

DRAFT

**Service Learning and the Florida
Sunshine State Standards**

Part I

**Profiles of Effective Service-Learning
Projects and the Standards they Address**

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Curriculum Connections:

Sunshine State Standards

LANGUAGE ARTS

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)

Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)

Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.2)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.2)

Language

Standard 1: The student understands the nature of language. (LA.D.1.2)

Standard 2: The student understands the power of language. (LA.D.2.2)

SCIENCE

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)

THE ARTS

Dance

Skills and Techniques

Standard 2: The student understands the choreographic principles, processes, and structures. (DA.A.2.2)

Music

Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music. (MU.A.1.2)

Theatre

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.2)

Course Emphasis: Interdisciplinary

Grades 3, 5

Project HEAL: Helping Elder Adults Live

Edison Park Creative and Expressive Arts School

Fort Myers, Lee County

Contact:

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Project Profile

Many youth grow up in families and neighborhoods where older adults are not present. Students at Edison Park Elementary School were introduced to volunteerism, the needs of sick and frail adults, the benefits of diversional activities, body movement, music, drama, dance, and art to improve quality of life and career opportunities in the growing field of gerontology. The students' service learning provided an opportunity to meet the needs of the school by integrating academic and arts curriculum, and to meet the needs of the healthcare facilities by improving patient quality of life.

Project Support and Participation

Partners included: Heartland Healthcare Center, Hope Hospice, Edison Park Creative and Expressive Arts School, Sanibel Captiva Conservation Foundation, and Lee Memorial Hospital. The project was funded by a \$5,962 Florida Learn & Serve Grant with \$10,557.50 in matching funds and in-kind contributions from Heartland Health Care, Hope Hospice and Edison Park.

Service-Learning Activities

Students completed over 600 hours of service by reading and writing for patients; providing patients with companionship and socialization; facilitating patient story telling/life review; performing music, dance and dramatic performances; planting and maintaining butterfly gardens for patient enjoyment; and preparing and serving meals. Professional staff coordinated service-learning activities at each facility. At the conclusion of service field trips, students reflected on their service experience, examining fears, challenges, and stereotypes of sick and frail elderly.

Structured Reflection Opportunities

Faculty incorporated activities for the students to reflect upon their experience and integrated what they have learned into school curriculum. Methods used included story circles; journal writing; illustrating patient stories; letter writing; expressing their experience through the arts; incorporating patient stories into history, geography and culture lessons; and review of the life cycle in science classes.

Project Impact

Project HEAL gave students the opportunity to learn firsthand the importance of volunteerism and to experience the positive impact they could have on others. They also had the opportunity to learn from and work with a registered dietitian, nurses, counselors, and a local naturalist. The residents at the health care facilities looked forward to the students' visits and helped in planning activities with the students. The staff at the facilities noted positive changes in the residents' attitudes and actions as well as a willingness to work with the students.

Curriculum Connections:

Sunshine State Standards

SCIENCE

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

THE ARTS

Visual Arts

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.4)

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.4)

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

Course Emphasis: Art and Science

Grades 9 - 12

Sensory Art

Cypress Lake High School

Fort Myers, Lee County

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Project Profile

In Lee County's only magnet high school, 200 district-wide arts students are competitively chosen to attend the Cypress Lake Center for the Arts (CLCA) as a school-within-a-school. These students are talented, expressive, and have special needs to share their talents through service to the community. Concurrently, the school also annually serves over 200 at-risk youth in its Dropout Prevention (DOP) Program. The latter students have served as fragrance garden volunteers at the Fragrance Garden of Lee County over seven years. Fusing the two groups in service, two creative service-learning projects were accomplished at the Fragrance Garden of Lee County. The first project was the creation of a "Children's Touching Garden," built by DOP students. The second project, "Pipe Art," was the painting of beautiful floral scenes on surplus water drainage pipes that serve as herb planters in the garden by members of the National Art Honor Society (NAHS).

Project Support and Participation

This project had 86 student participants and 26 adult volunteers and impacted 1,500 service recipients. Partners were the Fragrance Garden of Lee County, Gulfshore and Optimist Club of Cape Coral. The project was funded by a Florida Learn & Serve Grant for \$5,068 with matching funds and in-kind contributions worth \$3,015.

Service-Learning Activities

The Children's Touching Garden was designed by the Volunteer Director of the Fragrance Garden as a dedicated area for children, constructed by students and children. DOP students were given on-site instruction on plant planting and care, on construction of meandering pathways, and bench assembly. Each student was given a section of pathway to complete. During planning and construction, students were mentored by 24 Lee County Master Gardeners and volunteer land stewards. The director of the Fragrance Garden and the CLCA art teacher collaboratively designed the Pipe Art Project. NAHS members were assigned an herb pipe to plan, prepare, and paint. Students completed horticultural research on their herb, and submitted sketches for consideration. Once approved, 24 of the herb planters were expertly painted. Students reflected on their progress by planning a children's brochure, complete with a coloring section.

Project Impact

It is anticipated that 9,000 children will experience the visual and tactile experience provided in the Children's Touching Garden in its first year. During the school year, service learners from the DOP were awarded partial science credit for their efforts. Pre- and post-project comparisons of participant attendance, GPA, and discipline referrals have indicated improvement for all students. Pipe Art NAHS students successfully completed their art portfolio and each presently have a permanent art project on display satisfying the primary goal of Art in Public Places.

Future Activities

Next year's plans include the inclusion of service learners from an elementary and a middle school. Cypress Lake High School DOP students will further enhance the garden by constructing an orchid house with an emphasis on preservation and propagation of wild orchids that are indigenous to our area. NAHS members will design a coloring book of native and exotic plants found in the garden. Trafalgar Middle School students will build butterfly houses for the existing butterfly garden and exchange seeds and plants with Beach Elementary kindergarten students for planting in their schoolyard.

Curriculum Connections:

Sunshine State Standards

SCIENCE

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.4)

Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

MATH

Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.4)

Standard 3: The student estimates measurements in real-world problem situations. (MA.B.2.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

Course Emphasis: Science, Math

Grades 9 - 12, K - 8

Econfina River Initiative

Taylor County High School

Perry, Taylor County

A NATIONAL SERVICE-LEARNING LEADER SCHOOL

Contact:

Terry Zimmerman, Project Facilitator

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Project Profile

Water quality is an ongoing issue in rural Taylor County. Most residents get their water from wells, and much of it is polluted. A large pulp processing plant may be a cause to the pollution, as the plant discharges untreated wastewater into the adjacent Fenholloway River. This river needs to be brought up to standards so that it is "swimmable" and "fishable," but there are no data on what the river was like before it was polluted. At the same time, students at Taylor County High School have been conducting water testing at the nearby and similar river system -- the relatively pristine Econfina River.

