

Case Portrait of the Service-Learning Program at Timber Creek High School (TCHS)

I. Overview

Location: Orlando, Orange County

Type and age of school: A large traditional high school (grades 9-12), with Academy Programs within school. Opened in 2001.

Size of school: 4,333 students

Name of program: Timber Creek High School Service-Learning Academy

Web site:

<http://www.tchs.ocps.net/SLA/ServiceLearning.php>



II. Origins

A. Impetus/need

- Ms. Wendy Doromal, Coordinator of TCHS Service Learning Academy (SLA) and Orange County Public Schools District Service Learning Coordinator (2003-) has been instrumental in the development of Service Learning at TCHS and in other OCPS District schools. Mr. John Wright, Principal of TCHS (2001-) supports service learning, the institution, and expansion of the academy and supports Ms. Doromal's district service-learning work.
- In the 1970s and 1980s, Ms. Doromal practiced and gained experience in what is now called service learning. Mr. Wright has had a long-standing interest in making academic work meaningful, and was exposed to service learning as a teacher in Tampa and Orlando.
- Ms. Doromal created a Service-Learning Council at University High School in the late 1990s. Mr. Wright was Assistant Principal at UHS at that time.
- At TCHS, Mr. Wright supported and encouraged Ms. Doromal in her efforts to create a Service-Learning Council, and later the Service-Learning Academy.
- Identified school problems associated with a large, overcrowded metropolitan school including an increase in LEP students, more fights and crime, lower attendance rates, higher dropout rates, lower GPAs, and lower graduation rates were addressed through a meaningful service-learning program.
- Community problems associated with homelessness and poverty, literacy, the environment including global warming, recycling, wetlands and other fragile ecosystems and endangered species were also addressed by Academy service-learning projects.

B. Initial Phase: Service-Learning Council (2003-present)

- Began as a club in 2003 and became a full-credit leadership class in 2004.
- Average 30 students in grades 9-12.

C. Next Major Development: Service-Learning Academy (2004-present)

- 400-430 self-selected students in grades 9-12
- An increasing number of teachers (2004: 12; 2005: 14; 2006: 15; 2007: 16)
- 10 advisory council members—which included teachers, students, parents and partners

D. Funding History and Program Support

- **Principal Involvement and Support:** Mr. Wright, Principal, has served as an active supporter and promoter of service-learning at TCHS. He assists Ms. Doromal when district-level questions and problems arise. He approves project ideas and new classes, is the formal manager of the service-learning grants, and monitors and supports student projects and activities. According to Ms. Doromal, he never says “no” to quality projects that advance academic performance.



Mr. John Wright and Ms. Wendy Doromal

- **Grant Funding from Florida Learn & Serve:** from 2003 to 2008.
- **Additional Grant Funding:** the Golden Rule Foundation, and previously from State Farm, Smaller Learning Community Initiative, Constitutional Rights Foundation, National Garden Association, Darden Foundation, and Disney Teacherrific awards. All of the grants were written by Mrs. Doromal on behalf of the service-learning programs



Service-Learning Academy Students

- **Partial List of Partners:** (Note: Additional partners who work with specific projects are listed in the description for each project): Golden Rule Foundation, Humane Society-SPCA, Back to Nature Wildlife Foundation, Seniors First, COMPACT Program, City of Orlando, University of Central Florida, Valencia Community College, Coalition for the

Homeless, American Red Cross of Central Florida, Beta Center, Boys and Girls Clubs, Central Florida Blood Bank, Fort Christmas, Central Florida Zoo, Hands-On Orlando, Lighthouse of Central Florida, Lisa Merlin House, Orlando Science Center, Orlando Museum of Art, Orange County Regional History Center, Ronald McDonald House, Orlando Library System, Arnold Palmer Hospital, Avalon Park

