important community issues has inherent importance. It taps a part of each of us that wants to understand and shape our world.

Learning More

More than fifteen years of service-learning research by The Center of Youth Development and Research at the University of Minnesota reveals that service learning "enhances and remediates young people's lagging sense of responsibility, caring, and empathy. Most importantly, students claim they gain more personally and intellectually from their experiences than from other classes—even, and not all infrequently, from all of their other high school classes combined. This conclusion occurs with such regularity in formal evaluations of community service programs and in students' journals and papers, we have come to believe that it ought to be taken as a legitimate finding."¹⁶

Providing Needed Academic Assistance

One of the most frequent expressions of service is cross-age teaching and peer tutoring. When students teach other students, they provide much needed personal attention and modeling for young students. Numerous studies have

"What strikes me about all too many high school classrooms is the churning out of disembodied data which the kids are supposed to spit back. It's facts, facts, facts at their absolute grotesque worst."

— Ted Sizer

proven that elementary students who receive personal tutoring experience more academic success. In addition, peer tutoring, especially when accompanied with training and time, has increased academic achievement of tutors and tutees alike.¹⁷

Expanded Interest in Teaching

While research is inconclusive, there is some evidence that adolescents who experience the joy of teaching others are more likely to consider teaching careers. With the increasing need for teachers, service may provide some important indirect benefits.

C. Benefits to the Community

Developing Good Citizens

"In most schools the concept of 'good citizenship' has been trivialized to mean coming to class on time, sitting still, and not fooling around too much. Training for real citizenship requires a great deal more and ought to involve participating in the community now — knowing what's going on, caring about

it, and doing something about it. If our kids could experience that now, they will see that their participation can make a difference — that civic involvement is rewarding and even enjoyable. Then they're much more likely to continue being involved as adults."¹⁸

Research by The Center for Youth Development in Minnesota indicates: "From a position of virtual equality on the pre-test, students participating in service learning demonstrated an increased preference for community participation when compared with non-participating students."¹⁹

Brian O'Connell, president of Independent Sector, reaffirms the value of youth service. Describing the variety of volunteer service provided by the adult society, he told a National Forum on Student Community Service in October 1986 that American democracy totally depends on citizen participation. Contemporary society may be complex, he said, "but the basic ingredients are still the caring and the resolve to somehow make things better." Each generation, he explained, "learns that democracy is us."²⁰

"I did not realize the extent of the suffering of the poor and the underprivileged in our Tacoma community....However, when it was narrowed down for me through the retreat at St. Leo's, I realized that I can make a difference, and I have a responsibility to do so."

—Bellarmine High School Student

"Citizenship is virtually coexistent with getting involved with one's neighbors for the good of the community. Those who intellectualize citizenship education to the point of limiting it to skills and competencies can have no hope of creating citizens who care."

— Andrew Oldenquist, Ohio State University

Our culture is at a critical cusp — a time that requires us to define what it means to be a citizen in a democracy. Within our nation we need to foster a greater sense of collective responsibility. "The processes of separation and individuation which were necessary to free us from tyrannical structures of the past must be balanced by a renewal of commitment and community if they are not to end in self-destruction."²¹

Reducing Youth Violence

Psychologist Rollo May notes the connection between crime and powerlessness: "Deeds of violence in our society are performed largely by those trying to establish their self-esteem, to defend their self-image, and to demonstrate that they, too, are significant."²²

According to John Calhoun, Executive Director of the National Crime Prevention Council: Being un beholden, "disconnected, many youth evolve into teens who shoot and kill over a girlfriend or a collision in the hall. In seeking connection, a sense of place and belonging, they join gangs. Without investment in family, community, or future, they have nothing to lose.

"We must forge a new policy toward our nation's teens, involving both program and process. The program focuses on providing teens with opportunities for responsible contribution; the process focuses on dignity of exchange, acknowledging the individual's ability to contribute as an integral part of that individual's receipt of needed services.

"Claiming and valuing teens, both in program opportunities and in social service exchanges, can enhance their self-esteem and develop that vital sense of stake or investment in the community and the future. Teens with such a stake not only have no reason to resort to violence, they have every reason to avoid and deflect violence and to help drive it from their environment."²³

Providing Valuable Service

As our communities become increasingly diverse and as the issues of homelessness, hunger and pollution become increasingly complex, we need the assistance of youth. Communities no longer can depend on federal or local governments to address local needs, and youth can provide the creativity, energy and commitment needed to find solutions to important human issues. In the process, they will begin to immerse themselves in these issues and explore ways to prevent the problems as well as identify the symptom.

Frank Slobig, in his "Policy Blueprint for Community and Youth Employment," quotes estimates by the Urban Institute and the American Institutes for Research on the opportunities for young people to serve:

- At least one-half million opportunities appropriate for young nonprofessional workers could be created in education and school-related services alone.
- Better care for severely restricted elderly and handicapped individuals could productively occupy another 275,000 youths.
- An estimated 225,000 opportunities exist in energy, environmental protection, and urban and rural conservation areas.
- Social service to children, youth, and families could involve 165,000.²⁴

Young people are essential resources, and society needs to see that their active participation is essential.

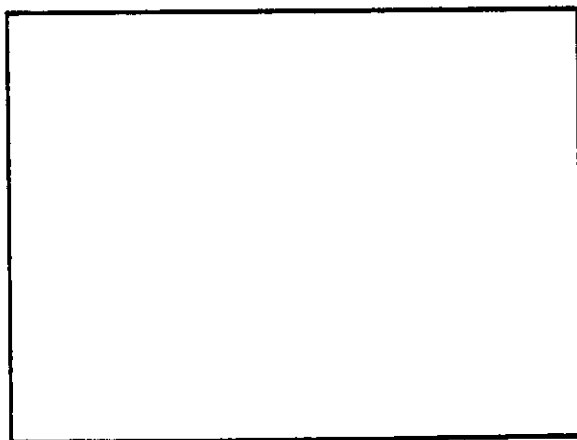
III. Creative Ways to Encourage Service

Below are a variety of possible service activities — ideas collected from teachers, articles, and discussions. This book draws heavily on the work of Anthony Campolo (#1), Alec Dickson (#2), Diane Hedin and Dan Conrad (#3), Cynthia Parsons (#4), Diane Harrington and Joan Shine (#5), and Eliot Wigginton (#6). You will find those persons cited in the bibliography, and I have indicated the source by providing notations next to examples. I hope these ideas will stimulate your thinking and help you develop some new ideas to make classroom learning more alive through service.

A. Peer Assistance

Cross-Age and Peer Teaching (#2)

Perhaps the most obvious opportunity for service is right under our noses — the chance for older pupils to help younger pupils. In thousands of schools in the United States, cross-age tutoring is a daily event. Older students can devote intense personal interest to the individual needs of the younger child and in the process both tutees and tutors feel special. Older students can help younger students in the same school, or pupils in a secondary school can help students in a nearby elementary school. It can take place in a library, in a hall, in a cafeteria, or in a quiet corner of the classroom. While tutoring generally centers on reading, it can function just as easily in subject areas like math, physical education, arts, or science.



As a classroom teacher, I found cross-age tutoring to be an invaluable teaching approach. I remember an eighth grader, Roger, who was a holy terror in the classroom. Roger, I came to discover, could read at a second grade level only. No wonder he was frustrated. That explained why he expressed his fear and anger through acting out. Roger was not the student I normally would have chosen to become a tutor, but I was encouraged to do so. Through tutoring second graders, Roger began to view himself differently. He was no longer “Nerdly Roger,” as his fellow

"With a trained tutor, an astonishing 98% of the students academically outperform those who are taught in conventional classrooms with one teacher to thirty students."

—Benjamin Bloom, 1984

process of helping younger children to master a subject or skill, Roger reinforced his own understanding and competence. Furthermore, the awareness that he was acting as a model for younger students gave him deep satisfaction. This experience convinced me that cross-age teaching can help students and teachers alike.

"In San Antonio, cross-age teaching has significantly reduced the drop-out rate. Only 6% of the participants compared with 30% of a control group have dropped out."

"I like being treated as a teacher. It's not like I'm working UNDER the teacher because I AM the teacher."

—Sandy Jones, Student

students called him. Instead, he was "Mr. Jones," the "teacher." He began to value reading because he needed to be able to read to his younger "pupils." By teaching younger students, Roger not only increased his own reading capacity four grade levels in one year, but he also had a higher sense of self-regard. Roger began to become the kind of student I looked forward to seeing. In the

Research on tutoring substantiates that tutoring increases academic achievement, improves social climate, heightens sense of competence, increases empathy, and develops more complex levels of thinking.²⁵ At least two years' age difference between participants insures that older students won't fear "losing face" in the

presence of those whom they are helping. The tutors themselves can be "mediocre" students; frequently "struggling" students have more empathy for those who need assistance.

In addition to serving students, cross-age teaching can serve as a powerful evaluative strategy for teachers. According to Rogers and Stevens: "Having third graders teach first graders about apples or insects by organizing and writing books, reading them, and discussing them with younger children is sound pedagogy. But careful attention to and reflection about what the third graders chose to share with the six-year-old will reveal a great deal about what mattered most to them in their own learning."²⁶

Bilingual Tutoring

One school with a large Hispanic population encourages all students to become bilingual by the time they graduate. Many peer-tutoring programs have been established where Spanish-speaking students teach English-speaking students and vice versa. There is a sense of both giving and receiving. A greater appreciation of Spanish and English is gained, and the language that is learned is far more conversational and useable because students tend to apply it to common experiences.

Special Education

One school found that recently mainstreamed special education students were struggling with their new classes. In fact, 68% of the students received failing grades in the majority of their classes. Rather than tolerate this, the school staff paired every special education student with a "regular" student. The partner provided academic tutoring and encouraged "new" students to participate in school activities. As a result of their assistance, 92% of the students received passing grades.

