

# *Building Character Through Community Service Learning*



Brimfield, Brookfield, East Brookfield, Holland, Spencer,  
Sturbridge, Tantasqua Junior High, Wales



2008



## ***Building Character Through Community Service-Learning***

*Service-learning provides thoughtfully organized experiences that integrate students' academic learning with service that meets actual community needs. Service and learning are joined in many ways that complement and enhance each other.*

*During the summer of 2007, sixteen teachers from nine schools came together to develop a character education curriculum through methodology of community service-learning. Teachers representing various grade levels from grades K-8 designed projects for English language arts, math, social studies, science, fine arts and health. A total of forty-nine lessons were written. An introductory lesson was written to have students survey the needs of their community. Many have the flexibility of being adapted to other disciplines and grade levels. During the summer of 2008, new projects were added to this guide; resources were added to existing projects; projects were categorized by theme.*

*We hope that this guide is instrumental in your ability to integrate community service-learning into your school curriculum.*

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*This guide is dedicated to the Superintendent of Spencer-East Brookfield, Dr. Ralph Hicks and to the Superintendent of Union 61/Tantasqua, Daniel Durgin who supported this endeavor.*

# Building Character Through Community Service Learning

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# COMMUNITY SERVICE LEARNING PROJECT PROPOSAL DESCRIPTION

**Project Title:**

**School & District:**

**Contact Information:**

**Name (First & Last):**

**Email:**

**Phone: (     )     -**

**Content-Area(s) – [Check at least one.]:**

- Arts                                       Comprehensive Health     English Language Arts             Foreign Language  
 History & Social Sciences     Mathematics                       Science & Technology

**Grade(s) – [Check at least one.]**

- Pre-K     K     1     2     3     4     5  
 6             7     8     9     10     11     12

**Community Need Area (Check at least one.):**

- Community Development     Education  
 Environment     Health/Nutrition     Housing (homelessness)     Human Needs     Public Safety (school)  
 Various     Veteran's Affairs     Other, please describe:

**Brief Description of CSL Project:**

Please provide a summary of the CSL project using no more than 200 words. What did the students do, who did they help, what did they learn?

**The Community Need the Project is Meeting:**

What community need were students addressing? How did students identify and prioritize the need to be addressed? What did students do to investigate the need and identify possible solutions (or projects to implement)?

**Service Component:**

Describe the service that students provided. How was the service component identified and decided upon by the students? Approximately how many hours did they serve, how many people were helped, and what was the community impact?

**Connections with Massachusetts Curriculum Frameworks:**

Describe how this project was connected to the curriculum frameworks. Include examples of classroom activities and how they were connected to the project. List relevant standards. Describe any assessments used to measure students' learning.

**How Youth Voice Helps Shape Project:**

Describe opportunities your students had to make decisions (or contribute to them) and take ownership of the CSL project.

**Student Reflection Component:**

Describe any activities that the students engaged in to reflect on their service, and to make connections between their service and what they learned. Include examples of students' responses to the project if possible.

**Community Partners Involved:**

Describe the work you did with your community partner(s) on this project. Was/were the partner(s) part of the planning? Did the partner(s) work with your students throughout the project?

**Celebration:**

Describe any celebration activities relative to this project. Did your project receive any press coverage? If so, please provide via email if possible – see bottom of page - or mail (along with a copy of this form that must be emailed) to Kristen McKinnon, MA Department of Education, and 350 Main St. Malden MA 02148.

**Evaluation of Project's Impact:**

Describe any steps taken to evaluate the impact of the project. Did the students explore whether the service helped to meet the identified need? How were the students involved in this process?

**Challenges/Solutions Identified by District:**

Identify any challenges and their solutions related to the process of implementing your CSL curricula.

# COMMUNITY SERVICE LEARNING PROJECT PROPOSAL

**Project Title:**

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

**The Community Need the Project is Meeting:**

**Service Component:**

**Connections with Massachusetts Curriculum Frameworks:**

**How Youth Voice Helps Shape Project:**

**Student Reflection Component:**

**Community Partners Involved:**

**Resources:**

**Funding Needs:**

**Celebration:**

## Community Service Learning Survey

Community service learning has been around since teachers have been teachers. In recent years, it has grown in recognition, as the need in our society for such connections has also grown. Simply put, serving-learning connects classroom content, literature, and skills to community needs, resulting in memorable lifelong lessons for students and fostering a stronger society for us all.

It is the desire of our district to support and encourage service-learning. To better serve the needs of our community, we ask that you take a brief moment to fill out the survey below. Your in-put will help guide teachers in the projects they choose and the students in the community partners with whom they work. The needs and/or causes identified through this process will become the recipients of the fruits of this learning approach.

We thank you for your time and support.

- Below are some common causes or needs that may or may not exist for our community. Please rank order them from most import to you to least important to you. We have provided blank spaces for you to include your own ideas in the rank order.

Animal Shelter and/or Pound		Nursing Homes	
Battered Women/Domestic Violence		Red Cross	
Blood Drives		Relays for Life: Cancer Walk; MS Walk	
Breast Cancer Foundation		Senior Center	
Elderly and/or Shut Ins		Spaying or Neutering Pets	
Food Kitchen		Veterans	
Homeless Shelters			
Hospitals/Pediatric/Geriatric			

- Many people have talents, gifts, interests, and hobbies that range from reading aloud, to cooking, to trades like plumbing. Please review your many talents and consider sharing your abilities with a young person. Below is a minimal list of talents and plenty of extra spaces to add your own. Please check off any you would be **willing to share**, if the need arose through a service-learning project. Please include contact information.

Acting		Golf		Singing	
Arts & Crafts		Hiking		Snowshoe	
Baking		Knitting		Sports	
Biking		Painting		Wood Working	
Carpentry		Plumbing		Weaving	
Ceramics/Pottery		Reading		<b>Other Ideas:</b>	
Cooking		Rocketry			
Crocheting		Sewing			
Dancing		Skating			
Gardening/Horticulture		Skiing			

### Contact Information:

Name:		Number:	
Address:			

**Additional Comments (please feel free to use the back as well):**

# COMMUNITY SERVICE LEARNING PROJECT

## # 1 Project Title: A Chair for Charity Theme: Hunger and Homelessness

### Content-Area(s):

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

### Grade(s):

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

### Community Need Area:

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

### Brief Description of CSL Project:

Students will become aware of the financial needs of members of their community by reading A Chair For My Mother by Vera B. Williams and collecting change to purchase a piece of furniture for Abby's House in Worcester Massachusetts or another needy organization. Students will collect money, count and wrap change. Students will graph the amounts collected daily.

### The Community Need the Project is Meeting:

This project will provide new furniture for a homeless shelter while educating children about compassion and civic responsibility.

### Service Component:

Students will gain awareness for community members who are in need of shelter. This community service learning project will involve collection of spare change in large containers distributed throughout the school. This project would involve a considerable amount of time, perhaps half a school year. Students will choose when to collect, wrap, and graph change.

### Connections with Massachusetts Curriculum Frameworks:

Chair for Charity project will incorporate the math strand for the kindergarten level. Pre K-K standard K.N.6.

### How Youth Voice Helps Shape Project:

Students will choose a gift to be presented to Abby's House or an organization of similar stature.

### Student Reflection Component:

Children will draw a picture of themselves and send it to the charitable organization, along with a cover letter describing the process of saving, collecting, and purchasing the chair or other donation.

### Community Partners Involved:

Community Partners involve Abby's House or organization of your choice.

### Resources:

A Chair For My Mother by Vera B. Williams  
Saily's Journey by Ralph da Costa Nunez  
A Castle on Viola Street by DyAnne DiSalvo-Ryan  
Fly Away Home by Eve Bunting

**Funding Needs:**

Large containers for change and celebration supplies.

**Celebration:**

Our celebration will involve the presentation of the pictures, cover letter, and donation to a member of the Abby's House organization. The press should be invited to this celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## **#2 Project Title: Adopt a Tree Theme- Gardening and Environment**

### **Content-Area(s):**

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

Adopt a Tree is a CSL project which involves bottle and can recycling in the classroom and using the proceeds to purchase a tree for the community. The students will also follow the growth of the tree, the leaves changing each season, and the birds and animal life that visit the tree. As a kick off to this science project, the class can read The Giving Tree by Shel Silverstein.

### **The Community Need the Project is Meeting:**

Students will provide recycling services in their community. Students will also be responsible for the planting and nurturing of their community tree.

### **Service Component:**

Adopt a Tree project will enable students to increase their awareness of the need to recycle within their community. This project will also allow children to become involved in their environment while observing and taking care of their tree.

### **Connections with Massachusetts Curriculum Frameworks:**

Science/Grade 2.

Life Science Standards 1, 3, 7, and 8.

### **How Youth Voice Helps Shape Project:**

Children will be responsible for the recycling of cans and bottles. Children will decide where to plant the tree and what type of tree to purchase.

### **Student Reflection Component:**

Students will reflect by producing a science journal which will record the activities involving the tree.

### **Community Partners Involved:**

Local nursery which would assist in the type of tree to purchase and the planting.

### **Resources:**

The Giving Tree by Shel Silverstein

I Want to Be an Environmentalist by Stephanie Maze

Crashed, Smashed, and Mashed: A Trip to Junkyard Heaven by Joyce Slayton Mitchell

The Gift of the Tree by Alvin Tressell

Recycle Everyday! By Nancy Wallas

Someday a Tree by Eve Bunting  
[www.arboday.org/kids/kidsdificfm](http://www.arboday.org/kids/kidsdificfm)  
[www.kidsgardening.com](http://www.kidsgardening.com)

**Funding Needs:**

Containers for recycling, celebration supplies.

**Celebration:**

Planting of the tree would involve certificates for community partners. Press should be involved in the planting celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## **#3 Project Title: Artfully Done**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

This project involves putting on an art show using work from the children and community members.

### **The Community Need the Project is Meeting:**

Children (and adults) are often unaware of the talented people in a community. This talent is often unrecognized because there is no outlet to display the product of these abilities. In order to appreciate and applaud these efforts the children in the third grade will solicit volunteers from the community to display their artwork for each other and for the school via an art show. The children may also submit their own artwork for display.

### **Service Component:**

Service Component: This activity will bring community people together for an evening of artistic appreciation. The children will organize the event and set up the displays. They will welcome the artists and serve refreshments during the "opening." The children will learn about marketing and advertising as well as gain an appreciation for their talented community members.

### **Connections with Massachusetts Curriculum Frameworks:**

Visual arts: 1.3, 1.7, 4.2, 4.3

Language arts: 19.7, 20.2

### **How Youth Voice Helps Shape Project:**

The children will decide which artwork they will submit for the show and will choose where the pieces will be placed.

### **Student Reflection Component:**

Students will evaluate the success of the program by the participation in it. If there is an inadequate response, a discussion will follow with ideas to improve participation.

### **Community Partners Involved:**

Our community partners will be any one in the community willing to share their efforts.

**Resources:**

Artwork from willing participants in the community

**Funding Needs:**

None

**Celebration:**

The celebration will be the “Art Show Opening.”

# COMMUNITY SERVICE LEARNING PROJECT

## # 4 Project Title: Bear Encounters

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:  
terminally ill children

### Brief Description of CSL Project:

Bear Encounters is a project, which will give first graders an opportunity to help other children experiencing physical and emotional turmoil. First they will read the book Corduroy by Don Freeman. Students will brainstorm and discuss what makes a good friendship and will include examples from the story describing Lisa's actions towards Corduroy. Following this activity, student partnerships will be formed with sixth graders and together the students will create small teddy bears made out of various designs and colors of fabrics. A pre-cut pattern will be provided so that all of the bears will be the same size. The bears will require no other accessories. The students can draw a face on the bear with permanent marker and stuff with cotton batting. When the bears are sewn and stuffed, the student partners will create a small story with their bear as the main character and an adventure of their choosing. They also will compose a small letter telling about themselves. Together these writings will be presented to a child whose name the teacher has obtained from a local hospital. The teacher will obtain a list of children who are in the local hospital. In the letter, the student can invite the child to write to them if they so desire. At best, a pen pal situation could blossom. When the bears are complete, the student partners will deliver them to a pediatric unit in a nearby city. They will also present their published stories to their new friends.

### The Community Need the Project is Meeting:

The Bear Encounter project will help to improve the quality of life of children who suffer physically and emotionally and are confined to a hospital routine as a way of life. By helping these children to smile, laugh, and raise their contentment level, the helping children will gain a greater understanding about themselves and an appreciation for their own health and a commitment for maintaining good health throughout their lives that is within their own control.

### Service Component:

The purpose of this project is to help students to understand that they have the power to make change in the world. With the knowledge that they gain, they then can take action to help alleviate or at least improve the lives of others less fortunate than themselves. In this case, the targeted population is youngsters in the terminal ward of a pediatric unit.

### Connections with Massachusetts Curriculum Frameworks:

Math/First Grade. Measurement Standards 2.M.4, 2.M.4, and 2.M.6.

### **How Youth Voice Helps Shape Project:**

The student partnerships will choose the fabric of their teddy bear and will compose their own bear stories and letters.

### **Student Reflection Component:**

Students will complete a graphic organizer on ways in which Lisa acted as a good friend to Corduroy. Student generated checklists and rubrics will also be used. As a culminating activity, students will write a class book describing their visit to the pediatric unit and their thoughts and reactions after meeting the hospitalized children.

### **Community Partners Involved:**

Local hospital and pediatric unit.

### **Funding Needs:**

Materials needed include paper, scissors, rulers, needles, thread, pencils, and transportation to and from hospital, material, cotton stuffing.

### **Celebration:**

The celebration will occur when the students present their bears and books to the children in the hospital. Students will be paired with a hospital partner. The school children will have practiced doing formal introductions and will introduce themselves to other patients beside the one assigned to them, to doctors, nurses, and parents of the patients. Parents can surely benefit from this activity as well. An ice cream party will be occurring with hospital approval. School children will express their desire to have their partner keep in contact through letters and hopefully continued visits.