Making Curriculum Connections

Curriculum links are to math, science, and English classes, with a core group coming from the Environmental Studies Academy. Activities are directly linked with students' curricula, state standards, student assessment and grades. In 2000, the school was selected as a National Service-Learning Leader School. In this capacity, students have given numerous trainings and presentations to schools and at meetings and conferences. Several of Florida's Academic Standards for performance in Science and Math were met during the project. Some of those standards are highlighted in The Curriculum Connections column.

Project Support and Participation

This project received a Florida Learn & Serve Grant for \$15,158 and provided \$36,000 in matching funds and in-kind contributions. Major partnerships included Buckeye Technologies, Taylor County Environmental Health Unit, Accent Eye Care, City of Perry Wastewater Treatment Plant, Perry Newspapers, Inc., Suwannee River Water Management District, Fresh Water Fish and Game Commission, U.S. Forestry Division, Perry Animal Hospital, Dr.'s Memorial Hospital, and the Perry Chamber of Commerce.

Service-Learning Activities

Students conducted activities on a weekly basis. Activities included water testing (temperature, flow, clarity, dissolved oxygen, pH, salinity, nitrate) at the Econfina River, Fenholloway River, and San Pedro Bay; well-water testing; photometric indexing; flora and fauna study and monitoring; presentations to other students; and presentations at conferences and to civic organizations, scientists, and environmental officials. The students also worked with 120 middle and elementary students and their teachers, teaching them to conduct water quality monitoring at water bodies near their schools (Steinhatchee River, Spring Creek).

The program was run continuously throughout the year, with activities occurring weekly on different aspects of the project. On occasion, business partners requested that students perform a project for the community such as a coastal clean-up, radon gas testing of a public building, septic tank surveys, or a litter survey index. Students made arrangements for the project, kept project records, reported findings to appropriate officials, and evaluated the program's success. The project had three full-time VISTAs, all former students, who also helped manage and oversee efforts.

Curriculum Connections:

Sunshine State Standards

MATH

Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information. (MA.E.1.4)

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics. (MA.E.2.4)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

Project Impact

The project began in the early 1990s. In the initial years, improvements in grades, attendance, and behavior were dramatic. These gains have leveled off over the years as the program has become institutionalized. Overall, the program has been a very effective learning and teaching tool that is very well supported and respected by the community. Whereas there is some reluctance in having outsiders test residents' wells, sinks, and septic systems, the students, as a part of the community, were welcomed. The high standards of their work are accepted by local, state, and federal environmental officials. The data the students have collected over the years on the Econfina River is being used as the standard for restoration of the polluted Fenholloway River.

Future Plans

Plans are to expand efforts with the assistance of VISTAs and to include students in every school in the district. Other local water bodies, such as sinkholes and springs, will be added to the study list.

Curriculum Connections:

Sunshine State Standards

SOCIAL STUDIES

Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective.

(SS.A.1.3,4)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3,4)

People, Places and Environments

[Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

Government and the Citizen

[Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

THE ARTS

Music

Skills and Techniques

Standard 1: The student sings alone, or with others, a varied repertoire of music. (MU.A.1.3,4)

Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments. (MU.B.1.3,4)

Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history. (MU.C.1.3,4)

Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.3,4)

Course Emphasis: Social Studies, Music

Grades 6 - 12

Black Archives Tour Guide Program

Black Archives, History, and Research Foundation

Miami, Dade County

Contact:

Derek T. Davis, Project Facilitator

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Project Profile

For the past three years, the Black Archives Tour Guide Program (BATGP) has targeted and trained inner-city students to become advocates and tour guides for their neighborhoods by teaching the history, heritage and culture of the Overtown community. BATGP remains the only service-learning program in Overtown and other inner-city communities that promotes student knowledge of local and national history, heritage, and culture in a nontraditional classroom setting through training students to become tour guides and public speakers/presenters. Students compiled oral histories through interviews of community pioneers on both video and audio tape. There is an overwhelming need for service-learning activities in the presently decaying Overtown community and throughout Miami due to the lack of local history and culture taught in the classroom and absence of intergenerational activities.

Project Support and Participation

There were 147 student participants who impacted an estimated 4,000 service recipients. The project received a Florida Learn & Serve Grant for \$10,814 with matching funds and in-kind contributions amounting to \$17,500. Partners in this project were: Dade County Public Schools Intergenerational and Multicultural Programs, The Women of Essence (local community service organization), Cammillus House, African American Caribbean Arts Association (AACAA), Greater Bethel AME Church, Booker T. Washington High School, Horace Mann Middle School, Charles Drew Middle School, Turner Tech High School, Edison High School, Jose Diego Middle School, Black Cat Productions, Jill Beach Productions, Overtown NET and the City of Miami Community Redevelopment Agency (CRA).

Service-Learning Activities

The BATGP service included planning activities and trips, ordering resource materials, contacting partners for their input and involvement, and conducting training workshops. Students conducted tours of the Chapman House, an African-American museum. After they completed their assignments on aspects of the African-American experience and conducted interviews of community pioneers and advocates, the students served as museum tour guides and docents for other students and members of the community.

Structured Reflection Opportunities

Reflection involved students participating and learning about history and culture of Miami through tours of historic sites and trips to institutions of higher learning and holding panel and informal discussions with native Miamians and pioneers. The students composed raps about the lessons they learned, and performed them for the community, students, and even for a national TV audience as part of a music awards program filmed in Miami.

Project Impact

The BATGP has exposed students to a new world of culture and history while teaching them the importance of community service and gives students an opportunity to learn valuable job skills. The BATGP has increased the students' self-esteem, self-awareness, and their sense of place in the Miami community.

Future Activities

The Black Archives plans to partner with both the 21st Century Consortium and the Community Studies Consortium to include four additional schools. The programs will be expanded to include environmental concerns, the use of public spaces and parks, political culture, and history in the various communities. The Black Archives has formed a partnership with the Miami ACLU Community Education division to join upcoming projects to assist with community forums and panel meetings to promote student advocacy and participation in the political process.

Curriculum Connections:

Sunshine State Standards

THE ARTS

Theatre

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3,4)

Standard 3: The student designs, conceptualizes, and interprets formal or informal productions. (TH.A.3.3,4)

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3,4)

Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3,4)

Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3,4)

HEALTH EDUCATION

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3,4)

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3,4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3,4)

Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3,4)

Course Emphasis: Interdisciplinary

Grades 8 -12

Hippodrome Improvisational Teen Theatre

Loften High School

Gainesville, Alachua County, Florida

Contact:

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Project Profile

The HITT program is an arts-based service-learning model that uses youth from diverse backgrounds and ethnic populations to convey messages of positive choices and drug-free lifestyles through the creative venue of dramatic arts. The overall goal of the program is to provide students with a sense that they can succeed and to furnish them with the skills and knowledge necessary to resist or desist from high-risk behaviors.

