

Understanding Service-Learning in Baltimore City Public School System



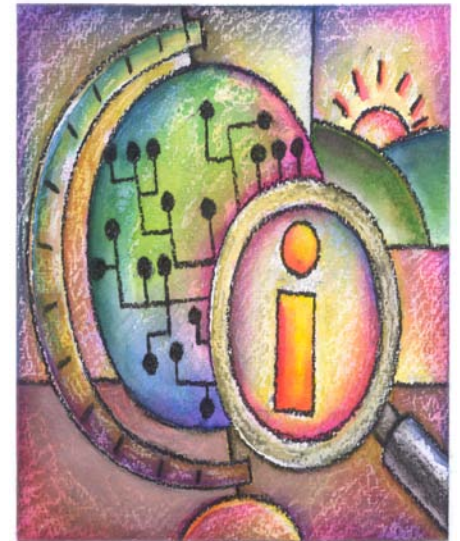
Presenters:

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MSDE Service-Learning Fellow, Class of 2006**

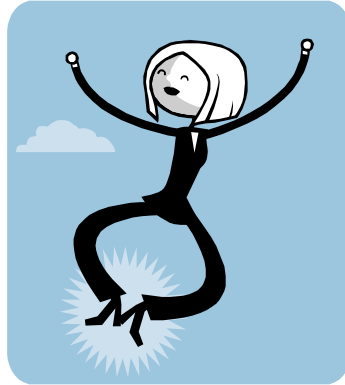
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Language Arts Instructional Support Teacher
MSDE Service-Learning Fellow, Class of 2008**

In this presentation you will learn more about:

- The Definition and Criteria of Service-Learning.
- Why Do It?
- Elements of Effective Service-Learning: Maryland's Seven Best Practices.
- The BCPSS Service-Learning Program.
- Infusion into Instruction.
- Examples of Effective Service-Learning Projects.
- How to Plan a Project of Your Own.
- Useful Resources.



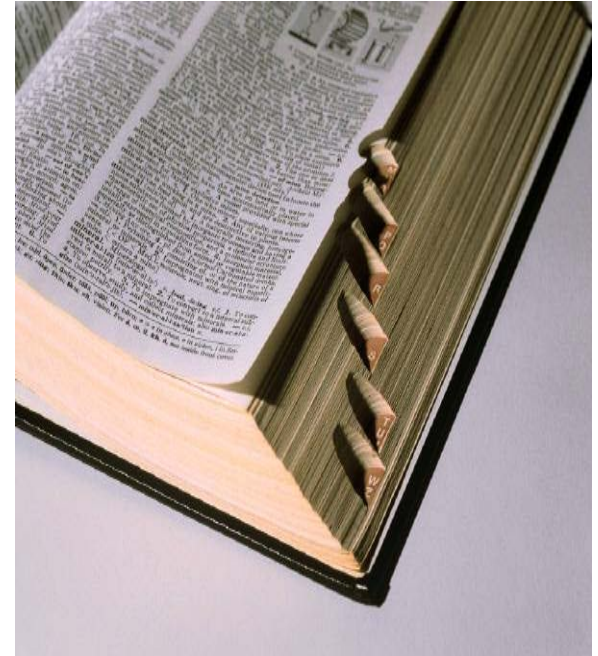
Stand up if...



- You've heard of service-learning.
- You've participated in service-learning.
- You want to incorporate service-learning projects into your class.
- You want to start a service-learning club.

Definitions

- **There is a difference between:**
 - **Community Service**
 - **Volunteerism**
 - **Internship**
 - **Service-Learning**



What is it?

By definition, service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. It includes academic preparation, service activities, and structured reflection.

~ Learning in Deed

Students earning a State of Maryland Diploma must complete 75 hours in order to graduate.

How it differs from community service, Volunteerism and internships:

Community Service



- It could be ordered by the court
- It may may involve a stipend
- Often is not linked to academics.

Volunteerism



- Volunteer experiences are often not linked to their academic studies such as:
- Singing in a church choir
 - Babysitting a younger relative
 - Working in the school's office

Internship



Student interns are placed in a work venue to become familiar with a career or job opportunity.