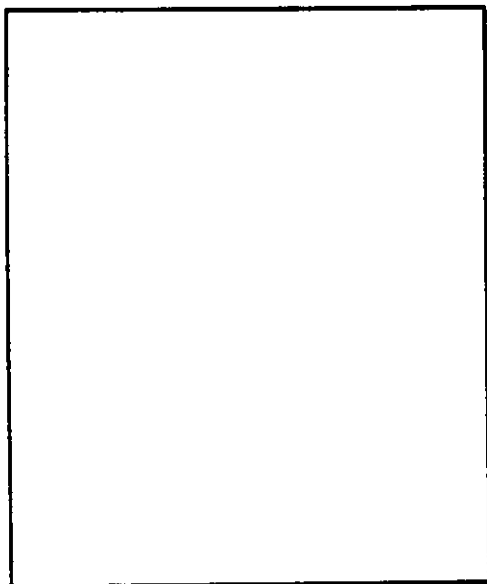
Some schools have developed ways for special education students to tutor or teach others. One teacher of "behaviorally disturbed" middle school students had his eighth grade class tutor second and third graders. They had empathy and patience for those students, and their own basic skills were reinforced in the process.

Big Brother/Big Sister Program

Several districts now have programs that match high school students with at-risk elementary students. While the high schoolers may provide academic tutoring, their main purpose is to be a friend who cares and listens. The big brothers and sisters teach their "brothers and sisters" effective conflict-resolution skills, and they help them develop better social skills.

B. Enriching Academic Subjects

Teachers have developed a number of creative ways to enrich subject areas through service.



Art

- **Drawing on the Elderly (#2)**

Most students study art or have some kind of art experiences. Suppose they did their drawing and displayed their work in a home for senior citizens or a hospital. Think of the pleasure youth would give to the elderly as well as giving them a much more emotional setting for the activity.

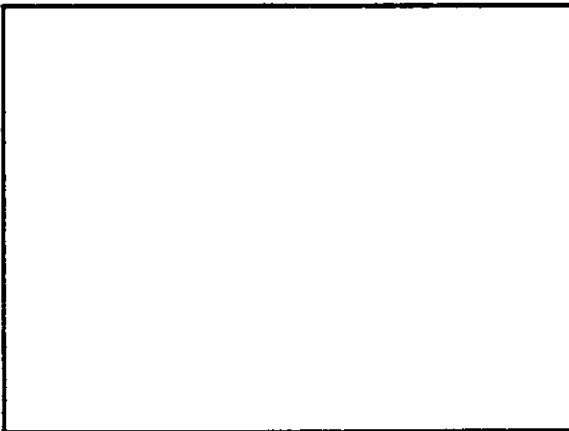
- **Artistic Giving**

Students, on completion of an art project, can donate their work to a home for the elderly, to a daycare center, or to a local business. Their work also could be laminated and used as placemats.

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- **Junior Curators in Sioux Falls, South Dakota (#5)**
Students act as junior curators in museums in Sioux Falls, South Dakota. They research, design, and assemble exhibits and serve as guides to visiting groups.
 - **Community Art**
Art work by students can be used to decorate the construction barriers in the city.
 - **Community Arts Fair**
A group of middle school students planned a fair, bringing a variety of artists to perform throughout the school day.

Social Studies

- **Teaching What We Learn to Others**
Frequently elementary teachers are frustrated by the lack of interesting social studies materials for young readers. At the same time, many middle school social studies teachers struggle to make social studies interesting to middle school students. As students study American history, they are frequently bored by the topics. One teacher found a solution to both of these dilemmas. As her students learned about the early American Indians, they wrote stories about the lives of the Indians. These stories were then printed, and students had a chance to share their stories with the elementary class. The stories were then used year after year by the elementary school as part of their instructional material.



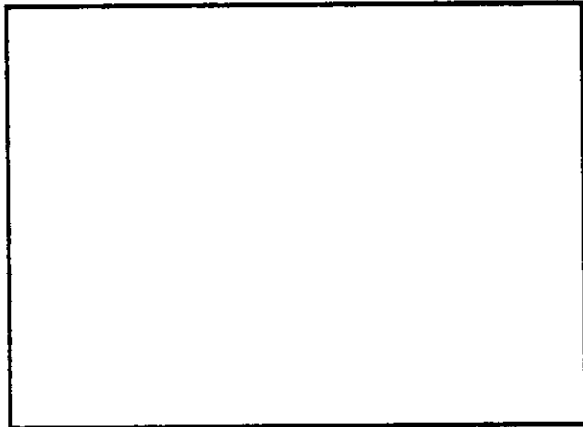
- **Living History**
Frequently, important events in history seem distant and of little importance to youth unless those events are somehow made human or personal. Teachers can encourage students to interview local people who experienced important events in history. Many people in the community have experienced the internment of the Japanese during WWII, the struggles of the civil rights movement in the sixties, or Cambodian exile. A student team might develop an oral history that could be published for the community.

- **Historic Guide (#6)**

In Wheeling, West Virginia, students are working with the city planning department to produce a series of "walking tour" pamphlets about historic downtown areas. Students are doing the research, writing, and design of the pamphlets, and the city planning department will handle the printing and distribution.

- **Putting a Stop to Shoplifting**

As part of a contemporary world problems course, students might look at the issue of shoplifting. Many stores would be interested in involving students in finding a solution to this dilemma. Some have even donated the amount of money saved from shoplifting to the community or to the student group involved.



- **Community Guide**

In Bellevue, Washington, a student recently assisted the Hearing Examiner by translating legal code into more clearly understood lay language.

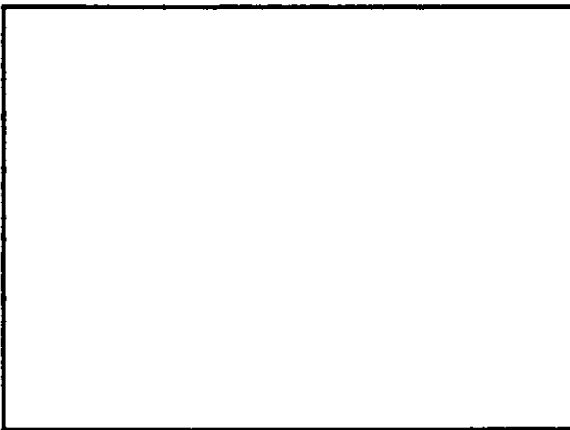
- **Saving an Historic Site (#6)**

To save a covered bridge, students in Winder, Georgia, have documented its history. These students are producing a booklet and a parade float and are founding a Junior Historical Society.

- **Newspapers Solution (#2)**

Students could bring copies of the local newspaper to class and explore incidents or situations for which they might contribute a solution. For example, if a child were injured at a park or on a trail, students could explore ways they might correct equipment or alter the trail so that it is less dangerous. This approach helps students develop the ability to detect opportunities for practical interventions when reporters or ordinary leaders perceive only a problem. If students read about declining test scores, increased violence, or racial conflict, they might explore ways to help correct that trend within their own school and classrooms. They would have the satisfaction of dealing with a real news issue and doing something about it.

-
- **"GUTS" (Government Understanding for Today's Students) (#5)**
In this program, 12-, 13-, and 14-year-olds learn to identify problems in their community, investigate the history of the problems, and work with civic and business leaders to solve them. Through this program, students have helped tear down abandoned buildings near the school, cleaned up rubble-strewn lots, and created an award-winning garden to help feed the hungry.
 - **Community History (#4)**
In a Vermont school, teachers, local architects, and students made a quilt of different historic architectural buildings. Their efforts helped students become more informed about history and architecture and mobilized the community to restore those buildings.
 - **Refugees**
The following ideas have been provided by World Relief, and they offer a variety of ways for young people to become involved with refugees in this country. For more information, contact your local World Relief office.
 - Take responsibility for one part of a World Relief Refugee Sponsoring Committee. You can arrange for food to be supplied, collect clothing, and locate and help collect furniture .
 - Help establish a refugee's apartment (paint, clean, arrange furniture).
 - Help teach the refugees English as a second language (ESL).
 - Teach refugees how to use public transportation, how to get a phone, how to file for citizenship.
 - Tutor in school subjects.
 - In Las Vegas, Partners for Citizenship paired American government classes with candidates for naturalization. Sixteen government classes worked with sixteen potential citizens and every "student" passed his or her citizenship test.



Science

- **Design on Elm Street (#5)**
A science teacher had his class study why so many elm trees had died in the community. This was followed by planting of a new strain of Liberty Elm seedlings where community groups indicated they would most like to have them.

- **Botanical Guide (#6)**

In Atlanta, a group of students is producing a book of wildflowers: their identification, life cycles, uses, and distribution. The target audience is visitors to the Atlanta Botanical Gardens.

- **Energy Roulette Wheel (#5)**

In Connecticut, a group of students developed an energy exhibit that traveled to county fairs throughout the state. The "Energy Roulette Wheel" featured different questions about energy consumption and conservation. Visitors spun the wheel and had to answer the question it stopped on. Those who answered correctly received prizes.

- **Adopt-an-Animal**

Students can adopt a number of endangered species. When your class members contribute to the organization that protects animals, they will receive a picture of the animal they are adopting. In some cases, they also receive progress reports. It's a great way for students to develop a personal connection with important environmental issues.

- **Energetic Puppets (#5)**

Students designed a puppet show that conveyed key energy concepts. They then visited elementary school classes and taught younger students.

- **Stream Tour**

In Asheville, North Carolina, a group of fifth graders has produced a pamphlet outlining a walking tour of a local stream. The pamphlet not only identifies a number of trees and shrubs along the route but also lists the organisms found in the stream and discusses environmental concerns.

- **Environmental Video (#6)**

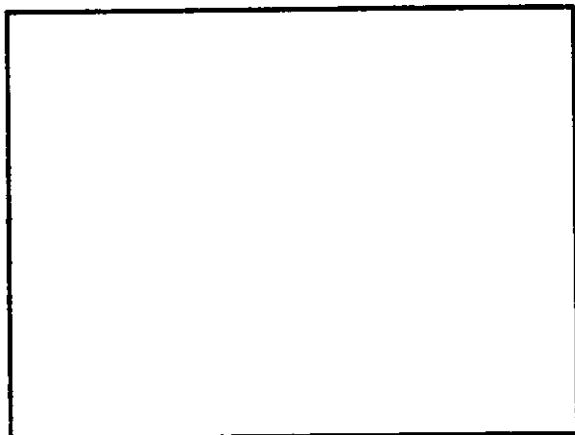
In Harlan, Kentucky, a group of second graders produced a thirty-minute videotape about the negative results of environmental pollution in their community. The tape includes four plays completely scripted and acted by the students, posters and slogans created by students, and interviews with community folks involved with the environment.