Project Support and Participation

The project had 56 student participants and reached 620 service recipients. The interdisciplinary service project was diverse and included: community improvement, conflict mediation, drug and violence prevention, education, health, human needs, literacy, public service, research, school improvement, tutoring, and mentoring. There were daily 90-minute classroom instruction for 6 weeks per session (2 sessions) as well as Performance Tour/Peer Education Workshops (12 hours per student). The project received a Florida Learn & Serve grant of \$11,452. Matching funds and in-kind services were provided by personnel from Loften High School, Alachua Halfway House, and the Hippodrome State Theatre who are the primary partners for this project.

Service-Learning Activities

Program workshops addressed the issues of self-esteem, substance abuse, teen pregnancy prevention, violence prevention, delinquency, and other issues selected by the students. After the workshops, and using established performance standards as a springboard, theatre specialists led the students in the development of improvised scenarios, providing an opportunity for students to “act out” such skills as self-awareness, self-acceptance, self-improvement, interpersonal communication, and resisting negative peer pressure. After six weeks, students were responsible for collaborating with the project team to schedule performances that they wrote and composed.

The HITT program included seven-week sessions at Loften High School and Alachua Halfway House, as well as, several peer education workshops and performances. Each session provided one day of pre-testing, seven weeks of HITT classes, and a day of follow-up testing with a 100% high-risk youth population. The sessions were part of a Drama II class.

Structured Reflection Opportunities

The performances, or peer education workshops, included question-and-answer sessions with student audiences following each performance. Such sessions allowed students to reflect upon their service. Back in the classroom, students analyzed their performances and their own decision-making processes regarding the issues explored during each performance.

Project Impact

The Culture-Free Self-Esteem Inventory was used and measured positive gains in sociability, flexibility, teamwork, adaptability, discipline, and problem solving. The program evaluator’s exit interviews reflected a dramatic increase in the youths’ abilities to recognize obstacles and make positive choices.

Curriculum Connections

Florida Sunshine State Standards

LANGUAGE ARTS

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)

Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

SCIENCE

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

MATH

Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world.

(MA.A.1.4)

Standard 5: The student understands and applies theories related to numbers. (MA.A.5.4)

Measurement

Standard 1: The student measures quantities in the real world and uses measures to solve problems.

(MA.B.1.4)

Standard 3: The student estimates measurement in the real-world problem situations. (MA.B.3.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two and three-dimensional shapes.

(MA.C.1.4)

Course Emphasis: Interdisciplinary

Grades 9 -12

Harvesting Success: The Study of Poverty and Homelessness

University High School

Orlando, Orange County

Contact:

Wendy L. Doromal, Project Facilitator

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Project Profile

“Harvesting Success: The Study of Homelessness and Poverty in Central Florida” was the focus of a year-long project designed with 70 ‘at-risk’ students to fulfill the objectives of providing needed service while reinforcing relevant subject matter, understanding an important issue, raising community awareness, developing civic responsibility, and mastering core subject skills focusing on reading, writing, and math. The following activities were implemented: researching the issue to identify the needs of our area’s homeless population; reading two related novels; journal entries; sponsoring a school-wide food and clothing drive; sponsoring a community Walk-A-Thon to raise funds for a larger medical center and new respite center for the Health Care Center for the Homeless (HCCH); creating a vegetable garden for the homeless; accompanying the H.O.P.E. Team to interview the homeless in the woods; volunteering at the Daily Bread Soup kitchen and paying for soup for one week; working at Second Harvest Food Bank; conducting video interviews of the homeless and staff at the HCCH; hosting guest speakers including a master gardener, homeless and food bank agency directors, and two homeless men; participating in a real-life homeless simulation downtown; hosting a hunger banquet; and creating a web-site, booklet, video, and displays to increase community awareness on the issue.

Making Curriculum Connections

Students had the chance to solve problems, set goals, risk failures, work “outside the box,” explore homelessness in-depth, address the issue, and learn from each other. They applied what they learned from guest speakers, books, simulations, and working with agencies and the homeless to benefit their community. The project went beyond conventional classroom techniques to allow individual students’ talents, interests, and strengths to shine through linking interdisciplinary subjects. Every student had the chance to be a vital team player and excel. Students skilled in art and technology focused on the web site, displays, and booklet; those with green thumbs were leaders in the garden; writers concentrated on texts, and scripts; and math wizards charted statistics and oversaw the budget. Lessons emphasized tools needed to be lifelong learners such as research, analysis, problem-solving, teamwork, and communication skills. Several of Florida’s Sunshine State Standards for performance were met during this project.

Project Support and Participation

The project was designed, planned, and implemented by the teacher and students. Supplies and expenses were covered through seven grants the teacher applied for and received. As the project progressed, participation spread to involve others in the school and community. Agriculture classes planted rows for the hungry. The Walk-A-Thon, hunger banquet, and food/clothing drives were supported by hundreds--the student body, school clubs, parents, mentors and tutors, faculty, partners in education, homeless agency staff, and the community-at-large. Mentors, tutors, parents, media center staff, a school deputy, teachers and invited classes joined in volunteering at agencies or field trips to interview the homeless. To the students, the most important participants were the hundreds of homeless men, women, and children they served at the soup kitchen, interviewed in the woods and on the streets, and helped through their volunteer efforts.

Curriculum Connections

Florida Sunshine State Standards

MATH

Data Analysis and Probability

Standard 1: The student understands and uses tools of data analysis for managing information. (MA.E.1.4)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

SOCIAL STUDIES

People, Place and Environments

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.1.4)

Government and the Citizen

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)

Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)

THE ARTS

Music

Creation and Communication

Standard 2: The student composes and arranges music within the specific guidelines. (MU.B.2.4)

Theatre

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.4)

Visual Arts

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and using knowledge of structures and functions of visual arts. (VA.B.1.4)

HEALTH EDUCATION

Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family and community health. (HE.C.2.4)

Service-Learning Activities

Imagine what it's like to be homeless or hungry. In this project, students didn't have to imagine--they lived it. Instead of just reviewing statistics about hunger, the students sponsored a hunger banquet. They arranged all aspects of the banquet, inviting 70 invited guests to represent the world population. Guests were served water and rice to represent the 55% of the world's population that does not get enough to eat; beans, rice, and juice for the 30% with just enough; and a feast of plenty for the 15% who live in wealth. Reading a story would not allow students the entry into the world of the homeless that students gained from interviewing homeless at the agencies, in the woods, and on the streets with intelligent questions that mattered to them. They spent an evening downtown in a homeless simulation. They saw camps in the woods where shelters were blue tarps hung from trees and stoves were old barrels; where paper plates nailed on trees held messages like, "Police welcome," and "Stay away Sue." At agencies, on the streets and at the soup kitchens, students listened intently as the homeless told stories and gave advice--stories about the Vietnam War; getting on a bus to Florida and being robbed of tools needed to get a job, the frigid cold of winter and unrelenting mosquitoes of summer, about living in a car with young children. Their advice was to "Stay in school" and "Don't drink or do drugs." The stories and advice moved the students to expand the project to include the Walk-A-Thon, more agency volunteer hours, and to write to policymakers about this issue.

