

Service-Learning: A Dropout Prevention Strategy and MORE!

Real, relevant, engaging – an excellent formula for students to move toward success.

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What **skills** do students need to be **successful learners**?

- To ask questions
- To listen and retain
- To be observant
- To identify similarities and differences
- To work independently, with partners, and in groups
- To identify and apply their skills and talents
- To acquire assistance as needed
- To be resourceful
 - To gather & manage information
 - To summarize & take notes
- To effectively solve problems:
 - Test hypotheses
 - To follow-through with reasonable steps

To have **LITERACY** skills that are **transferable**

Service Learning: Essential Elements or Standards

- Duration & Intensity
- Linking to Curriculum
- Reciprocal Partners
- Meaningful Service
- Youth Voice & Choice
- Reflection
- Diversity
- Progress Monitoring

Five Stages of Service Learning

- Investigation
- Preparation & Planning
- Action
- Reflection
- Demonstration

MEETING NEEDS OF YOUTH

- Replace *Boredom* with Active Learning +
- Build on students *Interests, Skills & Talents* +
- Strengthen *Transferable Skills* +
- Develop *Mutually Respectful Relationships* +
- Increase *Competence and Confidence* +
- Use *Engaging Teaching Strategies* =

Service-Learning

Book Recommendations

Any Small Goodness: A Story of the Barrio by Tony Johnston

Handbook for Boys: A Novel by Walter Dean Myers

Messed Up by Janet Nichols Lynch

Adapted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated Second Edition)* by Cathryn Berger Kaye, M.A., © 2010. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; www.freespirit.com. All rights reserved.

Across the Curriculum

<i>English/Language Arts</i>	<i>Social Studies/History</i>	<i>Languages</i>
<i>Theater, Music, & Visual Arts</i>	<i>Topic or Theme</i>	<i>Math</i>
<i>Physical Education</i>	<i>Computer</i>	<i>Science</i>

Personal Inventory

Interests, skills, and talents – we all have them. What are they?

Interests are what you think about and what you would like to know more about – for example, outer space, popular music, or a historical event like the Civil War. Are you interested in animals, the movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things that you like to do or that you do easily or well. Is there an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others.

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.

Gathering Information about a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, or hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form smaller groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

Media

What media (newspapers – including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about issues and needs in your community.

Interviews

Think of a person who is knowledgeable about this issue or needs in general – perhaps someone at school, in a local organization, or government office. Write four questions you would ask this person in an interview.

An interview with _____ .

Questions:

-
-
-
-

More on Finding Out About



Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey – students, family members, neighbors? How many surveys would you want to have completed? Write sample survey questions.

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

Observation and Experience

What ways are there to gather information through your own observation and experience?

Where would you go? What would you do there? How would you keep track of what you find out?

Next Step:

Share your ideas. Make a plan for gathering information in the four ways just discussed. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Add the information you learn to “*Our Community Needs.*”

***I never perfected an invention
that I did not think about
in terms of the service I might give others . . .
I find out what the world needs,
than I proceed to invent.***

Thomas A. Edison, inventor

Planning for Service Learning

Grade level(s): _____

ESSENTIAL PURPOSE OR QUESTION:

CONTENT—LEARNING ABOUT:

SERVICE NEED:

SERVICE IDEA:

INVESTIGATING the NEED:

PREPARATION and PLANNING:

ACTION:

REFLECTION METHODS:

DEMONSTRATION TO OTHERS:

CURRICULAR CONNECTIONS:

English/Language Arts:

Social Studies/History:

Mathematics:

Science:

Languages:

Art and Music:

Technology:

Other:

Other:

SKILLS BEING DEVELOPED:

BOOKS and OTHER MEDIA USED:

COMMUNITY PARTNERS:

YOUTH VOICE and CHOICE:

OPPORTUNITIES FOR STUDENTS TO:

- **EXPERIENCE and EXPLORE DIVERSITY**
- **PARTICIPATE IN PROGRESS MONITORING**
- **BE EXPOSED TO AND STUDY ABOUT CAREERS**
- **STRENGTHEN SOCIAL and EMOTIONAL and CHARACTER TRAITS**
- **DEVELOP LEADERSHIP**

DURATION OF THIS SERVICE LEARNING EXPERIENCE – approximate timeframe

TEACHER COLLABORATION

PUBLIC AWARENESS or PRESENTATIONS PLANNED including MEDIA, ALERTING PUBLIC OFFICIALS, RECOGNITION, CELEBRATIONS

ANY TANGIBLE PRODUCT(S) FROM THIS EXPERIENCE

ADDITIONAL NOTES