

Spinning Interdisciplinary Service-Learning Webs

A Project of the Maryland Service-Learning Fellows Program



Maryland State Board of Education

Guffrie M. Smith, Jr.
President

Dr. S. James Gates, Jr.
Vice President

Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

Penelope Thornton Talley
Chief Performance Officer
Division of Student, Family, and School Support

Kristina Kyles-Smith
Assistant State Superintendent
Division of Student, Family, and School Support

Vanessa J. Diggs
Director, Youth Development Branch
Division of Student, Family, and School Support

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the **Equity Assurance and Compliance Office, 410-767-0433 (voice) 410-333-6442 (TTY/TDD).**



Acknowledgments

This publication was created by a team of talented and committed Maryland Service-Learning Fellows:

Susan M. Falcone, Baltimore County, Family Studies, Fellows Class 1994

Ellen R. Hayes, Washington County, Science, Fellows Class 1994

Barbara D. Law, Garrett County, Family and Consumer Science, Fellows Class 1994

Ava L. Mendelson, Montgomery County, Family and Consumer Science, Fellows Class 1994

David A. Patterson, Howard County, Special Education, Fellows Class 1993

Advisors:

Julie Ayers, Service-Learning Specialist, Maryland State Department of Education

Kirsten Strand, Regional and Program Coordinator, Maryland Student Service Alliance

Special Thank you to Caroline Gifford, 2006 Summer Intern, Yale University

This project was originally funded by the Hitachi Foundation, updated with support from the Corporation for National and Community Service, and developed through a partnership between the Maryland Student Service Alliance and the Maryland State Department of Education.

Original edition published in 1995.



The content of *Spinning Interdisciplinary Service-Learning Webs* was developed under a grant from the Corporation for National and Community Service. However, content does not necessarily represent the policy of the Corporation for National and Community Service, and endorsement by the federal government should not be assumed.



Spinning Interdisciplinary Service-Learning Webs

Table of Contents

Introductory Information

Acknowledgements	1
Letter from the Fellows	3

How to Use the Interdisciplinary

Service-Learning Webs	4
-----------------------------	---

Curricular Webs

A Web of Resources	5
Aging	6-7
Environmental	8-9
Hunger, Homelessness, and Poverty	10-11
Literacy	12-13
Pregnant and Parenting Teens	14-15
Prejudice	16-17
Public Safety	18-19
Substance Abuse	20-21

Appendix

Blank Web	22
Glossary of Terms	23
Seven Best Practices Rubric	24-25

Dear Champions of Service-Learning:

We are thrilled to update and republish a revised edition of *Spinning Interdisciplinary Service-Learning Webs*. When this document was first published, we did not anticipate how the webs would be embraced not only in Maryland, but throughout the country and around the world. Much has changed in the last decade, including the common use of the Internet as an information tool and resource for service-learning projects. It was a pleasure to revisit and fine tune the webs to make sure the content is still relevant, the language appropriate, the format accessible, and the projects meaningful.

This document is the product of a collaborative effort of five Maryland Service-Learning Fellows. The study circle met on a quarterly basis over an eighteen-month period. Members of the study circle group were veteran teachers from diverse teaching backgrounds, areas of the state, and educational experience.

Curricular infusion is critical to the success of service-learning. This collection of webs was designed to help teachers infuse service into their content areas so that students may bridge connections to other content areas through interdisciplinary projects. Through the use of a multi-disciplinary model of curricular infusion, students and teachers will be able to make real life connections to instruction.

It is our intention that the ideas presented become a starting point for service-learning projects. Changes and adaptations modeled to fit individual school, student, and community needs are expected and encouraged. A blank web is provided for that purpose. It is hoped that this guide provides inspiration, innovation, and assimilation for many successful interdisciplinary service-learning projects. Thank you for supporting quality school-based service-learning.

Sincerely,

Susan Falcone
Ellen Hayes
Barbara Law
Ava Mendelson
David Patterson

How to Use the Interdisciplinary Service-Learning Webs

Springboards:

The ideas presented are not meant to be comprehensive. Placing too much information on one page restrains the number of ideas that can be given. The suggestions presented are meant to spark creative minds. Each teacher knows his/her students, community, and curriculum best.

Making Connections:

Each and every curricular area does not need to participate for successful interdisciplinary service-learning to occur. However, the more content areas participating, the deeper and richer the learning potential and project impact. Carefully select preparation, action, and reflection activities that complement each other.

Key Code:

The webs use abbreviations to designate different components of each service-learning project. The key to the abbreviations follows:

P = Preparation

IA = Indirect Action

DA = Direct Action

AA = Advocacy Action

R = Reflection

C = Celebration

Academic Achievement:

Service-learning is a tool educators can use to teach existing course content in a hands-on, minds-on, engaging format. Students see the relevance of the concepts and skills studied in the classroom when they can apply what they are learning in real life settings. This real life application of knowledge enhances academic achievement.

Choosing Action:

We have presented an example of each type of action: (direct, indirect, and advocacy). Only one type of action is required for a project to be a quality service-learning experience. If time and scheduling permits, engaging in more than one type of action enhances the learning. The strongest projects address critical community needs. Choose the action(s) based on specific community needs and student interests.

Quality Projects:

In order to create projects that are high quality and deeply meaningful for students and beneficial to the community, structure the experience to meet the Maryland Seven Best Practices of Service-Learning. This ensures that students must take ownership of the project and develop leadership skills, and that community partnerships are established. It is also critical when doing infusion projects with students to intentionally establish that they are engaging in service-learning through the curriculum. Projects can become so seamlessly embedded in the curriculum that students do not realize they are doing service-learning. Making those connections visible for the students and their families is essential. A Seven Best Practices rubric is provided at the end of this document for conducting self-evaluations of projects.

School-Wide Activities:

Some webs are designed around creating a school-wide project. For example, the Aging web suggests a "Senior" Prom as a school-wide focus, while the Hunger, Homelessness, and Poverty web lends itself to developing a Hunger Banquet.