Structured Reflection Opportunities

After each phase of the project, there were discussions to reflect and evaluate. Students also kept journals and reflected in their writing for the hunger banquet, video scripts, web-site, displays, and in letters they wrote to policy-makers. Through their reflections, students excitedly developed new ideas to help the homeless or to study the issue. Some ideas were implemented and some are being added as the project continues. For example, students learned that foot problems are very common health concern for the homeless. They will be hosting a "sock hop" where all dancers must bring a pair of new socks as admission.

Creating Assessment Criteria

Evaluations (self, peer and teacher) and students' daily journal entries served as tools to measure academic and personal growth throughout the project and indicated that the students exceeded objectives in all areas. Students learned more than what was written in lesson plans. As knowledge increased, stereotypes disappeared. As interaction through volunteer work progressed, tolerance and understanding replaced biases and prejudices. As students completed products, compassion and involvement replaced apathy. Interacting with the homeless opened not just their eyes, but their hearts. A visit to the Health Care Center for the Homeless (HCCH) evolved into heartfelt discussions that led to the successful food/clothing drive and Walk-A-Thon. Agency directors and staff praised the students and treated them like valued colleagues. They were asked to make the Walk-A-Thon an annual event. The project greatly increased students' self-worth and self-esteem.

Learning From Experience

The teacher uses service-learning as a tool to reach the students who learn best from practical experience with hand-on activities. The students apply what they researched and studied in the classroom to the real world. They learn responsibility, teamwork, and skills that will be useful in the workplace because they have key roles in planning and carrying out the project. The most difficult part of this project was completing segments in the allotted time. Students and the teacher agreed to continue and expand the project in future years.

Curriculum Connections:

Sunshine State Standards

LANGUAGE ARTS

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)

Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)

Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.2)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.2)

Language

Standard 1: The student understands the nature of language. (LA.D.1.2)

Standard 2: The student understands the power of language. (LA.D.2.2)

Literature

Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.2)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.2)

Course Emphasis: Language Arts, ESOL

Grade 5

Comet Kids Soar and Serve

Jack D. Gordon Elementary Community School

Miami, Dade County

Contact:

Eileen Medina, Project Facilitator

14600 Country Walk Drive, Miami, 33186

Phone: (305) 234-4805 Fax: (305) 234-4815

Project Profile

Jack D. Gordon Elementary Community School is a large metropolitan school with 1,753 students. The student population is 56.9% Hispanic. The target group is 27 students enrolled in COMET (Career Opportunities Motivated through Educational Technology), a dropout prevention program, and a group of parents who have limited English proficiency (LEP). This program promoted intergenerational respect, self-esteem, good citizenship, English proficiency, and reading comprehension skills.

Project Support and Participation

This project received a grant from Florida Learn & Serve for \$5,976 and had matching funds and in-kind contributions totalling \$3,797. There were 27 student participants and 12 adult volunteers. Partners were: Jeanmarie Hallmark, Papa John's, Publix, EESAC, Real Way, PTA and Turf Management.

Service-Learning Activities

Students and LEP parents met twice a week for 45 minutes during the district's two-hour mandatory Language Arts block. Before meeting, the two groups were trained by certified teachers in English Speakers of Other Languages (ESOL) strategies and Reading Comprehension Skills. During this period, these groups read, created books, and visited the computer lab using the appropriate software to reinforce their ESOL strategies and Comprehension Reading Skills under the supervision of their teacher and two trained paraprofessionals. The project provided training for 5th graders on ESOL strategies, as well as training for LEP parents in reading comprehension.

Structured Reflection Opportunities

All participants used journal entries during each session, and the last 15 minutes were used for reflection and recognition.

Project Impact

Jack D. Gordon Elementary Community School projected that 80% of all students would show an increase of 15 points from a pre/post test in Reading Comprehension. At the end of the project, 60% of all students increased the mean score on SAT Reading Comprehension by five points or more. Targeted students' absenteeism decreased by 10% from the previous year. Eighty percent of Limited English Proficient Parents enrolled increased their ESOL level as evidenced by pre-post ESOL test. Sign-in sheets reflected no decline in parental participation. Targeted students' referral by School Case Management (SCM) forms decreased by 10% from the previous year. Assessment was made using pretest/posttest on reading comprehension (Oral Language Proficiency Scale) and referral forms. Students showed significant improvement on the posttest.

Future Plans

Plans for the next school year are to add an additional grade level of identified students and pair them with additional LEP parents. This will continue until all grade levels 3 through 5 are involved. The time frame and days the groups meet will be increased. Gordon Elementary Community School can serve as a model for other schools.

Curriculum Connections:

Sunshine State Standards

SOCIAL STUDIES

People, Places and Environments

[Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

Government and the Citizen

[Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

HEALTH EDUCATION

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3,4)

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3,4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3,4)

Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3,4)

SCIENCE

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3,4)

connect them with resources to help permanently); and Home Safety for Seniors (teens conduct safety needs assessments in the homes of elderly and then deliver and/or install equipment such as bathtub rails, peep holes, smoke alarms, etc.).

Future Plans

The Council plans to develop service-learning programs to involve entire families, encouraging neighborhoods to help one another in Manatee County. "Weekend Dads" is the brainchild of one Council member who realized how difficult it is for non-custodial parents to find ways to spend quality time with their children. Today, there are weekly activities announced in the newspaper to recruit Weekend Dads and their children to participate in events such as: Tidy Tombstones (recording data from county-owned, neglected cemeteries and researching the history—and repairing broken tombstones); and Egmont Key Restoration (monthly trips to an island where a fort once stood to build environmental trails and boardwalks). As the program has matured, ManaTeens have gone off to college and wanted to continue their efforts. A new partnership has begun with Manatee Community College to expand the Home Safety for Seniors project with college students.