- **The Return of the River (#4)**

In Vermont, a chemistry teacher purchased an instrument to monitor the acidity in a local river. Students documented their findings, and this documentation was used by local authorities to regulate the river.

- **Psychology**

In studying human development — childhood development to aging — it makes sense for students to work firsthand with people of varied ages. A class might adopt a grandparent or a daycare center, spend time at a convalescent center, or invite retired citizens to participate in their programs.



- **Physics**

Students could make special presentations, including a simulation of a volcano eruption, to elementary school science classes.

- **Point Defiance Park, Tacoma, Washington**

Students help provide assistance to various park programs.

Mathematics

- **Pensioners' Project (#2)**

Students in math or family life classes could help the elderly budget their pensions, establishing a reasonable budget and helping them with shopping.

- **Project Math, Wiscasset, Maine (#5)**

A year-long project by eighth graders at Wiscasset Middle School produced a new kind of math textbook for their peers. The book contains summaries of interviews with community people ranging from veterinarians to nuclear engineers. It then provides math word problems encountered in those careers. These word problems, says the teacher who is the co-director of the project, are much more difficult than those in standard eighth grade math books. Forty-five eighth graders participated voluntarily in the project. They selected and interviewed professionals in the community, transcribed and summarized their interviews, and worked with the professionals they interviewed to develop work problems typical of each career. They also made decisions about layout of the book, met with printers, proofread the book, and held a press conference. The final product reflects their pride in their work, offers tangible evidence of their accomplishment, and helps make math more fun for all eighth graders.

English

- **Making Characters Come Alive (#2)**

Quite often the characters described in books seem abstract. They seem to have existed years ago and lived lives so foreign to students that it is hard for students to participate in the issues raised. One teacher did an excellent job of helping to make Charles Dickens come alive. To enable students to understand the relationship between poverty and delinquency and to better understand the dilemmas described in *Oliver Twist*, the teacher provided an opportunity for students to assist at a juvenile center.

- **Oral Histories**

As an English teacher, I often found my students' writing to be boring and tedious because it was about sterile topics in which students had little emotional investment. For this reason, I sought some new opportunities. Since my school was involved in its fiftieth anniversary, I decided to take advantage of the opportunity to develop an oral history of the school. Each team of three students interviewed three people. Students were fascinated to discover how much the school had changed! Years earlier boys and girls had different class schedules so they would not interact or distract each other! Each team had its writing compiled in a booklet that was given out at the fiftieth anniversary.

Probably the most famous oral-history project is facilitated by Eliot Wiggin-ton, a high school English teacher in Rabun, Georgia. He helps his high school students publish a local magazine, and their efforts have produced four best-selling collections of oral histories called *Foxfire*. (See details under resources.)

- **Writing a Resource Book (#5)**

In Vermont, a junior high teacher had a class locate all the county social service agencies that were willing and able to help teenage clients. The students produced a booklet that was shared with all the junior high schools in the county. The students learned interviewing skills, word processing, analytic skills, and graphic design.

- **Writing Folk Tales (#6)**

In Harlan, Kentucky, second graders have written Jack tales based on the traditional genre and dramatized and presented them to the target audience of students and their parents.

- **Addressing Youth Concerns (#6)**

In Gainesville, Georgia, as a direct result of a child abduction, a group of sixth graders is producing for elementary school students a booklet filled with safety tips and cautions in language they will understand and respond to. The target audience is Gainesville's latchkey kids.

- **Writing for a Purpose**

Students could:

- Adopt an elderly person and write letters to him/her regularly.
- Help handicapped or elderly people write correspondence.
- Respond to Santa letters at Christmastime.
- Write to people in other countries to see how their lives are similar to and different from those of the students.
- Write a letter to the editor.
- Write a letter of thank you to a teacher who has helped them learn.

- **Amnesty International**

Thousands of people are in prison because of their beliefs. Many of them are held without charge or trial. Many face the death penalty or life imprisonment. Amnesty International is an independent, impartial movement of people acting on the conviction that government must not deny individuals their basic human rights.

Students can participate in Amnesty International by:

- Writing letters and telegrams to appropriate government officials.
- Participating in special campaigns to bring attention to specific violations of human rights.
- Spreading the word on human rights.

Contact Amnesty International USA Regional Office:

AIUSA, 3407 W. Sixth Street #704, Los Angeles, California 90020.

(Individual membership costs \$15 for students, \$25 for adults.)

Drama / Music

- **Performing Music**

- Groups could invite elderly or handicapped people to a special performance. Involve students in planning an interactive performance so the elderly can participate as actively as possible.
- Students could teach an instrument, a song, or a play to elementary students.
- Students could practice or perform plays or sing in convalescent homes, group homes, or for community concerts.

- **Producing Music**

- In Burkesville, Kentucky, high school seniors have produced a record album and a booklet of liner notes, both of which feature traditional musicians in the area.
- A middle school chorus cut a record that was sold to raise funds for the homeless.

Physical Education/ Health

- **Coaching for Special Needs (#2)**

In one PE class, students are told to blindfold themselves and then start the physical education exercises. After a few moments of chaos and confusion, they are told to uncover their eyes, sit in a small group, and invent two or more games that could be played by sightless children.



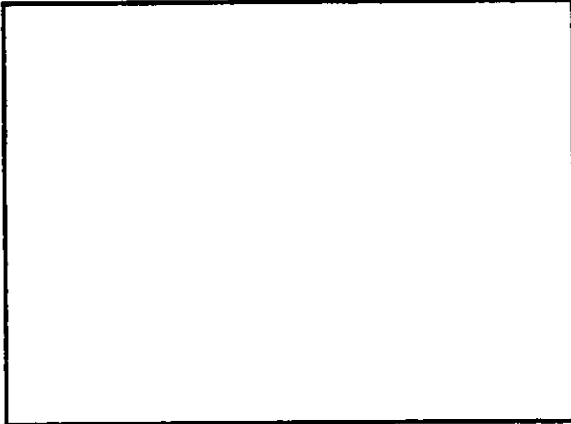
On another day, members of a different class are told to tie their legs together. After confusion and chaos, they are told to untie their legs and devise two or more games that might be played by disabled children. Their ideas are collated with simple pictures and reproduced for use by teachers who work with specially handicapped children throughout the region. Many students also had the opportunity, if they wanted, to be coaches and assist in teaching those games to students.

- **Coaching Elementary Students**

- Several high school and middle school students help supervise the elementary playground and teach different games to kids. Some PE teaching assistants work with younger students during their assigned class time.
- Bellevue Parks Department encourages high school students to coach elementary soccer, T ball, and basketball teams.

• First Aid

- High school students teach basic home-survival skills to kids who find themselves alone after school. This lesson helped one 9-year-old save his grandfather's life after his heart attack.
- First Aid Service Team: Young people (14–21) can provide first-aid service at community events, present safety demonstrations to community youth groups, and conduct blood-pressure screenings. This program is organized through the Red Cross.



- Student-Teachers: Students who have mastered basic first aid skills can work with the Red Cross to teach elementary students the skills and information they have learned.
- Promoting Community Health: Students could lay out and establish an exercise course.
- In Farmington, Minnesota, a team of teens presents three one-hour classes to one thousand fourth, fifth, and sixth graders on the subject of alcohol and safety decisions.

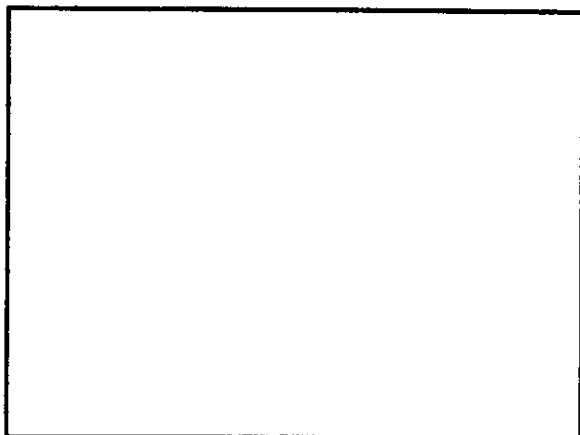
Media

- A school librarian has the media club put together an A-to-Z primer for the town's preschoolers with all the scenes based on local and community locations and happenings. (#4)
- In Bear Lake, Minnesota, a youth group produced a township newsletter that answered questions about needs and services in the township.

Technology Education

Frequently students learn valuable skills, but they rarely see ways that these skills can be used to help the community. There are many ways students can use these skills to assist the handicapped, elderly or homeless.

- Many handicapped people have difficulty getting in and out of their homes. Classes could build ramps for their wheelchairs so they can move more easily.
- Several cities have projects where students help build homes for the needy. Individual students or a class could lend a helping hand to this project.



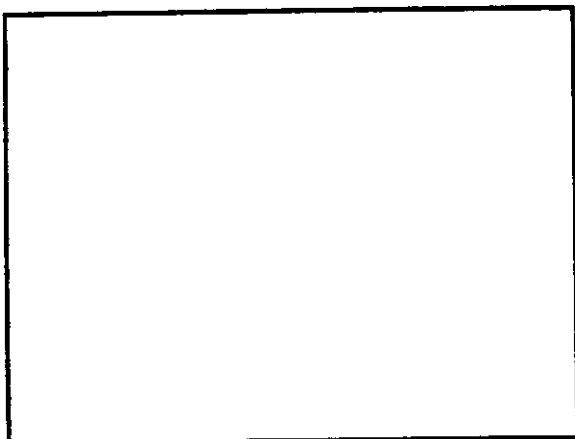
- One such project, Habitats for Humanity, builds homes for the homeless. It provides the sites and material and introduces the class to the family. Participating students can help build these homes.
- Interlake High School (Bellevue, Washington) has designed and constructed special equipment for elementary and secondary programs for the severely disabled.
- Many disabled people need specially designed aids. Students could design and build special devices. Students at Puyallup High School (Puyallup, Washington) have adopted a children's hospital, and they design and build special therapeutic equipment and toys.
- Sammamish High School (Bellevue, Washington) Tech Ed students spent six weeks working with the city to find creative solutions to the congestion caused by rapid urban growth in Bellevue. Their final report was presented in a ninety-minute program held in the city council chambers.
- Students or classes could also:
 - Build playground equipment.
 - Make toys for shelters.
 - Fix up historical sites.
 - Make furniture for day care and latchkey projects.
 - Repair small appliances for low-income citizens.