### **Resources:**

Interaction and peer relationships

Be Good to Eddie Lee (Picture Book) by Virginia Fleming

Be Quiet, Mamma (Picture Book) by Kirsten Debear

Ian's Walk: A story About Autism (Picture Book) by Laurie Lears

My Brother Sammy (Picture Book) by Becky Edwards

The Printer by Myron Uhlberg

Rainbow Joe and Me (Picture Book) by Maria Diaz

Sosu's Call (Picture Book) by Meshack Asare

My Name is Brian (Grades 4-7) by Jeanne Betancoult

The Acorn People (young adult) by Ron Jones

Walk Two Moons by Sharon Creech

ELA- build vocabulary by learning the current and respectful terms used to describe specific Disabilities

Social Studies- Study about people with special needs who have been local, national, or International leaders.

# COMMUNITY SERVICE LEARNING PROJECT

## # 5 Project Title: Bountiful Boxes for Learning

### Content-Area(s):

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Teacher will read A Country Far Away by Nigel Gray and a classroom discussion will follow. The discussion will include comparing and contrasting your school to other schools far away. Children will decide on a needy community to donate school supplies to. Parents and friends will donate school supplies. Supplies will then be mailed out to the chosen school.

### The Community Need the Project is Meeting:

Children will be meeting the needs of other children that are in need of school supplies.

### Service Component:

Children will be collecting and distributing school supplies to a needy community.

### Connections with Massachusetts Curriculum Frameworks:

ELA/Kindergarten. Reading /Literature 8.1 and 13.5. Language 2.1.

### How Youth Voice Helps Shape Project:

Students will need to decide what school supplies are most needed and which community has a need.

### Student Reflection Component:

Students will reflect by making a class book describing their school to be sent with supplies to the recipient school.

### Community Partners Involved:

Members of the classroom community, including students, teacher, family & friends will be involved. The recipient classroom community will also be involved.

### Funding Needs:

Postage, celebration supplies.

### Celebration:

Celebration will involve the classroom community assisting in the packaging of all the acquired supplies. Press should also be involved in the celebration.

## **ELA Resources:**

It's Our World, Too! Young People Who Are Making A Difference: How They Do It- How You Can Too by Phillip Hoose (All ages)

A Life Like Mine: How Children Live Around the World by DK Publishing and UNICEF, 2002 (Grades 4-7)

Listen to Us: The World's Working Children by Jane Springer (Grades 5-12)

We Were There, Too! Young People in U.S. History by Phillip Hoose (All ages)

Something Beautiful by Sharon Dennis Wyeth

Edwing Victorious by Susan Bonners (Grades 3-6)

The House on Mango Street by Sandra Cisneros (Young Adult)

Pay It Forward by Catherine Ryan Hyde (Movie too)

# COMMUNITY SERVICE LEARNING PROJECT

**# 6 Project Title: Flags for Vets Theme: Elders/Social Change**

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Students and community veterans will reflect upon respecting the American Flag and our veterans using research and classroom discussion. Students will then work in small groups to draw the American Flag and write friendly letters on the back of the drawings to veterans. Students may choose to send the flag/letters to soldiers.

**The Community Need the Project is Meeting:**

Students and community veterans will be working together to better understand the sacrifices our veterans have made for our country. This community service-learning project will take approximately ten hours. The hours will include a lesson on the American flag and veterans, class discussion with community veterans, group project of flags and letters, mailing of final projects, and a culminating celebration.

**Service Component:**

Educating our school community regarding the American flag and our veterans is an important component of becoming a good citizen.

**Connections with Massachusetts Curriculum Frameworks:**

Social Studies Grade 1 standard: 1.3, 1.4

**How Youth Voice Helps Shape Project:**

Students will make a decision about sending the friendly letters to veterans or soldiers. Also, each student will have a voice regarding the friendly letter that they compose. Students can also take responsibility for the final celebration.

**Student Reflection Component:**

Students will be able to reflect upon their final pieces of letter writing through group discussion and discussion with their community veterans during the final celebration.

**Community Partners Involved:**

Town veterans will be involved in assisting with discussions and letter writing. Also, a veteran's hospital and/or our overseas soldiers would be involved as community partners.

**Resources:**

The Flag We Love by Pam Munoz Ryan

This Land is My Land by George Little Child

Why America is Free by Kenneth Hamburger

[www.seniorcorps.org](http://www.seniorcorps.org)

**Funding Needs:**

Postage, supplies for a final celebration.

**Celebration:**

A culminating Veteran's day celebration would involve reading copies of the letters and the Pledge of Allegiance. Students may choose and plan the celebration to involve what they feel is necessary to show respect to our community veteran's and the American Flag.

The press should be involved in the final celebration.

# COMMUNITY SERVICE LEARNING PROJECT

**# 7 Project Title: The Haunted Carnival (or any other carnival) Theme: Poverty**

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

This project is a carnival to raise money for Christmas presents to be given to needy families.

**The Community Need the Project is Meeting:**

Poverty exists in our neighborhoods and surrounding towns. The children in third grade should be aware of and empathetic toward their peers who are not as fortunate as they are. "Toys for Joy" is an organization in neighboring towns that raises money to buy toys and clothes for those children who are in need at Christmas Time. The Haunted Carnival is an organized fund raising event for this purpose run by the third grade.

**Service Component:**

This activity has been run in our elementary school for about thirty years. The third graders organize the event with help from their parents, community members and the classroom teacher. The children send out letters about the carnival and solicit donations in the form of refreshments, crafts, toys, and raffle items. Advertising is important to the success of the program, and the children take responsibility for that as well. They make craft items to sell. The children learn all of the math skills necessary to sell the items and make change. They also learn what a profit is and how to make one. On the day of the carnival, the children sell the donated items and run the games that are set up. Community members help facilitate the sales. Anyone in the community is invited and encouraged to attend. The entire school visits the carnival at different scheduled times.

**Connections with Massachusetts Curriculum Frameworks:**

Math: 4p.6, 3D1, 3N6, 3N8, 3N11, 3N12

Language Arts: 6s.2, 13s.6

**How Youth Voice Helps Shape Project:**

The students will choose which games they will have and where they will work on the day of the carnival. They will also generate ideas for crafts to sell.

**Student Reflection Component:** The third graders and the community helpers discuss the successes and the problems with the current year's carnival. Changes can be made the following year.

**Community Partners Involved:**

Our community partners are the teachers that donate items, community members who volunteer to work at the carnival to help the children and the “Toys for Joy” liaison.

**Resources:**

[www.strength.org](http://www.strength.org)

Sam and the Lucky Money by Karen Chinn

The Can Do Thanksgiving by Marion Hess Pomeranc

A Castle on Viola Street by Anne DiSalvo-Ryan

The Teddy Bear by David McPhail

The Hundred Dresses by Eleanor Esles

**Funding Needs:**

Based on donations

**Celebration:**

After the clean up for the carnival is complete, the children reflect on the amount of money raised and where the money will go. They have their own little party.

# COMMUNITY SERVICE LEARNING PROJECT

## # 8 Project Title: Hear Our Voices

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Children will become familiar with songs reflecting American History. The class will research and choose a number of songs in which they will learn and produce CD's for purchase among the school and community. Some examples of music might include the National Anthem, Star Spangled Banner, America the Beautiful, My Country Tis of Thee, etc.

### The Community Need the Project is Meeting:

This project will develop the student's awareness of songs that reflect American History. Students will also raise money for a local charity of their choice.

### Service Component:

Students will inventory the needs of the community and choose a charity in which they will donate the proceeds from the sale of the CD. This project will entail one half of the school year. The target date for completion of the project would be January in order to sell the CD's during the Christmas season.

### Connections with Massachusetts Curriculum Frameworks:

Hear Our Voices will incorporate the Fine Arts strand for second grade. Art Standards 1 and 6.

### How Youth Voice Helps Shape Project:

Students will choose the songs that will be on the CD. Students will also have a voice in the choice of a worthy cause within their community.

### Student Reflection Component:

Students may engage in reflection regarding the historical significance of each of their songs by listening to CD and group discussion.

### Community Partners Involved:

Community partners will include the community charity chosen for this project and a community member to accompany students on guitar, piano or other musical instrument.

**Resources:**

My Country Tis of Thee by Samuel Francis Smith

America the Beautiful by Katherine Lee Bates

The Star-Spangled Banner by Francis Scott Key

This Land is My Land by George Littlechild (Picture book)

Vote! By Eileen Christelow (Grades 1-4)

We Were There Too! Young People in U.S. History by Phillip Hoose (All Ages)

**Funding Needs:**

Purchase CD's and celebration supplies.

**Celebration:**

The community partner will be invited to a celebration of song where the children will perform their music and present a certificate, a copy of the CD, and a check. We would hope that the representative for the charity would discuss the charity's goals. The press should also be involved in the celebration.

# COMMUNITY SERVICE LEARNING PROJECT

**#9 Project Title: History Alive Theme: Education**

**Content-Area(s):**

Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

This project involves volunteers from the community who will dress up as a famous person in history and talk about “themselves” to the students.

**The Community Need the Project is Meeting:**

A requirement of the state frameworks is to learn about many different famous people. In order to facilitate this goal, members of the community are asked to represent some of these people and teach the children about them.

**Service Component:**

Students and community partners will work together to organize “The History Alive” project.

**Connections with Massachusetts Curriculum Frameworks:**

History and Science: 3.7, 3.12

**How Youth Voice Helps Shape Project:**

The children will write to community members and organize the list of famous people from the frameworks. They may choose the famous people they would most like to see represented.

**Student Reflection Component:**

The students will devise a survey so that the participants can critique the “History Alive” program.

**Community Partners Involved:**

Our partners will be any one from the senior citizen group, our staff or our parent group who volunteers to visit the school as a famous person.

**Resources:**

A School for Pompey Walker by Michael Rosen

A is for Abigail by Cheney-Glasser

Community Builders Biography Series and Picture Book Biographies Series by David Adler

First Biography Series by David Adler

**Funding Needs:**

None

**Celebration:**

Participants will have refreshments with the children and answer questions.

# COMMUNITY SERVICE LEARNING PROJECT

**# 10 Project Title: Holiday Cards for the Elderly Theme: Elders**

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  
 Other, please describe: Elderly

**Brief Description of CSL Project:**

This project involves student's awareness regarding elderly care and elderly housing. Kindergarten students will produce holiday cards to send to an elderly nursing care facility or elderly community members.

**The Community Need the Project is Meeting:**

Holiday Cards for the Elderly will raise awareness within the school community regarding compassion and respect for those elderly people in need.

**Service Component:**

This project will entail students working as a class to reflect upon the needs of our elderly community. Holiday Cards for the Elderly will be an ongoing yearly project throughout the year.

**Connections with Massachusetts Curriculum Frameworks:**

Pre K- K Social Science standard 1

**How Youth Voice Helps Shape Project:**

Kindergartners will be expressing themselves through their art and writing.

**Student Reflection Component:**

Discussion and journal writing.

**Community Partners Involved:**

Community elderly housing.

**Resources:**

Rookie Read-About Holidays series- Scholastic  
Singing with Momma Lou by Linda Jacobs Altman  
Somebody Loves You, Mr. Hatch by Eileen Spinelli

**Funding Needs:**

Postage, paper, crayons, markers, celebration supplies.

**Celebration:**

The final culminating celebration would involve a classroom holiday book. The book would include copies of cards send to the elderly. Grandparents would attend the end of the year celebration, which would involve a reading of the classroom holiday book.

# COMMUNITY SERVICE LEARNING PROJECT

## # 11 Project Title: Kids Can Make A Difference

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students will learn how young people can be civically active through reading The Story of Ruby Bridges. After reading the story the students will brainstorm ways they can make a change in their school or community. The class will then vote on a “change” they would like to make and create a plan of action. Ex. Collect food for a local food bank, send school supplies to schools in third world countries, raise money to replace equipment for local playground.

### The Community Need the Project is Meeting:

The project will educate children that even though they are young they can make a change for the better in their school or community. The community or school need will be chosen by the students.

### Service Component:

The service component of this project will be dependent on the course of action chosen by the students.

### Connections with Massachusetts Curriculum Frameworks:

Language Arts Reading Standard 7  
Social Science Standards 2.10, 2.12, 2.13

### How Youth Voice Helps Shape Project:

Students will choose the cause for their project and plan the process they will use to make a change in their world.

### Student Reflection Component:

Children will keep a journal of the progress of the project and produce a newsletter or newspaper article as a culminating activity.

### Community Partners Involved:

Students will elicit the help of school and community leaders or local charities depending on project.

**Resources:**

[www.dosomething.org](http://www.dosomething.org)

The Story of Ruby Bridges by Robert Coles & George C. Ford

Generation Fix: Young Ideas for a Better World by Elizabeth Rusch (Grades 4-12)

It's Our World, Too! Young People Who Are Making a Difference: How They Do It- How You Can Too by Phillip Hoose (All ages)

The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want To Make A Difference by Barbara Lewis (Grades 4-12)

Kid's with Courage: True Stories About Young People Making a Difference by Barbara Lewis (Grades 4 and up)

Something Beautiful by Sharon Dennis Wyeth (Picture book)

**Funding Needs:**

Funding needs will be dependent upon the plan of action developed by students.

**Celebration:**

A culminating activity will be planned by students to celebrate the completion of project, such as writing a class book to be sent with school supplies, a ribbon cutting ceremony for new playground equipment, etc.

# COMMUNITY SERVICE LEARNING PROJECT

## # 12 Project Title: Messages and Materials from Massachusetts

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe: Active military men and women stationed in war zones

### Brief Description of CSL Project:

The kindergarten students will read the story, The Three Billy Goats Gruff, by Paul Galdone. The theme of this book is courage. Students will brainstorm and discuss what defines courage and construct a group chart listing who has courage and an example of how that courage was demonstrated. Also students will be asked to make text to self, text to text, and text to world connections. Maps and globes will be used to learn about areas of the world where there is combat. Also united streaming on the internet can be used to give the students a sense of the geography of the country where the soldiers are fighting. Students will then gather materials in a colorfully decorated box for soldiers. These will include phone cards, postage stamps, disposable razors, soap, shampoo, sunscreen, edible products, hand cream, little messages, and a paper hand wreath. The wreath is made with the students tracing their hands and cutting them out. Then a hand cut out from each student will be glued together in the shape of a wreath. The words thank you and a soldiers name will be printed on the wreath. Students will send out simple surveys to identify names of active service people. Students will also create appreciation cards in duplicate, one to be given to the family and the other sent to the soldier.