III. Operating Features

List of Major Program Features

- Since 2001, there has been strong emphasis on developing “learning communities” within this school, with support through a Smaller Learning Community Initiative Grant. Academies serve as one type of learning community at TCHS. However, students may participate in classes offered by more than one Academy, making TCHS Academies more flexible than those in other high schools.
- **Service-Learning Council**: Roles and responsibilities include helping with the yearly calendar and selecting major projects for the Service-Learning Academy; helping set-up the advisory council and participation on the council; evaluating mini-grant applications and selecting grant recipients (from 6 projects in 2003-04 to 32 projects in 2006-07, of which 6 were at TCHS); training mini-grant recipients; helping institutionalize service-learning in the Orange County Public School District (e.g., plan the OCPS District Service-Learning Conference, including selecting and inviting speakers and organizing workshops); making service-learning presentations at school, district, state, and national service-learning conferences; presenting workshops at feeder middle schools; overseeing school’s major service-learning projects; and helping train TCHS teachers in service-learning methods
- **Service-Learning Academy Projects**: Core subject area classes projects centering on standards related to subjects, interdisciplinary projects with multi-classes, whole-school projects led by the council, and required independent service learning projects for each student taking core service-learning classes. Students involved in Academy-based service-learning projects may or may not be part of Academy; students participate in multiple projects and projects with different foci; there were 66 major Service-Learning Academy projects in 2006-07.
- **Major Subjects**: Service-Learning Academy subjects include Service-Learning Council, Volunteer Public Service I, Volunteer Public Service II, Peer Mediation; English; Science; Math; Social Studies; ESOL; Spanish; American Sign Language; Patient Care Technology, Business Technology; TV Production, Agriculture, Special Education, Visual Arts, and COMPACT (at-risk).
- **Core Service-Learning Courses**: Service-Learning Council (9-12); Service-Learning Volunteer Public Service I (9-12) and II (11-12); and Peer Mediation (9-12)

- **Extra-Curricular Clubs and Activities:** All school clubs are required to engage in some form of volunteerism or service learning. Examples: BETA Club, Green Team (ecology), Students for Peace (social justice projects), Techneutons (service-learning technology club)
- **Involvement of Non-Academy Students:** Students in other academies are involved in service-learning projects based in the Service-Learning Academy, in projects originated within other academies, and in service learning through school clubs and teams.
- **Partial List of Major Projects:** Reading; Math; Environmental; Foreign Language; Intergenerational; Social Studies; Art; Promoting Nonviolence and Conflict Resolution, Tolerance and Diversity; Drug Prevention; Homelessness and Poverty; Recycling; Business Technology; TV Production; Interdisciplinary; Special Education; Agriculture; and PE/Health.
- **Major School/Program Awards and Recognition for service-learning:** Shauna Clark, Service-Learning Council President, received the *Presidential Community Service Award* from President George W. Bush in 2006; Disney Teacherrific Program Award 2006; Teacher received NEA/Horace Mann Teaching Excellence Award in 2004 (national award 1 of 5 teachers in USA to be awarded that year).
- **Grading:** All Service-Learning Academy classes require service-learning assignments to be included in overall subject grade.
- **Recognition:** TCHS hosts an annual Year-End Service-Learning Academy Banquet and Awards Ceremony, which includes recognition for major projects. Attendees include students, partners, parents, community members, and administrators.



TCHS Service Learning Academy student

Description of Project Area A:

- **Project Area:** Reading and Writing - All Service-Learning Academy classes incorporate reading and writing into lessons/service-learning projects
- **Teachers Involved:** Lynette Elliot, Wendy Doromal, Elise Perez, and Gudrun Martyny
- **Subject Areas, Classes, and Clubs:** English, American Sign Language, Service-Learning Council, AP and Honors Spanish Classes. Clubs: Students for Peace
- **Service Sites and Nature of the Service Activities:** Reading buddy projects – Avalon and Columbia Elementary Schools–SLA English and VPS students tutor low-level elementary students in reading; newsletter project–4 quarterly issues of *The Spirit*, the



newsletter of the SLA; tutoring at-risk students in TCHS, workshops for middle school students on Student Success and Study Skills; tutoring ESOL and FCAT reading students at TCHS; Reading at Avalon Kids Nights every Thursday for pre-school and elementary students; Parramore KIDZ Zone, inner-city tutoring program attended by Service-Learning Council and Students for Peace students; hurricane preparedness books for elementary school students—top two books were printed and given to every elementary media center in OCPS. Reading projects through TCHS SLC Mini grants - Spanish students created reading books with ESOL Azalea Park Elementary students, Leadership training and reading leadership books for at-risk students who trained middle school students, American Sign language students reading/signing project with deaf students at Lake Sybelia Elementary; Project Hoot—students read *Hoot* with middle school students and visited Back to Nature, and created endangered species books.