Home Economics

- **Food for Others**

Students could donate the food they're cooking to street kitchens or the homebound. The food could be prepared in the class and picked up or delivered to a site. Additionally, students could prepare and serve the food at the site. Many students are amazed to discover how many people are in need of food, and they are surprised to discover that they can make a difference in these people's lives.
- **Clothing**

Sewing lessons also could be extended into the community. Students could make or mend clothes for those who have few.



- **Consumer Rights**

A Midwest consumer rights and responsibilities class with the help of the Better Business Bureau and Consumer Protection Agency helped address local consumer concerns. Students settled more than half of their claims satisfactorily.

- **Future Homemakers**

Clubs could organize blood drives, teach home care classes to latchkey youth, and provide refreshments to the elderly.

Business and Office

Students spend hours practicing typing and word processing skills. They learn office-management skills and basic accounting. Why not direct these skills toward a school or community need? Perhaps a class could be responsible for the school or community newsletter. The students could type and lay out the documents.

- Students can design a system to manage and document service projects. They might be responsible for collecting and entering the service efforts under way in school. They could develop a documentation system and learn important office management skills in the process.
- Many community agencies need help with word processing and clerical jobs. Schools have developed a phone dictation program that enables city employees to phone in their word processing needs. Students complete the work and relay it back to the system through modems. This enables them to provide much-needed assistance to the community while developing their clerical and office skills using sophisticated technology.
- Students could make a coloring book for hospitalized children.
- In one school, the business department does auditing and accounting for small businesses in the area.

Addressing Special Needs

Too often, when we talk about needs of special students, it becomes a report or a discussion that contains little true appreciation of the frustration that must be a daily experience of people who are handicapped or have severe learning disabilities. The following activity has been done frequently as a way to help students have a greater appreciation for what it means to be handicapped and the kind of barriers that exist.

- **Empathy: "Experiencing from Another Shoe" (#2)**

Students are divided in pairs — one patient, one escort. The patient is seated in a wheelchair. As pairs, the students carry out a variety of tasks. One person makes a call from a public phone; another fetches a book from the public library; another uses a restroom; yet another is given money to enter a cinema. They find, in fact, they cannot reach far enough to dial from a wheelchair; that it would be dangerous to enter many toilet stalls. What children have learned from personal experience is the extent of the man-made difficulties the handicapped have to endure.

Having experienced those barriers, students can explore ways to reduce them. Results in some communities have included writing a guidebook showing how disabled can or cannot access certain community facilities, building ramps for people who have difficulty getting out of their homes, and designing aids to help handicapped persons use certain appliances or public places.

- **Addressing the Issues of Mental Hospitals (#3)**

Many communities are packed with recently discharged mental patients who are homeless or housed in community shelters. Students might help recently

discharged patients. In Solihull, England, students helped prepare groups of disabled patients for discharge by teaching them social skills such as telling time, handling money, coping with situations at the Post Office and shops, and recognizing important words such as "Danger," "Men" and "Women."

"I used to make fun of retarded people when I was younger. Now they make me feel important."

— Mike Downs, Student

C. Clubs and Teams Can Make a Difference

Several schools are realizing that important projects help bring a team and a club together. These schools have involved their athletic teams in service projects. Some teams have adopted elementary classes, others have helped tutor younger students. Seattle's Franklin High School football team plans a service project each year. Projects have included a graffiti sweep of the community.

Some schools require that all clubs receiving ASB funds must develop and implement a school improvement or service project. Others require that all ASB candidates must document some community service before they can run for office. Student leadership groups also organize dances, teen recreation, or teen centers.

Student Leadership

In Shrub Oak, New York, the student leadership class focuses on enabling students to serve their school and community. In this class, leadership begins with service to others. The course lasts a full year and is designed to emphasize reading, writing, listening, speaking, and reasoning. Grades are based on class performance, daily assignments, mini-problem solving, semester-long projects, and service to the needs of self, school, and community. School projects include school announcement, bulletin board, newspaper, and supervisory committees. In addition, each student is expected to develop a community service project.

Inventions That Make a Difference

Handicraft, Junior Achievement, science, or home economics clubs might focus the skills they teach toward addressing the unique requirements of special-needs students. Some classes have developed effective inventions such as alarms clocks for the deaf and a vehicle for helping the elderly who live alone to notify neighbors if they have any problems. By channeling students' interest in computers toward developing software for the handicapped, they can meet the needs of special populations and find helpful ways to channel their ingenuity and energy.

Key Clubs and Sky Clubs

Kiwanis Clubs provide leadership training and guidance in high school Key Clubs and middle school Builders Clubs. The clubs focus on providing service to school and community. A Kiwanis club member works with a school advisor who works with students to plan and implement service projects.

D. School-Wide Service

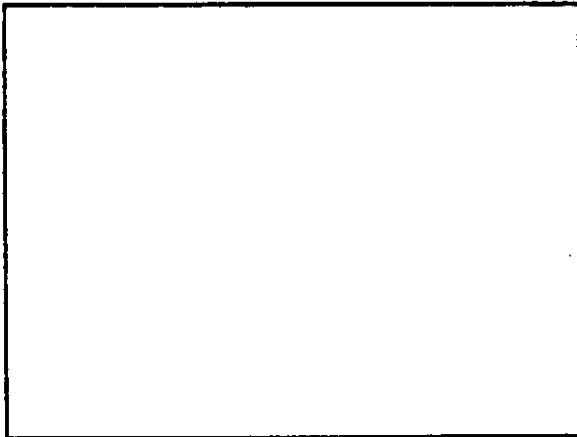
Service can have an even more visible effect if an entire school focuses on one project or issue. The following are just a few examples of ways some schools have focused on service.

Showing We Make a Difference

Schools can model and foster the service ethic by encouraging youth to give to others on a daily basis. The following vignette captures vividly how schools can foster the value of helping others.

“Everybody knows that ‘Show and Tell’ is one of the great inventions of modern education. Helen gets up and shows a toy that her daddy brought from the Atlanta airport, and Mark gets up and tells that his daddy took him swimming at the Y. And on and on with ‘Look at me and the wonderful things I have and do.’

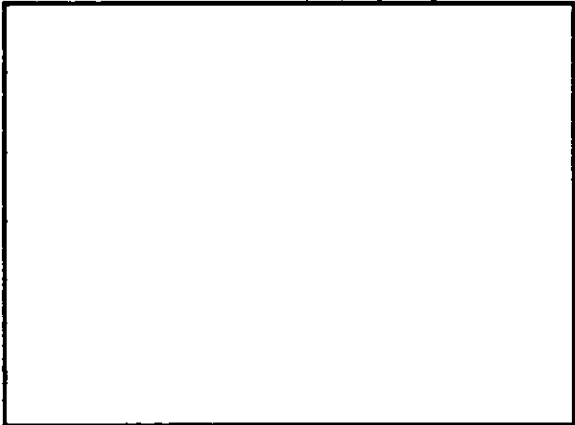
“I never thought much about what Show and Tell could communicate until I visited the People’s Republic of China a few years ago. In a similar circle time, the teacher displayed a set of posters that showed a little boy whose handkerchief fell out of his pocket while he was playing ball. A little girl came over and picked it up but did not return it right away. Rather, she took it home, washed it, and then brought it back to the boy!



“The story in itself is enough to blow the mind of a Westerner. But wait until you hear how the teacher used it in the lesson. She asked the children if any of them had acted in a similar manner recently. Various children raised their hands and told about helping their mothers clean the apartment, giving up a seat on the bus, watching baby, etc. It may be that these stories had been prepared just for the Western visitors. Even so, only the children could describe having done something for others. A subtle but very powerful support for Golden Rule behavior!”²⁷

Model Citizens

We are exposed to lots of publicity about rock stars, professional athletes, and politicians in distant positions, but we have few opportunities to get to know local heroes — people who live right around the block. As our generations become increasingly isolated from one another, it is even more important to identify and begin to see local heroes. Students can set out to discover neighborhood people who are quietly living lives of real sacrifice or who in the past have performed some unnoticed or forgotten act of courage.



As part of a writing or social studies assignment, pupils might consult social workers, the newspaper, activists, or the archivist at the newspaper or local pastor or priest. In this way, they may discover a woman who has been looking after a paralyzed husband or a family who has chosen to raise a severely handicapped child and the implications that has had on their lives. No lecture or teaching is as powerful as a person who models service in his or her life.

Admired Adult

One school helped each student identify one person in the community the student admired. Students called that person, letting him or her know of their admiration. You can imagine how that made community members feel! The "admired adults" were then invited to come to the school and share important insights. Many admired adults continued to stay in contact with their students throughout the year.

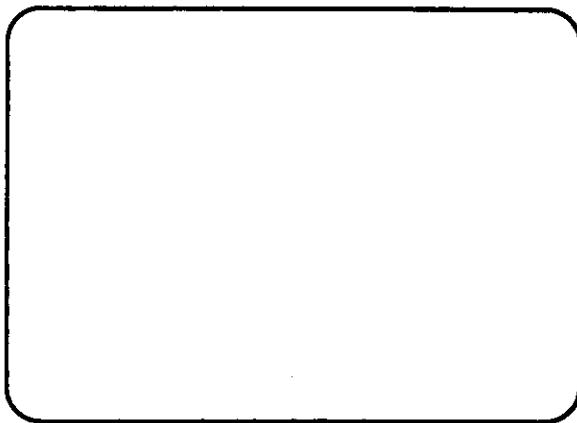
Thanking Our Local Heroes

Encourage students to thank people who help the community. Letters or thank-you banners could be sent to police officers, bus drivers, custodians, city officials, etc.

Young Heroes

We too often think of heroes as adults. Examples abound of youth who have made a big difference in the lives of their community or have helped their peers in significant ways. You might have students research some of those people.

