

Steps for Planning Service-Learning Projects with K-12 Schools

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Steps (see checklist & details below for each step):

1. Identify an academic need (related to course content) within a K-12 setting
 2. Brainstorm service projects which could address the need listed above.
 3. Identify grade level(s) that would best suit this service-learning.
 4. Plan the learning goals for college students.
 5. Decide on methods and strategies to encourage students to think about what they are learning through the service and how it relates to the subject of their class.
 6. Determine when and where the service learning will take place
 7. Estimate how many visits will the service learning require
 8. Make contact with a K-12 school principal in order to match up with a K-12 teacher
 9. Meet with identified K-12 teacher to plan the service learning project in detail.
 10. Orient University students to service-learning project, and make time for practice.
 11. Evaluate and document outcomes
 12. Celebrate outcomes!
 13. Send Thank You Notes to all involved.
 14. Maintain periodic contact with K-12 principal and teacher to communicate future plans
 15. Begin working on Service Learning Projects for the future!
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1. Identify a need within a K-12 setting which relates to the topic or skill area of the college course.

- Math example: Low math scores on the 7th grade national math standardized tests
- Social Science: Lack of respect or empathy for the elderly among high school students
- Science example: Lack of interest in science among young students

The Identified Need is _____

2. Brainstorm service projects which could address the need listed above. (Make sure the service project is directly related to the learning objectives of the K-12 setting.) * See below for more ideas by discipline

→ Math:

- *Service*: College students work with 7th graders to connect math to their real-world situations through a simulated car purchase activity.
- *K-12 objectives*: calculate with exponents, decimals, fractions, ratios, and percents

→ Social Studies:

- *Service*: Work with juniors in high school to collect and record senior citizen histories, then produce Power Point presentations to share with seniors and historical archives.

- *K-12 objectives:* Compare and contrast different cultural and social influences in the United States; learn post WWII history; practice written communication.

→ Science:

- *Service:* Work with 3-6th graders to create a toy or game that utilizes one principle of simple machinery
- *K-12 objectives:* Identify potential and kinetic energy; use critical thinking skills

The Service Learning Project is _____

The K-12 learning objective is _____

3. Identify grade level(s) that would best suit this service-learning. Match the academic goals with grade level.

Check state standards at <http://www.sde.idaho.gov/ContentStandards/default.asp>

Math example: Exponents are taught in 8th grade math or 7th grade advance math.

Social Studies example: Great Depression and WWII is taught in 11th grade US History.

Science example: Simple Machines unit is taught in 4th grade.

Grade Level(s) _____

4. Plan the learning goals for college students.

Examples:

- Explain concepts to others; improve oral communication
- Apply concepts, techniques, and tools of the discipline; practice skills
- Function effectively on teams; improve group effectiveness, social awareness
- Analyze problems, formulate, and design solutions; practice critical thinking
- Gain knowledge of contemporary issues, i.e. educational barriers, scientific literacy, etc.
- Recognize their own potential role (or the role of their discipline) in addressing issues

The Learning Goals for College Students are _____

5. Decide on methods and strategies to encourage a) K-12 students and b) college students to think about what they are learning through the service and how it relates to the subject of their class.

- *K-12 learning:* College students could prepare questions that relate the fun activity to K-12 course concepts. They could ask the questions before and after the demonstration. K-12 students could write, discuss, or draw their responses (in pairs, in a group, or with the large class).
 - Math: 7th grade students could make a poster showing the original price of the dream car and the total cost after it has been paid off, using exponents, then present their findings to their class.
 - Social Studies. 11th graders could present their PowerPoint to the senior citizens, telling what they learned about post WWII America, and sharing their new-found respect for seniors.
 - Science: 4th graders could create and performed a skit for their parents explaining what happening throughout the entire service learning.
- *College learning:* Faculty could prepare questions that relate the service to course learning objectives. They could employ these questions when introducing the service project, during class discussions, as paper topics, test questions, blackboard postings, etc. Visit <http://servicelearning.boisestate.edu/reflection> for more ideas.

Methods and Strategies for K-12 _____

Methods and Strategies for College students _____

- 6. Determine when and where the service learning will take place. Keep in mind that K-12 schools are very limited with regards to fieldtrips. K-12 teachers would be more likely to accommodate university students into their own classrooms during the teaching day.**

Math: 7th grade math class: 2nd Period, Tuesdays @ 9:00-9:47am @ Johnson Middle School

Social Studies: 11th grade US History class: 3rd and 4th Period, 10:10-12:15 am, Wednesdays @ Clark High School and same time at West Senior Center.