Maryland Seven Best Practices of Service-Learning

- 1 Meet a recognized need in the community
- 2 Achieve curricular objectives through service-learning
- 3 Reflect throughout service-learning experience
- 4 Develop student responsibility
- 5 Establish community partnerships
- 6 Plan ahead for service-learning
- 7 Equip students with knowledge and skills needed for service

A Web of Resources

AGING:

Administration on Aging
(922) 619-0724
www.aoa.gov

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

1201 New York Avenue, NW
Washington, DC 20525
(202) 606-5000
(202) 606-3472
www.nationalservice.org

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE NATIONAL SERVICE-LEARNING PARTNERSHIP

Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
(212) 367-4570
nsip@aed.org

ENVIRONMENT:

Chesapeake Bay Foundation
Philip Merrill Environmental Center
6 Herndon Avenue
Annapolis, MD 21403
(410) 268-8816
www.cbf.org

ENVIRONMENT:

Save Our Streams
258 Scotts Manor Drive
Glen Burnie, MD 21061
(800) 448-5826

ENVIRONMENT:

Tree-Mendous Maryland
Department of Natural Resources
Tawes State Office Building
Annapolis, MD 21401
(410) 260-8517
(877) 620-8367
www.dnr.state.md.us/forests/tremendous

HUNGER, HOMELESSNESS, AND POVERTY:

Center for Poverty Solutions
252 N. Charles Street
Baltimore, MD 21218
(410) 659-0300
(410) 366-0600
www.povertysolutions.org
Video: "Shelter Boy"

HUNGER, HOMELESSNESS, AND POVERTY:

Maryland Food Bank
2200 Halethorpe Farms Road
Baltimore, MD 21227
(410) 737-8282
www.mdfoodbank.org

HUNGER, HOMELESSNESS, AND POVERTY:

Oxfam America
26 West Street
Boston, MA 02111
(800) 776-9326
www.oxfamamerica.org

LITERACY:

See also: Literacy Council Local Agencies

LITERACY:

National Center for Family Literacy
325 W. Main Street
Suite 300
Louisville, KY 4020
(877) FAMLIT
www.famlit.org

LITERACY:

Reading Is Fundamental (RIF)
1825 Connecticut Avenue, NW
Suite 400
Washington, DC 20009
(877) RIF-READ

PREGNANT AND PARENTING TEENS:

Planned Parenthood Federation of America
www.plannedparenthood.org
(800) 230-7526

PREJUDICE:

National Urban League
120 Wall Street
New York, NY 10005
(212) 558-5300
www.nul.org

PREJUDICE:

Operation Respect
2 Penn Plaza, 5th Floor
New York, NY 10121
(212) 904-5243
www.operationrespect.org

PREJUDICE:

Teaching Tolerance
400 Washington Avenue
Montgomery, AL 36104
(334) 956-8354
www.teachingtolerance.org

PREJUDICE:

U.S. Dept. of Justice
950 Pennsylvania Avenue, NW
Washington, DC 20530-0001
(202) 914-2000
www.usdoj.gov

PUBLIC SAFETY:

National Crime Prevention Council
100 Connecticut Avenue, NW
13th Floor
Washington, DC 20036
(202) 466-622
www.ncpc.org

PUBLIC SAFETY and SUBSTANCE

ABUSE:

Students Against Destructive Decisions
2555 Main Street
Marlboro, MA 01752
(877) SADD-INC
www.sadd.org

SUBSTANCE ABUSE:

Maryland Student Assistance Program
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 767-0100

SUBSTANCE ABUSE:

Mothers Against Drunk Driving
511 East John Carpenter Freeway
Suite 700
Irvin, TX 75062
(800) 438-6233
www.madd.org

Aging

ENGLISH/LANGUAGE ARTS

- P-** Read short stories about senior citizens. Discuss how seniors are depicted, and research whether these depictions are accurate.
- IA-** Carry out a student-senior pen pals project throughout the school year.
- DA-** Have students interview seniors and write biographies of the older persons' lives.
- AA-** Write advocacy letters to legislators to take a position on a current issue impacting senior citizens.
- R-** Have students predict their own life at age 90 and write a story or poem to illustrate their predictions.

HEALTH/PHYSICAL EDUCATION

- P-** Discuss how physical strength/agility changes with age. Research age-appropriate exercises to counteract this problem.
- IA-** Create fitness exercise videos to give to senior centers.
- DA-** Hold physical fitness sessions with nursing home residents.
- AA-** Create posters on the importance of staying physically fit throughout life.
- R-** Critique action project and make recommendations for improvements.

MATH

- P-** List categories of expenses individuals would need as they retire (such as food, housing, medical, etc.) and a possible budget.
- IA-** Set up a seminar for seniors to learn ways to save money in housing, utilities, transportation, and/or medicine.
- DA-** Help seniors do taxes/balance checkbooks.
- AA-** Lobby legislators on policies concerning Social Security/Medicare.
- R-** Project living costs for when students turn 80, and discuss retirement money needs.

WORLD LANGUAGES

- P-** Research/discuss treatment of seniors in culture of study.
- IA-** Translate materials for seniors who speak/read limited English.
- DA-** Identify nursing home residents whose primary language is not English. Visit and carry on conversation in language of resident.
- AA-** Advocate for more respectful treatment/policies for seniors.
- R-** Have students share what they learned from their experiences.

ART

- P-** Analyze works of art that feature senior citizens or address the theme of aging.
- IA-** Package and distribute arts and crafts tools and materials for a local nursing home.
- DA-** Write or record oral histories of nursing home residents as they sit for portrait making sessions.
- AA-** Design and exhibit posters to advertise social events for seniors.
- R-** Write artist's statements about the nursing home resident portraits; also, identify and display artwork by seniors.

BUSINESS EDUCATION

- P-** Discover how long the average person works a particular job/number of job changes in average lifespan, etc.
- IA-** Create a budget for the "Senior" prom. Ask businesses for donations/discounts or needed materials.
- DA-** Help seniors with job searches. Help match seniors with businesses.
- AA-** Advocate for hiring of seniors at local businesses.
- R-** Assess the project to create and present a portfolio for use in developing future "Senior" proms.

Aging

FAMILY STUDIES

- P-** Discuss nutritional needs of the seniors.
- IA-** Develop pamphlet of nutrition/health information for the seniors and distribute at senior centers.
- DA-** Organize and host a nutrition and health fair at a senior center.
- AA-** Develop a marketing campaign promoting the fair, and get local government officials involved.
- R-** Discuss benefits of intergenerational interactions.

SCIENCE

- P-** Research and list common changes in hearing and vision as part of the aging process.
- IA-** Publish health records brochure and distribute to senior centers.
- DA-** Work with Pets on Wheels.
- AA-** Research diseases of seniors, and write to legislators advocating policy or legislation to fund research for cures.
- R-** Discuss how scientific research has an impact on aging in society.

MUSIC

- P-** Research popular music of senior citizens' youth.
- IA-** Make a compilation of music from the Preparation activity and send to nursing homes.
- DA-** Work with senior citizens to plan a dance that focuses on the styles of the 20s, 30s, and 40s.
- AA-** Create a showcase about senior musicians' contributions to society.
- R-** Reflect through journaling on the importance and place of music in people's lives.