- Samantha Smith, an 11-year-old ambassador who visited Russia, helped stimulate widespread discussion of peace efforts. While no direct credit can be given, she certainly helped set a climate for disarmament talks.
- Fifty high school students who belong to Explorers Post 53 in Darien, Connecticut, manage a town ambulance and are on call from six to midnight.
- Over a period of two years, older students from schools in Philadelphia have taught more than 22,000 younger boys and girls about alcoholism and drug addiction.
- Boy Scouts frequently are involved with mountain rescue efforts. Your school might find students who have been heroes.



- Christopher Sliwa founded the Guardian Angels. While working as night manager of McDonald's, he saw lots of people who had been beaten or attacked and decided to do something about this violence by forming a group to protect citizens.
- Natural Helpers, trained in peer counseling techniques, are involved in preventing teen suicides and finding professional help for disturbed classmates.

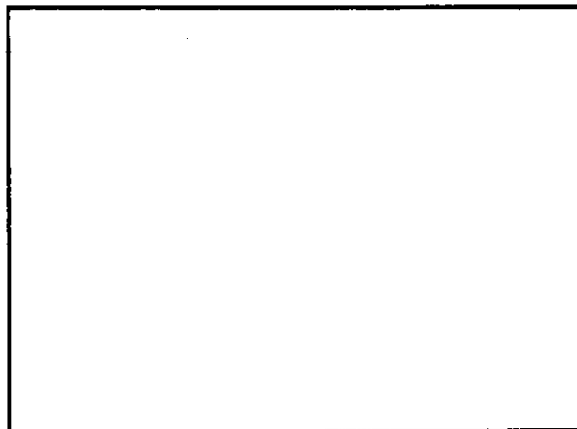
Sources of Heroic Tales

Magazines that contain regular examples of heroes include:

- *Parade Magazine*. This weekly newspaper magazine regularly highlights quiet heroes.
- *Readers' Digest*. This monthly magazine is full of inspiring stories and articles.
- "Athletes Who Also Serve," *Sports Illustrated*, December 1987. This article highlights athletes who give back to their communities.
- The Giraffe Project. This group, based in Langley, Washington, celebrates people who have stuck their necks out to make a difference.

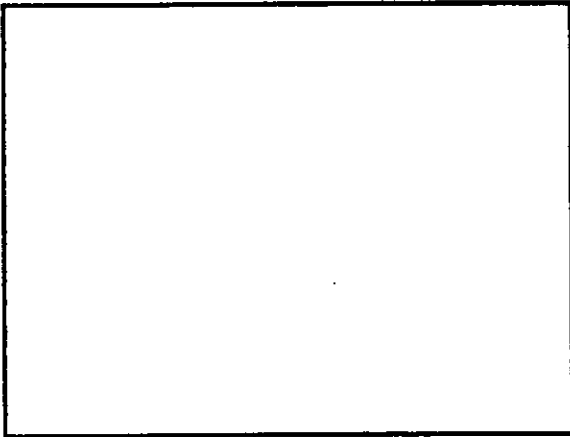
Addressing Hunger

Caroline Donnan, a teacher in Weybridge Elementary School in Vermont, set up a school-wide program for responsible consumption. With community support, her students helped save the lives of 1,101 children around the world. For every day the school wasted less than one pound of food, community members donated money (10 cents for each day the school reached its goal). For



each dollar the school collected, UNICEF purchased a pound of K-Mix II — a high-potency supplement given to severely malnourished children. To celebrate their results, a paper doll was hung each time their efforts saved a life in the world. The program was entirely voluntary, but its effects grew and provided broad benefits throughout the school and community. (See *Educational Leadership*, December 1985, p. 49, for details.)

Through a city-wide initiative, youth in Minneapolis collected and delivered 500,000 bags of groceries.



School Beautification

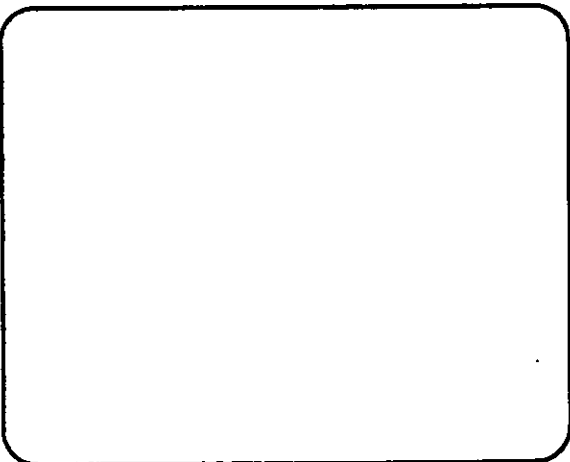
One school that was experiencing a lot of vandalism became a showcase by inviting students to participate in making it a place of beauty. Each class made a flag that captured its class spirit. These flags were hung throughout the building, providing waves of color. Each class also "adopted" an area of the building and was responsible for working with a high school art student to design and illustrate the area and keep it clean.

Chores for the Elderly (#4)

Several schools have set up a "Chores Clearinghouse" that encourages students to do chores for the elderly. As a result, students eagerly mow lawns, pick up groceries, or perform minor repairs. A phone-message machine or a community volunteer itemizes needs of the elderly and helps link students to those needs. Students at one school kicked off the program by inviting senior citizens to their school for a dinner to meet interested students. At the end of dinner, the principal asked seniors to help the school by letting it know what they needed. The request was followed up with student-run radio appeals. Students now provide assistance to more than 200 elderly citizens.

Friendly Visitors (#4)

In one school, students interested in visiting the elderly at home receive training and screening. Photo identification is provided, and the student is accompanied by a police officer for the initial visit. Police help smooth the way and make sure the match is appropriate.

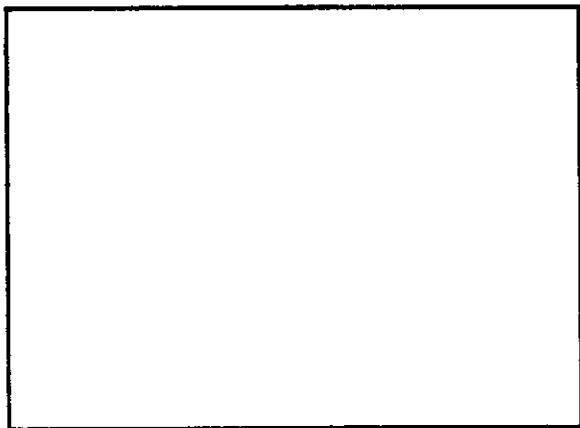


Rake and Run (#1)

This is a service project that kids really enjoy and that goes over well with the whole neighborhood. On a given day, students gather for a day or afternoon of raking leaves. They bring their own rakes and collection bags. Everyone cruises up and down streets looking for houses that need to have leaves raked. One member of the group goes to the door of the house and finds out whether or not the people desire to have their leaves raked. They let people know they are doing this for free.

If the answer is yes, all the kids pile out of a car or van and rake the lawn. With fifteen students, it takes only five minutes to rake and bag the leaves.

Kids should be reminded that they are on other people's property and to be careful not to damage anything by careless horsing around. When the job is finished, the kids can leave a calling card that offers best wishes. This program has been adapted: "Snow and Blow" — shoveling snow; "Splash and Split" — washing windows; "Mow and Blow" — mowing lawns.



Ways you can involve youth in giving

- Students can develop a used-clothing drop-off center in their school or classroom to provide clothing for those less fortunate.
- Classrooms or schools can, through a local food bank, adopt a needy family, providing them with food, household items, and clothes.
- Christmas is a specially good time to encourage students to give toys, games, and clothing to programs that provide for low-income families.

Adopt-a-Park

In some communities, the Park Bureau encourages citizens to adopt parks. Some schools have adopted parks near to them, and they have planted, cleaned, and used the park as a source of many learning activities. Often a sign indicates who has adopted the park and affirms the value of their efforts.

Adopt-a-Block

Along the same lines, students can adopt a region of the community — beautifying it, keeping it clean, and understanding how it is maintained.

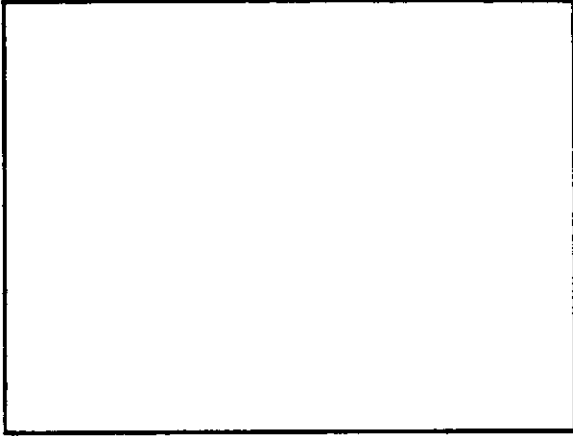
Building a Garden (#4)

To help teach science, to make poetry more personal, and to help feed the hungry, one school built a garden. Each class had a section, and students prepared, seeded, maintained, and harvested the food. The food was sent to a community kitchen, and the flowers were sent to convalescent homes.

Some schools have encouraged families to allot a portion of their home gardens for the hungry. Students supply the seeds (if necessary), and after the harvest, families delivered food to people in need.

Friendship Boxes

The American Red Cross sponsors a "Friendship Box Program" that involves young people in filling boxes (provided by the Red Cross) with health, educational, and recreational items to be distributed to underprivileged children at home and overseas. As a class, students can buy the material that goes into the boxes—crayons, small toys, toothbrushes, and so on. The boxes are available from the Red Cross for around ten cents each. (June Batterson 597-7303.)



IV. Planning for Success

The following suggestions will help your programs be most successful. Too often in our enthusiasm, we rush into a program. These suggestions have been collected from a variety of resources and personal experiences. I would suggest that the more personal the experience, the more meaningful the contribution will be.

A. Working with the Elderly

Thousands of elderly people all over the country reside in convalescent hospitals or nursing homes. In most cases, they are there because they need regular medical and nursing care. It's likely there are several homes close to your school that would love to have your group involved in some kind of voluntary service.

Getting Started

Most convalescent homes have "activities directors" or volunteer coordinators who will gladly give you information and help you plan whatever you choose to do. It is important to begin by contacting this person or the chief administrator to find out what services would be most helpful and what preparation your students might need.

You might set up an orientation session so students are well-prepared for what to expect and have a chance to role-play likely "tricky" situations. It is helpful if students are informed about the aging process. That way they can better understand why the residents behave in certain ways and can be more supportive of their own grandparents as well as their adopted grandparents.