### The Community Need the Project is Meeting:

This project will provide a support system to men and women who are risking their lives for our freedom. Through this project, soldiers and students may become pen pals as well.

### Service Component:

The reason for creating this project is to educate the students in citizenship and patriotism. It will also support the families of soldiers by making them aware that their family member's efforts are remembered and appreciated.

### Connections with Massachusetts Curriculum Frameworks:

Social Science K.5   ELA Reading/Literature 8.1, 13.5   Language 2.1

### How Youth Voice Helps Shape Project:

Students will count and sort materials for the baskets and will construct their own notes, pictures, and paper wreaths, and will be given a designated soldier's name.

**Student Reflection Component:**

Students will reflect during their literature discussion. They will also describe the steps that were involved in collecting and sorting the materials. A last reflection will be made after students meet the family members of the active duty soldiers.

**Community Partners Involved:**

Members of the families of the active duty soldiers.

**Resources:**

We Can Work It Out: Conflict Resolution for Children by Barbara K. Pollard (Grades K-2)  
Boxes for Katie by Candace Fleming (Picture book) - Collecting and shipping goods

**Funding Needs:**

The materials necessary for the project will include paper, paints, pencils, toiletry supplies, packaging, and postage.

**Celebration:**

The culminating activity will occur when the families of the soldiers are invited to the school view the boxes. Pictures will be taken of the families and students and included in the boxes for the soldiers. Appreciation cards designed by the students and created in duplicate will be given, one to the family and the other mailed to the soldier. The press should be involved in the celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## # 13 Project Title: Peace Path

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

The students will first read the book, Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems by Mary Ann Hoberman and Why Am I Different by Norma Simon. These stories focus on respect for others and self respect. Students will brainstorm examples of these traits from their own lives and a class chart will list this information. Junior High students will be invited to collaborate with kindergarteners by sharing examples of these words from their own experiences. Together the students will design pictorials representing these words, having the key word in the picture as well. These pictures will be transferred to various shaped slate pieces to be placed on the peace path, a designated area of the already existing nature walk located on school grounds. Before students place the final slates, they will also observe and take mental images of the peace path. Then they will construct a cardboard blueprint of the path and student paper slates and place them within the cardboard model. This will help the students to space their slates evenly in the path for aesthetic appeal. A student partner can be responsible for constructing a simple wooden box. The students will also design flyers, which have inspirational quotations that they have created or obtained from other sources. These flyers will be placed in a student constructed wooden box located at the entry point of the path.

### The Community Need the Project is Meeting:

The creation of the Peace Path will benefit the community by allowing users to improve their physiological health as well as their social-emotional awareness. By taking a walk on the path, having reflection time, and focusing on positive words, people walking the path may have their spirits lifted, experience serenity, and leave the path with a restorative feeling.

### Service Component:

Peace Path is a project which will educate students in first grade making them aware of the best human attributes that a collective body of people can aspire towards achieving. This project provides an opportunity for students to have a hand in enhancing the beauty of the nature walk trail and giving users an opportunity to appreciate the artwork and literary contributions of elementary children.

### Connections with Massachusetts Curriculum Frameworks:

Grade 1. Language 1.1, 3.1, and 6.1. Reading Literature 7.1, 7.2, 7.3, 8.2, and 10.11, 11.1.

**How Youth Voice Helps Shape Project:**

Students will choose which attribute to paint on their slates and which inspirational saying to include in their flyer.

**Student Reflection Component:**

Students will use a Venn diagram to compare and contrast the literature read with their own experience family life. They will also reflect on their partnership with the older students evaluating themselves with checklists and rubrics. As a culminating activity following the celebration, children will observe the reaction of parents to their project.

**Community Partners Involved:**

Junior High Students and first grade students will create the peace path and members of the community will benefit by the collaboration.

**Resources:**

How Humans Make Friends by Loreen Leedy (Holiday House, 1996)

Changing Places: A Kid's View of Shelter Living by Margie Chalofsky, Glen Finland and Jody Wallace) Gryphon House, 1992)

**Funding Needs:**

Materials that comprise this project include paper, paints, slate, wood, and nails.

**Celebration:**

Students and parents, along with Junior High students, will have a picnic lunch before enjoying a peaceful walk on the newly constructed peace path. Students will take turns pointing out their slates and describing their pictures. Local media will be invited to the celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## # 14 Project Title: **Planting the Seeds Of Kindness** Theme: Gardening

### Content-Area(s):

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students will plant seeds and care for plants to be donated to a local nursing home, hospital or community garden.

### The Community Need the Project is Meeting:

The students will provide plants to brighten the room of patients at a nursing home or hospital.

### Service Component:

This project will expose children to the rewards of helping others through small acts of kindness.

### Connections with Massachusetts Curriculum Frameworks:

Life Science Strand; L1, L3

### How Youth Voice Helps Shape Project:

The students will have a voice in which plants they grow and where the plants will be donated.

### Student Reflection Component:

The children will keep learning logs on the progress of their plants. They could also correspond with their new friend after the visit.

### Community Partners Involved:

Local Nurseries will be invited to discuss proper plant care with the students. Local nursing homes or hospitals will receive plants to brighten the rooms of patients.

### Resources:

The Tiny Seed By Eric Carle

The Garden of Happiness by Erika Tamar

City Green by DyAnne Disalvo-Ryan

The Gardener by Sarah Stewart

[www.kidsgardening.org](http://www.kidsgardening.org)

[www.abcbooks.org/curriculum/garden.html](http://www.abcbooks.org/curriculum/garden.html)

**Funding Needs:**

The following supplies will be needed to complete this project; seeds, potting soil, plant pots in assorted sizes. Nurseries and retail stores may be willing to donate many of these items. Transportation to the nursing home should also be funded.

**Celebration:**

Students can take a field trip to the facility to present the plants and visit with patients.

# COMMUNITY SERVICE LEARNING PROJECT

## **#15 Project Title: School Bus**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

School Bus is a community service-learning project which involves a classroom developing a bus safety manual. This manual would be distributed throughout the school community. The project would involve approximately 6 hours. Students will also role-play appropriate school bus behavior for incoming K and Grade 1 students.

### **The Community Need the Project is Meeting:**

This project will educate the school community regarding bus safety.

### **Service Component:**

Students will provide a safety manual to the school community to ensure safety on all buses.

### **Connections with Massachusetts Curriculum Frameworks:**

ELA/Second grade. Composition Strand 19.2 and 22.2.

### **How Youth Voice Helps Shape Project:**

Students will be responsible for understanding all the bus safety rules and compiling a list of these rules and then publishing a manual.

### **Student Reflection Component:**

Student reflection will involve the research of bus safety rules and the understanding of these rules. This will be achieved by discussion and interviewing bus drivers and a member of the police department.

### **Community Partners Involved:**

Bus drivers and police department.

### **Resources:**

School Bus by Donald Crews, School by Emily Arnold McCully  
The Safe Zpne: A Kid's Guide to Personal Safety by Donna Chalet and Francine Fussell and Lillian Gee

### **Funding Needs:**

Paper and binding for safety manual and celebration materials.

**Celebration:** Students and community members will celebrate the completion of the manuals and their distribution. Certificates will be awarded to bus drivers and the police department at the celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## **#16 Project Title: Senior Sing Theme: Elders**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

Students will participate in a sing along with senior citizens. They will sing songs from previous eras and learn about those times. They will also teach songs of today to the seniors.

### **The Community Need the Project is Meeting:**

Students will appreciate and understand the cultures and eras of our senior citizens through music. Students will connect with seniors by sharing music of the seniors' eras and the students' eras. The meaning behind many of the old songs will be discussed as a way of learning about other times.

### **Service Component:**

The students will provide the senior citizens with songs to be sung from previous eras. The students will practice these songs with the music teacher before the day of the sing-along. The students will also prepare some appropriate current music to teach to the seniors. The students will then invite the senior citizens into the school for a fun sing-along. After the singing is completed, there will be a discussion of some of the meanings behind the old songs and/or the seniors will describe their memories of when these songs were popular.

### **Connections with Massachusetts Curriculum Frameworks:**

Arts: Topic 6 – Singing -1.1 through1.7  
History & Social Studies 1.1, 1.2, 4.15

### **How Youth Voice Helps Shape Project:**

The students will choose which songs they will teach to the seniors and what kinds of questions to ask the seniors.

### **Student Reflection Component:**

After the sing-along, the students will discuss with their teachers and classmates the old songs they learned and what they learned about the period in history when these songs were sung.

### **Community Partners Involved:**

The local Senior Citizen's group

**Resources:**

Music teacher and songs of previous eras

Dancing with Dziadziy by Susan Campbell Bartoletti

Joe's Wish by James Proimos

Singing with Momma Lou by Linda Jacobs Altman

Posters of music types

**Funding Needs:**

None

**Celebration:**

A program will be held in the gym for the students and seniors to share their music and knowledge of the background or meaning of that music.

# COMMUNITY SERVICE LEARNING PROJECT

## # 17 Project Title: Sewing for Seniors

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs  
 Other, please describe: Elderly

### Brief Description of CSL Project:

Students will read The Quilt by Ann Jonas and then discuss and reflect about the meaning of a community quilt. Children will request donations of material from community members. They will research and then select a quilt pattern. To make the quilt, students will learn about shapes, patterns, and measuring. Students will ask for volunteers within their community, who are knowledgeable in the area of sewing, to assist in the creation of their quilt. Upon completion of the quilt, it will be donated to an elderly member of the community chosen by the students.

### The Community Need the Project is Meeting:

Students will become aware of the need for compassion and respect towards elderly members of the community.

### Service Component:

Students will make a donation of the quilt to an elderly member of the community.

### Connections with Massachusetts Curriculum Frameworks:

Math/Second Grade. Patterns 2.P.1, Geometry 2.G.2 and 2.g.6, Measurement 2.M.4 and 2.M.5.

### How Youth Voice Helps Shape Project:

Children will choose the quilt pattern. Children will also take responsibility for the selection of a recipient.

### Student Reflection Component:

Students will complete a written reflection quilt. Their reflections will be written on different colored paper and then hung on a bulletin board to look like a quilt.

### Community Partners Involved:

Community members donating material and sewing supplies, community members volunteering their time to sew, and the recipient of the final project.

### Resources:

The Quilt by Ann Jonas

Hurry Granny Annie by Arlene Alda

[www.seniorcorps.org](http://www.seniorcorps.org)

**Funding Needs:**

Celebration supplies

**Celebration:** A culminating activity will provide an opportunity for students and community members to view the finished quilt. Appreciation certificates and refreshments will be served. Press should also be involved in this celebration.

# COMMUNITY SERVICE LEARNING PROJECT

## # 18 Project Title: Thank a Vet (Can be adapted to other grades)

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students will meet and interview vets. They will then write biographies, which will be put on a power point presentation. The vets and their families will be invited to share in this presentation.

### The Community Need the Project is Meeting:

Students need to understand the importance made by veterans. The local veterans should know that their contributions have made a difference and that people still value them today. Students are required to learn about our history. They will learn and remember more from these personal experiences than just reading about them.

### Service Component:

A committee of students and teachers will investigate and identify local vets who would be willing to take part in this program. This committee will set up interview appointments for students, vets, and teachers to meet and gather information. After the interview is complete, students will take a picture of the vet and write a short biography of that person. This biography and picture will be included into a power point presentation. When the entire project is completed, all vets and their families will be invited to the school to see the power point presentation and to introduce their new friend to their families.

### Connections with Massachusetts Curriculum Frameworks:

History: Topic One – 2, 4, 7  
Language Arts: 1.2, 2.2, 13.12, and 19.11

### How Youth Voice Helps Shape Project:

The students will choose the format and content of their biography report.

### Student Reflection Component:

Oral presentations to class by each child to share what he has learned about his vet and the time period in which that vet served our country.

### Community Partners Involved:

Our community partners will be the local Veteran's group and the local Senior Citizen's group and their families.

**Resources:**

Computer lab access for power point presentation

Wilfred Gordon McDonald Partridge by Mem Fox (Picture book)

The War with Grandpa by Robert Kimmel Smith (Grades 3-6)

Pink and Say by Patricia Polacco (Picture book)

Jemma's Journey by Trevor Romain

**Funding Needs:**

None

**Celebration:**

A public program will be held at the school around Veteran's Day. The power point presentation will be the center of the program. A reception will be held afterwards for the vets and their families to visit with the students. The parent group will host this reception.

# COMMUNITY SERVICE LEARNING PROJECT

**# 19 Project Title:** **The Very Hungry Caterpillar**    **Theme:** Gardening

**Content-Area(s):**

Arts     Comprehensive Health     English Language Arts     Foreign Language  
 History & Social Sciences     Mathematics     Science & Technology

**Grade(s):**

Pre-K     K     1     2     3     4     5     6     7     8     9     10     11     12

**Community Need Area:**

Community Development     Education     Environment     Health/Nutrition     Housing (homelessness)  
 Human Needs     Public Safety (school)     Various     Veteran's Affairs     Other, please describe:

**Brief Description of CSL Project:**

The Very Hungry Caterpillar is a community service-learning project where students and community members will create a compost pile. The compost pile will be located on school property. Students will discuss and research this area of recycling and then collaborate with cafeteria employees to follow through with the project.

The compost pile would then be used for school gardens.

**The Community Need the Project is Meeting:**

Students and community members will become educated regarding the benefits of recycling food products.

**Service Component:**

The school community will be able to use the compost for their gardens.

**Connections with Massachusetts Curriculum Frameworks:**

Science/Kindergarten Standards L.2 and L.8.

**How Youth Voice Helps Shape Project:**

Students will collaborate with a member of the school community, a cafeteria employee, in order to make decisions about their contribution to recycling.

**Student Reflection Component:**

Students can reflect upon this recycling project by creating a collage which would include pictures of food products that can be recycled.

**Community Partners Involved:**

Community partners would include cafeteria employees and members of the school community who will benefit from garden use. A volunteer from the community will also be needed to help build the compost bin.

**Resources:**

The Very Hungry Caterpillar by Eric Carl

Compost Critters by Bianca Lavies

Compost! Growing Gardens From Your Gardens by Linda Glaser

[www.kidsgardening.com](http://www.kidsgardening.com)

**Funding Needs:**

Compost chemicals, wood for compost bin, celebration supplies.