Course Emphasis: Interdisciplinary

Grades 6 - 12

**ManaTEEN Youth Service-Learning Council
Volunteer Services of Manatee County, Inc.
Bradenton, Manatee County**

Contact: Adraine LaRoza, Project Facilitator
1701 14th Street West, Bradenton, 34205
Phone: (941) 746-7117 Fax: (941) 746-7535
E-mail: Manateens@aol.com

Project Profile

The ManaTEEN Club is the nation's largest teen volunteer program with more than 10,000 active members who contribute 1,000,000+ hours of service annually to the residents of Manatee County. Youth Council members are ManaTEENS who have donated a minimum of 500 hours of service and who have participated in at least 10 training workshops to include grants administration, board training, aging sensitivity, disaster preparedness, etc. The Council conducts needs assessments semi-annually to determine unmet community needs and focuses its attention on addressing those needs. In 1999-2000, the Council developed several programs to assist senior citizens, including Home Safety for Seniors and Adopt-a-Grandparent. The Council awarded more than \$25,000 in mini-grants to area organizations, schools, and adult/youth groups for service-learning projects that promote youth as decision makers.

Project Support and Participation

This project received a \$23,500 grant from Florida Learn & Serve and had matching funds and in-kind contributions for \$25,000. Partners were: Manatee County Government, United Way of Manatee, Florida Association of Volunteer Centers, Drug Free Communities, United Community Centers, and the American Red Cross.

Service-Learning Activities

The Youth Council met throughout the year to review, select, distribute, and monitor mini-grants to local organizations. There were four rounds of mini-grants during the year. The Council trained up to 1,000 ManaTEENS each year in peer-to-peer trainings to address HIV Prevention, abstinence, aging sensitivity, disaster response, toastmasters, phone counseling, etc. In addition, the Council served as the Speaker's Bureau for the ManaTEEN Club, traveling throughout Florida to assist volunteer centers and other interested agencies in establishing teen volunteer programs.

The Youth Council provided the opportunity for hundreds of youth in our community to identify unmet needs and empowered them to find creative solutions to address community problems. There are more than 20 sustaining, long-term programs in Manatee County that were established by Youth Council members, including Ties that Bind (homeless families are provided temporary lodging at local motels while teens

Curriculum Connections:

Sunshine State Standards

HEALTH EDUCATION

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention (HE.A.1.4)

Standard 2: The student knows how to access vital health information and health-promoting products and services. (HE.A.2.4)

Responsible Health Behavior

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

SCIENCE

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

PHYSICAL EDUCATION

Physical Education Literacy

Standard 3: The student analyzes the benefits of regular participation in physical activity. (PE.A.3.4)

Responsible Physical Activity Behaviors

Standard 2: The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.4)

provide weekly mounted horse therapy to handicapped individuals in our area, using at-risk youth as service providers guided by adult mentors. They held summer camps for inner city youth and handicapped children. Animal Husbandry and many related subject areas relating to careers in this field were highlighted. Facilitators hope the project will double in size next year.

Structured Reflection Opportunities

Following each therapy session, providers completed a brief evaluation form requiring a simple interview with the client. Providers debriefed their participation and discussed future session strategies at weekly meetings. Providers made presentations, speeches, wrote publishable articles, and kept journals.

Project Impact

The success of the project was evidenced by an increase in requests for the program; the School Board opening all the schools in Highlands County to program; providers expanding the base of organization by talking to the Cattleman's Association, Highlands Horse Association, Quarter Horse Club, and 4-H clubs; recognition including frequent press releases with photos, appearances at local service clubs, special events, and successful semi-annual fundraising activities.

Course Emphasis: Health, Science, & Physical Education

Grades 4 - 12

Horses, Teens, and Persons with Disabilities

The Potter's House Girls Home and Reality Ranch

Lake Placid, Highlands County

Contact:

Sandra J. Lopes, Director

140 Dunty Road, Lake Placid, 33852

Phone: (941) 699-1685 E-mail: alpha1@strato.net

Project Profile

"Therapy with the Help of the Horse" to handicapped individuals was a project with the goals of utilizing at-risk young women and students as service providers, providing emotional and physical benefits for the clients, providing summer camps to inner-city youth and handicapped children, and exposing providers to career opportunities in horse therapy, teaching, and working with special people. It gave highly at-risk students a sense of purpose and self-worth.

Prepping for the Project

The project received two Florida Learn & Serve grant for about \$25,000 over two years. Matching funds and in-kind contributions included: Potter's House—Director, Asst. Director, & Teacher's time, van and transportation, match cost of activity supplies, insurance, training (\$20,115); Highlands Horse Therapy—truck & horse trailer, transportation, horses, training, insurance (\$14,698); Reality Ranch—transportation, horses, feed, vet care, housing, Director's time, training, camps (\$22,760). Partners were The Potter's House, Reality Ranch, Highlands Horse Therapy, and the Kiwanis Club.

Service-Learning Activities

Service providers completed the Association of Horse Handlers Certification Course, First Aid and CPR courses, learned about the types of limitations of clients and aid in designing an individualized program for each client. Service recipients received horse therapy for 15-30 minutes each week. There were four service providers per horse. Participants directed and assessed sessions. Volunteer physical therapists and doctors aided in developing exercises and activities for clients. Providers learned to interact with people with severe handicaps and assessed their needs, anticipated their next moves, and prepared to keep them safe.

The project included bimonthly board meetings; weekly planning and evaluation meetings, training, and hands-on experience; quarterly fundraisers, news articles; certification training; and 4-day weekend horse camps in the summer. Our goal was to

Curriculum Connections:

Sunshine State Standards

SCIENCE

Force and Motion

Standard 1: The student understands that types of motion may be described, measured and predicted. (SC.C.1.3,4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured and predicted. (SC.C.2.3,4)

Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3,4)

Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3,4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3,4)

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3,4)

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3,4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3,4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3,4)

Students began with an introductory lesson that included intensive safety training and identifying local flora and fauna. Students learned the details of forest management including wetlands, delineation, and the associated legislation. The St. Johns River Celebration is a community-wide clean-up day that brings community and all the volunteer programs together.

Structured Reflection Opportunities

Students participated in project activities as a direct part of their course curricula, and so their grades were based on their service-learning efforts. As reflection, students from Wilkinson Jr. High School produced a scrapbook and videotape about their project. Clay High School students received credit in Ecology or Limnology. All the students participate in a T-shirt day and celebration at the end of the year.

Project Impact

The Bayard Point Legacy Project has improved the quality of the existing facility through regular maintenance, addition of new trails, and proposed facilities. The students have improved attendance, grade point averages, and attitudes. Clay High School FCAT scores improved in every category. Through the implementation of the project, students have gained a greater understanding of the community and the importance of the surrounding ecosystems. The project impacted 15,000 residents of Clay and St. Johns Counties who use the J.P. Hall Nature Preserve and approximately 1,000 students who participate in educational programs within the facility.