Make It Personal

Whenever possible, personalize the experience so students are working with a specific person rather than performing as a group only. There are at least three benefits:

- 1) Students will be able to know an individual, not a group.
- 2) Students have permission to behave more responsibly when they're not with their peers.
- 3) They will develop empathy for those relegated to nursing homes.

Possible Projects

- **Adopt-a-Grandparent.** Each student can be matched with one person to whom he or she can read, write letters, talk about certain topics, remember special occasions such as birthdays, holidays, etc.
- **Take the residents for a short trip to a sports event, movie, etc.**
- **Perform plays, skits, music, etc.**
- **Play games — checkers, cards, etc.**
- **Bring pets.**
- **Plant a garden.** In Bellevue, Washington, a group of Girl Scouts, with the help of the Readers' Digest Foundation, planted and maintained a wheelchair garden for a local nursing home.

Contacts: Hilari Hauptman, DSHS Aging and Adult Services Administration, 623 - 8th Avenue SE, HB-11, Olympia, Washington 98504-0095 (206) 753-0174, SCAN 234-0174.

B. Working with Younger Students

There are endless ways that students can help younger students and preschool students. Teaching others is probably the most powerful way to learn something. Few students fail to respond to the appeals for help from young children, and this opportunity to help seems to tap a region of the person untapped by regular school activities.

To ensure success, prepare students by role-playing situations that might occur. It is most effective if students explore at least four ways they might handle the "difficult" situations and are taught how to give supportive remarks.

Suggestions

The following are just a few of the ways you might work with younger students:

- Have your students teach other students something they have just learned.
- Have your students read a story they have written.
- Have your students adopt a daycare center in a different area of the town. Students can plan monthly activities.
- Have your students help younger students complete a project like planting a garden, doing an art project, or performing a play.
- Have your students tutor during or after school.

C. Peer Assistance

Peer Tutoring

Many schools have established specific classes or programs to teach peer tutoring. A number of models exist in the state of Washington including Project Access in Central Kitsap School District and Peer Tutoring in Bellevue, Lake Washington, and Issaquah School Districts. Peer tutoring curriculum materials are available through Bellevue School District.

Contacts: A Handbook for High School Tutors, NSVP, 701 N. Fairfax #320, Alexandria, Virginia 22314 (703) 836-4880; Dori Robinson, Issaquah High School (206) 392-6418; Kathy King, Lake Washington High School (206) 828-3371.

"On the last day at my placement, the class had a party for me, and everyone of the students told how they love to have me there and all of them didn't want me to leave....I had a real good feel for how a teacher's job is and a real responsibility. I myself always thought a teacher's job was a breeze, I learned the true meaning of the word 'teacher'."

—Kathi Brennan

Tutoring with Style

If you're interested in peer-tutoring training that helps students use their understanding of learning styles to help other students succeed, contact Barbara Dugan, Pinelake Middle School (206) 392-0850; Kate McPherson, Project Service Leadership (206) 524-1434; or Elizabeth McCook, Washington Peer Assistance Association (206) 627-2160.

D. Oral History Projects

These projects are effective ways to make writing, history, and community issues come alive. For the interviews to be effective, it is important to prepare students by role-playing the interview process and by helping them design a specific series of interview questions.

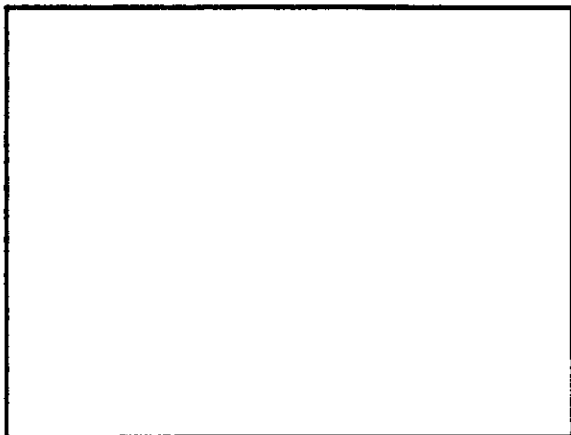
Contacts

- Eliot Wigginton, The Foxfire Fund, Rabun, Georgia 30568 (404) 746-5319.
- If you are interested in subscribing to a booklet, "Hands On," which provides helpful hints for classroom teachers, contact the Foxfire Fund Inc., Raybun, Georgia 30568 (404) 746-5319. An annual subscription for the teachers' magazine is \$5; the Foxfire Magazine, which is written by students, costs \$9 per year.
- Kate McPherson, Project Service Leadership, 2034 NE 104th, Seattle, Washington 98125 (206) 524-1434.

E. Working with the "Differently Abled"

There are many opportunities for students to help handicapped students before and after school. They need adequate preparation so they don't become embarrassed and accentuate the problems rather than help the handicapped.

Young people who are totally unprepared become frightened or upset at the actions or conditions of those who are retarded. It might be good to start with a visit to the institution rather than try to do something right away. Usually a staff person from the institution can help the group with questions and concerns.



Contacts

- Campfire Special Helpers. This program trains 13- to 16-year-olds to care for disabled children. Graduates of the program are prepared to work with children 12 and younger. They can handle many disabilities, including Down's syndrome, cerebral palsy, etc.
- Special Olympics. Students can help organize, promote, or assist at the event.

F. Student Leadership

For significant service to result from student plans, it is critical that students have time to implement their ideas and support while following through. If they are part of a class, it is important that class energies not get dispersed in too many directions. If no class time is allocated for student leadership, it is important that students have a regular meeting time and that their efforts not conflict with the interests of teachers. Too often, students go off to a retreat, get excited about an idea, and then struggle to get any support from staff. Try to work smarter, not harder, by coordinating various improvement efforts in the school.

V. Getting Started

A. Linking Service with Curriculum Objectives

As you can see, there are endless ways to enrich classroom learning through service. In our excitement to involve students in important school and community issues, it is important that we not abandon our curriculum agendas. We strengthen our instruction if we develop ways to link course content with service experiences.

The following process might be helpful in your planning:

1. Clarify Your Important Learning Objectives

- What important skills, information, attitudes, or concepts would be appropriate for a service-learning project?

2. Infusing Service

Explore ways to teach, reinforce, or demonstrate those skills through service experiences. (Thinking through the following categories will help you and/or your students generate several ideas.)

- Could students teach what they have learned to others (elderly, younger children, handicapped, needy, etc.)?
- Could the results of their efforts be contributed to someone (business, community, convalescent home, the school, etc.)?
- Could classroom instruction be used to address a real concern? (Could we use what we're learning to address an environmental concern or develop materials that would be helpful to people in the community?)
- Could the skills learned be helpful to people in another setting (reading to others, writing letters for someone, helping make the playground a safer place, or addressing hunger in our community)?

3. Plan of Action

- Which of these ideas seems most appropriate for me, my students, and my community? (Select one or more ideas.)

4. Strategic Planning

- Develop a specific timeline with clear roles and responsibilities.

Timeline		
What?	When?	Who?
<hr/>		

- What things do you need to consider to be sure your program is effective?
- How will you develop ownership or handle transportation, scheduling, administrative support, supplies, equipment, careful planning, training, and preparation of students?

5. Evaluation

- How will you know if you're successful?
- How will students demonstrate the Student Learning Objective?
- How will you encourage students to reflect and learn from their experience? (You might find "Learning through Service" helpful as you explore ways to encourage discussion and reflection. See the Appendix.)

6. Celebration

- How will you and your students celebrate your success?

A variety of planning processes are available to help you involve youth in planning community service projects. This ensures that the service is meaningful to students and that they are invested in the results. (See *Developing Ownership* for details.)

Using Service to Enrich Specific Student Learning Objectives

The following is an example of the way teachers can link community service to their specific Student Learning Objectives (SLOs).

An Example

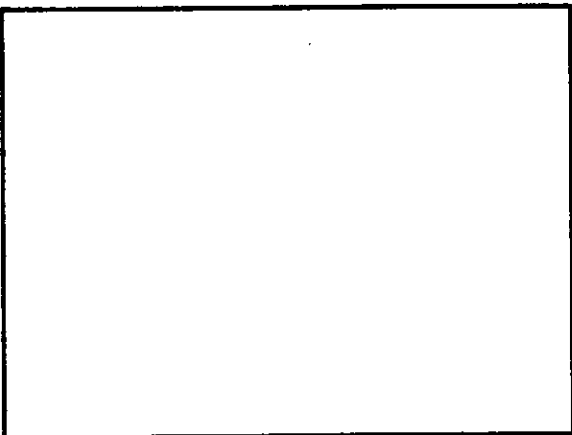
Social Studies Objective: Appreciate cultural differences.

Service Ideas: Possible projects to evidence the successful learning of the Learning Objective.

Students can:

- Teach others.
 - Teach younger students about cultural differences.
 - Learn about cultural differences in teams and teach what they have learned to another class.
- Develop in-class projects that help others.
 - Develop a booklet on cultures within their school or local community that could be used either by the Chamber of Commerce or by a local cultural center. Within that booklet, they might highlight different cultural activities held throughout the year and something about the history of cultures in their community. In the process, students could interview people from different cultures who would help them have a greater understanding of that appreciation of diversity.
- Address school and community issues.
 - Develop ways different cultures might be more celebrated within their own school community. Each diverse team of students could develop a plan, bring it to the class, and have a chance for the class to determine a most appropriate expression.

Developing a Plan of Action



The first step involves students. Inform them of the SLO that is central to that class. Have students brainstorm ways they might evidence and demonstrate knowledge of that subject area while addressing a real community concern. Their brainstorms might include far more ideas than those listed above.

Work with students to establish realistic timelines for project completion. If students are expected to do any kind of taping or interviewing, it is important to prepare students for those skills.

Suggestions

- After having developed a plan, you, along with the students, need to make sure the project is simple and structured enough that it can be effective and, at the same time, significant enough to engage students in learning.

- It's often difficult to get students into the community to interview. Frequently adults are willing to come to the school. You might find it easier and less disruptive to other classrooms if students have the people they are going to interview come to the school.

- To keep it simple, consider doing it with just one class or with one part of your curriculum during a period of the day. Or, you might want to make sure to focus on only one project over a period of time and do a little bit on that project regularly.