Service-learning includes:

- **Preparation**
- **Action**
 - **Direct** (tutoring, working in a soup kitchen, visiting the elderly)
 - **Indirect** (fundraising, walk-a-thons, community clean-ups)
 - **Advocacy** (writing letters about issues of concern, lobbying to voice concerns about problems or to correct injustices)
- **Reflection**



The Baby Story



The Benefits of Service-Learning: (~Leeward Community College, 2007)

For Students:	For Teachers:
<ul style="list-style-type: none">🍎 It brings books to life and life to books🍎 It engages students in active learning and show a connection between their academic work, life experience and career choice🍎 It increases awareness of societal issues as it relates to their academic areas of interest🍎 Broadens students' perspective of diversity issues & enhances critical thinking skills🍎 Improves interpersonal skills🍎 Develops civic responsibility through active community involvement	<ul style="list-style-type: none">🍎 Reinforces classroom subject matter with hands on experience🍎 Fosters coordinated collaboration between the school and the community🍎 Provides students with structured time to talk, write and reflect in various ways about their experience🍎 Allows learning to extend beyond the classroom🍎 It increases student responsibility, school pride and decreases negative behavior

Tell me and I'll forget.

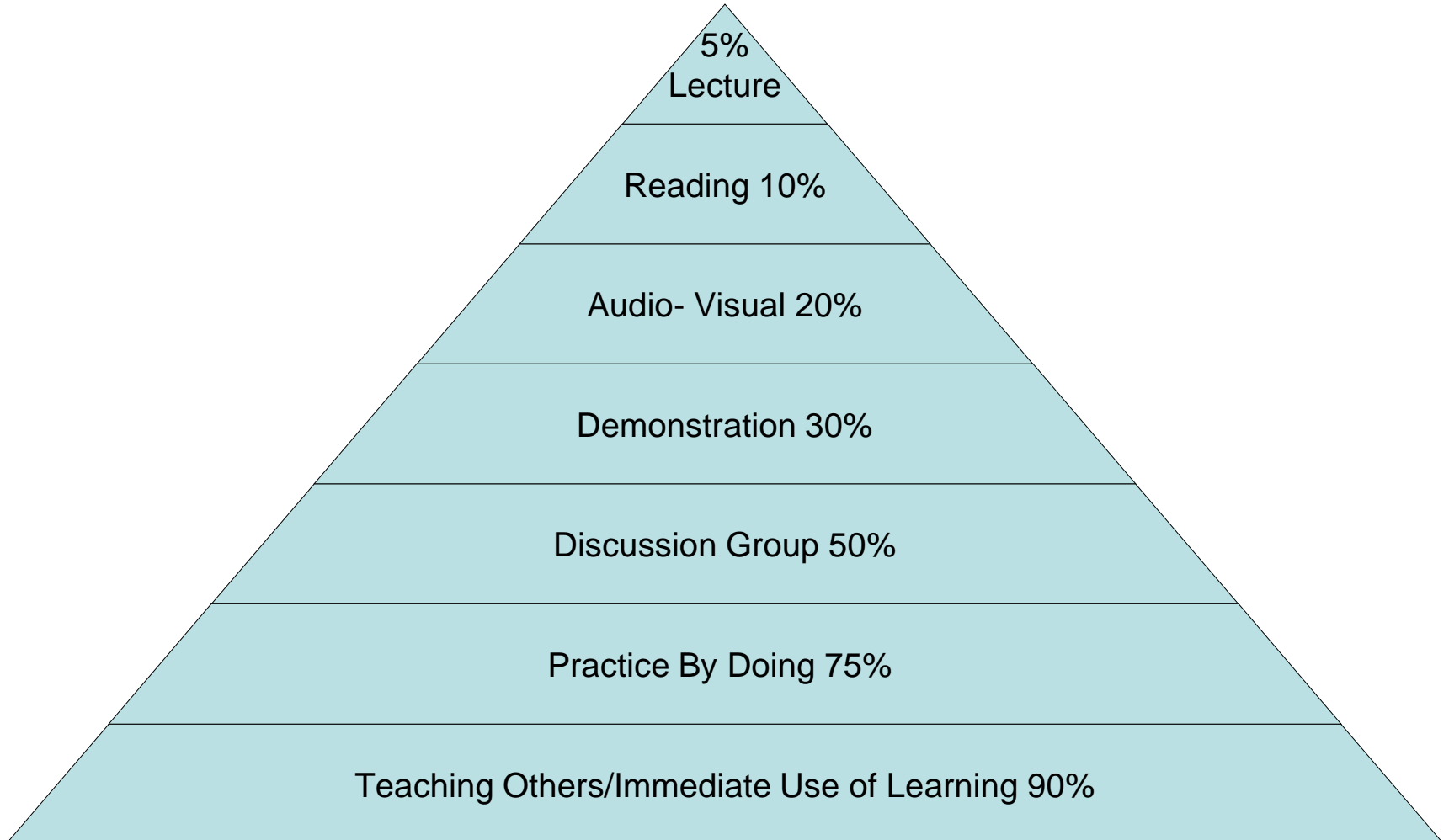
Show me and I might remember.