TECHNOLOGY EDUCATION

- P-** Survey and discuss advances in technology specifically related to adaptive equipment that benefit the senior.
- IA-** Do an inventory of a nursing home or senior center categorizing the types of adaptive equipment in relation to the quality of life of the residents/participants.
- DA-** Work with a senior citizen to modify a piece of adaptive equipment so that it is specifically tailored to the senior citizen's needs.
- AA-** Organize and start a lending library of adaptive equipment for use at nursing homes and/or senior centers.
- R-** Project into the future: "How will aging change in my lifetime as a result of new technology?"

SOCIAL STUDIES

- P-** Research the impact of Gray Panthers and AARP on policy/attitudes toward seniors.
- IA-** Develop a program for the evening of the "Senior" prom.
- DA-** Drive seniors to polls. Help with voter registration.
- AA-** Lobby to prevent budget cuts in programs that aid seniors.
- R-** Discuss the future of Social Security and the need for financial planning.

CELEBRATION:

Hold a "Senior" prom. Take pictures.
Invite media/community leaders.

KEY:

P = Preparation

IA = Indirect Action

DA = Direct Action

AA = Advocacy Action

R = Reflection

C = Celebration

Environmental

ENGLISH/LANGUAGE ARTS

- P-** Research child-centered environmental books and discuss.
- IA-** Based on gardens in literature, plant trees and flowers in school garden.
- DA-** Read/dramatize environmental stories to young children (ex. The Lorax).
- AA-** Produce an environmental issue of the school newspaper to inform students of environmental issues in the community and suggest ways for students to become more environmentally conscious.
- R-** Write poems in support of environmental protection.

HEALTH/PHYSICAL EDUCATION

- P-** Study the effect of air pollution on the lungs and how it may contribute to disease.
- IA-** Hold a walk-a-thon on behalf of an environmental organization.
- DA-** Sponsor and teach an environmentally friendly hiking/camp session at a local elementary school.
- AA-** Create a video advocating healthy ways to stop pollution/smoking and promote via local education channel.
- R-** Discuss how lifestyle impacts city, urban, and rural pollution.

MATH

- P-** Research similar environmental statistics from groups with opposing viewpoints. Discuss how the same facts can appear to send different messages.
- IA-** Collect recyclables around school and graph the amount collected.
- DA-** Sponsor and host a community recycling program (or work at a recycling center).
- AA-** Clean up a stream or paint storm drains.
- R-** Examine the cost benefit of recycling a material (e.g., plastic).

ART

- P-** Read about the effects of air pollution on works of art.
- IA-** Pick up trash around statues or outdoor artworks in a park or other public space.
- DA-** Create art projects using recycled materials with young children.
- AA-** Display photos of the effects of air pollution on artwork in local community.
- R-** Analyze and critique photos from the Advocacy Action project. Draw how these artworks will look in the future if air pollution continues to affect them.

BUSINESS EDUCATION

- P-** Examine problems of waste in workplace and the efforts to control it.
- IA-** Sell recycled paper pads and donate money to an environmental group.
- DA-** Teach residents to make recycled paper for use at a shelter, nursing home, etc.
- AA-** Make posters to encourage waste reduction in offices and post them in local businesses.
- R-** Discuss effect/cost of business waste on the environment.

WORLD LANGUAGES

- P-** Compare packaging of products in America to country of language being studied.
- IA-** Research environmental policies and laws in country of study and how we can adopt or adapt them in the U.S. or conduct a fundraiser for an environmental group in the country of study.
- DA-** Teach others environmental laws and how to recycle.
- AA-** Promote the use of reusable shopping bags.
- R-** Study universal symbols of environmental and global concerns about pollution.

Environmental

FAMILY STUDIES

- P-** Discuss the relationship between asthma and environment.
- IA-** Create a list of factors that can contribute to and prevent asthma; then, distribute to a health or neighborhood center where there are high asthma rates among the residents.
- DA-** Organize a forum to publicly emphasize asthma awareness and prevention; invite local health practitioners to be a part of a panel discussion.
- AA-** Write letters to local government officials about areas that have high asthma rates among the residents and include the contributing environmental factors.
- R-** Discuss ways in which the community can be more environmentally conscious.

SCIENCE

- P-** Discuss how biotechnology is used to clean the environment.
- IA-** Donate recycling bins to a school or other organization.
- DA-** Do hands on environmentally related science experiments with young children.
- AA-** Conduct a presentation advocating environmental protection to policy makers.
- R-** Display pictures of the garden and scientific facts about the plants on a bulletin board.

MUSIC

- P-** Research music related to environmental issues: play and discuss.
- IA-** Collect old CDs or tapes from people and donate to a shelter.
- DA-** Teach songs to young children that speak to concern for and care of the environment.
- AA-** Write a song about caring for the environment, record students singing it, and ask a local radio station to play it.
- R-** Reflect on how music about the environment and nature can evoke images and feelings.

TECHNOLOGY EDUCATION

- P-** Discuss the limits of earth's resources and the technology used to recycle. Compare natural recycling systems to man-made recycling systems.
- IA-** Create a website listing recycling resources and strategies in your community.
- DA-** Hold an engineering challenge for the students in the school to create a recycling device.
- AA-** Contact local and state officials who work on environmental issues to act as judges in the engineering challenge.
- R-** Brainstorm new ways to solve environmental problems using technology.

SOCIAL STUDIES

- P-** Discuss a recent environmental disaster and its impact.
- IA-** Collect items for people impacted by recent environmental disaster.
- DA-** Conduct an environmental project with elementary school children.
- AA-** Write letters in support of current environmental legislation.
- R-** Share responses from legislators and discuss.

CELEBRATION:

Host an environmentally friendly picnic to celebrate the different projects.

KEY:

P = Preparation

IA = Indirect Action

DA = Direct Action

AA = Advocacy Action

R = Reflection

C = Celebration

Hunger, Homelessness, and Poverty

ENGLISH/LANGUAGE ARTS

- P-** Read classics that deal with poverty issues and discuss.
- IA-** Collect and distribute used books for children and other residents at homeless shelters.
- DA-** Go to shelter and read/help children with homework.
- AA-** Write press releases for Hunger Banquet. Post in community and on media.
- R-** Write a story taking the perspective of being a homeless person.

HEALTH/PHYSICAL EDUCATION

- P-** Discuss effects of malnutrition and its incidence in America.
- IA-** Collect personal hygiene items for shelter residents.
- DA-** Hold recreational programs for shelter residents.
- AA-** Create and display posters in the community advocating health care services for the poor.
- R -** Design menus that are nutritionally sound using the most inexpensive foods available.