- If you have adults come in, make sure you have students think ahead about the kinds of interview questions that would engage those adults. You might send the questions ahead so they have time to think. Otherwise, you may have some very boring interview sessions. Develop your action plan with students so you work together to develop a workable plan.

Cross-Content Projects

As teachers are expected to cover more and more in their classroom in terms of course content, it is often overwhelming and almost an impossible task to squeeze new subjects into the curriculum — AIDS, sexual abuse, drug and alcohol awareness.

One way to keep school from becoming so segmented is to integrate into projects several classroom curricula that would demonstrate a variety of skills. For example, if you were developing a project for the social studies SLO above on cultural diversity, you might also infuse reading, the language arts, and writing skills into the same project.

One secondary school has organized its instruction around key community issues. Students and faculty identify one or several important issues and then various teachers — science, math, social studies, art, language arts, etc. — organize their instruction around these issues. Any service action is done as a school community rather than as one teacher's project.

B. Important Issues to Consider

What About Liability?

This is one of the first questions people ask when discussing community service. Many forms of service can be performed within classroom time and structure. However, if you plan to go "outside the four walls" you need to consider liability. While incidents are rare, the growing fear of lawsuits makes people cautious. When establishing a program, you need to consider the following factors:

- **Clear Link to Academic Curriculum.** Be sure there is a clear link between the service experiences and the course curriculum.

- **Planning.** Take time to clarify rules and expectations so students are prepared for any foreseeable dangers.

- **Treatment.** Develop a plan for first aid treatment, if needed. If students are going on a trip or will be away from the school for a time, it is helpful to have medical release forms from parents readily available. That way, hospitals will be able to treat a child immediately without having to wait for parent consent. You might have a parent release form available at any regular volunteer sites and at the school.

Suggestions

- **Work-Study Program.** If your district has a work-study program, the insurance policies that cover it usually will cover community-service experiences. Since most schools have addressed liability concerns surrounding work-study, you may be able to use the same procedures and policies.

- **Volunteer Site Policies.** Most organizations that regularly utilize volunteers have policies to cover volunteers while they are on site.

• **Transportation.** Whenever possible transport students in vehicles driven by bonded drivers — school buses, public buses, or vehicles bonded by community agencies. If you choose to drive students in your own car, bear in mind that your personal car insurance must cover any liability. If you have exhausted your insurance, the school district may pick up any additional costs.

• **Student Drivers.** Students who drive themselves to sites must be covered by their own insurance or family insurance. Students who are 18 are considered to be adults, so you might encourage 18-year-olds to be the key drivers. It would be advisable to verify that students have valid licenses and good driving records. Parents also must be informed of the legal implications and should sign a release form, which should be kept on file.

• **High-Crime Areas.** When students must travel in high-crime areas, it is best to have them travel in groups of two or more with appropriate supervision.

• **Medical Insurance.** It's important to verify that all students have medical insurance. Any students who do not have family medical insurance should be encouraged to take out a daily policy that usually is provided by the district. Such a policy usually costs the student about 14¢ per day.

Risk Reduction

To prevent accidents and to reduce the risk of legal accountability, be sure you prepare students for any foreseeable danger. A master chart or an action plan indicates that you have taken steps to supervise students in your charge.

Consider the following guidelines as you plan service projects:

"1. The exercise of due care requires an administrator to foresee dangers to students in his charge and to take whatever precautions seem reasonable to avoid them.

2. Specifically, a supervisor is expected to establish rules for the guidance of his or her staff and to assign adequate supervision for any student activity, but the school and its staff are not expected to be an insurer of the health and safety of students.

3. The greater the possibility of injury, the greater the efforts that should be made to assure student safety.

4. The closer the relationship of a student activity to the purposes and educational program of the school, the more likely a coordinator or other is to be held accountable to the students for their well being.

5. In circumstances where supervision and control of student welfare is

infeasible, extra care should be taken to assure that the circumstances into which the student is placed are not fraught with inherent dangers. Any necessary risks should be brought to the attention of both students and parents in advance.

6. The degree of care required, and the consequent amount of supervision expected, increase as the age and maturity of students involved decrease.

7. The location in which a student is injured is only one factor in the consideration of whether there was negligence and consequent legal liability on the part of the principal or other educator."

(Reprinted from "Responsibilities for Student Injury Occurring Off School Property, A Legal Memorandum," Reston, Virginia: National Association of Secondary Principals, March-April, 1975, p. 6.)

Brokering Insurance Needs

Scouts and other youth-serving organizations have extensive liability coverage. By collaboratively sponsoring service initiatives, you and your students can be covered by their insurance.

Transportation

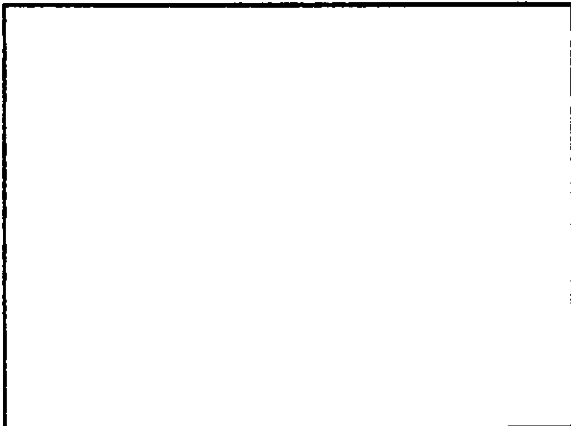
Many service projects can be completed within the classroom and do not require transportation. Others require only occasional trips to community agencies or sites. If regular transportation is necessary, schools can address the issue in a variety of ways.

- Most schools deal with the transportation problem by targeting placements or project sites in the immediate area of the school. If students want to work at other placements, they may provide their own transportation or use mass transit. Some teachers use district vans or driver education cars. (See above regarding liability.)

- Some schools build a transportation budget into their building budgets to pay bus driver salaries.

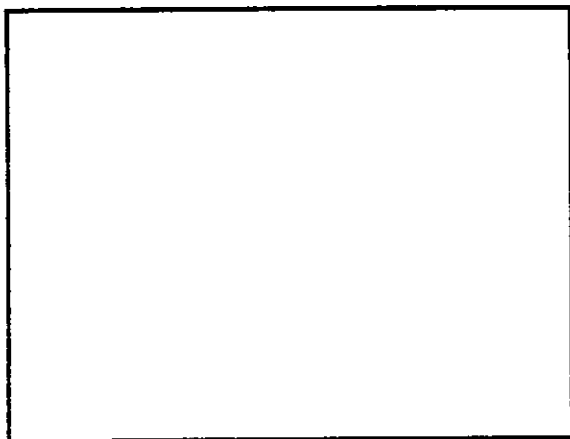
- Some schools supply bus tokens or fares. Students frequently receive a special rate on public transportation, receiving a special identification card.

- Some schools have a few bicycles available if students are going to travel to community service sites. If this option is used, students must be cautioned about safe procedures.



C. Finding Time for Classroom-Based Community Service

Schools have approached the issue of time in a variety of ways. Many teachers simply use a series of regular class periods for planning a project, choosing projects that can be accomplished during the regular class period. This is particularly easy for projects that will later be donated to the community. For example, a class could build toys for younger children in latchkey programs during the class day, and those could be donated at another time. Or they could sew art smocks for younger children. This is easily accomplished during and does not interrupt the regular school day.



Infrequent Blocks of Time

Planning can happen during the school period, while actual community experience takes place only occasionally. A teacher can use classroom time to plan a project such as a visit to a home for the elderly, using important communication and planning skills to plan the activity. Once a month or every other month, an extended project time is used for the actual visit to the community site.

Chunks of Time

Sometimes teachers, especially those who are encouraging "in the community" experiences, find it helpful to explore the following options:

- **Team Projects.** Interdepartment or department teams can plan and implement a project utilizing combined class periods.

- **Half-Day Community Experiences.** A number of schools have a half day once a week when students are involved in community service projects. Central Park West in New York uses this time-chunk approach. While students are involved in community service, teachers have time for planning.

- **Two Periods for a Community-Service Project Class.** A number of teachers who teach courses that regularly involve students in the community have established a two-period block of time for their program. Students receive one year's credit for a semester's work. Dan Conrad, a social studies teacher in Minnesota, offers his community learning class as an option to senior social studies. That class takes two periods a day, and students receive a full year's credit for the two periods put in each semester.

Contacts: Dan Conrad, Teacher, Hopkins High School, Hopkins, Minnesota; and Craig Sheets, Teacher, John Marshall High School, 1123 First Street SW, Rochester, Minnesota 55902 (507) 285-8693.

• ***One-Half Day Two Times a Week.*** In a variation on the above, one-half day of the week is spent with students in the community, either volunteering or involved in a variety of community projects linked to curriculum. Another day of the week, students are in the regular classroom having a chance to reflect and examine the effects of those experiences.

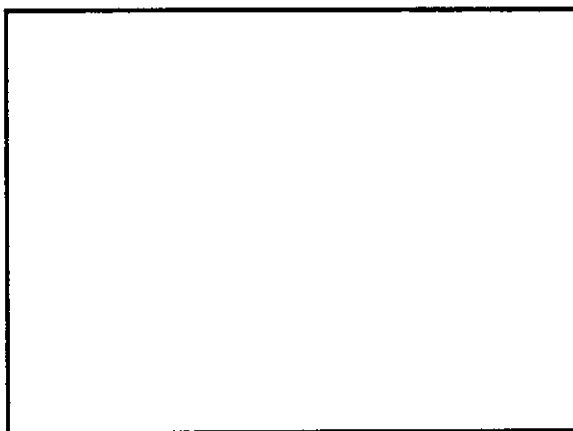
Contacts: Patti Hanni, Teacher, Forest Ridge, 100 - 140th SE, Bellevue, Washington 98006 (206) 641-0700.

Large Chunks of Time

Some schools organize themselves so there is a block of time available for either a class or a whole school to be involved in community service. Sometimes, that chunk of time is available during a winter study period or during spring. One school even provides that chunk of time during seniors' last semester of school. While there is no best way of organizing time, it is hard to have a quality service-learning project that requires regular involvement in the community that does not have a time structure that enables students to get to a site, become involved in a meaningful contribution, and return without becoming fragmented in the process. It also is helpful for teachers to have the time needed to make contacts and to facilitate student reflection.

