

Learning Through Service:

*A Tennessee
Sampler*

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“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

Margaret Mead

Learning Through Service: A Tennessee Sampler

is written to celebrate those Tennesseans who are making great strides in the service-learning movement, and also to inspire readers who have only just begun. In creating this book, we wanted to recognize those individuals who have dedicated time and energy to promote service-learning in their classrooms, agencies and communities. These people have been on the forefront of service-learning in Tennessee, and we felt it was time to celebrate their accomplishments as well as noting their future plans. For those only beginning in this endeavor, and even for those who do not yet know what service-learning is, may this book serve as an inspiration and educational tool for effectively implementing service in their own community. No work of this kind can salute every excellent program. In spite of our best efforts, we are bound to miss stories that cry out to be told. To leaders of those programs, please accept our apologies. We ask that you use the form in the back of the book to contact us and share your stories with us for possible future publications.

I wish to give heartfelt thanks to the champions of service-learning: the faculty, staff, teachers and students who shared their stories as authors and interviewees. Thanks also to the board and staff of the Tennessee Commission for National and Community Service who birthed the idea for this book and assisted with the research and interviews. Carol White, Rachel Smith, Mary Lewis Dassinger, Linda Mohon and Ted Kozelka have provided considerable time and effort to the completion of this project. Additionally, thanks go to Jan Bushing of the Tennessee Department of Education, a true champion of

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Deborah H. White, Ed. D.
Editor
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“Service is what life is all about; it never occurred to me not to be involved in the community.”

Marian Wright Edelman

What is Service-Learning?

Service-learning is a form of experiential learning in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning. (Jacoby, B. and Associates, Service-Learning in Higher Education, 1996).

Experiential learning is education in which the participants are directly in touch with the realities being studied rather than simply reading about them, hearing about them, or talking about those realities. In most cases, it requires the students and faculty to move out of the classroom and into the community for the learning experience.

Best practices in service-learning involve students in learning experiences:

- That meet community needs;
- That are coordinated in collaboration with the school/college and community;
- That are integrated into each student’s academic understanding;

- That provide structured time for a student to think, talk, and write about what she/he did and saw and felt during the actual service activity;
- That provide students with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- That enhance what is taught in the school/college by extending student learning beyond the classroom; and
- That foster the development of a sense of caring for others.

Service-learning differs from community service because it integrates the learning done in a classroom with the service activity. Through this integration, the service and the learning complement each other in such a way that the learning experience is enriched for all involved. The **reciprocity** of service-learning is demonstrated by the learning that occurs for all participants. Servers learn from those served; schools and colleges learn from their community; and teachers and faculty learn from their students.

There are four basic elements of service-learning: preparation, meaningful demonstrated service, structured reflection, and celebration.

Preparation is comprised of the learning activities that take place prior to the actual service. In order for the service to be meaningful, the students should understand what it is they are doing and why there is a need. It is also important to clarify some expectations for the project. Some possible components of preparation include identifying and analyzing a community need, selecting and planning a project to meet that need, and providing training in specific skills needed to perform the actual service. In each of these components, the students are integrally involved in the process. It is critical that students play a role in choosing a project, and also necessary that they

know the population they will be serving and information about the actual social/contextual issues related to that service through research or contact with community members. An essential aspect of preparing for any service project is having the group work through problem-solving exercises (like a ropes course or other leadership experience). These exercises enable the group to bond and learn to function as a team. When the students involved feel as if they are a team and depend on one another, a project is likely to be more successful than when they have no connection to one another. This is also the time to begin teaching the components of values, ethics and personal responsibility.

Meaningful Service implies that the service must have significance to the community as well as to the server. A meaningful service project is challenging, significant, and engaging for all involved. It is important in service-learning for a service project to have academic integrity and be developmentally appropriate for the students involved as well. Additionally, when choosing a project, students are more likely to find it compelling if they feel a sense of ownership and can see the results of their efforts.

Structured Reflection enables students to think critically about their service experience. It requires intentional planning by the faculty member or teacher. Reflection can be done by talking about the projects in class, writing about them in journals, and sharing the experience with others using skits, photography, and other creative methods of expression. This process is critical to student learning in a service-learning program. An effective reflection activity includes the following components:

- Provides a “reality check” which guards against inaccurate perceptions or biases.

- Includes time for problem-solving on specific issues or situations.
- Allows students to process their learning both individually and in a group.
- Provides on-going education on general issues related to service.
- Clarifies values and feelings as students confront new issues.
- Integrates service and the related learning into their lives.
- Builds community among participants.
- Helps students see their peers in different roles from that of classmates or friends.
- Helps students see their teachers and faculty in different roles other than that of authority figures or lecturers.

Celebration is a time to recognize students for their hard work and contributions as well as provide closure to the service activity. Celebration can take many forms from a small thank-you note to a large gathering of people who are involved both indirectly and directly. The important aspect to keep in mind is that students should be celebrated for the commitment they have to service. Reinforcement of their power to make a difference is an important learning outcome. It provides them with a sense of success while giving the service some closure at the same time. Celebration often includes demonstration of the project completed. Students may present their successes for other classes, school or departmental newsletters, the school board, or Parent Teacher Student Association.

In order for these four elements to be most effective, it is critical that they be intentionally integrated into the curriculum, lesson plans, and programs of service-learning courses. By involving students in all areas, the faculty member, program director or teacher begins to act more as a facilitator, allowing the students to have a greater

investment in the service activity and the learning outcomes.

The Win-Win of Service-Learning

In grades K-12, national studies suggest that effective service-learning programs improve grades, improve school attendance, increase self-esteem, and build personal and social responsibility. The Search Institute of Minneapolis, Minnesota (www.search-institute.org) found that students in grades 6-12 who engage in service at least one hour a week are much less likely than their peers to participate in negative behaviors such as binge drinking, problem drug use, vandalism or skipping school. For schools, service-learning is beneficial because students are more engaged in their education and in their community; thus, learning is enriched as classroom theories are translated into real situations. The school climate improves as students take on more responsibility for their actions.

In higher education, students report increased learning in concepts of social justice, diversity education, power, politics, and privilege. Prior to involvement in service-learning students often comment that they always wanted to be of aid to their community, but did not think they had the time or the know-how to help. Following service-learning experiences, many of those students are amazed as the time issue falls away with their realization that just one person can make an enormous difference in their world. In addition, students note enjoying classes that offer service-learning components because they get to know their faculty and classmates in ways not available through traditional classes. Faculty report that the incorporation of service-learning results in improved course design, reevaluation of reading materials, and students more engaged in the learning process.

For communities, a new energy and enthusiasm emerges that creates innovative ideas and commitment from its new generation of citizen-leaders. While establishing increased understanding and support for agencies involved in service-learning partnerships, the community also benefits from having unmet needs addressed and working directly with teachers and faculty members in the educational process. Mentoring relationships are established as students serve alongside community leaders and other adult role models. Service-learning provides many benefits to each individual and organization invested in the programs including potentially a newfound zest from ideas that ultimately work together to create synergy in a community!

“It is a rare and high privilege to be in a position to help people understand the difference that they can make not only in their own lives but in the lives of others by simply giving of themselves.”

Helen Boosalis

“...To leave this world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition: To know that even one life has been breathed easier because you have lived: this is to have succeeded.”

Ralph Waldo Emerson

Research: Learning Outcomes in Tennessee Service-Learning Programs

From the seminal work “Where Is the Learning in Service-Learning?” (Eyler & Giles, 1999) to state and local research and program assessment, the data shows that service-learning has a positive learning impact at all grade levels. Below is a small sample of research conducted in Tennessee on learning outcomes in service-learning programs for K-12 and higher education.

Janet Eyler and Dwight Giles of Vanderbilt University conducted a nation-wide study of learning outcomes to determine if service-learning had made a difference in college students achievement. Students participating in service-learning develop:

- A reduction of negative stereotypes and an increase in tolerance for diversity
- Greater self-knowledge
- Greater spiritual growth
- Increased ability to work with others
- Increased leadership skills
- Increased feeling of being connected to a community
- Increased connection to the college experience through closer ties to students and faculty
- Increased reported learning and motivation to learn
- Deeper understanding of subject matter

- Deeper understanding of the complexity of social issues
- Increased ability to apply material learned in class to real problems

Preliminary results of a first year study of 900 middle and high school students in Tennessee service-learning programs showed significant growth in positive attitudes about school, their teachers and peers, their own ability to set goals and organize leisure time into structured activities, and they gained a greater perception of their own power to make a difference in their immediate social environment. Molly Laird, Ph.D. as outside evaluator forwarded these results to the Tennessee Department of Education and the Tennessee Commission on National and Community Service in October of 2001. Specific increases include:

- Number of hours per week spent volunteering
- Number of hours per week at a paid job
- Better attitude about use of time at school
- Feeling cared about by teachers
- Liking school
- Identification of goals to achieve
- Ability to talk to adults
- Feeling others want them to succeed
- Feeling accepted
- Feeling that classmates are friendly
- Attitude that they can make a difference
- Attitude about feeling useful
- Feeling responsibility

Dr. Laird cautions educators to do service-learning correctly by allowing students to become committed to a real need in their community over a significant duration of time. Community service of short duration does not change their motivation about school or self-perceptions about competence.

A study conducted at East Tennessee State University, in the 2000-2001 school year, of 300 students participating in service-learning courses demonstrated these learning outcomes.

Personal Growth:

- Awareness of others, understanding different individuals and cultures, tolerance of differences
- Career awareness and goals
- Confidence and self-esteem
- Judgment, patience, flexibility, and adaptability
- Self-awareness, self-assessment

Group Process Skills:

- Problem-solving, decision-making
- Working in and facilitating groups

Applications of Skills in Realistic Settings:

- Working with real clients and practitioners
- Solving real problems

Other:

- Alternate Learning Skills – Hands-on learning
- Enjoyment – Personal pleasure or satisfaction from providing service

*“Blessed is the person who sees the need,
recognizes the responsibility, and actively becomes
the answer.”*

William Arthur Ward

How To Get Started in Service-Learning

Prepare and Research! Know what you are getting into. Reading this book is a great place to start.

Determine how much time you are able and willing to commit to developing and implementing a service-learning course or program. Be familiar with the criteria and best practices. Service-learning is different from volunteer work. To gather information, use the Resource List and call some of the contacts listed in this book. Also, the Tennessee Commission on National and Community Service has available at no cost a manual-- "Service-Learning 101: A Practitioner's Guide" --that explains the basics of implementing an effective service-learning program. The Tennessee Commission may be contacted at (615) 741- 9242 or check www.volunteertennessee.org. East Tennessee State University has extensive information about service-learning and community partnerships on its website www.etsu.edu/studentlife/service.htm.

Set Goals! Determine what the goals will be of your service-learning program. Brainstorm where you can incorporate service-learning into your existing curriculum or program structure. Determine how service can reinforce what you are teaching through your program or how students can learn more about the issue in which you are doing service.

Training! If possible, attend training on implementation. Thanks to a grant from the Lions Club International Foundation, the Tennessee Department of Education and Tennessee Commission on National and Community Service, two-day, regional teacher trainings for high school teachers are sponsored. Furthermore, there are often annual conferences throughout the year such as the YES2KIDS Conference in February, National Service-Learning Conference in the spring, and the National Community Service Conference in the summer. The Office of Service-Learning at ETSU will design custom seminars for campus faculty, staff, and students on starting or enhancing a higher education based service-learning program. For further ideas, you may access the websites

listed in the back of this book, or call the Tennessee Commission on National & Community Service.

Resources! Identify outside support and/or resources through community partners. For example, local Lions Clubs may provide resources for K-12 projects. Other groups provide resources for projects in specific issue areas such as literacy or hunger while some organizations focus on college-level students. Call local community leaders, non-profit organizations and community volunteer centers for ideas on where to serve and how students can serve a particular organization. Ask local businesses for financial support or in-kind donations for specific projects. Surf websites (see appendix) for small grants. Several are designed around national days of service, such as Martin Luther King Day of Service, National Youth Service Day, Join Hands Day, or Make A Difference Day.