**Celebration:** An Earth Day Celebration could occur in the spring. Students, cafeteria employees, and community members would be invited. Press should be involved.

# COMMUNITY SERVICE LEARNING PROJECT

## # 20 Project Title: Words Of Wisdom (Adapt to Various Levels)

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs  
 Other, please describe: character development

### Brief Description of CSL Project:

This project will educate the children of your community to become better citizens by understanding the following traits: responsibility, citizenship/patriotism, compassion, good judgment, honesty/fairness, respect, self-discipline, courage, and self-respect. Students identify the need for addressing character traits through literature and class discussion. Students and community partners will work together to beautify their school community by stenciling the character trait words in high traffic areas of their school. This community service-learning project will entail approximately ten hours, preferably in the fall.

### The Community Need the Project is Meeting:

The Words Of Wisdom project is intended to raise the awareness of positive character development within the school and community.

### Service Component:

The students will work with community partners to beautify their school and raise awareness of positive character development.

### Connections with Massachusetts Curriculum Frameworks:

Words of Wisdom project will incorporate ELA strand for the first grade level. Composition strand 19.1, 22.2, and 24.1. Language 1.1 and 2.1. Reading Literature 8.2.

### How Youth Voice Helps Shape Project:

Students will choose which trait they will paint and the location.

### Student Reflection Component:

Students will be involved in journal writing regarding character traits and their experience with their community partner.

### Community Partners Involved:

Junior or senior high school students will be recruited to assist students with stenciling.

**Resources:**

**Scholastic** The Best Me I Can Be series and/or the Marc Brown Family Values series  
Click, Clack, Moo: Cows That Type by Doreen Cronin (Picture book) – Social Change  
The Little Engine That Could by Watty Piper  
Reference to Martin Luther King Edwina Victorious by Susan Bonners  
Reference character education books, materials, etc.

**Funding Needs:**

Books, paint, paintbrushes, transportation, and bracelets, and celebration supplies.

**Celebration:**

Our culminating celebration will involve a tour of the school with students describing each particular trait. Awards will be distributed to our community partners for their involvement in the project. The press should be involved in the celebration.

**Extension:**

The goal of this project is to empower children to demonstrate the character traits. Teachers will be able to distribute character bracelets when the character traits are exhibited within the school community. These bracelets can be purchased through [www.thecharacterrevolution.com](http://www.thecharacterrevolution.com).

# COMMUNITY SERVICE LEARNING PROJECT

**# 21 Project Title: Belonging Bags Theme: Community**

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Students raise money to create welcome bags for new students by planning and carrying out a fundraiser such as a walk, jog, hop, or read-a-thon; sponsored spelling bee; or snack, wreath, or basket sale. Students could also write to local businesses for donations. Once funds are collected, they budget for items needed for the bags using estimation, calculation, and problem-solving. Students create a student-friendly welcome brochure that includes information important to a new student. Students set up a protocol for welcoming new students that may include a morning hello, having lunch with the newcomer, or asking the newcomer to join a recess game. Students plan and host an end-of-year get-together for the newcomers.

**The Community Need the Project is Meeting:**

Students in schools with a strong sense of community are more likely to be motivated to do well academically, to utilize social and emotional skills, to act selflessly, and to engage in moral behavior. This project contributes to a strong sense of community in the school setting by providing new students with a feeling of belonging and helping them feel comfortable in a new environment.

**Service Component:**

Students create welcome bags and an accompanying brochure to give to new students. They make and carry out a plan for meeting new students when they first arrive at school. The majority of this project can be completed in one quarter but some student involvement will take place throughout the year.

**Connections with Massachusetts Curriculum Frameworks:**

Mathematics: Number Sense and Operations 5.N.12, 5.N.14, 5.M.3, 5.D.2  
English Language Arts: Literature 13; Composition 18-24  
Arts: Visual Arts 1-2

**How Youth Voice Helps Shape Project:**

Students plan and carry out a fundraiser. They make all of the decisions related to the creation of the welcome bags and the welcome brochure. They also plan and carry out the first day activities and the end-of-year get-together for the newcomers.

**Student Reflection Component:**

Students engage in discussion to evaluate all of the various outcomes of the project. At a culminating activity, students meet with the newcomers to learn about their first year experiences and the impact that the project had on the newcomers.

**Community Partners Involved:**

Local businesses, school secretary

**Resources:**

[www.kidscare.org](http://www.kidscare.org)

[www.dosomething.org](http://www.dosomething.org)

Something Beautiful by Sharon Dennis Wyeth

Eagle Song by Joseph Bruchac

My name is Maria Isabel by Alma Flor ADA

**Funding Needs:**

Seed money for fundraiser, refreshments

**Celebration:**

Students celebrate at an end-of-year get-together with newcomers. An article about the project can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

## # 22 Project Title: Book Blogging Blurbs

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

A blog will be created to assist students with choosing books of interest. Summaries of books are written and applied to the site. The aim of this project is to have as many schools and school districts, K-6 involved as possible throughout the Commonwealth of Massachusetts.

### The Community Need the Project is Meeting:

Students need to be encouraged to read and to choose books that match their interest. Adults are not always available to assist students in their book selection.

Student opinions are often more valuable to other students than adults. Students will be able to utilize their school communities in order to choose books to read. Adults will monitor the content of the site.

### Service Component:

This activity will assist town and school librarians to better serve their younger patrons. Students will write a short blurb including a summary of books as they read them. The summary will be submitted by email to the coordinating teacher. The teacher will put the summaries on a blog which will be available for all students to read anywhere there is a computer.

### Connections with Massachusetts Curriculum Frameworks:

Language Arts 19.11

### How Youth Voice Helps Shape Project:

Students will be better able to pick books that match their interest. Students will pick the books that they wish to share on the blog.

### Student Reflection Component:

Each time a student uses the blog to assist in a book choice, students will come to appreciate how important an accurate summary and opinion is.

**Community Partners Involved:**

School and Town librarians

Students

Teachers

The state, the country, the world, to infinity and beyond.

**Resources:**

**Funding Needs:**

**Celebration:**

Awards will be given out at the end of the year awards assembly to the students in each grade who had the most blurbs published.

# COMMUNITY SERVICE LEARNING PROJECT

## # 23 Project Title: **Bully Beware**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

Children will prepare and perform skits which illustrate the effects bullies have and ways to handle bully behavior. They will also make posters to be hung in the school and in the community.

### **The Community Need the Project is Meeting:**

Students will learn about bully behavior, both in how to handle bullies and in how to prevent bully behavior.

### **Service Component:**

Students will learn about bully behavior with the counselor and the classroom teacher. They will learn ways to address a bully, and they will learn how to prevent bully behavior. After this instruction, students will brainstorm situations which could illustrate this new knowledge. They will then write skits about these situations in small groups and select roles to act out. When the skits are ready, the students will perform them for the other classes. The message that their skit has demonstrated will also be reinforced at the end. After this assembly, the students will make posters to address these lessons on bullying. They will then contact the merchants in town to see if they can hang these posters for public display. They will also display them all over the school. These posters will serve as a constant reminder about bully behavior and how to handle it.

### **Connections with Massachusetts Curriculum Frameworks:**

ELA: Language 3, 5.1, 5.2, 7.1, 7.2, 7.3

### **How Youth Voice Helps Shape Project:**

Students will select what points they would like to illustrate with their skits and posters.

### **Student Reflection Component:**

After this presentation, the students will exhibit these skills on the playground and teach these skills to other children as they see a need. They will discuss any new or troubling situations with the teacher or counselor to learn more strategies if needed.

**Community Partners Involved:**

Local merchants, school community

**Resources:**

Poster making materials

The Safe Zone: A Kid's Guide to Personal Safety by Donna Chaiet and Francine Russell (Morrow 1998)

Don't Laugh at Me by Sterc Seskin and Allen Shamblin (Tricycle Press, 2002)

Nobody Knew What To Do: A Story About Bullying by Becky Ray McCain (Albert Whitman, 2001)

Toestomper and the Caterpillars by Sharleen Collicott (Houghton Mifflin, 1999)

The Revealers by Doug Wilhelm (Farrar, Straus, and Giroux, 2003)

**Funding Needs:**

None

**Celebration:**

The celebration of this project will be the presentation of the skits to the rest of the student population. This may be done as one large assembly or as several smaller ones, depending on the comfort level of the children performing.

# COMMUNITY SERVICE LEARNING PROJECT

## # 24 Project Title: Choosing the Right Path (Adapt to other levels)

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students create a rock or water garden embellished with student-created mosaic stepping stones that represent character traits. They design the garden as well as the mosaics, which can include tiles of any size and can also incorporate larger tiles that are hand-painted and then fired. To better understand character traits, students reflect on their personal experiences and write creative poetry that explains how particular traits affect their lives. In preparation for a celebratory activity, students engage in a decision-making process to create a name for the garden. Students read their poetry at a naming ceremony.

### The Community Need the Project is Meeting:

Ethical values serve as a foundation for a community that meets the needs of its citizens. This project, in addition to providing an opportunity for students to explore core values that will positively impact on the community, provides a pretty, reflective experience for all community members. This project would take approximately a half year of regular student involvement.

### Service Component:

Students create a garden with a character trait theme for the community.

### Connections with Massachusetts Curriculum Frameworks:

Arts: Visual Arts 1-3

Science and Technology: Earth Science 5, 9; Life Science 2, 3, 11

English Language Arts: Language 3; Literature 14-15

### How Youth Voice Helps Shape Project:

Students take ownership of the garden and the culminating naming ceremony as they plan and carry out their ideas.

### Student Reflection Component:

Students will engage in discussion to evaluate all of the various outcomes of the project. At a naming ceremony, students read pieces that they wrote.

### Community Partners Involved:

High School art department, potters, horticulturists

**Resources:**

[www.evergreen.ca/en/lg/resources/design/design-15.pdf](http://www.evergreen.ca/en/lg/resources/design/design-15.pdf)

[www.ed.gov/programs/charactered](http://www.ed.gov/programs/charactered)

[www.character.org](http://www.character.org)

[www.charactercounts.org](http://www.charactercounts.org)

[www.goodcharacter.com](http://www.goodcharacter.com)

Down to Earth: Garden Secret! Garden Stories! Garden Projects You Can Do! (Nonfiction all ages)

Character Traits Resources

Perform Songs

Butterflies and Lizards, Beryl and Me by Ruth Lercher

**Funding Needs:**

Garden supplies, supplies for making mosaics

Access to kiln is needed.

**Celebration:**

Students are recognized at the culminating naming ceremony. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 25 Project Title:** Feathered Friends    **Theme:** Environment

**Content-Area(s):**

Arts     Comprehensive Health     English Language Arts     Foreign Language  
 History & Social Sciences     Mathematics     Science & Technology

**Grade(s):**

Pre-K     K     1     2     3     4     5     6     7     8     9     10     11     12

**Community Need Area:**

Community Development     Education     Environment     Health/Nutrition     Housing (homelessness)  
 Human Needs     Public Safety (school)     Various     Veteran's Affairs     Other, please describe:

**Brief Description of CSL Project:**

Students research the status of bluebird populations in Massachusetts and learn about their survival needs. They construct bluebird houses to erect on school property, then observe and record the activity in the houses. Students analyze the data to determine the effectiveness of the project. Students may also want to participate in the Great Backyard Bird Count, a four-day event in February that is featured at [www.birdsource.org/gbbc](http://www.birdsource.org/gbbc). Students research populations of endangered birds and make presentations to younger students to highlight ways that humans have had positive and negative impacts on bird populations. As a culminating activity, students make bird feeders to take home. Each student signs a student-created bird conservation pledge and receives a certificate of accomplishment.

**The Community Need the Project is Meeting:**

The bluebird population is an area of concern in Massachusetts as bluebird nesting sites are threatened by habitat loss as well as by invasive, aggressive species of birds. Providing necessary nesting sites can increase the population of this native Massachusetts bird.

**Service Component:**

Students build and monitor bluebird houses to increase bluebird populations. They also increase awareness of the human impact on bird populations. This project must begin in the winter months and will continue into spring, with weekly activities required in the spring.

**Connections with Massachusetts Curriculum Frameworks:**

Science and Technology: Life Science 13

**How Youth Voice Helps Shape Project:**

Students make decisions about the placement of birdhouses on school grounds. They also decide on the particular bird that they want to research. Students can survey classes to identify interest in presentations and then make a schedule to accommodate all requests.

**Student Reflection Component:**

Through an evaluation of the birdhouse project, students make notes about successes and future recommendations. Students either write a letter to or meet with students in the school who can continue the project. Based on their research findings, they develop and sign a pledge to promote bird conservation.

**Community Partners Involved:**

Norcross Wildlife Sanctuary, National Audubon Society, local conservation committee, local ornithologists

**Resources:**

Science and technology curriculum, [www.npwrc.usgs.gov/resource/birds/eastblue](http://www.npwrc.usgs.gov/resource/birds/eastblue),

[www.birds.cornell.edu/AllAboutBirds/BirdGuide](http://www.birds.cornell.edu/AllAboutBirds/BirdGuide).

[www.birdsource.org/gbbc](http://www.birdsource.org/gbbc).

[www.massbluebird.org](http://www.massbluebird.org).

[www.birdwatching.com](http://www.birdwatching.com).

[www.thebackyardbirdwatcher.com](http://www.thebackyardbirdwatcher.com).

[www.nrdc.org](http://www.nrdc.org)

[www.earthforce.org](http://www.earthforce.org)

Wildlife Refuge by Lorraine Ward

There's an owl in the Shower by Jean Craighead George

**Funding Needs:**

Supplies for making bluebird houses or transportation costs to and from Norcross Wildlife Sanctuary to make bluebird houses, supplies for making bird feeders

**Celebration:**

When students make take-home bird feeders, the activity culminates in the presentation of certificates of accomplishment. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 26 Project Title: Freedom to Choose Theme: Social Change**

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Students research the Mayflower Compact and the First Amendment. They recognize that the goal of these documents was to give people freedoms to choose many things, such as where to worship, where to assemble, privacy, or what they can say. They realize that these documents were created for the common good and provided everyone with the same rights and freedoms. Students identify loss of freedoms at school, home and community due to various circumstances. With loss of freedom, students realize that people also lose their dignity and their ability to be a part of the community. Students have the freedom to choose a way to make a contribution to their community through volunteering or advocacy. Students brainstorm ways to volunteer in their community and carry it out as an individual or in small groups. Some examples could be walking a dog for an elderly neighbor, helping with housecleaning, collecting and providing non-perishable foods for a food pantry, collecting cans and donating funds to an animal shelter. Students choose their act, develop a plan to carry it out, and then complete a journal to reflect on what they learned. To culminate the activity, students invite their community partners to a reception and make short oral presentations about their projects.