- **Uses of Reflection**: Journaling, class discussion, charts, webs, stories, poetry, role play, portfolios.
- **Demonstration**: Books, tri-folds, pamphlets, newsletter, essays, poetry.
- **Grading**: In the Service-Learning Academy, all service-learning projects are incorporated into the grade. In the core service-learning classes, they count for 100% of the grade with the portfolio.
- **Student Outcomes**: Improved reading levels for at-risk high school students tutoring elementary students, and improved reading for elementary students at Avalon Elementary School; understanding of key FCAT reading and writing concepts, and of literary devices; improvements in teamwork; social responsibility; decision-making skills, and higher-level thinking skills.
- **Celebration**: Avalon and TCHS reading buddies were given free passes to celebrate academic improvement at Universal Studios Orlando; individual class celebrations; celebration at elementary schools with partners and parents.

Description of Project Area B:

- **Name of Projects**: Environmental Projects
- **Teachers Involved**: David Gardner, Michael Robbins, Wendy Doromal, Laura Scheuplein (Guidance Counselor)
- **Subject Areas, Classes, and After-School Clubs**: Science, Zoology, Volunteer Public Service, Service-Learning Council. Clubs: Green Team, Young Democrats
- **Service Site(s) Used and Nature of the Service Activities**: Service-Learning Council mini-grant: “Herps and Humans: A Florida Herpetological Survey;” 2 Herps and Humans workshops; beach clean-up and marine project; TCHS recycling project and school-wide Earth Day Event; assist with removal of exotic plants in park/public lands, global warming awareness campaign, green roofs, Florida endangered and threatened species awareness campaign through coloring books for elementary schools, fundraising for and work with Back to Nature Wildlife including hurricane pet survival kits.
- **Uses of Reflection**: Journals, yarn toss, class discussion, club meetings, surveys, portfolios
- **Demonstration**: School-wide Earth Day Celebration with tri-folds and displays, surveys, PSAs, coloring books, workshops

- **Student Outcomes:** Understanding of surveying, scientific method, and concepts, education and awareness on environmental and ecological issues, social responsibility, teamwork, higher level thinking skills, decision-making.
- **Celebration:** Class celebrations, year-end celebration and recognition.

Description of Project Area C:

- **Name of Project:** Promoting Nonviolence, Conflict Resolution, Tolerance and Diversity (13 projects)
- **Teachers Involved:** All academy teachers
- **Subject Areas, Classes, and After-School Clubs:** Service-Learning Council (lead), and all academy classes. Clubs: Students for Peace, Technology, Model United Nations
- **Service Site(s) Used and Nature of the Service Activities:** United Nations International Day of Peace Celebration, 24 Public Service Announcements; Peer Mediation Program-mediators and bulletin boards on conflict resolution; Non-violence Month Events; Black History Month Public Service Announcements; workshops for middle school students on conflict resolution and bullying prevention at district and state conferences; Peer mediation students taught conflict resolution techniques and tutored In-School Suspension students, conflict resolution workshops for In-School Suspension students; Cultural Day Event; Global Peace Film Festival films and activities; displaying/serving at Avalon/Waterford weekend festivals, nonviolence wall.
- **Uses of Reflection:** Artwork, poetry, journals, portfolios, student-generated surveys, project analysis sheets, class and group discussions
- **Demonstration/Products:** Bulletin boards, non-violence wall, workshops, Powerpoint presentations, lesson plans, student-created games, PSAs, books, tri-fold and presentation boards, banners
- **Student Outcomes:** Improved discipline and attendance; social responsibility and citizenship, higher level thinking skills, writing concepts
- **Recognition or Celebration:** Certificates, academy celebrations at events