MATH

- P-** Identify the poverty level for a family of four according to Federal guidelines. Determine how the family would need to spend their money to survive.
- IA-** Collect, count, and distribute food for a shelter.
- DA-** Tutor children in math at a shelter. Set up Math Stars as rewards for children.
- AA-** Advocate for lowering income level designated as "poverty."
- R-** Using food flyers, plan menus based on the amount of food stamp benefits a family of four living in poverty would receive each month.

ART

- P-** Create a collage that depicts contrasts between poverty and wealth.
- IA-** Make and donate artworks to a homeless shelter or a nursing home.
- DA-** Sponsor art programs at a shelter. Take photos of children to give to parents as gifts.
- AA-** Educate local legislators about the impact of homelessness in the community by sharing the art projects from the Direct Action taken, along with letters asking them to make positive steps to reduce homelessness.
- R-** Write a journal entry reflecting on comments made by those at the shelter during the art programs.

BUSINESS EDUCATION

- P-** Invite business leaders to speak about company programs for the poor. Enlist help for Hunger Banquet.
- IA-** Provide office supplies or business clothing to a local homeless shelter.
- DA-** Help residents of shelters create resumes and/or prepare for job interviews.
- AA-** Lobby businesses to hire residents from homeless shelters.
- R-** Write and display essays on Action experiences.

WORLD LANGUAGES

- P-** Discuss how/if being an immigrant or a non-native English speaker is related to poverty.
- IA-** Cook food from country studied and donate to soup kitchen.
- DA-** Offer to help those at shelter who speak a language other than English by translating and teaching English.
- AA-** Advocate for need of ESOL training for content area teachers in schools.
- R-** Discuss what needs a person might have if she/he needed to move to another country to escape war, persecution, etc.

Hunger, Homelessness, and Poverty

FAMILY STUDIES

- P-** Discuss impact of homelessness on the family unit.
- IA-** Hold a clothing drive for a shelter in your community; make sure all clothes are clean.
- DA-** Talk to the director of a homeless shelter to identify the needs of a family living there. Identify one or two of the family's needs and address them.
- AA-** Research and identify ways to appropriately and effectively advocate for the homeless and implement one of those ways.
- R -** Reflect on your experiences with the homeless through journaling.

TECHNOLOGY EDUCATION

- P-** Do a study on how and where biotechnology is used to solve the problem of hunger.
- IA-** Raise money for a soup kitchen or food bank.
- DA-** Start a community garden using biotechnology practices.
- AA-** Write a variety of community and local agencies requesting resources to implement the plan using biotechnology to eliminate hunger in an impoverished community.
- R-** Reflect on the experience through journaling.

SCIENCE

- P-** View a virtual fasting experiment. Assess the impact on energy level and draw parallels to the importance of nutrition in school performance.
- IA-** Grow and distribute food to donate to those in need.
- DA-** Work in a food pantry.
- AA-** Advocate for planting vegetable gardens in low income areas.
- R -** Discuss how scientific advancements have been used or could be used in the future to reduce hunger or homelessness.

SOCIAL STUDIES

- P-** Study current trends in U.S. Policy on hunger/poverty.
- IA-** Collect and send school supplies to children in need.
- DA-** Serve at a soup kitchen.
- AA-** Create/do a presentation for younger students on what was learned in the Preparation activity.
- R-** Discuss attitude changes based on soup kitchen experience.

MUSIC

- P-** Compare music of depression to modern times to look for parallels.
- IA-** Hold a concert to raise money for a local homeless shelter.
- DA-** Perform appropriate music for the residents of a local shelter.
- AA-** Put together a collection of songs related to food/hunger. Play/perform at Hunger Banquet.
- R-** Discuss how various musical styles affect mood and the musical characteristics found in those styles.

CELEBRATION:

Hold a HUNGER BANQUET (Oxfam America). Everyone participate/invite media, etc.

KEY:

- | | |
|-----------------------------|-----------------------------|
| P = Preparation | AA = Advocacy Action |
| IA = Indirect Action | R = Reflection |
| DA = Direct Action | C = Celebration |

Literacy

ENGLISH/LANGUAGE ARTS

- P-** Study the art of creating a good children's book.
- IA-** Write and illustrate children's books and present them to a Head Start program.
- DA-** Read to preschoolers.
- AA-** Create and present a play to younger students on the importance of reading.
- R-** Generate list of benefits of reading to children.

HEALTH/PHYSICAL EDUCATION

- P-** Research athletes whom promote literacy and explore why.
- IA-** Create games and publish rules in simplified forms for children. Package and provide to public libraries to distribute to families with children.
- DA-** Create a physical scavenger hunt with a guide sheet and hold for those who need to promote literacy and fitness.
- AA-** Write a letter to a legislator advocating daily physical education for every grade.
- R-** Discuss: How can games help children learn?

MATH

- P-** Discuss what it means to be math literate in today's society compared to what it meant two generations ago.
- IA-** Collect and donate computers to local schools or schools in impoverished countries.
- DA-** Participate in math tutoring at a local feeder school.
- AA-** Advocate for funding for more math literacy programs.
- R-** Examine the number of underrepresented groups in jobs which require various levels of math literacy. Discuss the findings.

WORLD LANGUAGES

- P-** Research how schools are structured in the country of language studied and compare to the U.S.
- IA-** Create songs/stories in language other than English and distribute to elementary schools for use.
- DA-** Teach world languages to elementary/preschool children.
- AA-** Advocate for increasing world languages study in elementary schools.
- R-** Debate: What is America's language?

ART

- P-** Research the relationship between arts education and literacy rates.
- IA-** Raise money for an organization that supports the arts and arts education.
- DA-** Sponsor and chaperone a field trip to a local art museum for children from a Head Start program.
- AA-** Create an advocacy campaign that supports public funding of the arts.
- R-** Discuss why our government chooses to fund the arts.

BUSINESS EDUCATION

- P-** Study labor statistics for the number of applications and the literacy rate. Suggest correlations.
- IA-** Produce printed materials for adults about topics in the work world and distribute at shelters, etc.
- DA-** Help students in a job training program fill out job applications.
- AA-** Advocate for businesses to sponsor literacy programs.
- R-** Have a businessperson speak on the impact of literacy on employees/businesses.

Literacy

FAMILY STUDIES

- P-** Examine the role of the parent as a child's first reading teacher.
- IA-** Collect new/used children's books and donate them to churches, schools, Head Start centers, daycare centers and shelters.
- DA-** Host a "read to your child" night at a community center.
- AA-** Run a letter-writing campaign in support of school readiness programs like Head Start.
- R-** Identify ways to stimulate children's interest in reading.

TECHNOLOGY EDUCATION

- P-** Discuss the importance of computer literacy in today's society.
- IA-** Research various computer programs that aim to improve reading skills and evaluate their effectiveness. Publish results.
- DA-** Teach children from a Head Start program how to use a computer using reading games.
- AA-** Write to legislators and request more technology resources for children in need.
- R-** Reflect on the experience through journaling.