**The Community Need the Project is Meeting:**

Every town has individuals that need help in some way. Additionally, service organizations can't thrive without the support of others. In a variety of ways, this project addresses a range of community needs.

**Service Component:**

Students, individually or in small groups, develop and carry out small-scale community service learning projects that impact the community in a positive way. This project can be completed in one or more quarters.

**Connections with Massachusetts Curriculum Frameworks:**

History and Social Studies: History 1-2, 4

English Language Arts: Language 1-3; Literature 13; Composition 19-24

**How Youth Voice Helps Shape Project:**

From inception to completion, students make all decisions related to their individual projects.

**Student Reflection Component:**

Students keep a journal that documents the project in the brainstorming, decision-making, implementation, and evaluation stages. This journal can also include photos and other tangible remembrances of the project.

**Community Partners Involved:**

Dependent upon student interests

**Resources:**

History and social science curriculum, Mayflower Compact, First Amendment of the Constitution,

[www.learningtogive.org](http://www.learningtogive.org).

[www.freethechildren.org](http://www.freethechildren.org).

[Pbskids.org/Zoom/action](http://Pbskids.org/Zoom/action)

[www.kidsvotingusa.org](http://www.kidsvotingusa.org).

[www.dosomething.org](http://www.dosomething.org)

Generation Fix: Young Ideas for a Better World by Elizabeth Rusch

It's Our World Too! Young People Who Are Making A Difference: How They Do It –How You Can Too by Phillip Hoose

The Kid's Guide to Service Projects by Barbara Lewis

The Kid's Guide to Social Action by Barbara Lewis

**Funding Needs:**

Notebooks, disposable cameras (optional), refreshments

**Celebration:**

Students invite community partners to attend a reception. At the reception, they give short oral presentations about their projects and celebrate with refreshments. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 27 Project Title: Math: It's All Fun and Games Theme: Education**

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Students create mathematics games for younger students. In preparation for making the games, they brainstorm guidelines for the games and develop a rubric for a fun and effective mathematics game. To provide structure for the activity, students submit a proposal for the game and meet various checkpoints in the game creation process. Upon completion of the games, students share the games with others and collect feedback about how well the game went so that they can make necessary modifications. Students plan one or more math game festivals for younger students as well as community members. They design stations for their particular games. Students host the math festivals, serving as game facilitators for small groups. They collect feedback from younger students and also provide feedback themselves. Students celebrate by playing each other's games in the classroom and displaying them in the school setting.

**The Community Need the Project is Meeting:**

In our mathematical world, the need for mathematical competency is apparent in all areas of life and skill in this area provides individuals with a myriad of opportunities. This project creates an opportunity for members of the community to be involved in an educational and entertaining activity focusing on mathematics.

**Service Component:**

Students create mathematics games for younger students. This project can take a quarter to a half year.

**Connections with Massachusetts Curriculum Frameworks:**

Mathematics: Number Sense and Operations 6.N.1-6.N.16; Measurement M.1, 6.M.2, 6M.3; Geometry 6.G.1; Data Analysis, Statistics, and Probability 6.P.1

**How Youth Voice Helps Shape Project:**

Students conceive of and make the games. They also plan and facilitate a math game festival.

**Student Reflection Component:**

Students engage in reflection as they try out the games for the first time and then make necessary modifications. Students design and conduct surveys for all student participants of the math game festival. Students process the results of the survey through discussion.

**Community Partners Involved:**

Younger students and other community members

**Resources:**

Mathematics curriculum

National Library of Virtual Manipulatives

**Funding Needs:**

Game supplies

**Celebration:**

Students feel a sense of success as they take a leadership role in the math event. They have fun playing each other's games and enjoy the recognition that comes from displaying them. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 28 Project Title: Peace for the Community** (Multi- Level)

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Students read *Sadako and the Thousand Paper Cranes* by Eleanor Coerr, reflecting upon the theme of peace and how they can contribute to peace in the community. They will engage the community in raising money to make a symbolic donation of peace to the town, which could be perhaps a Peace Pole, tree, bench, or monument. They will research members of the community and select an individual that exemplifies peace in the community. To make their peace contribution and to recognize this individual, students will plan and carry out a Peace Day ceremony open to all town members. Students will write creative pieces recognizing the person of honor to be read at the ceremony. They will also volunteer to teach younger students to make symbols of peace such as paper cranes and pinwheels which will be a part of the ceremony.

**The Community Need the Project is Meeting:**

Students are bombarded with violent content in the media and everyday life. This project focuses students on the positive aspects of human interactions and recognizes the good that students do.

**Service Component:**

Students make a donation to the town and recognize a special individual in the town by planning and carrying out a Peace Day celebration. This project will take approximately a half year to complete.

**Connections with Massachusetts Curriculum Frameworks:**

English Language Arts: Language 1-3; Literature 11; Composition 21-24  
Arts: Visual Arts 1

**How Youth Voice Helps Shape Project:**

Students will need to make a collaborative decision about the nature of their contribution. They will also need to conceive of and carry out a plan for identifying criteria for the Peace Day award and selecting an award recipient. Students can also take full responsibility for planning the program for the Peace Day celebration.

**Student Reflection Component:**

Students can complete a short questionnaire at three points during the project: prior to reading *Sadako and the Thousand Paper Cranes*, after reading the book, and after the Peace Day ceremony. Students then write a reflection piece on how their views on peace have changed over the course of the project.

**Community Partners Involved:**

Town government representatives interested in assisting with the Peace Day ceremony, award recipient

**Resources:**

Sadako and the Thousand Paper Cranes by Eleanor Coerr, [www.sadako.org](http://www.sadako.org), [www.sadako.com](http://www.sadako.com), [www.internationaldayofpeace.org](http://www.internationaldayofpeace.org), [www.worldpeace.org](http://www.worldpeace.org), [www.peacepoles.org](http://www.peacepoles.org), [www.peacepoles.com](http://www.peacepoles.com).

Alloy Peace Book by Tucker Shaw (young adult)

Increase the Peace: The ABC's of Tolerance by DeVora Kaye (All grades)

The Safe Zone: A Kid's Guide to Personal Safety by Donna Chalet

We Can Work It Out: Conflict Resolution for Children by Barbara Poland (Ages K-2)

**Funding Needs:**

Seed money for fundraising

**Celebration:**

A culminating activity, the Peace Day celebration provides an opportunity to recognize students for their contributions. The celebration could involve a round of applause, certificates, small tokens of appreciation, or a tea. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 29 Project Title: Politically Correct Theme: Social Change**

**Content-Area(s):**

Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

The children will discuss changes that they would like to make in their school, community or state. Suggestions may be made by the teacher. They can submit their ideas and the group can vote on which ones to initiate. Appropriate people will be contacted and help will be solicited in order to get the “ideas in action.” One idea for a change in state laws is to protect animals from being tied up all the time. A state law should be passed to protect dogs from being tied up for more than twelve hours. This law is in effect in many states but not in Massachusetts.

**The Community Need the Project is Meeting:**

Children need to feel that they have the power to change the world. This change can take place in their school environment, their town government or their state government. The children will learn about the various governments and how each one works. They will learn the process to follow in order to institute a change.

**Service Component:**

Students will make an attempt to change a law or behavior that that was seen by the community as needed to be changed.

**Connections with Massachusetts Curriculum Frameworks:**

History and Geography: 7, 8, 3.14

Language arts: 19.7, 20.2

**How Youth Voice Helps Shape Project:**

The children will choose something in their community that they would like to change that would make the world a better place.

**Student Reflection Component:**

Students will evaluate the success of the program based on what changes have been made based on their efforts as well as what has been learned from the process.

**Community Partners Involved:**

Our community partners will be the principal, our parent/teacher group, the selectman and our state representative and senator.

**Resources:**

The resources needed will depend upon which changes the children would like to see take place.

[www.kidsvotingusa.org](http://www.kidsvotingusa.org)

[www.amnestyusa.org/aikids](http://www.amnestyusa.org/aikids)

Vote! By Eileen Christelow

**Funding Needs:**

\_will vary with project choice.

**Celebration:**

A celebration will be held inviting our community partners to visit the school to share our experiences from being politically active.

# COMMUNITY SERVICE LEARNING PROJECT

## # 30 Project Title: **Representing Town Management Through Art**

**Theme:** Government/Community Action

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students tour the town hall to learn about the different facets of town management. They use information gained from the tour in addition to their own research to write job descriptions for the various town positions. Students watch a cable town meeting with family members and write responses that identify what each town member does at the meeting. They use this information as they engage in a simulated town meeting to vote on a realistic town issue. The project culminates with the students creating an artistic product such as a quilt or mosaic to be displayed in a town building. Students invite individuals from the town hall to the school for a dedication ceremony, which includes student-written snippets on the value of town employees.

### The Community Need the Project is Meeting:

Understanding government is essential for democratic communities to thrive. This project seeks to educate the community about the different facets of town government and to recognize the value of town management in an aesthetic way.

### Service Component:

Students create an artistic representation of town government to be displayed in a town edifice. This project will take about half of the year.

### Connections with Massachusetts Curriculum Frameworks:

History and Social Science: Civics and Government 10

Arts: Visual Arts 1-2

### How Youth Voice Helps Shape Project:

An option for preparing for the town hall visit, students can identify individuals that they would like to interview and write letters asking town hall employees to participate in the interviews. Students can volunteer for roles in the simulation. Students engage in a thoughtful decision-making process to determine what art creation they will make. They make a plan for creating the art project that will include acquiring and managing materials as well as working collaboratively to complete it.

**Student Reflection Component:**

Students reflect on their viewing of the town meeting with a written piece. They also reflect on the simulation by evaluating their role in the activity and the ability of everyone to work cooperatively to accomplish the task. In the donation ceremony, students' creative writing serves as a reflective component.

**Community Partners Involved:**

Town government employees

**Resources:**

History and social science curriculum, [www.evergreen.ca/en/lg/resources/design/design-15.pdf](http://www.evergreen.ca/en/lg/resources/design/design-15.pdf)

[www.kidsvotingusa.org](http://www.kidsvotingusa.org)

[www.amnestyusa.org/aikids](http://www.amnestyusa.org/aikids)

**Funding Needs:**

Supplies for making a quilt or mosaic

**Celebration:**

During the dedication ceremony, the selectmen publicly recognize the students who worked on the art project. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 31 Project Title: Save That Drop Theme: Environment**

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Students will learn about the limited supplies of fresh drinking water and methods to conserve the water resource.

**The Community Need the Project is Meeting:**

Students need to learn that water is a precious natural resource and that it is important to use it wisely.

Students should know common ways to save water.

**Service Component:**

Town water experts will be invited in to give students information on the use of water in town.

They could also explain how water is used in their towns.

A well expert could be invited to discuss with the class why even though people don't have town water they need to practice conservation methods.

Students will create and distribute a survey about how water is used. Students will then collect the data and prepare graphs to display the information.

Students will calculate the water wasted by a dripping faucet.

Students will research the measures taken when water resources reach a dangerous low point.

Students will create and distribute a water tips booklet to the community members.

**Connections with Massachusetts Curriculum Frameworks:**

Science Frameworks Earth and Space Science 10, 11

**How Youth Voice Helps Shape Project:**

Students will decide how water could be conserved in their town and then make a booklet describing methods to conserve water.

**Student Reflection Component:**

Students will keep a journal of the water usage in their homes.

Students will see if water usage has reduced.

Students will do a journal write on how life might change under a severe water shortage.

**Community Partners Involved:**

Water experts from the town

The entire community would benefit through the tips booklet.

**Resources:**

[www.nrdc.org](http://www.nrdc.org)

[www.adopt-a-watershed.org](http://www.adopt-a-watershed.org)

A Cool Drink of Water by Barbara Kkerley

Dear Children of the Earth by Shim Schimmel

A River Ran Wild by Lynne Cherry

**Funding Needs:****Celebration:**

Students will create a water celebration demonstration showing with posters and three dimensional presentations the ways water can be conserved. The public would be invited to this celebration.

Students will sell souvenirs of the event, dehydrated water. Just add water and stir.

# COMMUNITY SERVICE LEARNING PROJECT

**# 32 Project Title: Self Esteem/Building Character** (Variety of Levels)

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Older students will prepare games which address self esteem and play these games with kindergarten, first or second grade students. They will develop a list of ways to build the self esteem of others, and they will recognize their own self esteem as a result of this project.

**The Community Need the Project is Meeting:**

Students will understand the importance of self esteem, both in building the self esteem of others and in building their own self esteem through their accomplishments, completion of a goal (self esteem building game), and working with younger children.

**Service Component:**

The students will build a game designed to build self esteem. They will start with ideas from the school counselor, and then design their own game, using measurement, categorizing, counting, grouping, art, etc. The materials to make these games will come from school materials and donations of Flexcon materials. The students will then play these games with their classmates as a trial run. They will learn the vocabulary and phrases to use when instructing the younger children. They will learn how to give positive comments to build self esteem. When satisfied that they can instruct younger children in the playing of the game, they will play this game with a kindergarten, first or second grade student.

**Connections with Massachusetts Curriculum Frameworks:**

Arts: 5.1, 5.2, 5.3, 7.3

**How Youth Voice Helps Shape Project:**

Students will choose what game they would like to make and use with the younger children.

**Student Reflection Component:**

After the lesson with the kindergarten students, the class will meet to discuss their impressions of the project. They will discuss how they helped to build the self esteem of a smaller child, the feelings they had about doing this project, and the ways in which it enhanced their own self esteem. A list will be developed of ways to respond favorably to people and participate in building the self esteem of others while enhancing their own self esteem. Also, follow up ideas may be planned, such as reading stories which illustrate the fact that we are all special.