Course Emphasis: Science

Grades 6 - 12

Bayard Legacy Project

Clay High School

Cove Springs, Clay County

Contact: Brian Bane, Project Facilitator
2025 Hwy. 16 West, Green Cove Springs, 32043
Phone: (904) 529-2110, ext. 138 E-mail: thebanes@bellsouth.net

Project Profile

The St. Johns River is a vital resource to northern Florida. It provides habitat to many threatened and endangered species and plays an important role in maintaining the Floridan Aquifer. The urbanization of surrounding communities has had a negative impact on wetlands and other vital habitats along both the St. Johns River and Black Creek. The ongoing Bayard Point Legacy Program educates the local community about the importance of the river and its watershed. Students from Clay High School and Wilkinson Junior High learn the intricate details of forestry management and participate in research programs with the assistance of the St. Johns River Water Management District (SJRWMD). Bayard Legacy provides participating students with valuable skills that translate to the work environment.

Project Support and Participation

This project was funded with a Florida Learn & Serve grant for \$11,704. Project partners included Clay County District Schools, who provided existing equipment, large storage shed on-site, teacher salaries, and additional stipends for Bayard Point Legacy Project sponsors; and the St. Johns River Water Management District who provided supplies, equipment, and personnel. There were 245 student participants from Clay High and Wilkinson Jr. High and 18 adult volunteers.

Students participated as part of an after-school club that met once a month as a large group and 2-4 times a month in smaller work teams to conduct activities at the site. Students were required to maintain their grades to participate. In addition, the club students were joined by science and geography classes on joint projects. There were eight site visits during the school year and one weekend River Day service day. The students made informational kiosk posters, developed a new trail on the site, produced a brochure and map for public use, helped the water management district with site maintenance, and collected aquatic vegetation data for the Submerged Aquatic Vegetation study, conducted by the Water Action Volunteers of the SJRWMD.

Curriculum Connections:

Sunshine State Standards

SCIENCE

Processes that Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)

Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)
Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.2)

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)

LANGUAGE ARTS

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.2)
Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)

Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.2)
Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)

Structured Reflection Opportunities

It is the practice of the group to maintain journals near the end of each session and from time to time read aloud their entries to their fellow Earth Rangers. This provides additional practice in writing, reading, and recitation skills.

Creating Assessment Criteria

Pre-tests and post-tests were administered to all participants before and after each presentation and/or field trip.

Future Plans

Plans are being advanced for an expanded nursery and growing facility that will utilize conventional growing systems as well as state-of-the-art vertical growing systems employing drip irrigation methods for providing chemical free water and nutrients. We also envision establishing partnerships and collaborative efforts with other area schools. Finally, Norcrest Elementary School is in the process of creating a long-distance learning program with an Earth Rangers Club located in Monteverde, Costa Rica.

Course Emphasis: Science, Language Arts

Grades 4-6

OH WOW! (Our Heavenly Wonderful Outside World)

Norcrest Elementary School

Pompano Beach, Broward County

Contact:

Jack Vesey, Principal
3951 NE 16th Avenue
Pompano Beach 33064
Phone: (954) 786-3720 Fax: (954) 786-7845

Project Profile

OH WOW! was a school-based service-learning project that provided students with a worthwhile opportunity to serve their community by performing a number of upgrading tasks at a local intracoastal park. In the process, the students gained a real-life understanding of environmental needs taught through the curriculum, as well as the hands-on activities that they were assigned to perform.

Project Support and Participation

The project received \$14,990 from Florida Learn & Serve. Match and in-kind support was \$16,336. The park enhancement partnership involving the Earth Rangers Club at Norcrest Elementary School, the City of Pompano Beach, the City of Lighthouse Point, and a local Girl Scout troop. The Broward County Sheriff's Office, the Florida Division of Forestry, and the South Florida Community Urban Program also provided support.

Service-Learning Activities

Earth Rangers students at Norcrest Elementary eradicated exotic and intrusive plants (specifically, oyster plants and Brazilian pepper plants) and replaced them with native vegetation, some of which they have grown themselves at Norcrest's school-based nursery. The replacement plants were intended to complement the ecosystem at the park site. As a result of their efforts, the Earth Rangers students gained a greater appreciation for the rewards and satisfaction derived from helping their community.

Students were given presentations on the Cloud Forest and Rain Forest of Costa Rica, were part of a session on hydroponics, took a field trip to the Everglades to study habitats, and learned about native species. A Senior State Forester taught the students about the number, type, and characteristics of the exotic trees and other plants found at the site, as well as the kinds of native plants that would make suitable replacements. At a subsequent session, an expert entomologist taught the students about insect life, especially the various kinds they could expect to discover at the park. Later in the term, an expert presenter on butterflies and the creation of butterfly gardens, as well as a presenter on native birds, added to the students' considerable store of knowledge.

Curriculum Connections:

Sunshine State Standards

HEALTH EDUCATION

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

SCIENCE

Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3)

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)

Course Emphasis: Health, Science

Grades 8

Health Explorers Learning to Make a Difference: The Sickle Cell Project

Sligh Middle School

Tampa, Hillsborough County

Contact: 2011 East Sligh Avenue
Tampa, 33610
Phone: (813) 276-5596

Project Profile

Sligh Middle School is an inner-city, Title I School in Tampa. There are approximately 1,000 students of which over 50% are African-Americans. The Health Explorations Magnet program is designed to attract students who are interested in pursuing a career in the health care industry. The magnet program represents one-third of the student body. The targeted population is made up of 41 gifted eighth grade students. Besides exploring medical issues, these students need to challenge their reading and writing skills, improve interpersonal skills, and enhance their self-concept. Another major goal of the project is to inform people about Sickle Cell and screen for the trait.

Project Support and Participation

This project was awarded a \$4,080 Florida Learn & Serve grant. Matching funds and in-kind contributions totalled \$3,520. There were 44 student participants, 2 adult volunteers, and 178 service recipients impacted by this project. Partners were: The Children's Cancer Center, Sickle Cell Association of Hillsborough County, National Sickle Cell Association, the Hematology Clinic at University of South Florida, and the Cougar Store.

Service-Learning Activities

Targeted students spent one hour a week exploring Sickle Cell Disease. They developed a brochure and created a multi-media lesson plan designed to promote Sickle Cell screening, and then presented it to the entire student body. They disseminated consent forms and facilitated Sickle Cell screening at the school. A total of 154 students, staff and family members took advantage of the free screening. These students also become involved with the physically impaired students at the school.

Project Impact

On a 20-point test, students scored an average of 12 more correct answers than in the pre-test. The average FCAT Writing score of participants was 4.9. The total number of absences of participating student was 319 during the project year—these same students had 369 absences the previous year. The total number of discipline referrals of participating students was 10 during the project year—these same students had 24 discipline referrals the previous year.

The local high school will be able to use our groundwork to promote Sickle Cell testing. Our program has evolved into creating opportunities for our health explorers to tutor physically impaired students at Sligh Middle School.

