

BHS Service-Learning "Cheat Sheet"

What is Service-Learning?

- Teacher/Student Generated – a teacher or student/class created project.
- Standards-Based – students engage in content instruction in the classroom.
- Needs-Focused – the project addresses a community (varied definition) need.
- Civic-Minded – the project fosters an appreciation for civic responsibility.
- Reflective – students to reflect on their learning and service through writing.

Service-Learning is NOT:

- Students logging a certain number of community service hours.
 - Limited to any one subject or discipline or any one grade level.
 - One sided – benefitting only students or only the community.
 - Used as a punishment or absence-clearing activity.
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Why do Service-Learning?

- **Our students cannot graduate without it:**
 - In September 2002, Service-Learning was made a graduation requirement for the class of 2007 and beyond.
 - **It has multiple benefits:**
 - Engagement - Critical & Analytical Thinking - Civic Responsibility
 - Achievement - Teamwork & Collaboration - Teacher-Student Rapport
 - Character Building - and many more...
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How do I conduct a Service-Learning Project?

1. Begin with a great idea created among your interdisciplinary grade-level team, among your department members, or on your own.
2. Complete the Service-Learning Certification Form (available on BHS website).
3. Have the form reviewed by your SLC Lead and signed by your SLC Administrator.
4. Send a copy (preferably digital) of the form to your SLC Administrator, SLC Lead Teacher, and Mr. Turner.
5. Once the project is done, send a copy of the form **with a list of the students that completed the project** to Ms. McCaughley in the Counseling Office.

(see other side for Service-Learning project examples)

Service-Learning Examples

The following are examples created by fellow BHS teachers:

- While studying the effects of man on ecology throughout the 20th century, students complete a group project where they create an organization whose job it is to inform the public of human's impact on the ecosystem. They make a formal PowerPoint presentation to the class and create a presentation board to put on display. Students then display and present their work in an "Eco-Gallery" for the school where visiting teachers, students, and community members learn how they can lessen their negative impact on the Earth.
- During a unit on elections, students research what issues during the California General Election are of most importance to their community. Students distribute Easy Voter Guides created by the League of Women Voters in their community. They attach explanations of why voting and becoming informed are important.
- After studying the varied elements of teaching (strategies, learning styles, content standards, etc.) through their elective class, students design a mock high school where they develop and implement a subject-specific standards-based lesson geared to visiting fifth grade students. Students learn the responsibilities and benefits of the teaching profession and visiting students begin to explore the idea of continuing their education.

The following are examples found in the Service-Learning Guidebook:

- A **Spanish** class translates brochures distributed by local social service groups, making information more accessible to local immigrant populations while improving their language skills in an applied, practical way.
- Students in **wood shop** learn the fundamentals of how to make wooden toys and donate them to a local establishment for disadvantaged and ill children.
- A **government** class researches and designs a place mat that contains voting information and a brief sketch of local candidates. They contact local restaurants where the mats are used in place of the "usual" mats during the election period.
- A **health** class researches emergency preparedness and devises a list of contents for a proper first aid kit. They then collect items for the kits in a "scavenger hunt" type of process. Completed kits are then donated to the local chapter of the American Red Cross.
- **History** students create a local newspaper from a specific time period of history and present it in an elementary class or a middle school class and leave it in the public library for the community to see.
- **Biology** students perform water testing experiments on the local river which are shared with the local community and the local watershed authority through a presentation with local community members.
- In studying United States urbanization in the 1900s, **history** students examine contemporary problems in urban Los Angeles and write a letter about such a problem to a local official and local newspaper, suggesting a solution.
- Students combine **science** and **math** skills to research recycling at their school. They compare the costs of recycling bins and pick-up versus the income generated at a recycling center. They also examine the cost of not recycling and the impact it would have on the local community. Students then work with the student government council to design and propose a school recycling program which they present to administrators and the local School Board.
- **Journalism** students research the needs of the local community's non-profit organizations and prepare and distribute publicity announcements on their behalf.
- Senior and Junior **English** students use what they have learned in class to tutor and act as guides in basic remedial writing and English composition in the school library.