Get started! Define specific learning objectives for students. Remember to utilize their ideas in identifying community needs and project planning. Prepare students by explaining service-learning and providing training for any skills needed to complete the project. Implement the plan making sure it involves *meaningful* service and to clearly point out the connections between the defined learning objectives and the project. Use reflection activities that encourage the students to think critically on the project's impact on knowledge of course content, student development, and community.

Be Proactive! Know your students and community partners. Inform supervisors. Plan for the needed paperwork such as parental permission forms, waivers of liability, statements of confidentiality and photo permissions. Check on agency requirements for dress codes, safety equipment or training as well as special immunizations.

Be Flexible! Sometimes the better plan emerges after the first plan is underway. Listen to your students and community partners as the project unfolds.

Be Open! As a faculty member, teacher, administrator, or community partner, your learning and personal development will grow. Allow yourself to be a learner as well as educator.

Assess! Document and measure learning for students, yourself, and community partners. Demonstrate student learning. Share the results.

Celebrate! Share stories and photos. Send press releases. Encourage creativity. Publish your results.

Service-Learning: The K-12 Sampler

A sampling of service-learning in grades K-12 in Tennessee follows. Some of these stories have been contributed by the teachers themselves and others were collected through interviews. We invite you to use these ideas as seeds to plant a service-learning program, or to grow and cultivate your current program.

Grooming Future Civic Leaders

**Coffee County
Coffee County High School**

Teacher: Brenda M. Brown
Contact: 931.723.5150

Related Courses: Vocational Department

High School students in Coffee County saw a need in their school for renovating the restroom facilities. Students made lists of needed materials, planned budgets, researched how to meet standards and specifications,

delegated responsibilities, and finally completed the restroom re-construction. During the project students encountered some difficulties, but realized that it would require a bit of compromise to get the job done. After the project was completed and many of the teachers had been involved, these students showed a tremendous sense of pride in what they had accomplished. The school board was excited and amazed at the new attitudes they saw in these students. Through this project, these students applied project planning and construction skills, gained higher self-esteem, learned new respect for others, and became willing to get involved in their community.

Cross-age Reading Tutoring

**Davidson County
Metropolitan Nashville Public Schools**

Teacher/Coordinator: Jane Gough
Contact: 615.259.8718
Goughjo1@ten-nash.ten.k12.tn.us

Grade Levels: 9-12

The Vocational Education Department of Metropolitan Nashville Public Schools proposed a three-year, district-wide, service-learning initiative to provide resources to expand and enhance cross-age reading tutoring efforts already begun on a small scale through Family, Career and Community Leaders of America and Health Occupations Students of America, student leadership organizations. During the first year, lead teachers assisted members of middle and high school FCCLA chapters in organizing four after-school reading tutoring programs for underachieving students in nearby elementary schools. This beginning group of four lead teachers recruited and

mentored others, creating a total of twenty Metro teachers and a principal committed to the Year Two mandated training.

In 2002, six Metro Nashville high schools, two middle schools, and one of the eight partnering elementary schools had teachers prepared to lead service-learning initiatives. All of these teachers have met employment standards to teach Course Code 9395 “Success Skills for Service-Learning” and use those course standards to guide them in their programs. Participating students came from FCCLA, HOSA, and VICA, Vocational Industrial Clubs of America. Funding was limited to schools with trained service-learning lead teachers who submitted written service proposals and budgets.

Students in each participating secondary school created the plan for their tutoring program and conduct the tutoring sessions at a time which is least disruptive in the regular school day for students at both grade levels. Nearly all projects were done after school hours for high school students and during school hours for elementary school students. Teachers received an hourly stipend for planning, implementation, reflection, and celebration activities with their students. Instructional materials and essential equipment were provided through the grant from the Tennessee Department of Education. Professionals from the State Department of Education and of the Tennessee Education Association offered in-kind contributions to train tutors and to alert them to the developmental characteristics of the population to be served.

Headstart Partnership

**Davidson County
Harpeth Hall School**

Principal: Ann Teaff and Betsy Malone

Director of community Service: Ann Saylor
Contact: 615-346-0111 Fax: 615-298-8186
annsaylor@comcast.net

Courses connected to project: Science, Life Skills,
Communication Skills, English

Grade levels involved: 7
Number students involved: 60

The 7th grade class at Harpeth Hall School adopted the Headstart program off of Charlotte Pike. They visited the school 5 times this year. First, they hosted a fall festival in which the students prepared games for the Headstart children. A committee of 15 students worked with their science teacher to plan the festival, the activity booths and materials for the activities. Our 60 students watched with glee and anticipation as the 80 four year old children walked in the gym doors. They split into small groups and took the children to various booths that emphasized lessons in colors and numbers. It was a lot of crazy energy, but everyone had so much fun!

For their second project, Ann Klein, a school alumna, donated a computer program called Ani's Rocker Ride. The students used class time in science to learn how to use the program, then we went to Headstart and used their laptop computers to teach the children about natural objects and drama. The interesting thing about the project is that the students were challenged to learn how to teach a young child. In turn, they learned methods of questioning to help their own learning methods.

Civic Leadership Through Service-Learning Class

Davidson County

Harpeth Hall School

Principal: Ann Teaff and LaVoe Mulgrew
Director of Community Service: Ann Saylor
Contact: 615-346-0111 Fax: 615-298-8186
annsaylor@comcast.net

Courses connected to project: Psychology, Government,
Life Skills, Communication Skills, English

Grade levels involved: 9-10
Number students involved: 50

This elective Service-Learning class challenges 50 freshmen and sophomores to learn about themselves, serve the Nashville community, and grow in civic leadership. Students commit to 60 hours of class time, during which they volunteer 40 hours for a nonprofit organization and they learn how to be more effective volunteers. Volunteer teams go to nonprofit agencies each day to teach children, encourage the elderly, nurse the sick, and improve the environment. Students keep a daily journal and learn from class discussions on movies, short stories, learning games and special speakers.

Nashville Youth PULSE

**Davidson County Community-based
Oasis Center in collaboration with Hands On Nashville**

Contact Person: Jenn Garcia, PULSE Coordinator
Phone: 615.327.4455 Fax: 615.329.1444
jgarcia@oasiscenter.org, www.nashvillepulse.org

Grade level involved: 7-12

Number of students involved: About 500 youth are members of PULSE at any one time. Each spring PULSE Day involves about 1,000 youth from Middle Tennessee.

Nashville Youth PULSE (People United Leading and Serving Everywhere) is collaboration between the Oasis Center and Hands on Nashville. PULSE promotes all youth as resources and strengthens the Nashville community by creating learning opportunities, which develop an ethic of lifelong service through youth and adult partnerships and citywide youth volunteerism.

PULSE is a year round program offering a from 8-10 direct service experiences to its members each month. Members choose projects in which they wish to be involved. Examples include helping animals at the Humane Association, serving food to the homeless at the Union Mission, preparing dinner for the Dismas House (a home for ex-offenders making the transition back into society), stocking food for Nashville CARES food pantry, and making baby blankets for newborns at Metro General Hospital.

A team of 12 to 15 youth partner with adult mentors to provide leadership on each individual project and ongoing input into the program as a whole.

All PULSE projects close with a brief time of reflection and discussion led by a Youth Project Coordinator (PC) and an Adult Project Coordinator, utilizing a short evaluation/ reflection form. This reflection is done orally and the Youth Project Coordinator records key points in writing.

Stream Team

**Franklin County
Franklin County High School**

Teacher: Rita Collins
Contact: 931.967.2821

Related Courses: Natural Sciences

In Franklin County, students have increased self-esteem through monitoring water quality in streams and lakes in the local area. Students of Franklin County High School have been monitoring these lakes and streams to learn about ecological relationships and environmental issues concerning surface water, water quality tests, and the topography of Franklin County. Students determined which streams and lakes might have potential problems as sites for their work, and after performing the water quality tests, were amazed that government agencies were not more closely monitoring streams. The students became more self-assured as they became more knowledgeable in water ecology and environmental issues, and they now understand the chemical techniques involved in water monitoring.

<<insert photos O-1, O-2, O-3>>

Environmentally Friendly

**Greene County
North Greene High School**

Teacher: Virginia Cooter
Contact: 423.234.1752

Related Courses: Service Learning, Environmental Science

After talking with elementary staff and parents, students at North Greene High School (NGHS) saw a need for an outdoor learning center at Baileyton Elementary School. Students planned, organized, advertised, and implemented a joint school fundraiser netting over \$1,700 with over \$300 of this amount consisting of donations from community members. Three groups worked together to prepare the meal with the aid of the cafeteria staff from Baileyton Elementary School. After the NGHS students' presentation requesting support, the Baileyton Elementary School PTO gave \$2,800 toward this project. Volunteers built the outdoor learning center and NGHS students built six tables to use in the center. Twelve environmental science students from NGHS taught grade appropriate nature-related topics to 170 Baileyton Elementary School K-3 students using the center. As a result of this service-learning project, the students' absenteeism dropped because they were excited about coming to class. They had newfound enthusiasm and increased encouragement for one another.

<< insert photos G-1, G-2, G-3 >>

Networking Good Citizenship

**Hamilton County
Hixson High School**

Teacher: Connie C. Smithson
Contact: 423.842.4141 ext. 3139

Related Courses: Interpersonal Communication, Service-Learning, English

More than 260 Hixson High students have been involved in the design and implementation of several

projects with the Department of Human Services Day Care, a senior mentoring program, a reading initiative for preschool children, and a fun day for children with physical or mental handicaps. Brainerd High students have participated in a Leadership Conference complete with a ropes course. These emerging leaders developed a mentoring project with elementary age children. Furthermore, children at Bess T. Shepherd Elementary practiced active citizenship through a “Keep Our School Clean” project and a Flag Corps. In addition, fifth graders developed and implemented lesson plans designed to promote positive citizenship.

Approximately 600 citizens in this community have benefited from these efforts. Projects take place in each of the three schools as well as in various community agencies including the Department of Human Services, Orange Grove Center and Chambliss Children’s Home. Most students have been involved in greater than fifteen hours of service, with some totaling over 100 hours. One graduating senior remarked, “My service-learning experience has been awesome – probably the best thing I have done in my high school career.” The self-discipline and perseverance required to create a successful project has transformed many of these students into more motivated, disciplined learners who keep coming back for more service-learning experiences. In addition, these students have walked away from their service-learning opportunities with increased skills in problem solving, critical thinking, communication and citizenship. Some students who refuse participation in any other class are willing and excited to participate in service-learning, and many leaders were developed and refined throughout the entire process.

Journalism Learning Spins Service

Henry County

Henry County High School

Principal: Rick Kriesky

Teacher: Vickie Boyd

Contact: 731-642-5232 Fax: 731-642-5240

krieskyr@k12tn.net

Course connected to service-learning project: Journalism II

Grade levels involved: 11-12

Number of students involved: 30

Journalism students at Henry County High School have applied their learning for many years to provide public relations service for the various departments within the school. Journalism II students publish the school newspaper, the *First Amendment*, a broadsheet that reports on school events an average of six times a year. Students write the copy, sell advertising, draw the editorial cartoons, take the pictures, layout the paper, write headlines and captions, and distribute the paper within the school.

Beginning two years ago, the audience of readers for the *First Amendment* was broadened. Now, an issue of the school's paper is provided once a semester to the general population of Henry County. Upon completion of the school paper, a copy of the *First Amendment* is inserted into an edition of the local newspaper, The Paris *Post-Intelligencer*. This provides the community with an opportunity to see many of the activities that students are participating in at the high school as well as providing them with first-hand knowledge of the writing and overall excellent journalism skills of the high school students.

The *Post-Intelligencer*, who continues to work cooperatively with the *First Amendment*, gives the school a discounted rate for printing each issue. The high school, in turn, provides the local paper with pictures of different school events help throughout the year.

Independent ACTS

Knox County West High School

Teacher: Julie Hembree
Contact: 423.594.4477

Related Courses: Multi-discipline

The West High School ACTS (Action Counts In Teen Service) class members meet five days a week for eighteen weeks from August through December and January through May. During the one and a half-hour meetings, teens researched and planned service projects, ultimately implementing approximately six service-learning projects in their community each term. Some of the projects included: sewing pillows for the Children's Hospital; writing and performing a skit for elementary students on the importance of "one" vote in history; planting flowers at low-income housing; interviewing and taping "living histories" at an assisted-living home; tutoring at-risk elementary students; and collecting money and buying supplies for our teen parenting class.