Curriculum Connections:

Sunshine State Standards

THE ARTS

Visual Arts

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.4)

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.4)

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.4)

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

Course Emphasis: Art

Grades 9 - 12

Service-Learning Project: Art Readiness Together (ART) Project

Baker County High School Academy of Communication Arts Macclenny, Baker County

Contact: Dr. Garlon Webb, Project Facilitator
329 S. Boulevard East, Macclenny, 32063
Phone: (904) 259-0406 Fax: (904) 259-2825

Project Profile

Baker County is a small, rural county in northeast Florida. No cultural or artistic activities are available locally except for presentations by school groups. There are not sufficient funds available to have art classes or faculty at the district's two elementary schools, Macclenny and Westside Elementary. The project was designed to enrich the high school curriculum by providing opportunities for high school arts students to offer arts experiences for the elementary school students.

Project Support and Participation

Thirty-one student "servers" reached 655 elementary school service recipients. The project received a grant of \$5,500 from Florida Learn & Serve. The three schools involved in the project maintained a close partnership and collaboration throughout the project.

Service-Learning Activities

Academy of Communication Arts students conducted weekly activities at the two elementary schools, to include the following: developing art lessons focusing on the NAEA objectives and the Florida Sunshine State Standards; modifying lessons with the assistance of expert adult volunteers and teachers; delivering those lessons to 655 elementary school students in small classroom settings. Another facet of the project was to conduct an art activity workshop for elementary school teachers. Eighteen Academy students along with their supervisor attended a training at Westside Elementary School and presented eight different art activities and a book of lesson plans to the teachers. The students also conducted a toy drive for needy children over the Christmas holidays.

In the project's second year, the art lessons continued, and BCHS students helped organize a Renaissance Fair of public displays of elementary school artwork.

Structured Reflection Opportunities

Reflective activities included journal assignments for the high school students and interviews they conducted of the elementary school teachers whose students were served.

Project Impact

Students provided over 1,100 hours of service on the project, serving nearly 700 students. Teachers will use the new lessons focusing on state and national standards from now on.

The Curriculum Connections:

Sunshine State Standards

SOCIAL STUDIES

People, Places and Environments

[Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

Government and the Citizen

[Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

Course Emphasis: Social Studies

Grades 8 - 12

Intergenerational Advocacy Program

Miami-Dade County Public Schools

Miami, Dade County

Contact: Dr. Ramona Frischman, Project Facilitator
1450 NE Second Avenue, Room 726-A, Miami, 33132
Phone: (305)995-1215 Fax: (305)995-1776

Project Profile

This project addressed a major concern in Miami-Dade County that affects teens and elders. This concern is related to violence in the schools and community. A questionnaire conducted by the Close Up Foundation in 1999 reported that more than half of 500 high school students surveyed identified crime as a major issue. In a similar survey conducted by the Miami-Dade County Public School's Youth & Elderly Against Crime Task Force, Miami-Dade's Elder residents identified crime as a major concern in their lives. The Intergenerational Advocacy Learn & Serve Project matches teenagers with elders to provide an opportunity for them to engage in a collaborative effort to propose and implement strategies to help create a safer community.

Project Support and Participation

There were 896 student participants and 131 adult volunteers who impacted 1,805 service recipients. A Florida Learn and Serve Grant for \$11,245 supported this project. Matching funds and in-kind support totalled \$14,000. Partners were: Florida International University, Alliance for Aging, Close Up Foundation, and AT&T Foundation.

Service-Learning Activities

Elder volunteers were recruited to work with classes to develop crime prevention presentations to deliver to elder organizations via intergenerational issues forums. Students visited senior centers once a month, where clients were low-income elders, to present crime prevention tips. Each class also participated in an issues forum where community elders and leaders spoke with students about proposed public policy changes and/or grassroots strategies to help curb crime in their communities. The issues forum topics included telemarketing fraud, computer fraud, hate crimes, racism, ageism, , public safety, Social Security, service, and anti-Semitism.

Structured Reflection Opportunities

Reflection activities were infused within each workshop and conference activity. The activities provided opportunities for reflection as attendees discussed how they will use the information learned to implement service-learning projects in their communities.

Project Impact

Project students initiated safety programs designed for the elderly, which have increased their awareness of risk. According to evaluations from senior center directors whose clients received crime prevention presentations, the elders felt less susceptible to becoming a crime victim. In addition, students developed skills which enabled them to become "empowered" and to present their opinions and ideas to their community leaders, as reported by teachers. Project teachers also reported their students demonstrated improved attendance and a renewed interest in school as a direct result of their participation in project activities.

Future Plans

Future Plans include a focus on the development of strategies to heighten awareness regarding Medicare fraud and telemarketing scams. A major initiative will be implemented that utilizes intergenerational teams to develop service learning activities that address violence prevention at the school site. Project students will train more students in conflict resolution and peer mediation techniques. The program will also create a council of youth who represent the county. These students will control a pot of funds that will be made available to teachers and student groups to conduct service-learning projects that focus on intergenerational collaboration. The council will review, negotiate, and award mini-grants for projects, will oversee the mini-grants, and will raise funds for future efforts.

Curriculum Connections:

Sunshine State Standards

MATH

Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world.

(MA.A.1.3)

Standard 2: The student understands number systems. (MA.A.2.3)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

(MA.A.3.3)

Standard 4: The student uses estimation in problem solving and computation. (MA.A.4.3)

Standard 5: The student understands and applies theories related to numbers. (MA.A.5.3)

Measurement

Standard 1: The student measures quantities in real world and uses measures to solve problems.

(MA.B.1.3)

Standard 3: The student estimates measurement in the real-world problem situations. (MA.B.3.3)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

(MA.B.4.3)

Geometry and Spatial Sense

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.3)

Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.3)

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.3)

Data Analysis and Probability

Standard 1: The student understands and uses tools of data analysis for managing information. (MA.E.1.3)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.3)

Course Emphasis: Math

Grade 8

Service-Learning Project: Building Skills and Relationships

DeLand Middle School

Deland, Volusia County

Contact:

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Project Profile

DeLand Middle School has 1,500 students and is located in a suburban community in east central Florida. Approximately 25% of the students receive special education services, and 50% of the standard curriculum students are considered at risk. For these two groups of students, the relevancy of school assignments to real life is sometimes questionable. At the same time, there are seniors in the community who have trouble making ends meet and keeping up with basic home maintenance and repair. The project was designed to give students meaningful applications of useful skills and use them to help these seniors in the community.

Project Support and Participation

This project received a Florida Learn and Serve Grant for \$5,750 and had matching funds and in-kind contributions totalling \$1,897.50. Partners were: the West Volusia Police Athletic League (provided transportation), Council on Aging, and Greater Bethlehem Baptist Church. Food and drinks were also donated. There were 72 students participants and 20 adult volunteers.