Description of Project Area D:

- **Name of Project:** Homelessness and Poverty (8 projects)
- **Teachers Involved:** Wendy Doromal and all academy teachers
- **Subject Areas, Classes, and After-School Clubs:** Service-Learning Council, Volunteer Public Service, all academy classes and TCHS student body. Clubs: Students for Peace
- **Service Sites Used and Nature of the Service Activities:** Sock Hop to benefit the Health Care Center for the Homeless; field trips to work with Second Harvest Food Bank and HCCH; Thanksgiving basket; clothing, food, sleeping bag, tent, and hygiene product drives, and educational Public Service Announcements for homeless; holiday stockings for Coalition for the Homeless and Health Care Center for the Homeless children educational Hunger Banquet; benefit concert by 8 Fingers Down; food drives; and empty bowls for Second Harvest Food Bank
- **Uses of Reflection:** Art, portfolios, journals, discussions, analysis sheets, student-generated surveys

- **Demonstration/Products**: PSAs, power point, tri-folds, banners, bulletin boards, newsletter articles, letters to editor, ceramic bowls
- **Student Outcomes**: Teamwork, increased social and civic responsibility, read novels (three) increased reading and writing skills, communication skills
- **Recognition or Celebration**: At events, recognition from partners in newsletters and certificates

IV. Program Benefits and Impacts

A. Longer-Term Impacts on/Benefits to Participating Students

- “I think service-learning is a right thing to do, not just educationally or academically for students, but how you teach things like empathy.” (Mr. John Wright, Principal)
- All service-learning projects and activities have a reading and writing element and are tied to Florida’s Sunshine State Standards. Student performance in these activities and projects contributes to their portfolio grades and academic letter grades.
- Participating student attendance rates are higher because they will be unable to participate in service learning activities if absent.
- Participating students are highly committed and show initiative, leadership skills and creativity. They have “ownership” of the project and a voice in the planning, action, demonstration and reflection.
- Participating students learn to communicate well with their peers and with adults as they work with partners throughout the year. They learn to be effective team members.
- Participating students have more compassion and a greater awareness of the world and needs around them. They are more passionate than average students.
- Service-learning experiences help shape students’ future career decisions and college majors as reported by graduated students.



B. Major Impacts on/Benefits to Coordinator, Teachers, and Other School Personnel

- Ms. Doromal helped write a section of the book, *4 Practical Resources: Connecting Service Learning to the Florida Sunshine State Standards* for Florida Learn & Serve and

the Florida Department of Education. She has written and led workshops to train teachers in connecting Sunshine State Standards and service-learning.

- Mrs. Doromal has provided training for 14 National Board Certified Teachers (NBCTs) in service learning. The teachers help train other teachers and assist with service-learning in each of the district's six learning communities.
- Established service-learning liaisons (contacts and trainers) at 114 Orange County Public Schools (OCPS).
- Ms. Doromal started the district newsletter in 2004, *OCPS Service Learning News*. The newsletter is circulated quarterly to all OCPS principals, administrators, and teachers in Orange County.
- Service-learning workshops held monthly at TCHS, and at least monthly district-wide by the Service-Learning Coordinator and other service-learning trainers and liaisons.
- Summer and preplanning service-learning workshops offered.
- In 2004, Ms. Doromal initiated the annual District Service-Learning Conference for teachers, students, parents, administrators and community partners.
- Created district web site.
- Summer Service-Learning Program initiated in 2007. TCHS Service Learning Academy Summer School – Volunteer Public Service Classes. We expected 80 students to enroll and had 153 students and three full-time teachers.