Science: 4th grade class during science time: 9:15-10:30 am, Monday and Friday for two weeks. Smith Elementary School

Service Learning Will Take Place (When) _____

- 7. Estimate how many visits will the service learning require. Include an introductory visit in which college students present the project to K-12 students, X# of visits needed to complete the project, and a follow-up visit to conduct reflection and evaluation.**

- Math: 1) Introduce to exponents, and meet and greet; 2) Present lesson with dream car and purchase price; 3) Follow up with evaluation and reflection. (3 sessions)
- Social Studies: 1) Introduce to Great Depression and WWII and get acquainted activities. 2) Develop interview questions and prepare for senior citizens, 3) Interview seniors, 4) Present PowerPoint Presentations to seniors, 5) Follow-up with evaluation and reflection. (4-5 sessions)
- Science: 1) Introduce/present simple machines and get acquainted activities. 2) Review simple machines, design toys, create toys, 3) Present toys to Kindergarten class. 4) Follow-up with evaluation and reflection. (4 sessions)

Number of Visits _____

- 8. Make contact with a K-12 school principal in order to connect with a K-12 teacher who would be fit your service learning project. Most K-12 schools require outsiders to check with the principal first, before setting up a visit. The principal will have a good idea of which teacher(s) will best match your service and academic need.**

Name of K-12 Principal and School _____

- 9. Meet with identified K-12 teacher to plan the service learning project in detail. Work together to make sure the academic and service goals are realistic and the time frame is manageable. Discuss items #1-7 from above to insure that both parties are on the same page as far as ideas and outcomes are concerned.**

- Plan for a meeting time at the K-12 school site before or after school hours.
- The beginning of the school year or semester is best for K-12 teachers as they prepare their curriculum.
- Be flexible and remember that you are requesting to “borrow” time from a K-12 teacher who already has an academic full plate.
- Discuss **logistics**
 - How do BSU students check-in at the K-12 school?
 - What is the dress code for BSU students?
 - Discuss the room set-up and available resources and supplies
 - Where should BSU students park?
 - Are students allowed to take pictures or video? (Are there waivers to be signed?)

Meeting Day and Time _____

- 10. Orient University students to service-learning project, and make time for practice. Discuss with them their responsibilities, appropriate dress, mannerisms and language. Remind University students that they are guests in the K-12 school and that their presence will leave a lasting impression on the younger students. Give them the “Elements for an Engaging Presentation: Tips for Success” handout and give them time to practice.**

Practice Presentations on This Date _____

- 11. Evaluate and document outcomes. Use “Youth Feedback Evaluation Form” as a tool to determine if your service learning project met your service and learning goals as stated earlier.**

Assessment method K-12 _____

Assessment method college _____

- 12. Celebrate outcomes! Congratulations on partnering with a K-12 school and providing a service to students from K-Higher Ed! You can celebrate by:**

- Announcing to the school (K-12 and college) news outlets and local newspapers about what you have accomplished
- Sending a letter home to parents; ask school to send a letter to students, department chair, etc.
- Having a party with all participants.
- Handing out participation certificates.
- Giving a copy of the project plan to school and community participants.
- Sharing results with other classes, an assembly, a department colloquia, or a conference
- Creating your own form of celebration.

We Will Celebrate By _____

- 13. Send Thank You Notes to all involved. This should be done in a timely matter so that participants know that you are truly appreciative of all their hard work.**

Thank You Notes Will Be Mailed On (date) _____

- 14. Maintain periodic contact with K-12 principal and teacher to communicate future plans.**

Contact Was Made On (date) _____

- 15. Begin working on Service Learning Projects for the future!**

My Next Service Learning Project Idea is _____

*Service Learning Project Ideas by Discipline:

All Disciplines: <http://www.thirteen.org/edonline/ntti/resources/lessons/index.html>

Arts: <http://www.nga.gov/education/classroom/> <http://www.pbs.org/teachers/arts/>

Language Arts: <http://www.pbs.org/teachers/readlanguage/>

<http://www.readwritethink.org/lessons/index.asp?grade=0&strand=0&engagement=0>

Life Skills: <http://www.tigerwoodsfoundation.org/startsomething>

http://servicelearning.org/instant_info/lesson_plans/index.php?popup_id=518

Math: <http://www.micron.com/k12/lessonplans/index.aspx>

<http://www.lessonplanspage.com/Math.htm>

Science: <http://www.lessonplanspage.com/Science.htm>

<http://www.pbs.org/teachers/sciencetech/>

Social Studies: <http://www.lessonplanspage.com/SS.htm> <http://www.pbs.org/teachers/socialstudies/>

Youth Feedback Evaluation Form

Please share your responses to the following questions:

1. How would you describe your experience with your class?

What did you like?

What would you want to change?

2. Have you learned anything new or grown in some way from your experience with your class?
How? In what ways?

What particular thing stands out for you that helped you learn or grow?

3. How would you describe the way the instructor(s) were with your team?

What did your instructor do that you really liked?

What did your instructor do that you didn't like?

4. Anything else we should know to improve the program?

Service Learning Project Contract

Contact Information:

K-12 Educator: _____ **Phone** _____ **e-mail** _____

BSU Faculty: _____ **Phone** _____ **e-mail** _____

Service Learning Project:

Academic Goals for K-12 Students:

Academic Goals for BSU Students:

Service Goals for K-12 Students:

Service Goals for BSU Students:

Dates of Service:

Service Completion Date: _____

Specific Expectations and Responsibilities of Service Project Participants:

Additional Notes:

K-12 Educator Signature: _____

Date: _____

BSU Faculty Signature: _____

Date: _____