Involve me and I'll understand.

~ Author Unknown

The Learning Pyramid

National Training Laboratories- Bethel, Maine



The Seven Best Practices of Service-Learning:

- Meet a recognized need in the community
- Achieve curricular objectives through service-learning
- Reflect throughout the service-learning experience
- Develop student responsibility
- Establish community partnerships
- Plan ahead for service-learning
- Equip students with knowledge and skills needed for service



How do students engage in service-learning in Baltimore City?



- Through infusion into a course
- Interdisciplinary projects
- Service-learning courses
- Independent projects
- Clubs & activities

The BCPSS Comprehensive Service-Learning Implementation Plan:

- Addresses the 75 hours graduation requirement
- MSDE requires that every LEA keep an up to date plan and monitor service-learning in their district
- Student will earn 50 hours prior to entering high school through curricular infusion in middle school in:
 - Art
 - Music
 - World/Classical Languages
 - Physical Education
 - Science
 - Social Studies
 - Health
- The remaining 25 hours will be completed in high school through curricular infusion in:
 - Health
 - US History
 - Issues in Physical Science
 - American Government
 - Biology



Sample Activities by Subject:



WET PAINT



Math	Art/Music	Languages	Social Studies
<ul style="list-style-type: none"> • Prepare manipulatives for elementary schools students and teachers • Calculate quantities of food that are needed to feed the homeless/ have a can drive 	<ul style="list-style-type: none"> • Paint over graffiti covered walls, invite local artists to paint murals • Do something about school violence- Art Curricula Unit 	<ul style="list-style-type: none"> • Ideal wardrobe Unit- have a clothing drive to collect clean, slightly used clothing • Tutor English speaking students in a world language 	<ul style="list-style-type: none"> • Veterans History Project • Survey youth about their needs and opinions and convey information to policy makers
English	Science	Health	P.E.
<ul style="list-style-type: none"> • Read to youngsters at a nearby elementary school • Re-write fairy tales into simpler forms 	<ul style="list-style-type: none"> • Urban gardening • Save the Chesapeake Bay- Restoration activities • Start a recycling program 	<ul style="list-style-type: none"> • Start a smoking cessation campaign at your school • Have a health fair 	<ul style="list-style-type: none"> • Organize or participate in a walk, run, bike-a-thon • Serve as a coach or officiate games at your local rec. center



Service-Learning Topics

- Aging
- Environment
- Health Issues
- Hunger, Homelessness and Poverty
- Literacy
- Pregnant and Parenting Teens
- Prejudice
- Public Safety
- Substance Abuse
- Violence Prevention

How does a teacher complete a service activity with his/her students?

- He/she identifies a service activity based on a unit of study within his/her curriculum
- He/she plans the activity with student input
- The class engages in the service activity
- The class completes a reflection activity
- The teacher turns in a copy of their lesson plan and the Class Reporting Sheet to the School-Based Service-Learning Coordinator
(it incorporates the 7 Best Practices)
- The hours earned are entered into SASI



Independent Service Procedures:



- The student selects a service activity from the list of pre-approved agencies.
- The activity is pre-approved by the parent and School-Based Service-Learning Coordinator.
- The student engages in the service activity.
- The student completes a reflection activity.
- The student returns their documentation forms.
- The hours are recorded in SASI, and a copy is held for documentation purposes (please return a copy to the student for their own records).

Project Walk Through

Service-Learning Opportunities exist in every course!

- With your group, evaluate the service-learning projects and decide if they meet the seven best practices of service-learning.
- Share you ideas please.



Create a Lesson of Your Own

- Let's create a lesson/activity that you can do with your students based on the seven best practices!





Service-learning resources for students and teachers:

- The Service-Learning Information Guide for Students and Parents (brochure)
- The MSDE Service-Learning Webs Booklet
- The MSDE Student Service-Learning Guidelines Booklet
- The Year-At-A-Glance Calendar
- Sample Service Learning Handbooks:
 - For Students
 - For Teachers
- MSDE Service-Learning Units (Aligned with the VSC)
- Sample Lesson Plans by Subject
- Various Grant Opportunities

Thank you.
Please complete your evaluation
and have a great school year!

For additional information, contact:

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