TCHS Service-Learning Academy students–Nature Preserve Clean-up

C. Major Impacts on/Benefits to Service Sites and Other Community Partners

- **Global Peace Film Festival**: Students act as ushers at venues during the festival; Service-Learning Academy works to co-sponsor the annual festival art exhibit at the Orlando Mayor's Office. It features art from OCPS students in grades K-12. SLA students promote the festival at UN International Day of Peace yearly and have field trips to Enzian Theatre, where 800-900 students view educational films and interact with the directors, members of the United Nations, etc.
- **Health Care Center for Homeless**: Students promote the agency through events such as the annual Sock Hop where they raise awareness, break stereotypes, and raise funds for the agency. Students also conduct clothing drives, food drives, and work at the Center

with the HOPE Team. Students prepare public service announcements to educate other students about the needs of the homeless.

- **Back to Nature Wildlife Center:** Students worked at the Center to create a vegetable garden for animals, educated the community as to needs of the animals and role of the center, and gathered food, and created animal survival kits for hurricanes.
- **Florida Hospital:** Painted murals, ART carts, grounds cleanup.
- **City of Orlando/Orange County Community:** Tutoring at Parramore KIDZ Zone—inner-city students; community park and river cleanups and removal of exotic and invasive plants; hurricane awareness campaign, and a global warming campaign.
- **Central Florida Non-Profit Organizations:** 410-430 students work during the school year to create an individual service-learning project teaming with a non-profit of their choice. They conduct service-learning (minimum of 15 hours), document their service and create a reflective portfolio that documents the service.
- **Mini-Grants** have expanded service-learning to over 32 OCPS sites —elementary, middle and high schools.



TCHS Service-Learning
Academy—Summer Dancing
Class/Mentoring

V. For Further Information

Principal: Mr. John Wright
E-mail: wrightj2@ocps.net

OCPS and Service Learning Academy Coordinator: Ms. Wendy L. Doromal
E-mail: doromaw@ocps.net

Service-Learning Academy
Timber Creek High School
1001 Avalon Park Boulevard
Orlando, FL 32828

Web site: <http://www.tchs.ocps.net/SLA/ServiceLearning.php>

Addendum: Additional Service-Learning Projects at Timber Creek High School

Description of Project Area E:

- **Name of projects:** Math Tutoring, Hurricane Tracking
- **Teacher and students involved:** Andrew Haan
- **Subject area:** Mathematics
- **Service sites used and nature of the service activities:** Hurricane storm tracking projects/training; math tutoring for at-risk and FCAT students
- **Reflection:** Journaling, class discussion, portfolios
- **Demonstration:** Storm track guides
- **Grading:** Counted as assignments in overall subject grade
- **Student outcomes:** Understanding of mathematics concepts by applying them to real world, tutors reported that the students they helped showed understanding and better test grades
- **Celebration:** Certificates, acknowledgment in *The Spirit*, and class celebration



TCHS Service-Learning Academy student

Description of Project Area F:

- **Name of project:** Foreign Languages and ESOL
- **Teachers and students involved:** Gudrun Martyny, Elise Perez, Elsa Kraczor, Wendy Doromal
- **Subjects area:** Spanish, American Sign Language, ESOL, Service-Learning Council, Volunteer Public Service
- **Service sites used and nature of the service activities:** Spanish honors students teaching poison prevention for elementary Spanish-speaking students; Spanish Honors and AP Spanish students translating for adults at school events and conference; Spanish AP and Honors students tutoring ESOL elementary students in English and making books; Hispanic Heritage Day; School-wide Cultural Day; translation of pamphlets and flyers into Spanish, signing at school and public events; American Sign Language students work with deaf students at Lake Sybelia Elementary School teaching sign, English and reading special books with them, skits, assisting at school events such as the Fall Festival and Easter Egg Hunt
- **Uses of reflection:** Journaling, foreign language discussion and signing, class and group discussion, artwork, essays, portfolios