Students have worked in diverse teams to make all phone contacts, set-up schedules, secure materials, problem solve obstacles and celebrate outcomes. Students "own" what they plan to do and set goals for what each must do to earn a grade. In both classes, students have learned to sew by hand, talk to adults about their proposal to help an agency, discovered organizations that serve our community, learned patience with children, and realized that teaching someone anything can be very difficult. ACTS students also prepare a resume that can highlight these accomplishments as skills valued by employers.

The course evaluations are universally positive. One student wrote, “I appreciate that you let us learn things for ourselves even when you knew it wouldn’t work out – you let us do it.” By incorporating service-learning in the curriculum, these students are learning life skills in an environment that excites them.

The Holocaust Project

**Marion County
Whitwell Middle School**

Teacher: David Smith as interviewed by Katie Craig
Contact: 423.658.5635
smithd@2football.com

Related Courses: Language Arts, History, Diversity

Grade Levels: 8, after-school program

The goal was to develop a program that teaches tolerance for students who grow up in a homogeneous society and then leave for college. Whitwell Middle School has only five African American and one Hispanic student out of 425 students. There are no Catholic or Jewish students in the school. Many of these students return to the area after graduating from high school because they can’t deal with the diversity in the bigger world. Based on David Smith’s experience at a regional conference, other faculty committed to teaching about the Holocaust and focusing on how, through those atrocities, the importance of love, compassion, and tolerance would be addressed.

Smith says he hopes that by teaching students about diversity through yesterday’s mistakes, we will change future leaders and ensure tolerance. As assistant principal,

a history teacher and coach, Smith teamed with language arts teacher, Sandy Roberts, and tied this service project to the papers students wrote, and to field trips. Students began the project by studying books about the Holocaust, and then traveled to the Holocaust Museum in Washington, D.C. and to the William Breman Jewish Heritage Museum in Atlanta.

The first year's class laid the groundwork by deciding the goals and what steps to take. In studying the Holocaust, students could not believe 6,000,000 people were killed and no one did anything to stop it. To see how many 6,000,000 is they came up with a paperclip project. Paperclips were chosen because during World War II, Norwegians wore paper clips on their clothes, silently to show their opposition to Nazism and Anti-Semitism. The second year class sent letters across the nation announcing and advocating the project. They had initially planned to melt the paperclips into a sculpture, but later felt that was wrong. Displaying the paperclips became the plan. The third class sorted and read the mail, sometimes eight or nine tubs a day. Students came to school early and stayed late. They received about a million paperclips per month. The fourth class worked on the boxcar project, the method used to display the paperclips, and helped set up.

Peter Schroeder and Dagmore Schroeder-Hildebrand, the authors of Das Project, donated the boxcar from a train that was actually used to transport Jews and other prisoners to the concentration camps in Germany. The Schroeders work for a German newspaper and hearing of the project, they decided to help the students acquire the boxcar for the memorial. They found the last boxcar that could be moved out of Germany and purchased it. The German government paid to move the boxcar and arranged to get it through customs. After being transported on a Norwegian freighter, the boxcar landed at the Port of Baltimore and made its way to Chattanooga via the CSX

railroad. Tracks were installed at Whitwell Middle School where the boxcar is on permanent display as one of only four in the United States. The others are located in Washington D.C., Tampa, Florida and Houston, Texas.

The boxcar is titled "The Children's Holocaust Museum," and contains eleven million paper clips in each end of the car. A display covering the Holocaust and the children's project on that event is situated nearby. On November 9, 2001, the museum was dedicated as an example of a service-learning program of international scope. The children received paperclips from six continents, fifty countries, all fifty states and from two Presidents of the United States.

From this project the students learned respect for others and to be non-judgmental regarding religion or race. Smith commented that students have succeeded in the goal of learning tolerance. Some students remarked: "I think before I act, before I do, before I judge" and that they were "Changing the world, one class at a time."

Smith pointed out that the project had no budget in the beginning, but that he and Roberts received grant and award monies for the program. In addition, they were given a Holocaust Trunk, a trunk filled with books and videos about the Holocaust that is being used in Tennessee schools. Once publicity grew about the project, others contributed reading and visual materials and they have received nearly 400 books, including sets of *The Diary of Anne Frank*. Director Stephen Spielberg donated a copy of his film, *Survivors of the Shaw*.

The grants helped the students get the project rolling. People all over the country donated money for the groundwork that had to be done to set up the boxcar, and many people volunteered their time. A young Jewish girl from Nashville raised ten thousand dollars.

The next set of goals includes promoting Holocaust education in schools. Smith said, "This is a benchmark for

education, a push for more tolerance in schools. It's time for teachers to move beyond reading, writing, and arithmetic because students are not getting this kind of education at home.”

For more information check the project's web site: www.marionschools.org/holocaust or contact them by email at <wmsholocaustgroup@n2school.com>.

Students Making History

Scott County Scott County High School

Teacher: Sarah Copley
Grant Coordinator: Cara Sue Thompson
Principal: Larry Letner
Phone: 423.569.1613, 423.663.2801
Fax: 423.569.1613, 423.663.2368
Email: csthompson@highland.net

Number of Students Affected: approximately 126 directly,
1,000 indirectly
Number of participants: 100 high school students, 30 adult
volunteers

Related Course: Landscaping, Greenhouse Management,
Fundamentals of Agriculture

In assessing community needs and prioritizing projects that the students in the Landscaping class would complete, the students chose to develop a historical museum of Scott County and their region. Students designed blueprints and developed a plan to build a historical museum for the community. They helped to construct the museum, seeking out assistance from the local community, including local business, community members,

and other classes for funding donations and artifacts to be exhibited. In the process, a local business even donated an empty building to house the museum!

Asking for help from the community did not just happen in the beginning, but throughout the project. Donations and volunteers from such places as Wal-Mart, Scott County Solid Waste, Roane State Community College, and Archeology, Trades and Industry, Biology, and Science classes were integral partners in this project. Families of the students were invited to participate in the project.

In rural Scott County with one of the highest unemployment rates in the state, community collaboration like this is critical. Students are trained to become self-sufficient and provided with marketable skills that will help them obtain a job from available opportunities, a great accomplishment for young adults.

Preparation

In preparation, Scott County students visited the Tennessee Museum in Nashville, Tennessee. Students took a back stage tour of the museum along with a briefing on the process for receiving, cleaning, storing, and filing artifacts. Students were also able to tour the Tennessee State Capitol and receive history and procedure instruction. Finally, the students in Landscaping conducted research on native plants to the Scott County region and grew a selection a selection in their greenhouse to use then they would landscape around the museum.

Students observed other sites, designed plans, and from their gathered information they implemented their own strategies. Throughout the year, Landscaping students also worked on the other landscaping projects to enhance the area around the museum and Scott County High School. They have constructed a natural walkway with exhibits, garden pond, herb, heirloom, and “Patriotic Freedom”

garden; woodland plant exhibit; sidewalks; waterfalls; relandscaped around the high school building; built a greenhouse. Other landscaping occurred at the Roane State Community College and the Central Education office.

By the end of the school year, most of the projects were complete. In addition to gathering and tagging artifacts, one final project for students to complete in the fall is the construction of a gazebo with an archway entrance. This will be the entrance to the museum.

Logistical Aspects

- Students worked 5 days/week on service-learning
- Averaging 90 minutes/student each day
- 422 hours over 130 days
- 256 weeks

Evaluation of Project

- Teacher survey
- Pre & Post student survey
- Career awareness or exploration
- Improved attendance in school
- Less discipline referrals
- Less detentions

Student Performance

- Pre & Post Testing
- Class discussion
- Attendance/promptness
- Performance
- Grades
- Behavior/attitudes
- Career awareness/exploration

Learning Outcomes

- Budgeting
- Construction Skills

- Problem Solving
- History
- Communication skills

Reflection

- Oral presentation
- Creative writing
- Power Point presentation
- Share and discuss what was learned

Celebration

- Newspaper recognition
- Class trip to Sergeant Alvin C. York Park and class trip to Nashville, Tennessee State Museum
- Photographic display

I learned to make a place beautiful!

Mathworks – Gazebo Project

**Scott County
Oneida High School**

Contact Name: Christina Henry
Contact: 423.569.8818

Related Courses: Mathematics

In the preparation stages, after identifying a community need, the students researched how to build gazebos, created companies, and had board meetings to discuss the plans for the project, resulting in a group decision for a gazebo layout. After this initial preparation, students were instructed in the use of CAD software by the local Tennessee Technology Center in order to develop and design the plans. Students learned the value and importance

of compromise when making decisions regarding size and style of the gazebo. These students, by planning the project from start to finish, left with a sense of ownership and pride. All the students at the high school have benefited from the new gazebo and are thankful for the effort. In the future, this program plans to work with Biology teachers to create a greenhouse for Oneida High School.

Translating Native Tongues (TNT) Project

**Shelby County
Sheffield High School**

Teacher: Janice Merriman
Contact: 901.325.5411

Related Courses: English, English as a Second Language

Grade Levels: 7 – 12

The Translating Native Tongues (TNT) Service-Learning Project is a collaboration between Sheffield High School in Memphis, Tennessee and Memphis City Schools English as a Second Language Program. This project, funded through a service-learning grant from the Department of Education, has been successfully implemented at Sheffield High School for the past four years. The overall goal of the proposed program is to assist non-English language background (NELB) individuals achieve self-sufficiency. Specifically, the program seeks to enhance the interpreter/translator skills of NELB students and to expose them to various careers where there are opportunities to use their skills as interpreters/translators. To achieve this goal twenty-five NELB students, grades 7-12 at Sheffield High, receive twenty-five hours of training as interpreters/translators. They are exposed to different

careers and social service fields where interpreters or translators are frequently needed.

Following the training, participants volunteer at least twenty-five hours to serve as an interpreter/translator for individuals and/or families in need of such service. There are monthly opportunities for participants to reflect on their experiences by researching careers, journal writing, and small group discussion. Effective implementation of this project should not only help NELB students adjust to life in America but also provides participants with lifelong skills. Furthermore, participants are expected to acquire knowledge about the Memphis community and community service concepts and philosophy.

The program directly and/or indirectly impacts participants by increasing their academic achievement, their sense of civic responsibility, their knowledge of career opportunities and their leadership skills. As the students come to understand the requirements for certain jobs/trades/careers, they become more focused and engage in the kinds of activities (e.g., making good grades) conducive to success.

This project connects with the English as a Second Language curriculum by providing opportunities for students to use and acquire English skills (listening, speaking, reading and writing) during translation/interpreting services, journal writing and discussing project activities/training.

These services are not only a need in the immigrant community but are also needed by community agencies such as hospitals, banks, clinics, and schools that serve immigrant and non-English speaking populations. This project addresses these needs by training participants to be effective translators/interpreters for the community. This project also expands participants' awareness, involvement and commitment to their community.

<<insert TNT-1 photo here and TNT logo>>

Neighborhood History Is a Walk In the Park

**Shelby County
Middle College High School**

Teacher: Ray McGarity
Contact: 901.333.5373

Related Courses: Geographic Information Systems, World Geography, Marketing

Grade Levels: 10 – 12

Students researched the census tracts of Memphis using the Geographic Information System (GIS) software to determine the best place to locate a neighborhood park or business in Memphis.

Unique Features

This project allowed the students to be actively engaged in the following:

- Students used GIS software to research census data including age, population, income and ethnic diversity to identify potential park or business sites.
- Students created and presented a video/Power Point presentation to various community groups and the Shelby County Planning Commission.
- Students interviewed people and researched community histories for details of Memphis history.
- Students selected the best stories and self-published a book of oral stories on Memphis history.

- Students integrated the oral histories into the park project by creating a walk and read trail in their park. The walk and read trail is a collection of signs along the walking path that focuses on Memphis history.

Measures of Success

Students interpreted and analyzed different census tract data and research historical information to justify the location for a new park or business. The cognitive skills addressed by this project included higher level creative thinking skills that directly correlated with Social Studies Standard #3, stating students should be able analyze the impact of location and the interactions between the environment and people. Students maintained weekly journals on the GIS software, oral interviews, fieldwork experiences and cooperative learning activities in the classroom. Students created a final video and Power Point presentation to demonstrate the level of learning achieved during this project and presented it to various communities and the Shelby County Planning Commission.