On Students' Time

Frequently, classroom teachers will encourage direct community volunteerism or community service. Students can become involved on their own after school time, before school, on weekends, or during summer vacations. Sometimes it's required; sometimes it's optional. But it is left entirely to the students to plan when and how they will complete their task.



D. Key Elements for Effective Service

Ernest Boyer, in his introduction to "Student Service," deals with the issue of quality. Based on the survey for that study and field research, he proposes several principles:

- A service program begins with clearly stated educational objectives.
- A service program should be carefully introduced and creatively promoted.
- Service activity should be directed not just to the community but also toward the school itself.
- A service program should be something more than preparation for a career.
- Students not only should go out to serve, but they also should be asked to write about their experiences and, if possible, discuss with others the lessons they have learned.

In addition, Diane Hedin and Dan Conrad's research suggests that:

- Service performed **must be** valuable and worthwhile for the community **and** the students.
- Service must provide opportunities for young people to be depended upon; one must count on the student.
- Service must include tasks that challenge and strengthen students' critical thinking (cognitively and ethically).
- Service must provide students with the opportunity to make decisions.
- The most effective community-service projects involve adults and students working together.
- Good community service **must** provide systematic reflection on the experience.

E. Closing Comments

As you can see, there are many ways to enrich classroom learning through service. You can partner with community agencies, you can help make your school a better place, and you can provide a service that assists the whole. The key ingredient of success is that teachers and students have a joint commitment to contribute to their community. Once you have established those key elements, teachers and students will find creative ways to get the job done.

Integrating community service with classroom learning broadens and strengthens both, and youth learn more about their communities and the subject.

Integrating service develops a renewed energy in the classroom. Students become a driving force in the learning, as learning has a more clear purpose.

Integrating service into the curriculum enables teachers to feel a sense of personal renewal and enthusiasm that comes from helping others and from developing activities that engage the learner.

I hope you will find these ideas and suggestions helpful as you develop your own way to infuse life into your courses through service.

Footnotes

1. Dick Gross, Andover High School, unpublished speech, 1988.
2. *Who's Who Among High School Students*, Gallup Poll, 1984.
3. Martin Seligman, "Boomer Blues," *Psychology Today*, October 1988, p. 55.
4. *The Forgotten Half: Pathways to Success for America's Youth and Young Families*, William T. Grant Foundation, August 1988, p. 82.
5. *Ibid.*, p. 82.
6. Dan Conrad and Diane Hedin, *Executive Summary of the Final Report of the Experiential Education Evaluation Project*, St. Paul, Minnesota, University of Minnesota, 1982, pp. 29-31.
7. *Ibid.*, pp. 32-35.
8. Wayne Jennings and Joe Nathan, "Startling and Disturbing Research on Program Effectiveness," *Phi Delta Kappa*, 1974.
9. Anne Lewis, *A Status Report on Youth Service, Youth and America's Future*, The William T. Grant Foundation Commission on Work, Family and Citizenship, August 1988, p. v.
10. Ernest Boyer, "Service: Linking School to Life," *Community Education Journal*, October 1987, p. 7.
11. *Ibid.*, p. 7.
12. Dan Conrad and Diane Hedin, *op. cit.*, p. 22.
13. Allan Luks, "Helpers' High," *Psychology Today*, October 1988, pp. 39-42.
14. John Poppy, "The Chemistry of Love," *Esquire*, May 1989, p. 132.
15. Fred Newmann, "Student Engagement in Academic Work: A Conceptual Model," paper presented at the Americal Educational Research Association, March 1989, pp. 9-10.
16. Dan Conrad and Diane Hedin, "Service: A Pathway to Knowledge," *Community Education Journal*, October 1987, p. 11.
17. Diane Hedin, "Students as Teachers: A Tool for Improving Schools," *Social Policy*, Winter 1987.
18. Dan Conrad and Diane Hedin, *Youth Service: A Guidebook for Developing and Operating Effective Programs*, Independent Sector, 1987, p. 54.
19. Dan Conrad and Diane Hedin, *Executive Summary of the Final Report of the Experiential Education Evaluation Project*, St. Paul, Minnesota, University of Minnesota, 1982, pp. 24-25.
20. Anne Lewis, *op. cit.*, pp. 2-3.
21. Robert Bellah, *et al.*, *Habits of the Heart*, New York: Harper and Row, 1986, p. 277.
22. John Calhoun, *Violence, Youth and a Way Out*, National Crime Prevention Council, 1988.
23. *Ibid.*
24. Frank Slobig and Calvin George, *A Policy Blueprint for Community Service and Youth Employment*, Washington, DC, Roosevelt Centennial Project, 1984.
25. José Cardenas and Alicia Salina Sosa, *Valued Youth Partnership Dropout Prevention Program, 1984-88 Program Results*, Intercultural Development Research Association, San Antonio, 1988.
26. Vincent Rogers and Chris Stevenson, "How Do We Know What Kids Are Learning in School?" *Educational Leadership*, February 1988, p. 74.
27. Betty Caldwell, "The Golden Rule," *Working Mother*, December 1987, pp. 86-90.
28. Walter Parker, "Why Ethics in Citizenship Education?" *Social Studies and the Young Learner*, Vol. 1, No. 1, 1988, p. 5.

Resources

I have drawn heavily on ideas contained in the following resources:

Boyer, Ernest L. *High School: A Report on Secondary Education in America*. New York: Harper and Row, 1983.

Campolo, Anthony. *Ideas for Social Action*, Zondervan Publishing House, 1983.

Dickson, Alec. "The Challenge of Learning to Care."

Hedin, Diane and Dan Conrad. *Youth Service: A Guideline for Developing and Operating Effective Programs*, Independent Sector, 1987. (Available for \$12.50 from Independent Sector, 1828 L Street NW, Washington, D.C. 20036.)

Parsons, Cynthia. *SerVermont and the USA*, The Vermont School House Press, 1988. (Available for \$6.00 from Vermont Schoolhouse Press, P.O. Box 516, Chester, Vermont 05143.)

Schine, Joan and Diane Harrington. *Youth Participation for Early Adolescents: Learning and Serving in the Community*, Fastback # 174, Phi Delta Kappa Educational Foundation, 1982, Bloomington, Indiana. (Available for 75¢ from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402.)

Eliot Wigginton. The Foxfire Teachers Outreach Fund, Inc., Rabun Gap, Georgia 30568.

Additional Resources

Center for Youth Development and Research. University of Minnesota, 386 Buford Avenue, St. Paul, Minnesota 55108 (612) 624-3700. The Center promotes youth service programs that are integrated into the curriculum.

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy. Richard Elmor, Institute for Public Policy and Management, University of Washington.

Constitutional Rights Foundation. 601 South Kingsley Drive, Los Angeles, California 90005 (213) 487-5590. Sponsors of Los Angeles Youth Community Service, YCS has developed a handbook for school-based community service programs, *Community Service Handbook and Teacher Guide*.

Content of the Curriculum — ASCD 1988 Yearbook. Ronald Brandt (ed.), ASCD, Alexandria, Virginia, 1988.

Council of Chief State School Officers. 379 Hall of the States, 400 North Capitol Street, NW, Washington D.C. 20001-1511 (202) 393-8159.

Educators for Social Responsibility. Provides resources for teachers who are interested in teaching about Nuclear Age, Democracy in Action, U.S.-Soviet Relations, Conflict Resolution. The office has a lending library and many resources for teachers. National Office: 23 Garden Street, Cambridge, Massachusetts 02138 (617) 492-1764. Northwest Office: 4534-1/2 University Way NE, Seattle, Washington (206) 547-7739.

Independent Sector. 1828 L Street, NW, Washington, D.C. 20036 (202) 223-8100. Publisher of *Youth Service: A Guideline for Developing and Operating Effective Programs* by Diane Hedin and Dan Conrad.

Institute for Political and Legal Education (IPLE). Katherine Wallin, ERIRC, 700 Hollydell Court, Sewell, New Jersey 08080 (609) 582-7000 ext. 131/132.

National Society for Internships and Experiential Education. 3509 Haworth Drive, Suite 207, Raleigh, North Carolina 27609 (919) 787-3263.

National Youth Leadership Council. 1910 West County Road B, Roseville, Minnesota 55113 (800) 366-6952. The organization provides training for student leaders as well as districts and teachers in service-leadership programs. It also publishes a national newsletter called "The Generator" and several resource books.

Project Service Leadership. 2810 Comanche Drive Mount Vernon, WA 98273 (206) 428-7614. Provides district and building facilitation, resource materials, credit courses, and staff, parent, and student training. Materials include: *Developing Caring Children*, *Learning Through Service*, and *Developing Ownership*.

Resources for Educational Partnerships. 258 Washington Boulevard, Springfield, Massachusetts 00108 (413) 734-6857.

Skills in Citizen Action: An English-Social Studies Program. Newmann, Bertocci & Landsness, National Textbook Company, 1979.

Student Service: The New Carnegie Unit. Charles H. Harrison, Carnegie Foundation for the Advancement of Teaching, 1987, Lawrenceville, New Jersey 08648.

Washington State Leadership Institute. 310 Campion Tower, Seattle University, 914 E. Jefferson, Seattle, Washington 98122 (206) 626-6386.

"Community is in decline, leaving individuals and families to fend for themselves against the impersonal machinery of the mass market, the media, and the state.

"And what comes when community goes? The crime, vandalism, drug abuse, fear, and alienation (the list goes on) that are commonplace in our time. In a society that so values privacy and individual freedoms — to sing my own song, to do my own thing, to be left alone — practices of public caring and commitment are put profoundly at risk. These practices, which Toqueville aptly called 'habits of the heart,' must be nurtured Commitment to caring and responsiveness, the glue of families and communities of all sorts — religious, ethnic, professional, neighborhood — is not always convenient, and clearly it must wrestle with the competing desire to be left completely free. However, without commitment to caring for and responding to another, there is no social fabric, let alone a democratic one."²⁸

For further information about
youth service opportunities and programs,
contact:

Project Service Leadership
12703 N.W. 20th Ave.
Vancouver, WA 98685
(206) 576-5070
FAX# (206) 576-5068