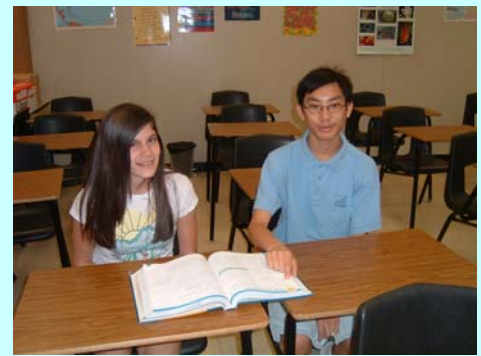


TCHS Service-Learning Academy student

- **Demonstration**: Books and teaching guides
- **Student outcomes**: Improved grades in subject areas, improved foreign language speaking, signing writing and reading skills; improvement for recipients and servers in English language skills; increased English vocabulary for ESOL students
- **Celebration**: With elementary students, teachers and partners

Description of Project Area G:

- **Name of projects**: Intergenerational
- **Teachers and students involved**: Wendy Doromal and Suzanna Thesig
- **Subjects area**: Service-Learning Council, Volunteer Public Service, Business Technology, and Technutons Club (service-learning technology club)
- **Service sites used and nature of the service activities**: Santa Workshop with R.S.V.P. and Head Start students; crocheting with seniors and yarn drive; technology lessons for senior citizens and adults; hurricane kits and hurricane preparedness guides for senior citizens; oral histories with seniors; students prepare web-sites for teachers and community members; students prepare technology at institutes and conferences
- **Uses of reflection**: Journaling, class discussions, club meeting analysis of project; portfolios
- **Demonstration**: Web sites
- **Student outcomes**: Improved technology skills, understanding of senior citizens' concerns, improved writing skills, improvements in teamwork, communication skills, higher level thinking skills, communication skills, and decision-making skills.
- **Recognition or celebration**: Santa Workshop event



TCHS Service-Learning Academy
Students–Mentoring/ESOL

Description of Project Area H:

- **Name of project**: Social Studies Projects
- **Teachers and students involved**: Michael Robbins, Brenda Graciani, Wendy Doromal, and all academy teachers
- **Subjects area**: Social Studies, Law, Service-Learning Council, Peer Mediation, Volunteer Public Service, Clubs: Young Democrats, and Students for Peace
- **Service sites used and nature of the service activities**: Service-Learning Academy Cesar Chavez Day of Service: service-learning projects throughout last week of March, Public Service Announcements, six Cesar Chavez Service-Learning workshops for social studies and middle school students, and district and state conference attendees. Dr. Martin Luther King, Jr./civil rights awareness



TCHS Service-Learning Academy
Students–ESOL

campaign month of January: Public Service Announcements, activities, and guest speakers; two voter registration drives, oral histories of seniors and WWII veterans, tornado preparedness /relief project for victims in Lake and Volusia counties

- **Uses of reflection:** Journaling, class discussion, artwork, skits, role play, portfolios
- **Demonstration:** Tri-folds, public service announcements, handouts, Powerpoint presentations.
- **Student outcomes:** In-depth understanding of Cesar Chavez and Martin Luther King, Jr.'s accomplishments, contributions, and examples of service; understanding of democratic process and voting as a civic duty; historical view of WWII through first-person oral histories; civic responsibility, teamwork, strengthen higher level thinking and decision-making skills, analysis
- **Celebration:** class celebrations, celebration at events

Description of Project Area I:

- **Name of project:** Art (four projects)
- **Teachers and students involved:** Brian Tortorelli, Wendy Doromal, Phil Tillery (Graphic Arts teacher)
- **Subjects area:** Art, Service-Learning Council, Volunteer Public Service, Graphic Arts
- **Service sites used and nature of the service activities:** Annual Global Peace Film Festival/OCPS art exhibits at the Orlando Mayor's Office and Orange County Municipal Center—peace themed art from OCPS students district-wide; Art from the Heart—valentine project for hospital patients; Winter Park Art Festival volunteers/displays; two murals at Florida Hospital East, graphic/computer art for Rick's Ride Web site; art for flyers, banners, side-walk art, newsletters, bulletin boards
- **Uses of reflection:** Artwork, news articles, class discussion
- **Demonstration/products:** Murals, artwork, sidewalk art, computer-generated art
- **Student outcomes:** Mural techniques and planning; understanding and application of mathematics concepts; teamwork; improved writing skills; application and development of design and layout
- **Celebration:** At events