SCIENCE

- P-** Research the causes and effects of different learning disabilities.
- IA-** Hold a Disability Awareness Day where non-disabled students learn more about learning/reading disabilities such as dyslexia.
- DA-** Teach young children science lessons that consider various learning styles.
- AA-** Advocate for funding of experiential field trips to science museums, nature reserves, state parks, etc.
- R-** Have students reflect through journaling how their lives would be different if they were unable to read.

SOCIAL STUDIES

- P-** Compare the literacy rates of various countries and the impact on their societies.
- IA-** Collect books to donate to an adult literacy program.
- DA-** Create a cross grade mentoring "stay in school" program.
- AA-** Advocate for issues about school funding.
- R-** Create a KWL chart on literacy and track through project.

MUSIC

- P-** Research the relationship between musical literacy and verbal literacy.
- IA-** Raise funds to purchase and donate music-based early childhood literacy products.
- DA-** Read books and sing songs related to the stories with elementary school students.
- AA-** Advocate through original music for funding for literacy programs.
- R-** Analyze lyrics of songs for messages and compare to the mood of the music. Analyze the characteristics of the music that help to create this mood.

CELEBRATION:

Hold a LITERACY DAY celebration.
Come dressed as favorite story character.

KEY:

- | | |
|-----------------------------|-----------------------------|
| P = Preparation | AA = Advocacy Action |
| IA = Indirect Action | R = Reflection |
| DA = Direct Action | C = Celebration |

Pregnant and Parenting Teens

Note: This is a controversial subject. Please keep in mind your local school system's policies.

ENGLISH/LANGUAGE ARTS

- P-** Read story about a teen pregnancy from literature. Discuss how society reacted and why.
- IA-** Conduct a children's book drive to donate to teen parents.
- DA-** Utilize communication skills to work with teen parents.
- AA-** Create a drama on the realities of teen pregnancy. Present to an audience.
- R-** Write story: "What life would be like for you if you were a parenting teen."

HEALTH/PHYSICAL EDUCATION

- P-** Play baby crying tape. Discuss effect on students.
- IA-** Hold a "thon" to raise money for Parent's Anonymous.
- DA-** Offer a stimulation/exercise class for new parents and infants.
- AA-** Lobby for in-school day care provisions for parenting teens.
- R-** Debate issue: "Parental notification for minors."

MATH

- P-** Collect data on the cost of raising a child until age 18.
- IA-** Hold a "thon" to benefit a selected teen parenting program.
- DA-** Tutor teen parents in math and in activities parents can do with their children in math.
- AA-** Lobby legislators for day care centers in schools so teen parents can continue their education.
- R-** Discuss the lifestyle and responsibilities of a parent as compared to a person without any children.

ART

- P-** Provide students with different posters on teen pregnancy. Have students analyze and discuss the visual qualities of the posters that successfully deliver their message and compare the effects of each poster on the viewer.
- IA-** Design a new campaign for raising public awareness of teen pregnancy and present it to a social services or health care provider for consideration.
- DA-** Hold art project session for teen parents and their children. Discuss the value of art for children with the teen parents.
- AA-** Sponsor a poster campaign on issues of teen parenting and display the posters in school or in the community.
- R-** Discuss the effect of visual media on attitudes about sex and sexuality.

BUSINESS EDUCATION

- P-** Discuss impact of teen pregnancy on future earnings and career pathways.
- IA-** Publicize career paths friendly to dual parenting/career families.
- DA-** Help with resume writing for pregnant/parenting teens.
- AA-** Advocate for business to be more tolerant of parenting/day care needs.
- R-** Hold panel with heads of local businesses: Have participants discuss realities of hiring a teen parent.

WORLD LANGUAGES

- P-** Discover the incidence of teen pregnancy in country of study/how that society copes.
- IA-** Translate safety/medical information for area residents from other countries. Distribute at clinics for pregnant and parenting teens.
- DA-** Baby-sit for Parent's Anonymous meeting. Teach children songs in languages other than English.
- AA-** Create a pamphlet of information on teen pregnancy in the language of study and distribute to area residents from other countries.
- R-** Compare the rates and cultural perceptions of teen pregnancy in the country of study vs. the U.S. and discuss findings.

Pregnant and Parenting Teens

Note: This is a controversial subject. Please keep in mind your local school system's policies.

FAMILY STUDIES

- P-** Research and discuss impact of teen pregnancy on the baby, mother, father, and grandparents.
- IA-** Develop and distribute a brochure for pregnant teens that provides health care information.
- DA-** Host a weekly babysitting program to give teen parents study time.
- AA-** Develop a showcase that demonstrates information discussed in preparation activity.
- R-** Discuss: "What will society be like if the average age of the onset of puberty continues to decrease?"

SCIENCE

- P-** Research incidences of and reasons for birth defects in children of teen mothers.
- IA-** Conduct a baby food drive and donate items to teen parents in need.
- DA-** Offer a workshop on the importance of healthy habits during pregnancy for teens.
- AA-** Publicize, to appropriate audience, physical implications of pregnancy for teen and infant.
- R-** Discuss what contributions science has made to combat the teen pregnancy problem.

MUSIC

- P-** Listen to a popular song and analyze what messages are being sent to teens.
- IA-** Create a booklet of lullabies and songs for children. Make copies of the booklet for a local homeless shelter or Head Start program.
- DA-** Learn lullabies and teach them to parents at a Parent's Anonymous meeting.
- AA-** Stage a Sing-In in the legislature to raise attention about teen parenting issues.
- R-** Write a song that reflects what was learned through the experience in the Direct Action or Advocacy Action.

TECHNOLOGY EDUCATION

- P-** Analyze best child car seats and reasons for law requiring car seats.
- IA-** Collect car seats and donate to teen parents.
- DA-** Work at a car seat installation clinic (sponsored by Fire Dept. etc.).
- AA-** Run an ad campaign aimed at teen parents: The Necessity of Car Seats.
- R-** Write essay: "How I would feel if my child was killed or injured because of lack of/non-use of car seat."

SOCIAL STUDIES

- P-** Create time line showing changes in laws/societal acceptances of teenage pregnancy.
- IA-** Distribute information listing programs that support pregnant and parenting teens.
- DA-** Create buddy/peer mentoring program: keep pregnant/parenting teens in school.
- AA-** Lobby legislators on how to solve problems of teenage pregnancy.
- R-** Host teen parent as speaker: "Society's support/non support."

CELEBRATION:

Each curricular area adds to large display about issue and projects undertaken.