Why It Worked

This project worked because students were motivated to make a difference in the neighborhood in which they live. Students were able to improve the community by presenting the need for a park or business in the neighborhood. Community members became involved in the project by completing surveys and holding neighborhood meetings. Students were able to see the results of their research and hard work while learning valuable technical skills and they were able to see the relevance of this service to their future employability.

Reflection

“I have never seen students so eager to work on an assignment. I did not have to tell the students to “get to work.” The students arrived early and stayed late to continue to work on this assignment.” Ray McGarity —
Geography/GIS Teacher

“What I liked most about this project was that it enabled students to do sophisticated analysis and find relationships in a user friendly way.” Clark Knight-
Marketing Teacher

“I loved the use of technology in teaching; the possibilities are limitless.” Martha Callahan - World
History/ U.S. Government Teacher

“This project helped me to become a better student in all of my classes.” Nicole Wilks - Geography Student —
Middle College High School

Service to Differently Abled

Shelby County Sheffield Career and Technology Center

Teacher: Julia Verner
Contact: 901.366.2359

Related Courses: Child Care Services, Culinary Arts, Home
Management Services

At Sheffield Career and Technology Center, the vocational club, FCCLA, includes three classes: Institutional Home Management, Occupational Child Services, and Culinary Arts. The students of these classes expressed an interest in doing a service project for the nearby Shrine School for students with physical handicaps. The guidance counselor said there were many needs. Many students at the Shrine School have Individualized

Education Plans that require they receive socialization and tutoring from students their own age. There is a great need for ongoing activities throughout the school year and the students are learning much about meeting the needs of others.

When Shrine School has social activities, they have a need for physical assistance with transportation for the non-ambulatory students as well as assistance for games and activities. The Sheffield service-learning students assist in whatever ways they are needed. Many students at Shrine need to socialize with students who do not have physical handicaps. Because of the need for peer tutoring at the Shrine School, the tutoring program in reading and math will be continued. The Culinary Arts students plan to teach about wise food choices. The childcare students are expanding their experiences to spend weekly time as caretakers to the young differently abled students.

Seasons of Life

Shelby County Springdale Elementary

Teacher: Regina Scott
Contact: 901.325.4883

Related Courses: Science, Reading, Writing, Listening and Speaking

Three first-grade classes along with one second-grade class at Springdale Expeditionary Outward Bound Elementary are participating in service-learning by adopting grandparents at local retirement homes. Student participants pair with residents of a senior citizen home to share in the reading of original stories and favorite books. Students have also developed their own original plays that

they perform for the residents. As the senior citizens share their own life experiences, the children obtain an oral history of the resident's life. By encouraging students to think about someone besides themselves and motivating students to do their best, this program develops character in its participants. These children are developing qualities of perseverance, kindness, respect, compassion, teamwork and the ability to reflect. Students have the opportunity to build meaningful bonds with good role models and also to experience intergenerational relationships. This, then, expands the classroom into the entire community. These students have determined the goals, created the schedule, developed an agenda for each visit, designed and helped build a garden for the residents of the senior citizens' home.

Reading is Serious Business

**Shelby County
Whitehaven High School**

Teacher: Paula Stack
Contact: 901.348.3000

Related Courses: Reading

The Business Professionals of America clubs at Whitehaven High School are promoting literacy through service-learning by visiting elementary schools and reading to the students in grades K-3. Thirty-three students participated in this program and went every Wednesday to read to younger children. By participating in this program, students were inspired to volunteer at the Target House and Ronald McDonald House in Memphis. Others have given thought to going into teaching. Overall, students met a

community need, helped foster the development of a sense of caring for others and enhanced presentation skills by extending student learning outside the classroom.

Tutoring Benefits Times Two

Shelby County
Raleigh-Bartlett Meadows

Teachers: Joan Steuart & Daphne Cooper
Contact: 901.385.4336

Related Courses: Math

A group of third, fourth, fifth and sixth-grade students became teachers of math by tutoring their peers after school each day for one and a half-hours, four days a week. Through a program funded by Department of Education, students volunteered to tutor their peers in needed math skills. The elementary students learned how important it was to understand each phase of math they were teaching and to be able to show the students being tutored different ways to arrive at the same solution. The tutors benefited from the program as much as the students who were being tutored. Both sets of youth showed more confidence in the classroom as a result of this program.

Confident Nutrition

Shelby County
Southwest Career and Technology Center

Teacher: Carolyn Scott
Contact: 901.789.8186

Related Courses: Medical Therapeutics

Students at Southwest Career and Technology Center are helping themselves as well as younger students identify good nutritional habits in accordance to their weight. By designing a program in which the high school students go into the elementary school and teach the younger students about obesity and health-related problems, these students became more confident in communication skills and improved their competencies in obtaining and recording vital signs and weights. Throughout the entire project, students were involved in the planning, implementation and identification of this community need. Students' attitudes and behaviors changed toward their weight and they increased awareness of good nutritional intake. As a result, they began to watch their calorie intake and were more conscious of what they were eating.

The River

Shelby County
Hillcrest Middle/High School

Teacher: Mrs. Frankie L. Briggs
Contact: 901.348.3104

Related Courses: Social Studies, English, Math, History

The River Project at Hillcrest Middle/High School is designed to demonstrate natural and human impact on an environment by examining changes in a hypothetical river system over time and studying changes along the Mississippi River. This project covered the last semester in the seventh grade Social Studies classes with at least one class period devoted to the unit. On alternating Fridays, students studied the Mississippi River by using newspaper

stories and materials provided by the Corps of Engineers. In addition, students are doing their reflections in the class, writing a letter to thank Mr. Boyd, Corps of Engineers Forecaster, and providing solutions to some of the problems that are faced by the community along the river. Student work will be placed on display in Graceland Manor, an elderly retirement community.

Growing Miracles

**Shelby County
Rainshaven Elementary**

Teacher: Gillie Holmes
Contact: 901.348.3146
Related Courses: Science, Reading Language (Writing) and Math

Second graders at Rainshaven Elementary created an Outdoor Learning Classroom which houses vegetables and flowers. This classroom was created to provide the students an opportunity to learn about gardening while providing flowers and vegetables to the senior citizens in the community. The new Outdoor Learning Classroom also provides an excellent place for the students and senior citizens to come and share with one another.

RISE: Reading to Identify Solutions for the Environment

**Shelby County
Vance Middle School**

Teacher: Margaret Strong
Contact: 901.579.3256

Related Courses: Science

Through class discussion, students at Vance Middle Schools expressed their desire for a new, healthy and safe environment. In response, the students began a recycling campaign at school. From the results, the eighth-graders produced a brochure that explains how recycling helps the community. They distributed this brochure to the sixth and seventh graders in an attempt to raise awareness about recycling, and to encourage citizens to increase the amount of waste that is recycled in the community. The students, through this experience, became more eager, helpful and task-oriented. The hope for the future is that this program will link with a community representative for further expansion.

WE Care: A Unified Performance

**Shelby County
Richland Elementary**

Teacher: Steven Baade
Contact: 901.684.2148

Related Courses: Reading, Literacy, and Language Arts

Students were responsible for selecting and preparing, as well as performing, a theatre piece before an audience of children and the elderly. Students practiced animated reading to put feeling and emotion into reading aloud. After having prepared the story, half the students visited a nursing home for the elderly and the other half visited a daycare/children's center. Students came back together and discussed their experiences. In addition to writing brief reflection essays, students gained valuable experience bridging the gap between generations.

Peer Teaching, TCAP Reaching

**Shelby County
Coleman Elementary**

Teacher: Connie K. Jamerson
Contact: 901.385.4306

Related Courses: Reading

The fourth and fifth graders at Coleman School participated in service-learning through improving their literacy skills. Using classroom libraries of Accelerated Reader books, these students are reading to and mentoring classmates. Using computer testing, their progress is measured. A reward system encourages progress. School newsletters, Accelerated Reader point club display and honors programs keep the community informed as to students' progress. These students not only help their classmates, but they also take time to help family members at home. Initially, these students were not excited about reading and were not good at it. Now, the teachers can hardly get them to put their books down. Anytime they have to sit and wait, they read their book. Several classrooms set aside one hour per day for this reading and peer mentoring. Other classes find it difficult to devote a full hour everyday but are able to do this at least three times a week. TCAP reading scores have improved for both grade levels.

The Benjamin Hooks Project

**Shelby County
Middle College High School**

Teacher: Van Snyder

Contact: 901.333.5360

Related Courses: English, U.S. History, Web page design

Students in this class organized a website highlighting the work of Dr. Benjamin Hooks and how he affected America. These students now internalize the value of Dr. Hooks' contributions and achievements in the United States. Their site can be used as a tool to study the accomplishments of Benjamin Hooks. Visit <http://www.memphis-schools.K12.tn.us/schools/middlecollese.hs/middle.html> to view the site.

Students Teach Safety First

Shelby County

Middle College High School

Teacher: Ray McGarity

Contact: 901.333.5360

Related Courses: First Aid and First Aid Kits

Students take a First Aid class with the school nurse, and then put their new knowledge into action by not only providing the high school teachers with First Aid kits but also teaching First Aid to them. These students design the First Aid kits determining which products are essential for classrooms. The teachers are more prepared in First Aid because the students train each teacher in basic skills.

Hygiene Assistance to Elderly

Shelby County

Trezevant Career and Technology Center

Teacher: Jacquelyn Walker

Contact: 901.357.3800

Related Courses: Cosmetology

Forty students made eight trips to the Senior Health Care Center to provide hair and nail care services for the residents. In addition to developing technical skills needed for these services, the students developed communication, productivity, reasoning, and civic and cultural knowledge skills that are listed as life-long learning standards. Most of the students went from fear to acceptance to admiration and respect for the senior patrons.

KCTC Gives Back to the Community

**Shelby County
Kingsbury Career Technology Center**

Teacher: Frances Galloway

Contact: 901.320.6000

Related Courses: Marketing Education

The Kingsbury Career Technology Center Service-Learning Project, through the Marketing Education program, offered the students and community an opportunity to broaden their experiences. Entitled “KCTC Gives Back to the Community,” the project involved students in citywide activities on National Youth Service Day and activities within the individual classroom. While helping hundreds of children with a variety of needs, the students benefited greatly from the experience while developing skills for life. At least one student has selected a new career after participating in the service-learning project, and while initially shy, most cannot wait to return

to the classroom project. The recipients of our services have benefited through the extra support and attention they have received.

Informational Videos

Shelby County Kansas Careers and Technology Center

Teacher: Ike Griffith
Contact: 901.775.7300

Related Courses: Communication

This project is designed to get students involved in service-learning and awareness. The Television Broadcasting students at Kansas are preparing for this endeavor by developing informational videos for residents in the surrounding area. The topics of these videos include: "Home Safety Tips," "Tips on Child Care," or "How to Prepare an Economical and Nutritious Meal." This project entails students creating "how-to" videos and, at the same time, gives students hands-on experience in dealing with real-world situations involved in the field of broadcasting. The students became better communicators, researchers, and writers through this program.

Partners in Print

Shelby County Caldwell Elementary School

Teacher: Timothy Cain
Contact: 901.579.3200

Related Courses: Reading and Math

Approximately fifty percent of parents, guardians, and other community members in the Caldwell community have low literacy skills. Many of the parents participate in the Welfare-to-Work program and are unable to find gainful employment because they cannot read with comprehension. In response to this need for a literacy project in the Caldwell community, a program entitled “Partners in Print” was formed along with the Parent Compact. Third grade students became mentors in the program by working with their parents or close friends on topics such as embarrassment and feelings of inferiority; while the adults saw this as an opportunity to improve their reading skills while working with their child on a related project. Teachers taught and facilitated these projects. The parents, guardians, and members of the community participated with the students who were required to read books at home to parents and siblings. Students were also responsible for putting on Community Literacy Programs and community projects. Both the parents and students gained more confidence in their literacy skills.

Erosion Repair

Shelby County
Westhaven Elementary

Teacher: Dee Anna Gray
Contact: 901.789.8202

Related Courses: Science

After learning about erosion from the classroom science textbook, students saw a need to repair erosion on the school campus. Students worked together to make flowerbeds, clean up and repair an eroded area near the

sidewalk. Children who normally fought with one another began to get along and work together on this project.