**Community Partners Involved:**

School counselor, classroom teacher, younger students, and older students

**Resources:**

Game making materials (poster board, Flexcon materials)

The Printer by Myron Uhlberg (Picture book)

Kids with Courage: True Stories About Young People Making a Difference by Barbara Lewis

We Can Do It by Laura Dwight (Picture book)

**Funding Needs:**

Materials for game boards; boxes; gas allowance to pick up Flex paper

**Celebration:**

The celebration of this project will be the activity of the older students playing their self esteem game with the younger students. It will also include the post lesson discussion in which the older students compile a list of ways to be positive with each other and to participate in the building of the self esteem of others.

# COMMUNITY SERVICE LEARNING PROJECT

**# 33 Project Title:** Then and Now **Theme:** Education-Learning From the Past

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Students, throughout the course of the year, study ancient civilizations and develop understandings about how ancient civilizations have impacted upon today's civilization. To share this knowledge, students work in small groups to develop skits that highlight practices from ancient times and how those practices have influenced our daily lives. Students perform skits for classmates who provide feedback for the purpose of improving the skits. Younger students and community members are invited to a culminating performance featuring all of the skits demonstrating then and now. If possible, the performance can be taped for future viewings.

**The Community Need the Project is Meeting:**

Younger students have a fascination with ancient civilizations but often have had little opportunity to learn about them. Additionally, community entertainment options for people of all areas are often limited. This event offers educational entertainment to all in the community. This project will take approximately one term and is best completed as an end-of-year activity.

**Service Component:**

Students entertain the community with skits that provide information about the culture of ancient civilizations as well as our current culture.

**Connections with Massachusetts Curriculum Frameworks:**

History and Social Science: History 1-6  
Arts: Theater 1-3, 5

**How Youth Voice Helps Shape Project:**

The creation of the skits and the organization of the culminating performance are the full responsibility of the students.

**Student Reflection Component:**

Students use graphic organizers and oral discussions to reflect upon their culture as it relates to ancient civilizations. They give and receive feedback about their performances.

**Community Partners Involved:**

Cultural Arts Council, cable access channel

**Resources:**

History and social science curriculum

Across a Dark and Wild Sea by Don Brown

Eyewitness Books Series

Young People's Story of the Ancient World by Hillyer and Huey

Visual posters for example: messengers vs. instant messaging

**Funding Needs:**

Supplies for costumes, refreshments

**Celebration:**

Students invite community partners to attend a performance. The project ends with a cast party.

An article about the project can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

**# 34 Project Title: Treasures Found Theme:** Environment

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Students engage in research to learn about the nature and fate of trash that is generated. Using gloves and a scale along with sampling techniques, students investigate classroom trash to determine the nature of the trash generated by the school. They compare data regarding school trash to national statistics regarding trash. They collect data on the trash that they generate and develop a personal plan to generate less trash. To understand how trash is processed at the community level, students take a tour of a local trash management facility to learn more about what happens to trash in the community including the possibility of taking a field trip to a facility. They work in small groups to explore advantages and disadvantages of reducing, reusing, and recycling and they can use this research to guide them in selecting a project. While students may engage in a project such as composting, one option available is that of trash art. Working with an artist, students collect trash and use the trash to create innovative works of art. These works of art as well as the trash research projects can be displayed at a community art fair and then later displayed in a town building.

**The Community Need the Project is Meeting:**

United States residents, businesses, and institutions produced about 4.5 pounds of trash per person in 2005, resulting in more than 245,000,000 tons of trash! Reducing, reusing, and recycling are necessary to conserve energy and reduce harmful substances in the environment. This project increases awareness of the trash problem while at the same time illustrating one solution.

**Service Component:**

Students host an art fair of made-from-“treasures”/trash art work and also showcase their research on trash to increase awareness of the need to reduce, reuse, and recycle. This project can be done in a half year.

**Connections with Massachusetts Curriculum Frameworks:**

Science and Technology: Physical Science 4-5  
Arts: Visual Arts 2-3

**Student Reflection Component:**

Students keep logs of items that they dispose of throughout the course of one day and then identify ways that they could have generated less trash. They then repeat the activity later in the project to identify changes in their habits. Students use what they have learned to pen a meaningful and worthwhile pledge. At the art show, attendees are encouraged to sign the pledge.

**Community Partners Involved:**

Local artist

**Resources:**

Science and technology curriculum,

[www.epa.gov/epaoswer/non-hw/muncpl/reduce.htm](http://www.epa.gov/epaoswer/non-hw/muncpl/reduce.htm)

[www.warthforce.org](http://www.warthforce.org)

[www.nrdc.org](http://www.nrdc.org)

Crashed, Smashed, and Mashed: A Trip to Junkyard Heaven by Joyce Slaton Mitchell

I Want to Be An Environmentalist by Stephanie Maze

You Are the Earth: Know the Planet So You Can Make It Better by David Suzuki

Judy Moody Saves the World by Megan McDonald

**Funding Needs:**

Transportation to and from trash management facility

**Celebration:**

Students host the community art fair. Art is displayed throughout the town. An article about the project and examples of student work can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

## # 35 Project Title: Use Your Head

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students learn about the advantages and importance of helmet use through a police presentation. They conduct a pre-survey to identify student attitudes toward and everyday practices regarding helmet use. They use what they have learned to create a multimedia presentation on helmet safety. Students plan a school assembly featuring their presentation followed by a quiz game focusing on bike safety. They can work with the police to plan and carry out a bike safety event for community members. In culmination, students conduct a post-survey and then analyze the results of the data to determine the effectiveness of the campaign.

### The Community Need the Project is Meeting:

Approximately 67,000 bicyclists are treated in the emergency room for head injuries every year. It is estimated that 45-88% of cyclists' brain injuries can be prevented by a helmet. About half of cyclist deaths involve children under the age of fifteen years old, resulting in the loss of many years of potential life. This public safety campaign can reduce injury by encouraging safe bike-riding habits.

### Service Component:

Students engage in a campaign to encourage the use of bicycle helmets through the development of a multimedia presentation, a quiz game, and possibly a bike safety event. This project can be completed in one to two quarters.

### Connections with Massachusetts Curriculum Frameworks:

Health: Safety and Prevention 9  
English Language Arts: Media 28

### How Youth Voice Helps Shape Project:

Students make decisions regarding the nature of the multimedia presentation and plan and carry out the quiz game. If students decide to participate in the bike safety event, students take a leadership role in planning the event and running the various elements of the event in conjunction with the police department.

### Student Reflection Component:

Students evaluate the cooperative skills exhibited during the creation of the multimedia project. Students end the project by writing a piece that reflects upon the impact of the project.

**Community Partners Involved:**

Local police department

**Resources:**

[www.helmets.org](http://www.helmets.org)

The Safe Zone: A Kids Guide to Personal Safety by Donna Chaiet and Francine Russel

**Funding Needs:**

Supplies for displaying multimedia projects (optional)

**Celebration:**

The multimedia presentation can be made available on the school web site or shown during school functions. An article about the project can be featured in the school and/or local newspaper.

# COMMUNITY SERVICE LEARNING PROJECT

## # 36 Project Title: Cyber Seniors: “If you can’t beat them, join them”!

Theme: Elders

### Content-Area(s):

Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

### Grade(s):

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

### Community Need Area:

Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

### Brief Description of CSL Project:

Cyber Seniors is a community project that will involve the 7-8<sup>th</sup> grade students and senior citizens of the area connect and learn. The students will be available in the computer room at the Junior High to help with a program set up by the teacher in charge of the program. The curriculum will be set according to the needs of the seniors and the ideas of the teacher. Students will feel a sense of accomplishment and ownership when sharing their knowledge with adults. Incorporated as well, will be a building of self esteem and hopefully eliminate the stereotype that can be present between generations.

*“The same enjoyable pleasures that occur when any of us master a new computer skill can have therapeutic value to both young and old. When you learn something new on the computer the result is a sense of accomplishment and satisfaction that invariably creates a feeling of well-being. The human mind can sense its own growth, and feels emboldened when that growth occurs on regular basis.”*(<http://www.his.com/~pshapiro/computers.and.elderly.html>)

### The Community Need the Project is Meeting:

Many senior citizens are looking to learn the new world of technology. Being able to email family members is a new phenomenon and exciting. However, the whole computer world tends to lend anxiety to the process. “If you can’t beat them, join them”! Students can create a survey to find out what the seniors want to know/learn. List a few components at first and have them chose so as not to overwhelm the project at first. There is room for expansion.

### ***Technology Helps Foster Independence***

*Perhaps the most vital aspect of the use of technology with the aged is that it fosters greater independence. One article I came across discussed the psychologically empowering effect of being able to use a word processor. Here's a short snippet from that article:*

*"The ability to communicate and store information in writing is an important functional skill for everyday living. Among the elderly, written communication may be an important means by which loneliness caused by geographic mobility of family and friends could be diminished. Also, the ability to prepare and maintain written personal records (i.e. finances) may be a crucial aspect of actual or perceived independence. Conversely, impaired writing may lead to a sense of dependency and decreased self-worth."*

(<http://www.his.com/~pshapiro/computers.and.elderly.html>)

### **Service Component:**

Students can create flyers advertising the class. They will meet once a week after school from 2-3:15, the students and seniors will meet it in the computer room to carry on their class. The number of adults can be set by the teacher according to how many students sign up and how many computers are available.

### **Massachusetts Curriculum Frameworks:**

Comprehensive Health Curriculum Frameworks 7; Interpersonal Relationships 7.1; ELA 14

### **Communication Technologies**

Topic 1: Software, Hardware and Connectivity

Topic 3: Research, Problem-Solving and Communication

*ELA:* Topic 2: Questioning, Listening, and Contributing

### **How Youth Voice Helps Shape Project:**

Students will outline the basic concepts that they feel the seniors will need to know. They can look at the survey that was conducted and create lesson plans accordingly.

### **Student Reflection Component:**

Students can keep a weekly journal explaining what techniques they worked on and how successful their day was. Write the feeling and thoughts of how the “teaching” went and how they might improve for their next visit.

### **Community Partners Involved:**

Contact local area (within the 5 districts and Charlton Overlook) senior centers. Ask them to fill out the questionnaire of their needs and wants for the class. This can enable the students and teachers to decide what area need to be covered. Students can create a survey to find out what the seniors want to know. I would suggest listing a few components at first and have them chose so as not to overwhelm the project at first. There is room for expansion.

### **Resources:**

- <http://www.csuchico.edu/~rsheridan/seniors/computing2.html>
- [www.cps.unt.edu/natla/](http://www.cps.unt.edu/natla/)

Doing Time Online by Jan Siebolo

Grandma's Records by Erie Velasquez

Internet and E mail for Seniors' with Windows xp: For Senior Citizens who want to start using the internet

### **Funding Needs:**

Busses transportation for seniors, paper for computers, refreshments, certificates

### **Celebration:**

Students and seniors will enjoy refreshments at the end of each class to reflect on challenges faced by senior and students and get to know one another more personally. Press should be involved.

Certificates of appreciate should be handed out to all involved.

# COMMUNITY SERVICE LEARNING PROJECT

**# 37 Project Title:** Every Day is Earth Day **Theme:** The Environment

**Content-Area(s):**

Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

This project is designed to incorporate aspects of Earth Day into the school. The focus will begin with Recycle, Reduce, and Reuse. A Recycling Club will be formed and evaluate the status of recycling at the school, while also creating appropriate programs that promote Recycling, Reducing and Reusing. The Recycling Club will begin to implement the program.

**The Community Need the Project is Meeting:**

Earth Day was created in 1970 to spark a revolution against environmental abuse. The students will participate in activities that contribute to improving our environment. The activities would begin in our school community and connections could then also be made to their homes, towns, states and country.

**Service Component:**

Students will evaluate the current recycling program. Research will be conducted with BFI Waste Services of Massachusetts and other local companies. Students will also evaluate different recycling possibilities and be involved in the decision making process about the current program and additional programs that could be used at the school in the future.

Some other ideas to go along with this Earth Day include-

- Connecting the Worcester County Extension Service to receive seedling for students to plant on our campus.
- Shredding newspapers for local animal shelters.
- Collecting binders, notebooks, and paper during locker cleanout.
- Researching business and record information about their efforts to improve the environment. Make this information known to the school community.
- Evaluating air and water quality.
- Bring books, electronics and other still functional items to be traded.
- Recycle, Reduce, Reuse poster contest to be posted.
- Write articles for the school newspaper.

## **Connections with Massachusetts Curriculum Frameworks:**

Science and Technology/Engineering

Topic: Energy and Living Things 14

Comprehensive Health – Personal and Community Health Strand

Topic 13: Ecological Health 13.4.

## **How Youth Voice Helps Shape Project:**

The students will be involved in developing evaluation criteria of the current program. Also, they will be involved in the decision-making, process and writing opinions to present to the administration. Announcements, posters and presentations to the students will be created and presented to the school community.

## **Student Reflection Component:**

The Recycling Club will produce an agenda for monthly meetings, record minutes at the meetings, and keep a notebook that records ideas and suggestions.

## **Community Partners Involved:**

The community partners will be local businesses

## **Resources:**

<http://www.mass.gov/dep/recycle/reducere.htm>

<http://www.epa.gov/msw/reduce.htm>

<http://42explore.com/recycle.htm>

[www.earthforce.org](http://www.earthforce.org)

I Want to Be an Environmentalist by Stephanie Maze

Issues in the Environment by Patricia D. Netyley

## **Funding Needs:**

The cost will be determined upon research of the current recycling program.

## **Celebration:**

An afternoon reception would be held to display the clubs accomplishments.

Press should be involved.

# COMMUNITY SERVICE LEARNING PROJECT

**# 38 Project Title: Math Connections Theme: Math/ Literacy**

**Content-Area(s):**

- Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

- Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

- Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Students in junior high school will work with students in fourth grade on mathematics. The junior high students will develop challenges/problems for the younger students. They will design stations that the fourth graders can visit, accept a challenge, and receive a reward for participating and successfully accomplishing the tasks. When the students have completed the stations, the eighth graders will conduct a closing ceremony. Junior high students will travel to chosen elementary schools to implement the project.