KEY:

- | | |
|-----------------------------|-----------------------------|
| P = Preparation | AA = Advocacy Action |
| IA = Indirect Action | R = Reflection |
| DA = Direct Action | C = Celebration |

Prejudice

ENGLISH/LANGUAGE ARTS

- P-** Read and analyze a story related to prejudice. (e.g., *The Death of Tommy Grimes*)
- IA-** Create theater improvisations or skits for a cultural fair.
- DA-** Conduct workshop on inclusive language in writing.
- AA-** Run Tolerance Contract project where all students sign promises they can agree on (use linked hands as symbol).
- R-** Debate: Should schools require students to participate in prejudice reduction programs?

HEALTH/PHYSICAL EDUCATION

- P-** Debate "Should we reveal who has AIDS?" View and discuss a system approved movie about HIV/AIDS. Examine personal beliefs.
- IA-** Run a walkathon for a health concern.
- DA-** Collaborate with Special Olympics.
- AA-** Prepare and distribute flyers to raise consciousness about prejudice in sports.
- R-** Write essay on how views have changed since beginning of project.

MATH

- P-** Research hate crime statistics and examine the statements of various groups on this data.
- IA-** Organize a campaign to advocate for underrepresented groups to study higher levels of math. Show links to early study of algebra and higher education.
- DA-** Speak to elementary school students about the importance of math for their future and include real examples of members of underrepresented groups who are now successful.
- AA-** Advocate as to how to involve more underrepresented groups in upper level math courses.
- R-** Identify people from various ethnicities, genders, disability, and socioeconomic levels who have made significant contributions to math and/or science. Create a bulletin board of the results.

ART

- P-** Find an example of societal prejudice in the print media such as a political cartoon or advertisement. Discuss how the media portrays prejudice and what effect this has on society.
- IA-** Create a visual campaign to promote the appreciation of diversity in your community.
- DA-** Do art projects with members of groups in your community that often suffer from discrimination such as senior citizens, children at a homeless shelter, or children with special needs.
- AA-** Plan and present a cross-cultural arts fair.
- R-** Create political cartoons or drawings that illustrate the presence of prejudice in today's society. Post on a bulletin board with comments and analysis.

BUSINESS EDUCATION

- P-** Research discrimination of minorities, the disabled, the senior population, and women in the work place.
- IA-** Run business end of the walkathon: send letters to businesses for contributions, solicit ads, create computer programs, etc.
- DA-** Visit a job training program to help students write resumes.
- AA-** Hold a workshop/in-service on sexual harassment for the school.
- R-** Evaluate workshop/in-service by surveying participants before/after.

WORLD LANGUAGES

- P-** Read/discuss prejudice against people of various cultures and how ethnic groups are perceived through speech.
- IA-** Prepare and distribute pamphlet or video in languages other than English for emergency situations, such as a hurricane or tornado.
- DA-** Help at a homeless shelter or day care center for those who don't speak English as their primary language.
- AA-** Design school-wide campaign to celebrate diversity (including languages) during World Languages week.
- R-** Have a speaker who has immigrated to the United States or who is from an immigrant advocacy group discuss the problems immigrants face.

Prejudice

FAMILY STUDIES

- P-** View system approved movie about prejudice against certain kinds of families and discuss feelings and impact of prejudice on the family unit. List family lifestyles on large sheets of paper. Have groups pass around and write commonly heard phrases, nicknames and perceptions about each. Analyze for prejudice.
- IA-** Develop multicultural cookbook and sell it to raise money for an organization that works to fight prejudice and discrimination.
- DA-** Develop a partnership with Head Start or children in homeless shelter.
- AA-** Create school-wide campaign focusing on what we all have in common.
- R-** Research how families can teach tolerance to their children.

SCIENCE

- P-** Research genetic similarities of humans. Discuss lack of variety in human race versus wide diversity in other animal species.
- IA-** Raise money for charity related to genetic disease research.
- DA-** Tutor children at shelters or do science experiments with children.
- AA-** Publish information researched in Preparation activity in the school newspaper.
- R-** Discuss science's contribution to ending prejudice against those with genetic and/or communicable diseases.

MUSIC

- P-** Focus on issues of prejudice in evolution of music. Discuss how music has sustained disenfranchised peoples over the ages.
- IA-** Record original songs, sell, and send proceeds to charity dealing with ending prejudice.
- DA-** Teach children songs from different cultures at local elementary schools. Discuss with the children how the songs could have emerged in each culture and why our cultural responses to the songs may be different.
- AA-** Perform music of various cultures at a cultural fair.
- R-** Listen to various ethnic music styles and compare cultural traditions within music.

TECHNOLOGY EDUCATION

- P-** Examine technology and toys available for the disabled.
- IA-** Help design/build handicapped access to local parks, buildings.
- DA-** Help build playground/shelter renovations for homeless children.
- AA-** Develop educational game for computer dealing with prejudice. Distribute.
- R-** Critique attitude changes after developing computer game.

SOCIAL STUDIES

- P-** Analyze list of racial/ethnic groups as found on application forms, in the census, in polls, etc. Discuss how and why we categorize people.
- IA-** Plan and hold a cultural fair recognizing different ethnic groups and nationalities in your school.
- DA-** Host Mix-it-Up Day at your school. Have students sit with someone they do not know and reflect on the experiences. Discuss.
- AA-** Publish findings from Preparation activity.
- R-** Visit U.S. Holocaust Memorial Museum in Washington D.C., or the Reginald F. Lewis Museum of Maryland African American History and Culture in Baltimore. Discuss laws passed that discriminated based on race, religion, disability and/or ethnicity or other factors of diversity.

CELEBRATION:

Display projects in all subject areas through a cultural fair. Multi-cultural foods, arts, etc. Invite media, parents, community leaders.

KEY:

P = Preparation

IA = Indirect Action

DA = Direct Action

AA = Advocacy Action

R = Reflection

C = Celebration

Public Safety

ENGLISH/LANGUAGE ARTS

- P-** Study connections between dropout rate and crime.
- IA-** Create, publish, and distribute pamphlet on a public safety topic such as disaster preparedness, bike safety, or pedestrian safety.
- DA-** Tutor an at-risk elementary school student in reading.
- AA-** Hold speech contest with speeches based on the Preparation activity. Invite media coverage/local community group representatives.
- R-** Write poems/essays about project chosen.

HEALTH/PHYSICAL EDUCATION

- P-** Discuss how after-school programs for youth can contribute to neighborhood crime prevention.
- IA-** Raise funds for an at-risk youth program.
- DA-** Design a sports tournament for at-risk youth at a local recreation center.
- AA-** Lobby local government for creation/maintenance of recreation programs for youth.
- R-** Discuss reasons for athletes' problems with law/crime at national level.