Description of Project Area J:

- **Name of project:** Drug Prevention
- **Teachers and students involved:** Wendy Doromal, Service-Learning Council and Volunteer Public Service, School SAFE Advisors (Safe and Drug-Free Schools Program)
- **Subjects area:** Service-Learning Council and SAFE
- **Service sites used and nature of the service activities:** Service-Learning Council workshops for middle schools at conference; Red Ribbon Week activities (drug free) ghost-out, school-wide events for a week Drug Awareness and Night Vision training for elementary and middle schools; workshops at middle schools; bulletin boards, public service announcements (PSAs)
- **Uses of reflection:** Journals, portfolios, class discussion, project analysis sheets, student-generated surveys

- **Demonstration/products**: Workshops, Powerpoints, PSAs
- **Student outcomes**: Awareness/knowledge of drug dangers and effects; social and civic responsibility, teamwork, higher-level thinking skills; writing skills, communication skills
- **Recognition or celebration**: Event celebrations, SAFE awards for program—two plaques

Description of Project Area K:

- **Name of project**: Business Technology
- **Teacher and students involved**: Suzanna Thesing
- **Subjects area**: Business Technology, Web Design
- **Service sites used and nature of the service activities**: TCHS mini-grant for teaching community adults how to make web sites and use technology; Technology for teachers from Service Learning Tech Club; SLA and district service-learning web sites; technology set-up and assistance for district conference
- **Uses of reflection**: Class discussion, analysis
- **Demonstration/products**: Web sites, Powerpoints
- **Student outcomes** (visible benefits reported by teachers): Improved communication skills, improved technology skills, web-design, teamwork, social responsibility
- **Recognition or celebration**: Class and club celebration, certificates of recognition

Description of Project Area L:

- **Name of project**: TV Production
- **Teacher and students involved**: Dr. Cory Thayer and TV Production Classes
- **Subject area**: TV Production
- **Service sites used and nature of the service activities**: SLA students teach Avalon Elementary students to make public service announcements on school issues; edited our PSAs, created SLA recruitment video, created a Global Peace Film Festival video, and a service-learning promotional video
- **Uses of reflection**: Class discussion, writing assignments
- **Demonstration/products**: PSAs, videos
- **Student outcomes** (visible benefits reported by teachers): Civic responsibility, teamwork, increased knowledge of editing, video techniques, design of PSAs
- **Recognition or celebration**: With elementary school students

Description of Project Area M:

- **Name of project**: Interdisciplinary Special Ed. and Agriculture (one project)
- **Teacher and students involved**: Jessica Long, Agriculture and Darralynne Sundeen, Special Education
- **Subjects area**: FFA, Agriculture and Special Education Classes—yearlong project
- **Service sites used and nature of the service activities**: SLC mini-grant - Agriculture and special education study of homelessness and poverty, vegetable garden for the homeless with Christian Service Center
- **Uses of reflection**: Analysis, writing and discussion

- **Demonstration**: Garden
- **Student outcomes**: Learned to work with peers, learned to accept disabilities: Civic awareness and responsibility
- **Recognition or celebration**: Year-end celebration

Description of Project Area N:

- **Name of project**: Physical Education/Health (two projects)
- **Teachers and students involved**: Laura Powell and John Diem, Wendy Doromal, Michael Robbins
- **Subjects area**: Patient Care Technology, Pharmacy Technology, Service-Learning Council, Young Democrats Club
- **Service sites used and nature of the service activities**: Blood drives by health care students, and nutrition PSAs, nutrition page for Rick's Ride web-site (<http://www.ricksride.com>), PSAs on healthy choices and coloring book for elementary school students on junk food vs. healthy choices
- **Uses of reflection**: Writing, discussion, service learning project analysis sheets
- **Demonstration/products**: Web page, art, PSAs, and coloring books
- **Student outcomes**: Increased knowledge of subject matter, civic and social responsibility, citizenship
- **Recognition or celebration**: Certificate, partner letters, year-end celebration