Creating a Clean and Safe Environment

Shelby County
Westhaven Elementary

Teacher: Hazel B. Harris
Contact: 901.789.8202

Related Courses: Language, Mathematics and Science

While studying units on air, water and land pollution, students brainstormed methods to make their school cleaner and safer, both inside and outside. Students cleaned out existing flowerbeds, planted new flowers, built other beds with bricks, and added wooden benches around trees. Future goals are to build a butterfly garden and to observe the life cycles of the garden. This program has allowed the students to develop more school pride and realize that their school is a vital part of a clean and safe community.

Drama Boosts Study Skills

Unicoi County
Unicoi County High School

Teacher: Tracy Holiman
Contact: 423.743.1632

Related Courses: Drama, with a Study Skills focus

Elementary students in Unicoi County were recently inspired to improve their grades by the drama students from

the high school. Under the six-week period of direction by their teacher, Tracy Hoilman, the fifteen-member group produced an original, live-theatre production on the importance of good classroom behavior and proper study skills. The show was taken to all elementary schools in the county and even to the nearby school system in Washington County.

After the performance, the subject matter of the play was reinforced with a Study Skills Contest that was offered to all students in the participating grade levels. The contest, which lasted six weeks, would determine winners by highest average and most improved grades. Each student was recognized individually for improvement and by the school's improvement. They received a certificate and special prizes. The students were also treated to a breakfast with the cast, and a tour of the new Unicoi County High School. The high school students showed theatre confidence, team-building qualities, and leadership skills.

The service-learning drama students, in preparing the production, reviewed and increased their own study skills. This was a main objective of the entire project, which lasted from February through April 2001. Not only did they help themselves, they also managed to motivate approximately 1,300 other students in the Unicoi County School system to improve their grades by using better study skills.

Careers with Children

**Warren County
Warren County High School**

Teacher: Patti Clarke
Contact: 931.668.8729

Related Courses: Vocational Education, Early Childhood Education

Grade Levels: 8 – 12

Early childhood and vocational education students put their classwork into action as mentors, tutors and classroom assistants in more than 100 classrooms in six local elementary schools. High school students shadowed the teachers and assisted with at-risk children who needed extra attention. Students achieved their competencies through personal development, learning center activities, human relationships, working with children with special needs, job procurement, and after-school care. Through these activities, they not only achieved academic goals, but they also grew personally through learning to be responsible to the teachers with whom they worked, resulting in greater confidence and respect for others.

Reflection activities included journal writing and writing a case study, which was compiled by all students involved in the program. One of the many success stories of this project comes from a school board member in Warren County. After a brief description of the service-learning project, the board member commented that her son at a partnering elementary school had one of the students assisting in his class, and that this student was making a positive impact on her son and the entire class. In the coming year, it is hoped that the students will not only do more work with the elementary schools, but will also implement their own service-learning projects in their work in the classrooms.

High School students have also written grants (three were chosen for fall by student vote) and were given the opportunity to present their programs. Opportunities will be given for additional projects.

Role of Teacher

Master service-learning teachers use classroom competencies in planning and program development to work in area classrooms. The students use time with teachers to plan activities and work on skills to assist classrooms. The high school classroom teacher coordinates activities with elementary teachers, staff, and parents.

Role of Students

They use planning and organizational abilities as well as skills from an Early Childhood Education curriculum. Students attend weekly Friday meetings to reflect and plan for the following week. Vocational competencies are learned with assistance from experienced teachers (elementary) and students. The students also keep reflective notebooks.

Service Site

The coordinating teacher visits the service sites and area elementary schools several times during the school year. The visit includes student observations and consultations during elementary school faculty meetings. Each student receives evaluation forms from elementary teachers. Students must have good interaction with elementary teachers and students.

Reflection Activities

The entire group participates in weekly reflection. Friday meetings include assignments and planning for weekly activities. The students have opportunities to do writings and journal activities to share with students and staff. The students receive comments from elementary teachers that boost self-esteem and confidence. The case studies the students complete are retained to share with students who might be assigned to the same school or teachers. In subsequent years, the students take great pride

in their class notebooks and pictures of their activities and elementary students.

Celebration Activities

The students receive rewards and positive comments from teachers and students. Two students will receive service-learning scholarships and our awards day includes an Early Childhood Education II award. Many of our students are included in school-sponsored days to attend plays or outings with their classes. The students are often involved in kindergarten graduation, fall festivals, classroom presentations, P.T.O. meetings and recognition in area and school newspapers. Our class celebrates with a school-wide picnic to give our students an opportunity to celebrate as an entire group.

Learning Outcomes

Teacher: Teachers observe that students can and do handle more responsibility toward their service-learning sites than first anticipated. Students have a very mature attitude and commitment to their jobs. Teachers are able to do a better job with teaching competencies. Students can relate to class material more readily.

Student: Grades are received from teachers and presented to students. They receive class credit and competencies are checked weekly to use in occupational situations and job hunting. The classes receive additional information for jobs and college scholarships.

Service Site: The sites are happy with student input. The community does not have funding for teacher's aides and schools have insufficient numbers of parent volunteers. The students fill voids for classroom assistants. Students serve as small group mentors, classroom assistants, and parent helpers as well as providing parents with students to call for tutoring or babysitting.

Partnerships in Community

Long-term partnerships have developed with area Day Care Centers, Head Start programs and area schools. The service-learning students have created relationships with Warren County Schools and the community of Warren County.

Assessment

Formal: The use of notebooks and teacher reports is one form of evaluation. Teachers measure learning of the early childhood competencies every six weeks in a formal evaluation process. Also included are comments and communication with faculty and staff. The students are made aware of their grading progress.

Informal: Schools collect comments from staff, faculty, parents as well as record the Friday reflections from students. Students enjoy reflections shared with peers.

Budget

Received grant from Department of Education, in addition to vocational funds, school resources, part B & H SPED – Preschool funding.

Living History: Students Capture Veterans' Stories

Washington County

Science Hill High School - Alternative School

Teacher: Jill Nagy

Contact: 423.926.1700

Related Courses: English, History, & Computer Keyboarding

Grade Levels: 8-12 Special Education Students

Special education students from Science Hill High School's Alternative Learning Center interviewed veterans at the local Veteran's Administration Hospital. Through the personal interviews, the students gained insight into life in the military and modern American history. Following the interviews, students compiled their information into typed reports, and a local newspaper published their stories.

The first steps of their project involved brainstorming. Students discussed details about types of projects and ways in which to fund them. The students gained experience in planning and budgeting a rather large and involved endeavor.

The project began with background history in order for students to understand the way the world was when the veterans were teens themselves. They studied the social and political aspects of life in those years. After the historical preparation, the alternative school students created a series of questions to ask the veterans. Afterwards, they paired with ETSU students and practiced their interviewing techniques on a tape recorder.

On interview day, the students went to the VA Hospital and interviewed the veterans using a tape recording and note-taking skills. When the interviews were completed, the students and veterans posed for pictures. Before they left, the students handed out invitations to the veterans for the day of celebration.

Service-learning students from ETSU helped the teens process their notes and create their stories. After the interviews were typed, the students spent an hour each day working on scrapbooks, which included personal information and patriotic themes. The students designed T-shirts for both the veterans and themselves with a photograph of each on the front. As a thank you to the ETSU students, the teens framed a picture of the class to present as a gift.

On the day of celebration, the students and the veterans breakfasted together in a special room at the VA Hospital. The students invited school officials and the press. Afterwards, the students presented wrapped T-shirts and scrapbooks to the veterans. As they browsed through the scrapbooks, visitors, veterans, and students enjoyed the valuable learning experience.

The Book of Stories of Nolichucky Valley

Washington County South Central Elementary School

Teacher: Pat Swartz as interviewed by Katie Craig

Contact: 423.753.1135

bnpteach@aol.com

Related Courses: History

Grade Levels: 8

The book project was started in October of 2000 by Steve Broyles, a 2000-2001 AmeriCorps member with Appalachia CARES. During tours of the Washington County Libraries, eighth grade students became interested in local history, and gathering oral histories was suggested as a way for those students to become immersed in the stories of the region. Mr. Broyles matched students with members of the community, whom they interviewed. Covering community members across the area was important, thus the Washington County area was divided into smaller communities in order to be thorough in the plan to include more interviews. It took fifty persons (students, teachers, and parents) to make the project happen. It was completed by March of 2001.

Although the work is not being used as a text, the school and community value the book for preserving the heritage of the region. Many stories go back to the Civil War era.

Ms. Swartz related that the students began to love the study of local history and the process of research using oral histories. They not only learned local history, but they learned to appreciate the need to preserve it. They felt sincere appreciation from the community for their efforts.

It was fun to listen to the students in their process of discovery. They said, "*I never knew this before,*" or "*Oh, look, I found a picture of this.*" They talked about the stories they were working on, and the people they were meeting.

Technically, the project was used as part of the curriculum, but students did the interviews at home or on the weekends, not during the school day. Students arranged their own transportation and phone calls. They received class credit for each story they brought in.

The group hopes for further reprints and for new projects. This year, Swartz said they are going to do a project with the Historical Society of Knoxville. It will tell the stories of and honor soldiers and their families from any war.

Building a Playground Means Building Pride

**Williamson County
Alternative Learning Center**

Teacher: Ziggy Craig
Contact: 615.790.5810

Related Courses: Math, English, Social Studies, and
Science

When confronted with the question of how to improve their community, the students of the Alternative Learning Center (ALC) in Franklin, Tennessee decided that there were many needy children who lived in the city's federally subsidized housing. Students determined that these children needed a safe place to play. From January through March, the students of the ALC made countless phone calls and plans to build a playground for the children who lived in the Franklin Housing Authority. On April 27th, 2001, the entire school turned out for the actual building of the playground. For many of the students, who are, themselves, disadvantaged or have various other problems, the building experience itself was very positive. Seeing the awe on the faces of the neighborhood children who watched the building process created a sense of pride in community that had previously never existed in the lives of these students. Future plans include adding on to the new playground, possibly with sitting areas, a picnic area and landscaping.

**Statewide School-Based
Lions-Quest Skills for Action**

Coordinator: Ted Kozelka or Meredith Freeman
Contact: 615-532-9250 FAX: 615-532-6950
Meredith.freeman@state.tn.us

Grade Levels: High school

Lions Quest Skills for Action is an innovative and flexible curriculum that moves beyond the classroom to build essential life and citizenship skills through school-based service learning. The curriculum is being used in Tennessee schools as both a stand alone course under Course Code 9395 "Success Skills through Service Learning" and as a resource for infusion of service learning

into regular courses. Lions Quest is a long-term priority service project of Lions Clubs International. For possible funding and volunteer support, contact your local Lions Club. In Tennessee, Lions have partnered with the Department of Education and the Commission on National Service to support a series of two service learning trainings to qualify educators to teach course code 9395 and implement the Quest curriculum.

STATEWIDE COMMUNITY-BASED PROGRAMS

4-H Seeds of Service

Statewide Community-Based The University of Tennessee Agricultural Extension Service

Coordinator: Lori Jean Mantooth
Contact: 865-974-7322 FAX: 865-974-1628
Lmantool@utk.edu

Grade Levels: 4-12 in 95 counties

4-H Seeds of Service is a statewide initiative to incorporate service-learning into existing 4-H programming. Tennessee 4-H'ers have always been active in community service; the challenge now is to turn that service into a true learning experience for the youth.

Based in the state 4-H office at UT-Knoxville, 4-H S.O.S. is designed as a resource to help Extension staff, adult volunteers, and youth leaders to turn the multitude of community service projects into true service-learning. The goals of the initiative are to meet real community needs and develop positive life skills in youth participants. To achieve that objective, 4-H S.O.S. provides resources, training, funding opportunities, recognition for outstanding service,

and assistance with planning and implementing high-quality service-learning projects at the local, district, and state level.