MATH

- P-** Research and chart the cost of crime to citizens.
- IA-** Raise funds for survivors of violent crimes.
- DA-** Create a peer mediation program in your school.
- AA-** Advocate local government for maintenance and purchasing of playground equipment.
- R-** Reflect on reactions (personal and other) to statistics on crime.

ART

- P-** Create images that reflect the theme "A Dream for Ending Crime" and write artist statements about the artworks.
- IA-** Collect art supplies and design or create anti-bullying posters for your school.
- DA-** Provide opportunities for children in juvenile centers to engage in art activities that reflect public safety themes.
- AA-** Exhibit the artists' statements about the artworks produced in the Preparation activity as well as related published literature on crime prevention.
- R-** Discuss student reactions to the "A Dream for Ending Crime" activity.

BUSINESS EDUCATION

- P-** Analyze benefits of school/business partnerships to community and reduction in crime.
- IA-** Clean up and inspect playgrounds in neighborhoods and at elementary schools.
- DA-** Implement mentoring programs/partnerships between students and local businesses.
- AA-** Solicit local community organizations to support crime prevention programs.
- R-** Display pictures of projects and discuss/evaluate success.

WORLD LANGUAGES

- P-** Research crime/laws in country of study. Compare to U.S.
- IA-** Translate public safety materials. Distribute where appropriate.
- DA-** Teach U.S. laws/polices regarding public safety and Homeland Security to recent immigrants.
- AA-** Write and mail ideas to local groups and newspapers about preventing hate crimes against immigrants.
- R-** Write/discuss feelings about laws discovered in Preparation activity.

Public Safety

FAMILY STUDIES

- P-** Read/discuss issue of domestic violence. Invite speaker from House of Ruth or Turn Around, Inc.
- IA-** Collect, assemble, and distribute personal hygiene kits for women and children at a domestic violence center.
- DA-** Host reading or play time for children at a domestic violence center.
- AA-** Create brochure and distribute to students on stopping domestic violence.
- R-** Discuss relationship of early family life to being victim of domestic violence.

SCIENCE

- P-** Research forensic science and invite a guest speaker on the topic.
- IA-** Raise money for victims of crime.
- DA-** Develop an after school program and recruit at-risk students.
- AA-** Hold crime awareness week. Invite speakers; hold workshops, display posters.
- R-** Assess changes in attitudes toward crime since beginning of study.

MUSIC

- P-** Examine how the media treats violence through music, particularly in some of today's popular styles.
- IA-** Collect CDs or tapes to send to a juvenile detention center.
- DA-** Plan and staff a music program for young children.
- AA-** Conduct letter writing campaign on topic of regulation of music industry or violence in music.
- R-** Discuss changes in student attitudes regarding violence in music since beginning of the project.

TECHNOLOGY EDUCATION

- P-** Research effectiveness of various home protection systems.
- IA-** Collect home safety items and distribute to those in need (e.g. deadbolts, outdoor lighting, etc.).
- DA-** Help senior citizens protect homes from fires or crimes using technology.
- AA-** Evaluate safety devices. Create/distribute consumer guide.
- R-** Discuss relationship of crime prevention systems to actual reduction of crime.

SOCIAL STUDIES

- P-** Research statistics on makeup of prison inmates: race, educational level, socioeconomic level. Analyze.
- IA-** Develop a brochure on signs of being bullied and what to do to stop it.
- DA-** Participate in peer mediation program.
- AA-** Create a program to prevent vandalism/emphasize school pride.
- R-** Write essay: "Life without laws."

CELEBRATION:

Hold a school-wide fair featuring all projects. Invite media, BOE, law officials, community leaders. Present awards.

KEY:

- | | |
|-----------------------------|-----------------------------|
| P = Preparation | AA = Advocacy Action |
| IA = Indirect Action | R = Reflection |
| DA = Direct Action | C = Celebration |

Substance Abuse

Note: Drugs in this document are defined as including tobacco, alcohol, prescription, non-prescription drugs, legal, and illegal drugs.

ENGLISH/LANGUAGE ARTS

- P-** View over the counter drug ads from TV/magazines. Analyze impact of ads on beliefs and behavior.
- IA-** Collect blank journals to donate to drug treatment centers.
- DA-** Create a play day for children while parents are at AA meetings.
- AA-** Write and air a documentary on dangers/effects of drug abuse.
- R-** Write a journal entry about the impact of drugs on families.

HEALTH/PHYSICAL EDUCATION

- P-** Review Maryland Adolescent Survey data for your county. Discuss line between appropriate use and abuse of over-the-counter drugs.
- IA-** Conduct a "jump-a-thon" and donate funds to local AA program.
- DA-** Host an event to talk to parents about signs of drug abuse.
- AA-** Present puppet show about avoiding drugs to elementary school students.
- R-** Discuss concept of athletes as role models.

MATH

- P-** Compare the rate of drug use in your area to other areas. Create visuals to depict findings.
- IA-** Hold a "math-a-thon" to raise funds for drug prevention programs.
- DA-** Tutor children of parents in drug rehabilitation.
- AA-** Write legislators about the "cost" of drug addiction verses cost of prevention programs.
- R-** Discuss ways to break the cycle of drug abuse within families.

ART

- P-** Research the neurological effects of drugs and discuss how they could impact an artist's work.
- IA-** Collect and donate art supplies to rehabilitation centers.
- DA-** Visit an elementary school to discuss the dangers of substance abuse with younger students. Help the elementary students create anti-substance abuse posters.
- AA-** Display anti-substance abuse posters in community.
- R-** Create a visual depiction of the impact of drugs on the body or brain.

BUSINESS EDUCATION

- P-** Create a file of all resources available for drug treatment/control. Publish for school.
- IA-** Solicit support from businesses for halfway houses/rehabilitation centers.
- DA-** Hold a debate between parents and teens about drug use/what teens need.
- AA-** Solicit support of businesses for reemployment of recovering addicts.
- R-** Host business leader as speaker on drugs in work place.

WORLD LANGUAGES

- P-** Investigate how country of study deals with drug use/sentencing.
- IA-** Raise funds for legal aid.
- DA-** Host a play day for ESOL children whose parents are in a recovery program.
- AA-** Using another World Language and English create and read anti-drug announcements on intercom.
- R-** Compare differences in U.S. policy on drugs to country researched in Preparation.

Substance Abuse

Note: Drugs in this document are defined as including tobacco, alcohol, prescription, non-prescription drugs, legal, and illegal drugs.

FAMILY STUDIES

- P- Discuss impact of drug use on families and children.
- IA- Knit caps and make blankets for drug addicted newborns.
- DA- Host a holiday party for children and families in recovery programs.
- AA- Create brochure for parents as to how to teach children about drug abuse. Distribute at day care centers.
- R- Have students write letter to future child about how they feel about drug use/abuse.

