

Clothes (6-8)

Language Arts, Mathematics, and Social Studies

Summary: Students study the needs of the homeless and determine what essential clothing items they will collect to donate to the local homeless shelter.

Service and Learning Activities

Preparation: Invite guest speakers from area homeless shelters to talk to students about the clothing needs of the homeless. Discuss what clothing items are essential for the homeless to have such as socks, men's jeans (many homeless work construction or day jobs), jackets, sweaters, coats, hats, gloves, etc.

Action: Students launch a school-wide clothing drive, targeting the items that are needed the most. Students make a plan to advertise and to educate the school population on the needs of the area's homeless citizens. Students sponsor a "sock" hop, a blue jean week, or other event to collect needed items. Students may also establish a clothing store for those students who do not have the resources to buy proper clothes for the winter.

Reflection: Students study what's behind the label on their clothing. Where are their clothes made? How much do the workers who make the clothes get paid? Are the clothes made by child labor? What is a sweatshop? How much does the average American worker make compared to an overseas sweatshop worker? Research on the internet to investigate the sources of their own clothing (<http://www.behindthelabel.org/>, <http://www.cluw.org/label.html>, <http://www.cleanclothes.org/>). Create a report and display and let others know what's the truth behind the label. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Students write a letter to the editor to urge community residents to donate warm clothing and sleeping bags to homeless shelters before the winter arrives. Students put displays showing their research on clothing manufacturers employment conditions in school common area. Students also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

LA.A.1.3 Uses the reading process effectively.

LA.C.1.3 Uses listening strategies effectively.

LA.B.1.3 Uses writing processes effectively.

LA.D.2.3 Understands the power of language.

Social Studies : The student

SS.C.2.3 Understands the role of the citizen in American democracy.

Mathematics: The student

MA.B.1.3 Measures quantities in the real world and uses the measures to solve problems.

MA.E.3.3 Uses statistical methods to make inferences and valid arguments about real-world situations.

Academic Objectives

- Understand the needs of the homeless population
- Learn and demonstrate proper use of research, reading, and writing skills
- Use knowledge and skills to create a meaningful educational campaign to educate students on issues relating to the area's homeless population
- Understand the world economy and be able to compare rates of pay and statistical data
- Understand the issue of sweatshops and child labor

Assessment(s): Letter to the editor, report and display

Service Objectives

- Understand the needs of the homeless population
- Learn and demonstrate proper use of research, reading, and writing skills
- Use knowledge and skills to create a meaningful educational campaign to educate students on issues relating to the area's homeless population
- Understand the world economy and be able to compare rates of pay and statistical data
- Understand the issue of sweatshops and child labor

Assessment(s): Letter to the editor, report and display

Community Homelessness & Poverty Awareness Campaign (6-8)

Social Studies, Language Arts, Mathematics, and Visual Arts

Summary: Students research the needs of the area's homeless population and the missions and work of agencies that serve them. They plan a project to meet the needs and educate the community of the needs and the facts about homelessness and poverty.

Service and Learning Activities

Preparation: Students research and read local newspaper clips, download on-line information from community agency web sites that serve the homeless; read a novel or book dealing with homelessness such as *Slake's Limbo*; invite guest speakers from agencies are invited to relay their mission; take a field trip to an agency to give students first-hand knowledge of the environment; analyze the information; formulate a plan to help meet the needs of the homeless; and educate the community to their needs.

Action: Students break into groups and create tri-fold displays that distinguish fact and fiction concerning the homeless, describe hunger statistics and ways to relieve community hunger, describe hunger statistics and ways to relieve community hunger, describe mission and needs of the local homeless agencies, create public service announcements for the school television that teaches students about the homeless, sponsor a school-wide clothing and food drive donating the clothing to an agency that serves the homeless, and give them the clothes at no cost.

Reflection: Students take guest speaker notes, discuss, and reflect on what they have learned and how they can meet needs; write daily in their reflection journals; discuss and reflect while returning from the fieldtrips. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Hold an after-school celebration where students display their tri-folds, run the public service announcements, and speak about their project. Invite media, school administrators, and parents. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Social Studies: The student

- SS.B.2.3 Understands the interactions of people and the physical environment.
- SS.C.2.3 Understands the role of a citizen in American democracy.