One primary focus of 4-H S.O.S. is implementing high-quality service-learning activities that reinforce the lessons learned in 4-H programs. Service learning activities at State 4-H Congress, Junior High Academic Conference, Teen Adventure Weekend, and Roundup enable teens to expand their citizenship skills by participating in service that they can replicate in their home counties. In 2001, delegates to 4-H Congress established children's libraries in Davidson County Head Start centers. Campers at Teen Adventure Weekend helped "stomp" the Cumberland Trail and worked with the Tennessee Nutrition Consumer Education Program staff to construct lesson plan bags to teach literacy and nutrition to preschoolers. Delegates to Roundup donated school supplies and assembled these items into 150 back-to-school kits for low-income children involved in Knoxville's Lonsdale Area Mentor Program. In addition to service at state events, 4-H'ers across Tennessee are engaged in service-learning at the local and district level. 4-H S.O.S. collects data on these projects through surveys, activity reports, agent observations, and the annual 4-H Youth Enrollment Report. To date, reports show that more than 66,000 4-H'ers and nearly 5000 adults have conducted almost 1200 service-learning projects. Furthermore, evaluations, reflection activities, and service activity reports show that 4-H'ers are developing a wide variety of skills and knowledge through their service, from teamwork and concern for others to plant identification and masonry skills.

Preparation

Beginning in October of 2000, the Tennessee 4-H program sought to implement high-quality service-learning at all levels. The Extension staff, volunteer leaders, and 4-

H'er had to attend youth and adult in-service training sessions. A comprehensive website was developed (www.utextension.utk.edu/4h/sos), educational resources distributed, mini-grant proposals funded, and curriculum resources created to aid in the planning and implementation of service-learning projects.

Reflection

4-H groups chose a variety of reflection activities, including group discussions and journals. At state events (such as Jr. High Academic Conference), 4-H'ers have created drawings about their activities, as well as conducted evaluations of the events.

Assessment

4-H S.O.S. collects service activity reports from 4-H groups about service-learning projects at the district and county level. Groups conducting projects funded through mini-grants also submit photographs and comprehensive final reports. 4-H S.O.S. has recently begun to use standardized evaluation tools to measure the impact of the service on both the 4-H'ers and the communities in which they serve. Preliminary results of this study are expected by late summer 2002.

Statewide Community-Based Safe & Drug Free Schools & Communities Aspire teams

Coordinator: Tommy Royston
Contact: 615-253-6361
Roystont@tennessee.edu

The Aspire youth leadership program provides regional trainings to support youth in teams organized to address local alcohol, tobacco, drugs and violence issues through service learning.

**Statewide Community-Based
Youth Courts
Tennessee Bar Association**

Coordinator: Anjanette Eash
Contact: 615-277-3233 FAX: 615-383-7504
Aeash@tnbar.org

Grade Levels: high school

Youth courts, also known as teen or peer courts, are an alternative sentencing option for first-time non-violent juvenile offenders wherein they are tried and sentenced by a jury of their peers--other teenagers. Youth who participate in the process as advocates and jury learn about the judicial process and restorative justice and by their service help reduce recidivism in juvenile offenders. There are more than 880 youth courts in 46 states and the District of Columbia. In Tennessee, there are youth courts in Sullivan, Davidson and Sumner counties, with programs developing in Montgomery, Jackson, Haywood, Jefferson and Morgan counties.

**Service-Learning in Tennessee Higher
Education**

The next pages bring stories of transformations of colleges and universities in Tennessee. These transformations can encompass the course of study for an academic department as well as an entire college curriculum. Share our excitement as you uncover successful models of teaching and learning in both public and private higher education. These colleges and universities have accepted their roles as civic leaders, partners and educators. Faculty, staff and students invite

you to immerse yourself in a journey that uncovers the full potential of higher education as a preserver of American democracy.

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Service-Learning at Belmont University Commitment to Literacy

**Belmont University
Nashville, Tennessee**

David Julseth, Ph. D., Marsha A. McDonald, Ph. D.

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Service has been a part of the student experience at Belmont University since its earliest days as a college. While Belmont University has expanded its opportunities for service in extra-curricular ways through its convocation program, service has also increased as an opportunity in the curriculum through service-learning initiatives of the faculty. Since the mid-1990s, Belmont faculty has offered classes that incorporate service into the learning process.

Program Description and Resources

In recent years, faculty in English, Spanish, Biology, Religion, Nursing, Social Work, Occupational Therapy, Accounting, and Sociology have developed service-learning courses. Most of these courses are general education courses, which means that students are introduced to service-learning early in their college experience. Types of projects include tutoring, health services, social services, translation, and neighborhood programs. Agency partnerships have been formed with the YMCA, Woodbine Community Center (serving the Hispanic community), Metro Social Services and Catholic Charities (both refugee agencies), Caldwell Early Learning Center, 12th Avenue South Neighborhood Association, Cheekwood Botanical Gardens and Art Center, and several health care agencies and elementary schools. Each faculty member designs the service-learning component of a course to meet his or her course goals. In general, students serve outside of class time, and instructors link the service experience to course content through class discussion and class assignments. At present, the university has one staff member for the Office of Volunteer Service who connects

faculty with community agencies, trains students prior to their service experience, and consults with faculty new to service-learning about resources, curriculum options, and community opportunities. The Office of Volunteer Services also utilizes student worker staff through the Federal Work-Study community service program.

Based on the success of these faculty-led initiatives, the Office of the Provost has recently funded a three-year grant to expand and institutionalize service-learning on campus, and a task force is developing strategies to enhance service-learning throughout the academic programs.

Two programs in particular have been sustained over a multi-year period and are among the models for a broad campus service-learning initiative: Spanish classes linking to Nashville's growing Hispanic community, and first-year English students collaborating with an after-school tutoring project. From this service emphasis on literacy, faculty and students collaborated to develop Belmont's Family Literacy Day, an event funded by a Dollar General Literacy Grant that brings together neighborhood families for a multi-lingual reading extravaganza.

Spanish and Service-Learning

The needs of Nashville's growing immigrant population have provided an opportunity for service-learning experiences in Spanish classes at Belmont. By teaching English as a Second Language, working on translation projects, and by interpreting in area schools, clinics and hospitals, a number of our students have been able to practice their language skills and learn first-hand about Hispanic culture. These experiences have had a direct connection with Spanish course content at the same time that links are being established between the university and this sector of our Middle Tennessee population.

Dr. David Julseth, Associate Professor of Spanish and Director of the Foreign Language Program, uses three models for service-learning projects distinguished by the quantity of volunteer hours and the course goals. These models are the “Done-in-a-Day” project (4-7 hours); the “Integrated Course Component” model (14-24 hours); and the “Directed Study” (50 hours).

For two consecutive years, Spanish students have given a bilingual guided tour of the Sculpture Trail at Cheekwood Art Museum during its celebration of El Día de los Muertos (the “Day of the Dead”) as part of the Advanced Spanish class. The students do the translations and pronunciation practice as class activities prior to the celebration. The project also lends itself to a cultural unit on this Hispanic holiday.

As a part of a Cuban History, culture and literature class, groups of students were matched with Cuban immigrant families living in Nashville. The students visited their homes weekly in order to help the families with their English, and they in turn helped the students to improve their Spanish. The course content helped the students to better understand the background and present situation of their Cuban family partners, which made the service experience more meaningful for all the participants.

Eight Spanish students have completed the third model used by Dr. Julseth, the Directed Study in “Spanish for Service-Learning.” The Belmont students serve as liaisons between a Lakeview Elementary School kindergarten teacher and the Spanish-speaking students and parents. This project works well as a directed study because the kindergarten teacher provides constant oversight and because the Belmont students use Spanish at their appropriate proficiency levels. Belmont students translate the teacher’s newsletter into Spanish, interpret for the teacher, and tutor English as a Second Language. Last year they also organized an end-of-the-semester party for

the kindergartners that included games, songs, and bilingual storytelling as a way to teach Spanish vocabulary, introduce Hispanic culture, and highlight an appreciation of multiculturalism.

Another directed study was at Woodbine Community Center where a pre-med student with a Spanish major worked in a clinic that receives many Spanish-speaking patients. The student answered phone calls and interpreted for Spanish-speaking patients. Other students have interpreted at the Siloam Family Care Clinic and the post-partum clinic at Metro General Hospital. These particular students were either native-Spanish speakers or advanced Spanish students since the patients' health care depends on accurate translation.

This type of service-learning project requires fifty hours including the volunteer service and the professor/student meetings. The students keep a journal in Spanish of their experiences, and they design vocabulary lists. Students are expected to do readings related to the area of service, and they write a short analytic or reflective paper in Spanish based on the experience. Dr. Julseth meets with the students on a bi-weekly basis, and he visits the work site two times during the project. The course grade is based on the following: successful completion of the 50-hour time requirement (60%); evaluation of journal, vocabulary list, readings (10%); evaluation of service work based on faculty visits and the assessment done by the community partner (20%); and an analysis paper (10%).

Dr. Julseth has found that students who do volunteer work in an area that is linguistically challenging have increased in language skills. He has also observed, on the part of the students, an increased cultural awareness and heightened sensitivity of Hispanic issues in Nashville.

First-Year English Composition and Service-Learning

At Belmont University, sixty first-year students in The Writing Seminar classes (ENG 110) engaged in an eight-week tutoring project in joint partnership with Carter-Lawrence Elementary School and the YMCA Fun Company after-school program. Prior to beginning the project, Belmont students received training in working with young people and resource manual describing various tutoring strategies. After being matched with an elementary student, the Belmont students spent an hour each week in one-on-one tutoring sessions in reading, math, and literacy skills. The Belmont University students kept records for each session, made them available to the Carter-Lawrence teachers, as well as wrote journals and tutoring logs for their Belmont instructors.

This project, in its second year in 2001, was supported by a grant from the Dollar General literacy project that provided for a Carter-Lawrence staff member as a project liaison, the purchase of resource materials and a book for each student. The grant has strengthened the connection between the after-school tutoring program and the elementary school and, as a result, both the elementary students and the Belmont University students are reaping more benefits from the project than in the previous year. The Dollar General grant also funded release time for one faculty member to develop the Tutor Training Manual and other resources and to plan for coordination with Carter-Lawrence Elementary School.

In addition to the grant, the program's success this year can be attributed to the collaboration among the writing faculty who shared the responsibilities that go along with service-learning projects in order to better serve a community partner. In the two years they have collaborated, they have agreed on the format and procedures for the service project, exchanged ideas about course syllabi, shared site-supervisory responsibilities, and communicated with each other about the progress of the

project in their individual classrooms and tutoring sessions. As a result of this collaboration, the needs of the elementary school and the YMCA program are met, and the needs of the university students for schedules, transportation, and faculty guidance were served. The students' service forms the basis of several of the writing projects in The Writing Seminar. These include a proposal paper suggesting an improvement to the project; journal entries that ask students to reflect on readings in light of their service experience; and literary analysis papers that interpret a novel through comparisons with the service experience. The success of the project for the Belmont University students was measured by their course reflection.

Student Responses

While we continue to improve our service-learning projects we do have evidence from student responses that the experiences provide both service and learning. A student summed up the semester: "I love the family and I learned a lot from them about Cuba, Cuban culture, and, little by little, I learned to speak Spanish better." English students in the first-year composition class identify similar results from their tutoring project. Many of them express delight that they can make a difference in someone's life, as this student does: "There were days when [my tutee] struggled with counting and wanted to quit, but I worked with her and convinced her she could. It was awesome to see her expression change from feeling like a failure to accomplishing something." Another student commented, "I do not think that many of us realize the great impact that not only we have on them, but that they have on us [My tutee's progress] inspires me, since I have to remember that it works the same with everyone. I have to keep trying my hardest, and I will learn something new even if it doesn't seem like it in the beginning."

We actively seek suggestions from our student participants for ways to improve the service-learning experience, and we have been able to strengthen all our programs by attending to student ideas and responses.

<<insert photos E-1 & E-2 here>>

**Service-Learning Immersion:
The National Park Service and The Cherokee
Nation**

**East Tennessee State University
Johnson City, Tennessee**

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Ed. D.

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History

In 1992, East Tennessee State University committed to the growth of service-learning across the curriculum through interdisciplinary teaching, academic and student affairs collaboration and innovative community partnerships. Adopting a focus of community outreach in the university mission statement in 1996, ETSU set goals to gradually increase the number of students engaged in service-learning. In the 2000-2001 academic year, there were over 1000 ETSU students serving the region through service-learning courses, which span the disciplines in both undergraduate and graduate programs. An Introduction to Service-Learning course offered at the freshman level through the Humanities Department provides students an excellent opportunity to explore values in the context of

citizenship, social justice and civic responsibility. Ethics and Social Responsibility is an area of learning in the university's academic core courses. The Introduction class is one option students have to meet this core requirement. Service-learning is offered in over 30 courses in the Colleges of Business, Medicine, Nursing, Education, Arts and Sciences, and Public and Allied Health.