**The Community Need the Project is Meeting:**

The eighth grade students will plan, implement and evaluate the program according to the fourth grade frameworks. The planning and implementing will reinforce concepts that the eighth students understand. By teaching or guiding the younger students it will reinforce their understanding of the mathematics. The fourth grade students will benefit from solving challenges in a less structured program developed and carried out by older students

**Service Component:**

Junior high students provide a mathematic fair for the elementary students.

**Connections with Massachusetts Curriculum Frameworks:**

Mathematics Curriculum Frameworks

**How Youth Voice Helps Shape Project:**

Students will design the stations and award ceremony.

**Student Reflection Component:**

Eighth grade students will write a reflection piece using technology (power point, pod casting)

**Community Partners Involved:**

Elementary school and junior high school students

**Resources:**

<http://712educators.about.com/cs/mathematics/a/mathfairs.htm>

[www.ed.gov/pubs/EarlyMath/intro.html](http://www.ed.gov/pubs/EarlyMath/intro.html)

[www.nctm.org](http://www.nctm.org)

**Funding Needs:**

Rewards for each station

Awards for the closing ceremony

Transportation to elementary schools

**Celebration:**

Students, teachers, administration will attend the event and the older students will recognize the accomplishments of the younger students.

# COMMUNITY SERVICE LEARNING PROJECT

# 39 **Project Title:** “Oh Say Can You See...” **Theme:** Veterans

**Content-Area(s):**

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

“Oh Say Can You See” is a community service project that will encompass both music and art. Many of our students are not properly familiar with the national anthem. Students will learn or re-learn the national anthem. They will be reminded of the words and the meaning behind them. Included will be, work with the veterans, and the possibility of a Sign Language interpreter to come to teach student to perform in language.

Along with the musical aspect, the students can create images to relate to the anthem for exhibition through painted mural(s) on the wall or posters to distribute to local business. The students are more involved with the war in their world at this time and watch the news with more intent and connection. This can help them appreciate a bigger picture of their world.

**The Community Need the Project is Meeting:**

- Many of our students do not know the national anthem.
- The hours needed depend on the teacher and the needs he/she needs to meet musically.
- Involve local business
- Involve the veterans

**Service Component:**

Community involvement can include Veterans and their thought and feelings behind the song. Art Students can paint mural of words and pictures or posters to be distributed throughout the town business, depicting the song Memorial Day celebrated with community. A deeper understanding of our America Community.

## **Connections with Massachusetts Curriculum Frameworks:**

Guiding Principle 4 An effective history and social science curriculum develops students common civic identify as an American Citizens.

### **MUSIC**

Topic 6: Singing

Topic 7: Reading and Notation

Topic 8: Playing Instruments

Topic 10: Critical Response

### **ART**

Topic 23: Concepts of Style, Stylistic Influence, and Stylistic Change

### **HISTORY**

Learning Standard 2: Historical Understanding

Learning Standard 4: Society, Diversity, Commonality, and the Individual

## **How Youth Voice Helps Shape Project:**

- Students will voice their opinions of war, peace and history of song through possible song writing of their own, reflective writing.
- Certain Art students can decide how and where to paint the words on the wall by the music room.
- Contest where entire school decides on winning picture for wall or tiles.

## **Student Reflection Component:**

- Students will learn words and music and perform for celebration.
- Students will write reflections on the words from the song.
- Art students will create their artwork that has tied in with the song and history.
- Students will learn or re-learn the National anthem. If the teacher decides, they can expand and learn more patriot songs that show citizenship and patriotism.
- Students will meet during the week to practice song.
- Students will enter contest or volunteer to design and implement mural on the wall
- Students will learn the words and study the meaning in English.

## **Community Partners Involved:**

Include Veterans in celebration at projects end.

Possible Sign Language interrupter

Local Business

**Resources:**

<http://www.americanmusicalsalute.com/>

<http://www.thenationalanthemproject.org/lyrics.html> (words)

<http://who2.com/ask/francisscottkey.html> Francis Scott Key Biography

**Funding Needs:** Transportation

**Celebration:**

Students will perform the song both singing, instrumentally, and sign language during our Memorial Day Celebration. Press should be involved.



# COMMUNITY SERVICE LEARNING PROJECT

**# 40 Project Title:** **Who's Who in the Community** **Theme:** Appreciation

**Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

**Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

**Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:**

Many local citizens contribute to the development of the children in our communities. Adults involved in local theater, sports programs, businesses, government employees and others are familiar faces to our students. These adults take the time to make a difference in a young person's life and this program will recognize these individuals. We hope to create a greater understanding between students, adults and community responsibility.

**The Community Need the Project is Meeting:**

Many adults in our towns have an interest in helping the students develop into productive young adults who contribute to our communities. Their everyday interest and actions are numerous but not always recognized and the students have an obligation to say thank you. This program will allow the students to thank adults while also sharpen their communication skills.

**Service Component:**

The students with teacher guidance will write a description of the Who's Who program and present it to the students in the school. They will develop an application, and a rubric for evaluation of the applications. They will chose a community member and write a letter to inform the community member of the award. We would like to plan a celebration for the student that nominated the adult, the community member, and other people involved in the program. Each month a citizen will be selected and invited to a luncheon.

**Connections with Massachusetts Curriculum Frameworks:**

- English Language Arts Curriculum Framework  
Topic 2: Questioning, Listening, and Contributing  
Topic 3: Oral Presentation  
Topic 19: Writing

**How Youth Voice Helps Shape Project:**

Students will make decisions about the application for Who's Who in the community. They will decide what personality characteristics are important and how the final decisions will be made and presented.

**Student Reflection Component:**

Students will record all meetings and evaluate the program after each presentation.

**Community Partners Involved:**

Community members might be postal workers, local business people, coaches, bus drivers, or any other adult that works with young people.

**Resources:**

Essential Guide to Public Speaking by Quentin J. Schultye  
[www.seniorcorps.org](http://www.seniorcorps.org)

**Funding Needs:**

Stationary, certificates and postage  
Luncheon

**Celebration:**

Community members will be invited to the school for a special luncheon each month. The community members will have a tour of the school, visit classrooms and lunch with the students.

Press should be invited.

# COMMUNITY SERVICE LEARNING PROJECT

**# 41 Project Title:** Writing Across the World Pen Pal Program **Theme:** Appreciation/Community Building

**Content-Area(s):**

Arts  Comprehensive Health  English Language Arts  Foreign Language  
 History & Social Sciences  Mathematics  Science & Technology

**Grade(s):**

Pre-K  K  1  2  3  4  5  6  7  8  9  10  11  12

**Community Need Area:**

Community Development  Education  Environment  Health/Nutrition  Housing (homelessness)  
 Human Needs  Public Safety (school)  Various  Veteran's Affairs  Other, please describe:

**Brief Description of CSL Project:**

Writing has become such an important component of the curriculum. Much of the “old fashion” creation of letter writing has disappeared. “For example, [International Penfriends](#) shuns email pals in favor of keeping the art of traditional letter writing alive”. Incorporated into the students’ world at this age is the World outside them. Pen Pals can open their world in a more personnel approach. This grant should work with both Social Studies and English departments.

Students will pick or be given a country to find a pen pal from the countries of the curriculum. Although students may not study their particular country right away, their country will be touched on throughout the year. At that point, students will interject their learned information and relate this to the class.

Each student will write a letter weekly or bi weekly to their pen pal. As often as the teacher see workable, the students will share the information they have learned from their pen pal. A study of the United Nations and a visit to their webpage, as well as the weekly shares, are a great way to evaluate this project.

**“Core Concept**

*The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn or themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources historic sites, museums, parks, libraries, multimedia information sources wherever they may live or travel.”*

**The Community Need the Project is Meeting:**

Students at this age level are very involved in their own worlds and do not travel far in their mind. By writing pen pal letters, they begin to learn who is out there and how they live. Seeing the United Nations pulls it all back together again and enables the students to see the big picture before them.

From Frameworks:

*“By becoming skillful and competent in history and social science, students come to understand the foundations, principles, and institutional practices of the United States as a representative democracy and a constitutional republic. They learn traditions and ideals of other nations and cultures. They learn*

*how different people, in many circumstances, used their intelligence and the resources available to them to establish and sustain ways of life for themselves and their posterity.” (continued)*

*“By learning how others have discovered, identified, and tried to contend with questions of human affairs in their time and place, students have the chance to understand them, to see matters from their points of view. With such insight and understanding, students can conduct their own lives and further learning thoughtfully, knowledgeably, and with the consideration for others that marks responsible citizens.”*

### **Service Component:**

- Each student will write a letter weekly or bi weekly to their pen pal. As often as the teacher see workable, the students will share the information they have learned from their pen pal.
- Students will keep folders of letters
- Students will research information on the country they are writing to

### **Connections with Massachusetts Curriculum Frameworks:**

#### ***“Core Concept***

*The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources historic sites, museums, parks, libraries, multimedia information sources wherever they may live or travel.”*

Learning Standard 1: Chronology and Cause.

Learning Standard 2: Historical Understanding

Learning Standard 3: Research, Evidence, and Point of View.

Learning Standard 4: Society, Diversity, Commonality, and the Individual.

#### **ELA Standards**

Topic 2: Questioning, Listening, and Contributing

Topic 3: Oral Presentation

Topic 4: Vocabulary and Concept Development

Topic 5: Structure and Origins of Modern English

Topic 9: Making Connections

Topic 13: Nonfiction

Topic 19: Writing

Topic 20: Consideration of Audience and Purpose

Topic 21: Revising

Topic 22: Standard English Conventions

Topic 23: Organizing Ideas in Writing

Topic 25: Evaluating Writing and Presentations

### **How Youth Voice Helps Shape Project:**

Students can help chose the country they are interested in.

Students will share both with school and family their results from their pen pal writing.

### **Student Reflection Component:**

The students will gain a better understanding of the different cultures and the challenges faced by young people throughout the world through their pen pal program.

### **Community Partners Involved:**

Our community is broad, the world in which we are a small part of!

### **Resources:**

<http://www.epals.com/>

<http://www.world-pen-pals.com/>

<http://k6educators.about.com/cs/languagearts/a/penpalprogram.htm>

[www.sf.us.emb-japan.go.jp/pdf/penpal.pdf](http://www.sf.us.emb-japan.go.jp/pdf/penpal.pdf)

Journey of the Sparrows by Fran Leeper Buss and Daisy Cubias

### **United Nations**

<http://www.un.org/>

<http://www.un.org/Pubs/CyberSchoolBus/>

### **Funding Needs:**

### **Celebration:**

Display on backboards the letters and information from the country

A trip to the United Nations as well as the weekly shares are a great way to/celebrate/evaluate this project.



# COMMUNITY SERVICE LEARNING PROJECT

## # 42 Project Title: Community Health Fair

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

To host a Health Fair for students and community members

### The Community Need the Project is Meeting:

Participants of the health fair will provide opportunities to share general health information and expose students to various health careers while increasing awareness of community service organizations

### Service Component:

To provide valid health information and health promoting products and services to the community

### Connections with Massachusetts Curriculum Frameworks:

12.1, 14.1, 14.4, 14.6

### How Youth Voice Helps Shape Project:

Students will identify community organizations that will participate in the Health Fair. They will also be responsible for publicity, invitations, fair set up and will assist organizations where needed

### Student Reflection Component:

Feedback from community members, organizations, number of participants and journal responses from students

### Community Partners Involved:

Community organizations such as the local police department, Harrington hospital, American Heart Association, local doctors and nurses, YMCA, and other community resources

### Resources:

Resources Generation Fix: Young Ideas for a Better World by Elizabeth Rusch (Beyond Words Publishing, 2002)

### Funding Needs:

**Celebration:**

The Health Fair is the actual celebration. The event will bring the community together to foster positive health connections. Raffle prizes will also be given at each grade level. Also, interactive activities such as a karate demonstration and yoga exercises.

# COMMUNITY SERVICE LEARNING PROJECT

## # 43 Project Title: Family Fitness Night

### Content-Area(s):

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Family Fitness Night is a project enabling parents and student to workout together in a fitness activity at night in their school gymnasium. This program is an excellent venue to promote healthy choices and positive ways to deal with stress and decrease inactivity. Students can pick their activity, advertise it, set up teams, equipment, etc. and use a timeframe that is acceptable to the school.

### The Community Need the Project is Meeting:

The students expressed the desire to have a program to enjoy physical activity and have fun with an adult family member. Many students participate in a wide variety of sports and fitness activities in school and want to share this experience with a family member.

### Service Component:

The students will organize the activity each month, send out permission slips with all important information stated, collect these slips and assign workout times for each family. Students will set up and take down all equipment, provide instruction in each activity area, and assist adults during the entire activity.

#### Family Fitness Night – Circuit Training

- \* Students will have 3 workout sessions of 60 minutes each per evening.
- \* 21 families can participate in each session
- \* 42 pieces of fitness equipment set up in 7 stations
- \* Stations can consist of equipment available at each school. Equipment consists of 6 elliptical, 6 rowing machines, 6 total gyms, 6 power steppers, a weight/physioball station, and DDR station with 2 active pads and 4 practice ones. Additional suggested activities: circuit training, volleyball, aerobics, yoga, fitness walking, team sports/ball games
- \* Students will provide instruction for their family members because they have a lot of experience working out on all the equipment.
- \* Students set up station charts with workout routine
- \* After each session all equipment is readied for the next session and at the end of the night the students are responsible for putting all the equipment away.
- \* Students will donate 8 hours of service to this project.
- \* Up to 60 family members could be involved in the project.
- \* Community impact: families have the chance to workout together, make a healthy choice together, plan on an event each month or if successful, bimonthly.

**Connections with Massachusetts Curriculum Frameworks:**

2.1, 2.2, 2.3, 2.4, 2.5, 2.7

7.1, 7.2, 6.4, 6.8

**How Youth Voice Helps Shape Project:**

Students choose the activities, days for the events, anticipated numbers of participants, and organize the event with faculty supervision.

**Student Reflection Component:**

A survey will be used to critique the participants' feedback of the program

**Community Partners Involved: Local health club**

**Resources:**

**Funding Needs:**

**Celebration:**

Students will put together a power point/slide show of family participation, parents and students working out, and cooperative efforts of the group.