Language Arts: The student

- LA.A.1.3 Uses the reading process effectively.
- LA.A.2.3 Constructs meaning from a wide range of texts.
- LA.B.1.3 Uses writing processes effectively.
- LA.C.2.3 Uses viewing strategies effectively.
- LA.B.2.3 Writes to communicate ideas and information effectively.
- LA.C.1.3 Uses listening strategies effectively.
- LA.C.3.3 Uses speaking strategies effectively.

Mathematics: The student

- MA.E.3.3 Uses statistical methods to make inferences and valid arguments about real world situations.

Visual Arts:

- VA.A.1.3 Understands and applies media, techniques, and processes.
- VA.E.1.3 Makes connections between the visual arts, other disciplines, and the real world.

Academic Objectives

- Understand the needs of the area's homeless and hungry citizens and the missions of the agencies that serve them
- Learn how to collect and interpret data for statistical purposes
- Learn craftsmanship and competency in creating a useful object using clay and glaze

Assessment(s): Tri-fold displays, surveys, journal entries, bowls, speaker notes, and presentations

Service Objectives

- Demonstrate civic responsibility and citizenship;
- Assist with meeting the needs of the area's homeless and hungry citizens.
- Learn craftsmanship and competency in creating a useful object using clay and glaze

Assessment(s): Field trips where students served, public service announcements, hunger banquet, pre- and post-surveys

School Climate, Where Are We Now? (6-8)

Language Arts, Mathematics, and Social Studies

Summary: Students design, distribute, and analyze school climate surveys to determine school needs. Then they formulate a plan to improve school climate.

Service and Learning Activities

Preparation: Invite the school SAFE advisor or counselor to discuss a safe and healthy school climate that encourages educational success. How does an ideal school climate look? Students research school climate. Discuss obstacles to an excellent school climate (e.g., violence, drug use, gangs, bullying, behavior problems, threats, racism). Work together to create a school climate survey to determine the areas needing improvement.

Action: Publicize and distribute surveys to the student body. Have students complete the surveys, then collect and analyze the data. Where are the weak areas as far as your school climate? Is there a lot of drug use, violence, gang activity, or bullying? Create a school climate report based on the survey results, and share it with school administrators and teachers. Create an education campaign to address areas of need. Have students plan workshops, public service announcements, skits, poster contests, and other awareness activities related to identified needs.

Reflection: Journal or discuss as a class - What did you learn from the survey results? What surprised you? How did you feel about the campaign? What could you have changed? What went well? What changes have taken place since the campaign was launched? What are some next steps? What were the greatest challenges? What impact(s) did the project have on those serving and served?

Demonstration: Students can create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.A.1.3 Uses the reading process effectively.
- LA.C.1.3 Uses listening strategies effectively.
- LA.B.1.3 Uses writing processes effectively.
- LA.D.2.3 Understands the power of language.

Social Studies: The student

- SS.C.2.3 Understands the role of the citizen in American democracy.

Mathematics: The student

- MA.B.1.3 Measures quantities in the real world and uses the measures to solve problems.
- MA.E.3.3 Uses statistical methods to make inferences and valid arguments about real-world situations.

Academic Objectives

- Understand the importance of a safe and healthy school climate
- Learn and demonstrate proper use of research, reading, and writing skills
- Learn how to collect and interpret data for statistical purposes
- Create an unbiased survey based on research
- Use knowledge and skills create a meaningful educational campaign to educate students on issues relating to a safe and healthy school climate

Assessment(s): Survey, school climate campaign activities, journals, and research

Service Objectives

- Study school climate, create and analyze surveys, and launch a campaign to improve the climate based on survey data.

Assessment(s): Changes in school climate, year-end survey

Reading Races (6-12)

Language Arts and Mathematics

Summary: Low-level high school readers work with struggling second and third graders to increase the reading fluency of all participants.

Service and Learning Activities

Preparation: Middle or high school students are trained in tutoring methods and techniques from a reading coach to prepare for reading with third grade students. They practice fluent reading with each other. The middle or high school facilitator and the third grade facilitator coordinate a reading program, selecting reading passages and scheduling weekly times when the students can meet to read together.