SCIENCE

- P- Visit a drug treatment facility. Discuss types of treatment.
- IA- Raise funds for a local drug treatment program.
- DA- Prepare and give a presentation to elementary school students on how substance abuse negatively affects the body.
- AA- Distribute student created information on effects/dangers of drugs.
- R- Discuss genetic link of addiction.

MUSIC

- P- Analyze drug culture music for message and impact.
- IA- Collect and donate music for patients in treatment. Make sure the content of the music is appropriate for all listeners.
- DA- Organize and perform a concert for patients at a rehabilitation center.
- AA- Compose and record jingles and songs for children about the dangers of drug use or peer pressure. Send to elementary schools.

TECHNOLOGY EDUCATION

- P- Research existing resources on the Internet for drug prevention.
- IA- Do repair work at a rehabilitation center.
- DA- Sponsor and run a substance free graduation night party.
- AA- Produce a documentary on dangers and effects of drug abuse. Show on Education Channel.
- R- Critique documentary and make suggestions for future use.

SOCIAL STUDIES

- P- Invite social worker to speak on causes of drug use.
- IA- Organize assembly for school. Hold debate on impact of drugs – positive and negative.
- DA- Host an "everybody's birthday party" for the patients in a drug treatment program.
- AA- Advocate for more funding for drug prevention and treatment.
- R- Explore role of government in preventing drug abuse.

CELEBRATION:

Host a substance free event (dance, picnic, etc.) where students sign a drug free pledge.

KEY:

- | | |
|----------------------|----------------------|
| P = Preparation | AA = Advocacy Action |
| IA = Indirect Action | R = Reflection |
| DA = Direct Action | C = Celebration |

Plan an Interdisciplinary Student Service-Learning Project

ENGLISH/LANGUAGE ARTS

P-
IA-
DA-
AA-
R-

HEALTH/PHYSICAL EDUCATION

P-
IA-
DA-
AA-
R-

MATH

P-
IA-
DA-
AA-
R-

ART

P-
IA-
DA-
AA-
R-

BUSINESS EDUCATION

P-
IA-
DA-
AA-
R-

WORLD LANGUAGES

P-
IA-
DA-
AA-
R-

FAMILY STUDIES

P-
IA-
DA-
AA-
R-

SCIENCE

P-
IA-
DA-
AA-
R-

MUSIC

P-
IA-
DA-
AA-
R-

TECHNOLOGY EDUCATION

P-
IA-
DA-
AA-
R-

SOCIAL STUDIES

P-
IA-
DA-
AA-
R-

OTHER

P-
IA-
DA-
AA-
R-

CELEBRATION:

Glossary of Terms

Best Practices: There are essential components for all service-learning projects. The Seven Best Practices, listed in order of importance for quality service-learning are:

1. Meet a recognized need in the community.
2. Achieve curricular objectives through service-learning.
3. Reflect throughout the service-learning experience.
4. Develop student responsibility.
5. Establish community partnerships.
6. Plan ahead for service-learning.
7. Equip students with knowledge and skills needed for service.

Infusion: Teachers use service-learning as a method of teaching curricular content and skills in their subject area rather than as an independent activity. Teachers review their course objectives and modify lesson plans to incorporate service-learning into the curriculum. Service-learning may be infused into a unit or into the activities over the length of a course.

Interdisciplinary: One topic is selected and taught in a variety of content areas. All content area teachers teach what is appropriate to their area. Students are able to make connections between content areas, learning, and life.

Service-learning: Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. (Learning in Deed)

The Webs highlight four basic elements of any service-learning project:

1. **Preparation (P):** Provides a link between service-learning activities and specific objectives, while preparing the student to perform the service.

2. **Action (A):** Making a difference through acts of caring by personal contact in the community, and/or through actions of citizenship. There are three basic types of action:

- **Indirect Action (IA):** Working behind the scenes to channel resources to meet a community need. Examples are organizing blood drives and doing environmental service.
- **Direct Action (DA):** Working face-to-face with the recipient of the service to meet his or her needs.
- **Advocacy Action (AA):** Making a difference through political and/or public education.

3. **Reflection (R):** A thoughtful consideration of the service experience, written or verbal, at any stage of the service-learning project. Reflection includes discussion, writings, and creative expression that help facilitate a student's expression of thoughts, feelings, questions, lessons learned, etc.

4. **Celebration:** Once a project is successfully completed, students are recognized through some type of celebration activity, i.e. showcasing pictures, distributing awards, having a party.



Rubric for Assessing the Use of Maryland's Seven Best Practices of Service-Learning

School System: _____ School: _____

Date: _____ Reviewed by: _____

Teacher: _____ Course (grade, subject): _____

Students: _____

Score _____ Comments _____

1. Meets a recognized community need (in areas of health, education, environment and/or public safety)

- A – No need identified
- B – Need identified but its relevance to community is not explored in depth
- C – Need and its relevance are clearly identified and focused upon throughout the project
- D – Recognized need identified through research or a needs assessment

2. Achieve curricular objectives through service-learning (for both infused and independent projects)

- A – No link between curricular objectives and the project
- B – Implied link made to curricular objectives, but not intentionally developed
- C – Demonstrable link made to curricular objectives
- D – Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives

3. Reflect throughout the service-learning experience

- A – No reflection evident
- B – Brief reflection evident at conclusion of project
- C – Reflection completed periodically throughout the project addressing root causes of issues
- D – Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth

4. Develop student responsibility

- A – No student responsibility evident
- B – Students given some choice in project development
- C – Students share responsibility with educator for project development and implementation
- D – Students responsible for project creation, organization, and implementation

5. Establish community partnerships

- A – No community partnership made
- B – Limited contact with community partner(s) for information and resources
- C – Students interact/meet with community partner(s) (e.g. CBO presents to class)
- D – Students and community partner(s) collaborate as an action team on project

6. Plan ahead for service-learning

- A – No planning evident
- B – Minimal planning evident
- C – Adequate planning evident to meet the community need and curricular goals
- D – Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school-wide awareness and support of project)

7. Equip students with knowledge and skills needed for service

- A – No attempt made to equip students with knowledge and skills
- B – Minimal knowledge/skills provided about the community need and its cause
- C – Knowledge/skills provided about the community need, causes, and about civic engagement
- D – Students equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement

Scoring Rubric:

- A score of B, C, or D on each Best Practice means a project is considered service-learning.
- A score of C or D on each Best Practice means a project is high quality service-learning.





Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 767-0100
TTY /TDD : (410) 333-6442
www.marylandpublicschools.org
www.mdservice-learning.org