# COMMUNITY SERVICE LEARNING PROJECT

## # 44 Project Title: Food is Fun Recipe Book

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Families will submit healthy recipes that will be published in a cookbook. Families will have the opportunity to make their recipes and present them at a project ending celebration. A pot luck dinner/evening will be organized by the students. Families will be encouraged to bring a non-perishable food item to be donated to a local food bank.

### The Community Need the Project is Meeting:

There is a need in the community to identify healthy food choices that support health and reduce the risk of illness and future chronic diseases.

### Service Component:

Students may submit entries for a cover design contest. The students will organize the cookbook layout, find a publisher and determine the charity that the proceeds will be donated to. A criteria will be developed with guidelines for families to reference when submitting their recipes.

### Connections with Massachusetts Curriculum Frameworks:

3.1, 3.2, 3.3, 3.7

### How Youth Voice Helps Shape Project:

Students will choose the recipes, choose the cover, choose the publisher, design invitations and assist with dinner preparations.

### Student Reflection Component:

Community feedback and by the number of cookbooks sold

### Community Partners Involved:

Local Food Bank, local supermarkets, family members

**Resources:**

A Harvest of Color: Growing a Vegetable Garden by Melanie Eclare (Ragged Bears, 2002)

The Ugly Vegetables by Grace Lin (Charlesbridge, 1999)

The Can-Do Thanksgiving by Marion Hess Pomeranc (Albert Whitman, 1998)

The Adventurous Chef Alexis Soyer by Ann Arnold (Farrar, Straus, and Giroux, 2002)

**Funding Needs:**

**Celebration:**

Pot luck dinner

# COMMUNITY SERVICE LEARNING PROJECT

## # 45 Project Title: Peer Players or Teammates

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:** Students who feel confident in their fitness skills will pair up with a student who basically is inactive during the recess break. The project goal is to have peer play 2 times a week with the goal of increasing group play on their own. The team leader will consult with their partner and pick equipment that they will both have enjoy. An addition to this program is involving the pair in the “healthy snack in the gym” program. The peer leader will encourage their partner to bring a healthy snack and this is their ticket to play in the gym during morning recess break.

**The Community Need the Project is Meeting:** Need: Many students do not use their recess break as an activity time because of low confidence in fitness skills and poor social skills. Many students use their snack break to eat snacks that are unhealthy and to sit at their desks. This project addresses both issues.

**Service Component:** The peer player provides a friend and playmate for their partner. The time frame can run between 1-2 hours a week. The program can last 1 semester or longer depending on the individual needs. There is a potential for 50 -75 students per grade involved in this program

**Connections with Massachusetts Curriculum Frameworks:** 7.3, 7.5, 7.6, 7.7

**How Youth Voice Helps Shape Project:** The students will set up the leaders group and take applications from students who want to participate in the program. Peer players will set up their own T schedules and report to the project coordinator once a month.

**Student Reflection Component:** The students will keep a daily journal of their experiences in the program and share them with their partners.

**Community Partners Involved:**

This project is designed to teach the students the importance of volunteering within their school.

**Resources:**

**Funding Needs:**

**Celebration:** All the peer players will participate in a year ending activity of their choice such as a Mini Olympics, Obstacle Course; Capture the Junk, Trench Ball, etc.

# COMMUNITY SERVICE LEARNING PROJECT

## # 46 Project Title: Peer Social Skills Training

### Content-Area(s):

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

This project is designed to provide students with opportunities to role play various social skills including classroom survival skills, skills for dealing with feelings, developing alternatives for aggression, and techniques for dealing with stress. The program will utilize older students to partner with younger students to provide peer role modeling skill development.

### The Community Need the Project is Meeting:

Many of our students are at risk due to poor social skills development because of reduced playtime, neighborhood interaction and changing family relationships. The goal of the program is to develop positive character and good citizenship skills.

### Service Component:

Students from upper grade levels will be partnered with students from lower grade levels to practice specific social skills through role play exercises. The students will work together for approximately six to eight weeks.

### Connections with Massachusetts Curriculum Frameworks:

5.1, 5.2, 7.1, 7.2, 7.3

### How Youth Voice Helps Shape Project:

Students will complete surveys prior to their participation in the program to help them identify their specific social skill development needs and they will decide which skills they would like to work on.

### Student Reflection Component:

The students will complete surveys at the end of the program to gain feedback on their skill development. The students will keep a journal of their progress.

**Community Partners:**

Referral resources will include School Administrators, School Psychologists, Health Teachers, School Nurses, and School Counselor referrals.

**Resources:**

Lesson One, The Responsive Classroom, and Skillstreaming For The Elementary School Student

How Humans Make Friends by Loreen Leedy (Holiday House, 1996)

Smoky Nights by Eve Bunting (Harcourt, 1994)

Define “Normal” by Julie Anne Peters (Little, Brown and Company, 2000)

On the Fringe edited by Donald R. Gallo (Penguin Putnam, 2001)

**Funding Needs:****Celebration:**

A pizza party will be held at the completion of the program. Students will make friendship bracelets and will be awarded certificates of participation.

# COMMUNITY SERVICE LEARNING PROJECT

## # 47 Project Title: Senior Shape Up

### Content-Area(s):

Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Students and residents of the Masonic Home (or local senior citizen facility) will engage jointly in physical fitness activities to promote wellness and lifelong health. The goal of this activity is to promote cross generational relationships and increased fitness levels.

### The Community Need the Project is Meeting:

To increase awareness of the benefits of physical activity and fitness. To provide opportunities and acquire skills that contributes to healthy interpersonal relationships.

### Service Component:

Students will engage in the physical activities with the seniors. The time-frame for this project can be flexible.

### Connections with Massachusetts Curriculum Frameworks:

2.1, 2.2, 2.3, 2.5, 7.1, 7.2

### How Youth Voice Helps Shape Project:

Students will choose the activities that will be included in the program. Students will use different ways of communicating with their workout partners, such as a journal, computer skills, and letter writing. The students will benefit through increased understanding of relationships including respecting individual differences.

### Student Reflection Component:

Students will use different ways of communicating with their workout partners, such as a journal, computer skills, and letter writing.

### Community Partners Involved:

Senior Citizens of the Community

### Resources:

Grandparents Around the World by Patricia Lakin (Blackbirch Press, 1999)

### Funding Needs:

**Celebration:**

A Healthy Brunch will be held at the end of the program and food is donated by all the participants.

# COMMUNITY SERVICE LEARNING PROJECT

## # 48 Project Title: Trash Talk – The New 3 R’s (Reuse, Reduce, & Recycle)

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

This project has 2 objectives. The first objective is to introduce Community Service Learning to the staff and the students of Spencer and East Brookfield with a project that will be the focus of our individual school’s recycling problems. This venue will serve to ease the staff into CSL and enable them to explore all the options associated with this learning project and incorporate many applicable frameworks. With any new concept the students need to learn and experience CSL within the school to later have the capability to apply it to community related projects.

The second objective is to create a recycling program in each school that will be student service orientated, incorporate science and math into the project, and teach an important environmental lesson in the school community. Each grade can incorporate language arts lessons of spelling and writing skills around the theme of this project.

### The Community Need the Project is Meeting:

Every community needs to establish a recycling program to not only save and protect our environment but create the recycling habit in our students. The money saved by recycling can be used in more valuable ways in the community.

### Service Component:

The students will set up a collection system for paper in each grade. They will weigh each collection bin and record the data for future evaluation and use in the math component of this project. As the project progresses the students may decide on recycling more items in the school and initiate a plan based on the needs of the school

### Connections with Massachusetts Curriculum Frameworks:

14, 13.4

Math: Topic 6-Model, Topic 9: Locations & Spatial Relationships, Topic 12: Measures, Attributes & Systems, Topic 13: Technique & Tools

Language Arts: Topic 2: Questioning etc., Topic 4: Vocabulary, Topic 9: Making Connections, Topic 13: Non Fiction, Topic 14: Poetry

Science: Topic: Forms of Energy, Property of Objects and Materials, Engineering Design, Weather, Water Cycle

**How Youth Voice Helps Shape Project:**

Our students will assign paper pickups, measure and record data, meet monthly to evaluate the progress of the program and add new ideas. The students will decide how the money that is saved could be used in the community.

**Student Reflection Component:**

Monthly meetings will be held during recess break to update the program. Students' projects on recycling can be displayed throughout the school. Recycling news can be added to the school newsletter and web site. The students can initiate a reporting system to track the progress of the program.

**Community Partners Involved:**

Board of Selectman,  
Board of Health, Trash Haulers in the community, and the town recycling center

**Resources:**

Board of Health, BFI  
<http://www.mass.gov/dep/recycle/reducere.htm>

**Funding Needs:**

Money for scales to measure recycled products for each section of the school

**Celebration:**

Students will determine the type of celebration they will have. Suggestions range from planting a new tree on the grounds, awards presentations to the homerooms that recycled the most paper, or presentation of recycling money saved to a community organization.

# COMMUNITY SERVICE LEARNING PROJECT

## # 49 Project Title: Walking Buddies

### Content-Area(s):

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### Grade(s):

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### Community Need Area:

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### Brief Description of CSL Project:

Walking Buddies is a project designed to provide opportunities for community members and students to engage in a walking program that could take place before or after school.

The one piece of equipment that is essential to the program is a pedometer. With the pedometer the buddies can monitor distances, record calories burned, log progress and build a lasting relationship with a community member. Students can utilize the data gathered to form graphs, and use as a math component of this program. The program will run for 4 weeks with session 2/3 times per week.

### The Community Need the Project is Meeting:

To increase the importance of physical activity and wellness. Create the awareness of calorie intake and expenditure.

### Service Component:

Students will find a member of the community to share the walking experience with. They will be responsible for pedometers, collecting data, and corresponding with their community member.

### Connections with Massachusetts Curriculum Frameworks:

2.1, 2.2, 2.5, 7.1, 7.2, 7.3

### How Youth Voice Helps Shape Project:

Students will be instrumental in choosing their community member walking buddy. They will be in charge of scheduling their walking session and recording the data for the group. This will enable students to gain additional exposure to math skills that will be helpful in the classroom

### Student Reflection Component:

The data gathered can be incorporated into a final report. The walkers can construct and design their own personal health profile using their own creativity

### Community Partners Involved:

Community Volunteers

### Resources:

**Funding Needs:**

**Celebration:**

Incentives for miles walked, water bottles, sweatbands, and pedometers. Final Fitness Walk and Breakfast hosted by the participants.

# COMMUNITY SERVICE LEARNING PROJECT

## **Project Title: Enabling the Disabled**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):11 & 12**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area: Human Needs**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

**Brief Description of CSL Project:** Students will work with developmentally disabled adults on an activity that is appropriate, beneficial, and socially enjoyable. The students will address cognitive and/or physical needs that have been identified by a professional caregiver. Using that information, students will design activities that will help the identified need. Each time a student meets with a developmentally disabled adult the student will reflect using designated journal entries.

### **The Community Need the Project is Meeting:**

The students will enhance the physical and mental well being of the adults with whom they are working.

### **Service Component:**

Students will create materials and activities based on the psychology curriculum. They will also serve as hands-on instructors for the clients.

### **Connections with Massachusetts Curriculum Frameworks:**

Health five point one four, five point one six , five point one seven, six point one, seven point one two, and eight point b.

### **How Youth Voice Helps Shape Project:**

Students' research, plan, create, and implement a skills-based program.

**Student Reflection Component:** Students will maintain a log of activities, as well as a journal that reflects their own analysis of the project and responds to teacher prompts.

**Community Partners Involved:** Clients and staff at a center for disabled adults

**Resources:**

Psychology books, internet sources, local psychologists and local social workers

**Funding Needs:** busing, supplies for student created projects, party supplies

**Celebration:** Students will host a theme party based on the time of year. The students will create developmentally appropriate activities for the clients and themselves at the party.

# COMMUNITY SERVICE LEARNING PROJECT

## **Project Title: Tea for Tantasqua**

### **Content-Area(s):**

- Arts    Comprehensive Health    English Language Arts    Foreign Language  
 History & Social Sciences    Mathematics    Science & Technology

### **Grade(s):**

- Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12

### **Community Need Area:**

- Community Development    Education    Environment    Health/Nutrition    Housing (homelessness)  
 Human Needs    Public Safety (school)    Various    Veteran's Affairs    Other, please describe:

### **Brief Description of CSL Project:**

Students will read *Three Cups of Tea* as a summer reading book at the high school. Students will design a project similar to “Pennies for Peace,” to support Greg Mortenson’s Central Asia Institute (CAI). The money will be used to build and support schools in Pakistan and Afghanistan. By education young children, especially women, Mortenson hopes to reduce extremism in South Asia. The culminating activity will be a presentation by Greg Mortenson or David Relin about the schools that have been built in Pakistan. Other parts of the project will include: pre and post surveys on extremism by Sociology classes, mapping out the locations of the CAI schools, and researching extremism in Pakistan. In the future, we might want to sponsor an exchange student from one of the schools.

The Community Need the Project is Meeting:

By promoting a liberal education in an area where existing madrasas encourage violence against the West, world peace may be built brick by brick.

### **Service Component:**

Students will create a fund raising vehicle to raise money for the Central Asia Institute school building. The project will begin in the fall and have money available for the spring building season in Pakistan and Afghanistan.

### **Connections with Massachusetts Curriculum Frameworks:**

WH II 47 C,E,F; USII 33 D; USG 1,2; USG 4.2; USG 4.4, 4.5,4.6,4.8, 4.9

### **How Youth Voice Helps Shape Project:**

Students decide on fund-raising techniques as well as art exhibits to promote the fund raiser. We hope to encourage students to include related community based activities at the high school.

### **Student Reflection Component:**

Students will publish reflective poetry to be published in Passages along with the results of the pre- and post survey. Students will also serve tea to each other and discuss their obligations to each other and the promotion of world peace.

**Community Partners Involved:**

Central Asia Institute, speaker on Pakistan and Islam.

**Resources:**

*Three Cups of Tea*, CAI website, library resources.

**Funding Needs:**

The project will need art supplies, tea, speakers' fees, and possibly food for a major culminating event.

**Celebration:**

There will be a major day or evening event featuring a guest speaker, presentations of gifts, a possible dinner and cultural event.