Action: The middle or high school students make bookmarks for the younger readers that have inspirational quotes about the importance of reading on them. Middle or high school students pair up with younger elementary 2nd and 3rd grade students to read together. Each time they go to read with the elementary students, they chart the number of reading mistakes and record the time it takes for the younger reader to read each passage. They graph the progress weekly on a chart.

Reflection: All students reflect on how it feels to read the passage the first time as compared to the last time, as they review the chart that details the weeks of reading progress.

Demonstration: Students videotape themselves reading passages and describe their program to broadcast on school news. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

LA.A.1.4 Uses reading process effectively.

LA.A.2.4 Constructs meaning from a wide variety of texts.

LA.C.1.4 Uses listening strategies effectively.

LA.D.1.4 Understands the nature of language.

LA.D.2.4 Understands the power of language.

LA.E.1.4 Understands the common features of a variety of literary forms.

Mathematics: The student

MA.E.1.4 Understands and uses the tools of data analysis for managing information.

Academic Objectives

- Increase reading skills while teaching younger students to improve their reading skills
- Use Mathematics skills to chart reading progress.

Assessment(s): Documented improvement in reading skills and graphs charting young readers' progress

Service Objectives

- Students read fluently with a minimum of mistakes
- Increase in third graders FCAT reading scores

Assessment(s): Record of time it takes to read, and the number of mistakes

Park Biodiversity Data Collection and Interpretation (6-12)

Science and Mathematics

Summary: Students partner with a local park to create and use biodiversity surveys and data collection to record and publish interpretive species material for park visitors.

Service and Learning Activities

Preparation: Invite park staff to the classroom to talk to students about the park, show maps, and share any existing interpretive information. Brainstorm data collection methods that could be used at the study site. (Examples: take pictures, draw, count, and/or collect specimens.) Instruct quadrant and/or transect method of counting species diversity. (Count how many different species within the quadrant or touching the transect line every ten meters.) Brainstorm most appropriate method for data collection at study site. Practice species diversity method of choice. (Student teams select and set up study sites, conduct survey to create an “answer key,” rotate teams through each other’s sites. Compare data collected, brainstorm obvious discrepant data. Refine and define a “standard” data collection technique.) Share recorded data and method of recording. Brainstorm “best” way of data recording, analysis, and display. Establish standard method of recording and display (tables, charts, pictographs, etc.). Brainstorm and design an assessment rubric measuring procedure mastery, and data recording, analysis and display mastery. Assess mastery of survey techniques and data recording/display. Have students to set up the assessment sites and “answer keys”. Brainstorm and decide on alternative data collection strategies to be used at the site. (Examples: plant press, narrative description, sketch, photograph, capture/release procedures, etc.) Teach skills as necessary. Prepare for field trip. All students collect species diversity data. Allow students to decide what other data collection technique they will conduct on site. Students might also choose a “target” population (plants, insects, birds, etc.).

Action: Field Trip(s) Study site data collection. Students create displays of species diversity data and create portfolios of additional data (preserved plants, narrative descriptions, sketches, digital images, etc.). Students make flyers or brochures for park visitors.

Reflection: Journaling: What did you learn about collecting species diversity data? How will this project benefit the visitors to the park? How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Displays and interpretive material (interpretive materials may include data displays, species reports, digital images, pressed plants, illustrations, brochures, flyers, etc.) are shared with other classes and given to the park to inform visitors. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Science: The student
SC.G.1.4 Understands the competitive, interdependent, cyclic nature of living things in the environment.
SC.H.1.4 Uses scientific processes and habits of mind to solve problems.

Mathematics: The student
MA.E.1.4 Understands and uses the tools of data analysis for managing information.
MA.E.3.4 Uses statistical methods to make inferences and valid arguments about real-world situations.

Language Arts: The student
LA.B.1.4 Uses writing processes effectively.
LA.B.2.4 Writes to communicate ideas and information effectively.

Academic Objectives

- Collect and analyze species data using science and Mathematics skills
- Use science, Mathematics and language arts skills to create displays and interpretive material from the collected data

Assessment(s): Student-created assessment rubric, data portfolios, survey techniques and data recording/display mastery assessment

Service Objectives

- Provide interpretive species data displays and materials for a local park

Assessment(s): Data portfolios, pressed plant specimens (herbarium), species diversity data displays