Background

With two full time staff members, a part-time graduate assistant, and active support from key administrators, ETSU supported this program through campus resources as well as outside resources from the Corporation for National and Community Service, the Kellogg Foundation, and the Tennessee Commission on National and Community Service. Working with the Office of Service-Learning is the Office of Community Service Programs staffed with one professional and one graduate assistant. This office coordinates Alternative Spring Break, America Reads, and Volunteer ETSU, a student-led campus volunteer center affiliated with the Points of Light Foundation. New campus initiatives include the integration of leadership education with service-learning through the Advanced Service-Learning class, learning communities such as Leadership House and the Roan Scholars Program, and the Interdisciplinary Minor in Leadership Studies. Another service area of growth is the development of immersion courses, a best practice described in detail below.

Immersion Programs

The best practices in service-learning involve students in hands-on projects that thrust them into a community and often take them out of their comfort zone. The very best practices create leadership skills, assure bonding experiences with peers and faculty and educate on

issues of diversity and ethical responsibility. To illustrate these values, East Tennessee State University offers Immersion programs through the Department of Physical Education, Exercise and Sports Sciences and the Department of Philosophy and Humanities. Immersion courses transport students to regions away from campus where they live in the outdoors and participate in service assignments designated by the populations they serve. Through these experiences, students gain insight into working with a group, into accountability and into interpersonal communication.

Rocky Mountain Experience

"I think that I have learned more in the past few days than I have in the past year. I can't wait to tell other people about it!" Sara Dorsey, Rocky Mountain Experience-1999

By mid-July the weather in Yellowstone and Grand Teton National Parks is warm, some would say hot, and dry. Tourist season has reached its peak and each day thousands of visitors pass through the parks, some just visiting for the day, others planning to spend several days sightseeing, hiking, backpacking, and camping. Camping is at its peak during this warm, dry time of year and it is into this setting that students from East Tennessee State University come to the parks to learn and serve.

On a warm July morning ten students from East Tennessee State University hike into a remote section of Yellowstone National Park to begin the process of removing a chain link fence enclosure encompassing approximately an acre of land. The culmination of this project will represent the completion of another project on the park service's "to do" list while, at the same time, freeing park personnel to concentrate on more pressing assignments. Tomorrow, the students will be off to another

work project in the park; another project that might involve trail clearing or repair, building boat docks, cleaning backcountry campsites, or removal of another wolf reintroduction enclosure. And next week they will move on to Grand Teton National Park where they will build tent pads for campers at Colter Bay Campground, paint campground signs, repair and clear trails, or build campsite benches.

Rocky Mountain Experience is a unique university course that focuses on application of service-learning principles as students travel to, camp in, and complete service projects while learning in the national parks. The experience is one of total immersion as students complete projects identified as important by the parks, perform assigned tasks that are essential for group comfort and functioning, and explore the meaning and values of service in their own lives. At the end of the course, it is not unusual to hear students comment on how much they have learned, not only about the natural history of the areas visited and management of the national parks but also about themselves and the values of service to others. Since 1992, students involved in Rocky Mountain Experience have contributed more than 7600 hours of service to units of the National Park Service with an estimated value of over \$84,000.

“This class has definitely been a total experience. I have had a chance to experience serving a worthy cause while making an impact.... I have seen a totally foreign land yet I have had the chance to see my own country.... This trip has also helped me define some of my future goals. All in all it has been an overwhelming experience and I would definitely like to experience it again.” Jeff Edwards, Rocky Mountain Experience, 1999.

The purpose of Rocky Mountain Experience is two-fold: a) To provide students with an opportunity to learn through travel to and stays in selected national parks in the Rocky Mountain Region; and b) To provide students with an opportunity to be involved in service projects designated as important by the National Park Service. The learning component of this program results from total immersion in the experience and interaction with the natural environment provided by the national parks and social interaction with park service personnel and others with whom they come in contact.

Rocky Mountain Experience is an outdoor adventure. While traveling to and from the service-learning sites, student and faculty accommodations consist of camping in tents or sleeping under the stars. Participants are assigned to work crews and share responsibility for meal preparation, clean-up, and loading and unloading equipment. As a result of this group involvement, students develop outdoor living skills, increase sensitivity to outdoor settings, greater ability to accept responsibility and independence, heightened self-confidence, and increased leadership skills. Specific cognitive areas encountered during this study-tour include history of the American West, geology of the areas visited, flora and fauna of the areas, unique features of the region such as geothermal, mountain building, volcanism and glaciation, economic development, wildlife and range management, and the development, maintenance and operation of national parks.

“Our required duties on this trip are over. All I can say is that the work we did in exchange for being here was totally worth it! I think I have learned a lot about communications and tolerance and those are important skills that I feel make a well-rounded person.” Greg Bridges, Rocky Mountain Experience, 1999.

Specific ongoing partnerships have been developed with Yellowstone and Grand Teton National Parks. These partnerships have proven to be mutually beneficial as the parks receive a reliable workforce that enables them to complete labor intensive, short duration projects and the students from the university receive a unique educational perspective of the national parks and the natural resources they are charged with protecting.

<<Insert Rocky Mountain photographs here. There are 6 and they are located in a word file on this disk with captions below each picture>>

Cherokee Immersion Project

Beads of perspiration stream down the young man's face as he toils under the hot summer sun. Slowly, he digs the earth and places clumps into a waiting bucket. When the bucket's precious holdings reach the rim, the young woman gently picks it up and dumps it into a waiting receptacle where another begins the process of sifting the ancient soil. The young man smiles as chipped flint is pulled from the dirt. "This is 24 hour learning," he exclaims. Across the Boundary, another student dons heavy equipment to assess satellite tracking for mapping purposes, while others sow seed by hand and drop filigreed coconut matting over them for protection of the young grasses they will produce.

The Cherokee Immersion Project was initiated in the summer of 2001. Two faculty members and nine students lived on the Qualla Boundary in Cherokee, NC for three weeks. The Cherokee People indicated two projects requiring student aid: an archeological dig on sacred ground, and a water erosion intervention project. Throughout the course, in class and in the field, students learned about the culture and history of the Cherokee, including current sociological and political issues that

affect the daily operations of tribal business. Students worked closely with the native peoples, learning first-hand of the similarities in all people. They commented that:

I think the Cherokee are just like us. They aren't "Indians" like we see on TV, they are just people. The more time I spend with them, the more I realize the lack of difference in cultures.

How sad to think what these people lost. The very core of their civilization was ruined. You can hear about it all your life, but until it's actually in front of you, you don't see it or believe it. You can't understand.

The Cherokee heritage reflects the history of a strong native people. I will never see them in the same way again. I feel attached to them in an indescribable way. I think they are some of the most ingenious people who ever lived.

I have a sense of spirituality that I haven't known for a while. I feel more attached to nature. It is my own personal heaven.

The value of what I learned is irreplaceable; it has no cost. It has forever changed me and left a mark on my soul.

Being with a different culture has shown me the value of self-respect, respect of others and respect of nature. It has also shown me just how much people need to come together and work as one unit. When a group gets together to perform a service, it shows others outside that it takes everyone working together for things to be better.

Service is the essence of human beings. We are all put here on this planet to help each other through this journey called life.

The Cherokee experience produced two reactions from the faculty members. The first was the realization that they were guests of a foreign culture and that culpability would fall to them if anything went wrong. The second was the honor of being involved in the daily life of the Cherokee and the feeling of peace and spirituality that engendered.

The Immersion projects serve to bond students and faculty as no other course could possibly do. Our goals, successes and failures, and, indeed, our survival become interrelated and inseparable.

<< insert Cherokee photographs CH -1, CH -2, & CH-3 here>>

Service-Learning through Relationships: Making “Friends for Life”

**King College
Bristol, Tennessee**

Mary A. Rausch, Ed.S.
The LINKing Center at King College
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The “Friends for Life” Mentoring Program matches King College students with youth from the Bristol community. The program model is very simple, but the key lies in recruiting, training and supporting the mentors. Mentors must make application, listing references and agreeing to a police check. The most helpful information

comes from the references, typically from former teachers, employers and youth leaders. Mentors are chosen based on their commitment to develop these qualities and their potential to serve. Regular group meetings provide general training and discussion of these qualities as well as furnishing a forum for sharing experiences from veteran mentors. However, it is the individual time spent in consultation with the director that really supports the mentor-protégé relationship. Each relationship is as different as the participants; thus, individual sessions and on-call situational discussions help mentors think proactively in their relationships.

Protégés, who are referred primarily through the schools, and other agencies in the area, participate at no charge. The program director conducts an intake interview with the potential protégé and parent, while building relationships with both, explaining the parameters of the program and securing written permission to participate. In that initial interview, it is emphasized that the mentors are student volunteers in training, not therapists or childcare providers. Their role is to build a relationship through which the protégé might be exposed to a young person of character and receive encouragement from them to become the same. During that time, information regarding mental health diagnoses, other medical conditions, school concerns, court involvement and other family issues are noted in order to better match, prepare and support the mentor. At that time, appropriate releases of information are also signed. In rare cases, it has been determined that the expectations of the parent were inappropriate for the program and a referral for a greater level of service was made. While providing this much needed service to the community is a major goal of the program, protecting our students from situations beyond their ability to handle is also paramount.

A unique and powerful feature of our program has been the use of Action Plans. Most mentors develop Action Plans for their protégés. Once the mentors believe they have invested significant time in their relationship, they are asked to assess the assets of their protégé and the obstacles that person faces. Mentors are asked to consider themselves “asset builders,” using the context of the Search Institute’s 40 developmental assets, which align with the Five Promise areas of America’s Promise. Based on this informal assessment, they are asked to identify what they really “hope” for their protégé. Then, they are challenged to see how they might be instrumental in helping that happen. One mentor identified that her protégé possessed great athletic potential, but never had the organizational or financial resources to attend any sports camps. She approached our basketball coach and secured a reduced rate for her protégé to attend camp and then appealed to her dorm hall for the remaining support.

Another mentor was concerned about his protégé’s unsupervised time after school and spoke to his baseball coach about his protégé serving as a batboy. These Action Plans provide our mentors tangible, unarguable evidence regarding the difference their relationships have made in the lives of their protégés. However, experience has shown us that not all relationships lend themselves to that degree of structure. In those relationships where the contact is less frequent, whether due to a period of poor time management on the part of a mentor or the chaos in the family of a protégé, effective Action Plans have not been made. However, it is more advantageous to build the support necessary to maintain the relationship than to remove either mentors or protégés from the program. A less structured relationship, without a specific Action Plan, can still be quite beneficial and is certainly more beneficial than a broken relationship. Therefore, we have had much better success with not setting specific time frames on Action

Plans, but encouraging mentors to make one when they are ready.

Action Plans are also one way to measure the success of the program. They provide documentation of actual events that have occurred as result of program participation. In addition, the schools provide us other feedback on the students they refer for mentoring including their improvements or concerns in academic progress, disciplinary actions and attendance to determine whether the relationships are producing any measurable results. Surveys are mailed to parents to gather feedback from their perspective. Finally, mentors are evaluated concerning their views before and after participating. The anecdotal evidence is the hardest to measure yet the most fulfilling to report. There are endless stories: like that of a protégé whose mother had abandoned her family and whose mentor took her to her dorm to get ready when the younger woman was elected to the homecoming court. Without the money for a dress or hairstyling, the entire dorm population put together her outfit and did her hair. Although the teen had no family at the homecoming game, King College students were in the stands to cheer as she was elected princess of her class. Afterwards, she cried on her mentor's shoulder with sadness that her family wasn't there and for joy that the girls from the dorm were. One mentor took a "Friends for Life"- sponsored service-learning trip to Washington to work with the homeless. She reported that although she hadn't seen her father in eight years, the last she heard, he was in DC. As she joked about asking people she saw if they knew him, we discovered that he worked at the shelter. After gaining permission from the girl's mother, her father was invited to spend the rest of the trip with us and the two still maintain contact. Only time can measure and only stories can tell the complete success of relationships.