Service-Learning Activities

Initially, students discussed in their classrooms the need to provide service to their communities and help those in need. They practiced communication skills and the specific needs of the elderly. Preparation took place daily over the course of two weeks. Targeted students measured the exterior of homes owned by senior citizens who were not able to paint the homes themselves. Students calculated surface area and the amount of paint needed to cover the houses, then painted the homes.

Structured Reflection Opportunities

Students reflected upon what the project meant to them and to the service recipients. Reflection logs were used as a means of reflection and were graded as writing assignments.

Creating Assessment Criteria

Students received academic credit for their participation and were graded on the measurement assignment and tested on the skill of calculating the surface areas and amount of paint needed for the job. They also received academic credit for their reflections; the project was linked to math, pre-algebra, language arts, and remedial reading.

Project Impact

Students learned the value of measuring accurately as well as the application of math skills to real life. In their reflection logs, they wrote that they experienced a sense of accomplishment in completing a job, the joy of helping other people, and pride in raising the image of young people in the eyes of an older generation. We expect that these students will be more likely to continue to volunteer their skills in the future. Teachers provided hands-on practice in measuring walls and windows to prepare the students, rather than relying on just hypotheticals, textbooks, and drills.

The Curriculum Connections:

Sunshine State Standards

SCIENCE

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2,3,4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2,3,4)

Processes That Shape the Earth

Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2,3,4)

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2,3,4)

Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2,3,4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.2,3,4)

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2,3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2,3,4)

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2,3,4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2,3,4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2,3,4)

Course Emphasis: Science

Grades 5 - 12

Earth Force Community Action Problem-Solving (CAPS) Program
Pine Jog Environmental Education Center, Florida Atlantic Univ.
West Palm Beach, Palm Beach County

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Project Profile

The Earth Force Community Action Problem-Solving (CAPS) program combined the development of academic and personal skills with civic action for youth, grades five through nine, to help them engage more effectively in solving environmental problems. The program also fostered collaboration among students, teachers, and community representatives in the execution of service-learning activities.

Project Support and Participation

This project was funded with a \$12,000 Florida Learn & Serve Grant and had matching funds and in-kind contributions totalling \$50,120. There were 740 student participants and 25 adult volunteers. Partners were: Abacoa Partnership for Community, Solid Waste Authority, Sierra Club, Audubon Society of the Everglades, U.S. Army Corps of Engineers, Florida Fish and Wildlife Conservation Commission, Loxahatchee National Wildlife Refuge, Donald MacDonald County Park, Florida Atlantic University, Pine Jog Environmental Learning Center, International Game Fish, John Prince Park, Environmental Resource Protection of Palm Beach County, Keep Palm Beach County Beautiful, Palm Beach Community College Ecology Club, and Loxahatchee Nature Preserve.

Service-Learning Activities

For CAPS, teachers and other group leaders received training on program materials and in the six-step deliberative process that students use and that underlies CAPS. The steps are (1) Community environmental inventory, (2) Problem selection, (3) Policy and community practice research, (4) Options for influencing policy and practice, (5) Planning and taking civic action, and (6) Looking back and looking ahead. The Earth Force Community vice-presidents' organization provided additional support. After investigating environmental issues, CAPS students developed and implemented plans helping to improve the local environment. Youth researched and analyzed relevant local and state regulations and explored possible solutions. Following the CAPS progress, the adult leaders for the project ensured that the young people's deliberations were objective. The students established partnerships with other schools and community organizations as they worked on their projects.

Project Impact

Twenty-seven educators in Palm Beach, Broward, Martin, and Indian River counties incorporated the Earth Force CAPS program into their curriculum in the subjects of science, social studies, and English, and over 700 students participated in the CAPS program.

Future Plans/Activities

At current funding levels, the Pine Jog Environmental Education Center will be able to continue to serve the program at 15 sites. The sites committed to the program to-date represent a broad spectrum, including youth from low-income neighborhoods, from affluent neighborhoods, from special education classes, and from at-risk populations. Additional funding will also allow for the implementation of an intergenerational program. Utilizing Palm Beach County's high percentage of retired individuals would bridge the generation gap and provide more youth an opportunity to interact with the older members their communities. Partnerships with local community colleges and universities will provide service-learning opportunities for those higher education students.

Curriculum Connections

Florida Sunshine State Standards

LANGUAGE ARTS

Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)

Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

Language

Standard 1: The student understands the nature of language. (LA.D.1.4)

Standard 2: The student understands the power of language. (LA.D.2.4)

Literature

Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.4)

Standard 2: The student responds critically to fiction, nonfiction, poetry and drama. (LA.E.2.4)

Course Emphasis: Language Arts

Grades 9 -12

Service-Learning Project: Focus on Literacy

University High School

Orlando, Orange County

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Project Profile

After studying community needs, the COMPACT students of University High School elected to make literacy the focus of this two-month service-learning project. The COMPACT program is a dropout prevention program aimed at keeping at-risk students in school. The curriculum focuses on service-learning and the reinforcement of core subject matter. Forty students conducted a school book drive, collecting over 4,000 books to donate to area homeless shelters. They also joined an English honors class to plan and implement a "Read Across America" project at a nearby elementary school.

Project Support and Participation

The project was designed, planned, and implemented by the students and teacher. Planning and work on the project took place in the classroom. Guest speakers gave insight on the topic of literacy and community needs. Preparing the students for their presentation at the elementary school was a major element of project. Funding was provided by through program funds. A ninth grade English class participated in the "Read Across America" portion of the project.

Service-Learning Activities

The students responded to the need for books in local shelters and schools by conducting a book drive. They donated the books to shelters with the greatest number of children and after-school tutoring programs. For the "Read Across America" portion of the project, students researched their favorite American historical figure. They were instructed to write a formal research paper using a minimum of four sources. From there, students wrote short books at the elementary reading level. The books told about the lives and qualities of American heroes. They illustrated their books to make them more appealing to the children. Students selected such figures as Martin Luther King, Jr., Betsy Ross, Amelia Earhart, and Thomas Edison. For the presentation at the elementary school, they dressed in the costumes of the historical figures.

Structured Reflection Opportunities

Students began "pre-reflecting" during the planning stages of the project when they discussed opportunities for promoting literacy in their community. During the project they reflected in their (graded) journals and in open class discussions. After the project ended, students shared their experiences at an awards day banquet and in a story they wrote for the program's quarterly newsletter. A local television station and newspaper covered the "Read Across America" presentation, giving students the opportunity to reflect in public when responding to reporters' questions.

Creating Assessment Criteria

Teacher observation, peer review and self-evaluation were assessment methods utilized throughout this project. Grades were based on meeting deadlines, participation, and the quality of written work. The project's overall success was also reflected in improvement in student attendance and discipline. Students elected to work as team members while they were working on creating individual books. Artistic students helped several students with illustrations, some served as proofreaders, and others helped with word processing and layout. Students continued to discuss the project long after it was over