The program was originally funded through a service-learning grant from the Corporation for National

Service, now CNCS, through the East Tennessee Consortium for Service-Learning, but since that funding expired, the college has continued its support of the “Friends for Life” program. The value to our students, as well as the gratitude of the community, has helped institutionalize the college’s commitment to the program. Funding sources are sought periodically to underwrite major projects, such as the trip to Washington, D.C. The college absorbs routine operational costs, such as office supplies, phone charges and other basic essentials. Community partnerships are critical to the program’s success, providing not only a source of appropriate participants, but also follow-up data and positive publicity in and for the community.

In conclusion, King College is honored to provide youth in our area with access to the first promise of America’s Promise – ongoing relationships with caring adults/mentors.

Service-Learning For Social Justice

Maryville College
Maryville, Tennessee

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In the 1990s Maryville College faculty and staff developed several programs that provide opportunities for students to serve the community. Programs such as the Bonner Scholars, Bradford Scholars, the Maryville College Student Literacy Corps, MC Families, and others, evolved in the 1990s. These programs also more directly fulfill Maryville College’s educational purpose, part of which is expressed with these words: “Through caring for others on

campus and beyond, sharing genuine concern for the world, and working to fulfill the College's purpose, directors, administration, staff, faculty, and students strive to build and strengthen the human community," (MC Catalog 2).

The Bonner Scholars Program was established in 1991 to promote and reinforce the value of community service as an avenue of learning. The scholarships provide students financial support each year toward the costs of attending Maryville College in exchange for service with a community organization for approximately ten hours per week during the school year and 240 hours in the summer. Fifteen scholars are selected for each freshman class, resulting in a total of 60 Bonner Scholars on campus each year. Common service placements for these students are MC Families, Asbury Acres, Good Samaritan Clinic, and Habitat for Humanity. Reflection and analysis is structured into the program during monthly meetings and through writing assignments. The Bradford Scholars is a similar scholarship program that focuses on teaching adult literacy in local programs such as Adult Basic Education, the Blount County Jail, and MC Families.

A faculty member in English, Linda Clark, secured grant funding to establish the MC Families program, an Even Start Family Literacy Initiative. The program was structured to have student involvement in its management through the Student Literacy Corps, which has provided significant leadership development opportunities for students each year. MC Families provides the infants and children with stimulation and enrichment and the young parents with education, resulting in a high school diploma or GED. The theme of social justice is evidenced in these programs by focusing resources on less powerful, less educated members of the community.

Another avenue through which Maryville College has developed service-learning started with the work of two faculty members, Kathie Shiba in psychology and Susan

Ambler in sociology. These instructors collaborated with other faculty teaching at several small, private Appalachian liberal arts colleges like Carson-Newman College and Tusculum College in Tennessee; Union College in Kentucky; Emory & Henry College and Ferrum College in Virginia; and Mars Hill College in North Carolina. With a common interest in service-learning and social justice and encouragement and financial support from the Appalachian College Association, this group of faculty began meeting in 1994. They developed mechanisms for students, faculty, and staff to work with grassroots community groups in Central Appalachia with whom they had previous partnerships. It is in the central region of Appalachia that residents have been suffering the most from inadequate economic resources. The group planned and organized a conference on service-learning for the association faculty and staff to learn about the philosophy, goals, and implementation of service-learning. The first conference was held at Carson-Newman College and featured a panel of community leaders talking about their relationships with colleges and schools in the past. Several of the conference participants realized the importance of maintaining dialogue with each other beyond the confines of the conference. For service-learning to be the most effective, college personnel and community leaders must work as collaboratively and as equitably as possible. Several participants, including one community leader, Marie Cirillo, pledged to continue discussion by meeting periodically to develop service-learning and community-based research projects. This group became known as the ACA Task Force on Service-Learning.

The other major goal that the Task Force set was to develop summer research projects with a few grass roots community groups in locations such as the Clearfork Valley in Campbell and Claiborne Counties, Tennessee, Whitley County, Kentucky, Lee County, Virginia, and,

later, McDowell County, West Virginia. Beginning in the summer of 1995, several teams of students and faculty worked with community organizational members to plan and carry out participatory community-based research projects. Faculty members obtained Faculty-Student Research Grants from the Appalachian College Association. The community groups formed their own organization, ABCDE, to provide equitable financial support for the community members participating in the project, preventing a possible barrier for the collaboration between college and community.

The faculty-student teams researched issues such as the impact of welfare reform on families in McDowell County; the history, organization, and issues of grassroots groups in the Clearfork Valley; the history of Eagan, Tennessee, using the Foxfire method; an evaluation of the programs of Whitley County Communities for Children; and the history of racism in Lee County, Virginia. For the first summer the four research teams planned their projects to begin and end at the same time in order to carry out pre-field training and post-field evaluation. During the seven weeks in the field, the students from three of the research teams and one faculty member lived in the Woodland Community Land Trust near Eagan, TN. The fourth team of students lived with a family in the community they were studying. Each research team hosted the other teams in a one-day field trip, informing them about the issues their community organization was facing and the methods the team members were using to develop knowledge resources. The organization and collaboration of this first summer's project team members was successful due to the planning and implementation of the pre-field training and the collaboration during the project. In the summer of 1996, the two Maryville College faculty members participated in two other research projects with community organizations in the Clearfork Valley area.

Following the second summer of projects, students, faculty, and community leaders continued to carry out community-based research projects each summer. One of the Task Force faculty members worked on maintaining and publicizing a list of projects for the grass-roots groups. In addition, relationships with other grassroots groups evolved.

During the next three years, the Task Force organized two additional conferences on service-learning. The second conference attendees articulated that the philosophy and mission of service-learning and community-based research should focus on the development and empowerment of Appalachian communities as well as students. Faculty task forces were formed to develop informational resources for communities as well as colleges to use in their work.

The third conference, involving collaboration between the ACA Task Force and the East Tennessee Consortium for Service-Learning, was held at Tusculum College in Greeneville, Tennessee. By pooling financial resources, these two regional groups were able to invite service-learning experts from outside the Appalachian region. One task force that remained active was trying to develop a way to institutionalize the collaboration between communities and colleges. In the fall of 1997 that task force met in Elizabethton, Tennessee and created a nonprofit organization that would carry on the development of resources for networking between communities and colleges. The group created the name Just Connections and the following mission statement for the new organization:

The Mission of Just Connections is to invigorate grassroots democracy among residents of distressed mountain communities by creating and using models for participatory research and service in

support of self-sustaining communities that offer equitable access to resources for local citizens. We believe that participatory research entails an equal partnership between campus and community.

Later, for clarification, the phrase “communities and colleges working to invigorate grassroots democracy in Appalachia” was added to the home page of the Just Connections website. Clearly, an unstated aspect of the mission is social justice.

A couple of months after the Task Force conceptualized the ACA Project, the Bonner Foundation invited Just Connections to participate in a national community-based research project involving ten different areas across the country. Just Connections is serving as the subgrantee for the Appalachian region. Just Connections allocates the money to colleges in the region that apply for grants to help develop community-based research centers and also assist faculty and community organizational partners with collaborative research projects. A total of nine colleges (including Maryville) received grants during the three years of the project.

Maryville College is using the money to provide support for students to do summer participatory research projects and also to support faculty members developing and carrying out course projects. In addition, faculty and staff are investigating the feasibility of institutionalizing community-based research at Maryville College. During the spring of 2001, three guest speakers visited the campus discussing their experiences with community-based research and establishing community-based research centers on their campuses. These visits were possible because of Maryville College’s participation in the Bonner grant. During the Fall of 2000, the students in the Introduction to Human Services course participated in a

community-based research project with the Blount County Drug Court investigating the community's human services that the Drug Court clients might be able to use. During the Spring of 2001 Population and Ecology students worked with Narrow Ridge Earth Literacy Center to research environmental issues that the director and staff members identified as important to their work. Working together in teams interested in general topic areas such as sustainable energy, alternative housing, recycling waste, and sustainable gardening, each student created an individualized topic. Some of the task forces worked closely with the Narrow Ridge staff and others worked independently. At the end of the semester, the students wrote papers and developed oral presentations. The students gave the papers and presentations to the Narrow Ridge board of directors at the end of the semester. During part of the summer, a student worked with Mountain Women's Exchange in Jellico, Tennessee, researching the possibility of establishing a teen center in the community. Several faculty members have indicated an interest in applying for grants to develop additional course-based projects in the 2001-02 school year. These course projects and the student's summer project are supported by grant money from Just Connections, the Bonner Foundation, and Learn & Serve America. All of these programs and projects place Maryville College students, faculty, or staff directly in partnership with community. Service-learning projects provide great potential for development of students as active participants in a democratic society as well as development of citizens to create a more socially just community.

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**Service-Learning at Tusculum College
The Civic Arts**

**Tusculum College
Greeneville, Tennessee**

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Introduction

As a Civic Arts institution, the mission of Tusculum College emphasizes the development of responsible, effective citizenship. The term Civic Arts is used here to recapture the original meaning of the phrase “liberal arts” as it was first used by Cicero, the Roman orator, philosopher and educator whose Italian villa is the source of our college's name. This original meaning referred to those skills, attitudes, and abilities appropriate to citizenship in a democracy—qualities Tusculum believes are critical as students embark on future participation in their communities through careers and service.

The college's civic arts curriculum places particular emphasis on practical wisdom as it prepares students for the demands of active and responsible citizenship. Practical wisdom, in this context, refers to careful thinking with other citizens, utilizing virtues such as Self-Control, Courage, and Justice, to determine a course of action for the good of the community. The unique set of core courses, which form the Commons curriculum at Tusculum, aims to combine knowledge with practice in the development of practical wisdom. Thus, service-learning is a vital experiential learning tool that has been integrated into the curriculum starting with the students as freshmen and ending with an academic service-learning course, required for graduation, where the Civic Arts are put into action.

At Tusculum, the Civic Arts in the Commons core curriculum have another unique component: the Competency Program. Foundation and Virtue Competencies are designed to give graduates a solid foundation in both academic skills and habits of character. The Foundation Competencies include writing, analytical reading, critical analysis, computer literacy, mathematics, and public speaking. Referred to as the Virtue Competencies, civility, self-knowledge and the ethics of social responsibility are regarded as essential to meaningful civic participation and are integral to many of the Commons courses.

Students at Tusculum College embark on a thoughtful journey along the path of service from volunteerism to service-learning to civic engagement. Initially, freshmen encounter a service experience during their first course in the fall as they participate in the campus-wide McCormick Service Day. As sophomores they again engage in community projects in a required Commons sociology class called *Citizenship and Social Change* where a ten-hour service component is incorporated into the course in conjunction with course material. Finally, students choose between several service-learning course options where they can become fully engaged and immersed in issues of social justice, community-based research and civic or organizational problem-solving.

The Service-Learning Center

In order to support the implementation of service-learning across the curriculum and campus, a Service-Learning Center with three full-time staff members has been established. In addition to the Director, who is also a faculty member and teaches service-learning courses, the staff includes a Community Service Coordinator and an

Administrative Assistant. The following are the Mission Statement and Goals of the Center:

The Tusculum College Service-Learning Center is dedicated to providing students with a meaningful and empowering community service experience that enhances academic learning and personal growth while fostering reciprocal community relationships and promoting social justice.

Program Goals

- Develop a culture of service on the Tusculum College campus.
- Support faculty with integrating appropriate Service-Learning opportunities into their courses utilizing accepted Service-Learning pedagogies.
- Provide students with a variety of service placement and project opportunities that engage their interest, build moral character, encourage compassion and promote social justice.
- Conduct Service-Learning courses that provide learning and validation opportunities for the competencies of Self-Knowledge and Ethics of Social Responsibility.
- Build honest and collaborative partnerships within our communities.

Nettie Fowler McCormick Service Day

Every fall, during the second or third week of classes, students, faculty and staff take part in the campus-wide Nettie Fowler McCormick Service Day, named after a benefactor of the college. All freshmen are enrolled in a course called "Our Lives in Community" which introduces them to the concept of the civic arts, citizenship and community, examining the public and private roles of citizens in family, neighborhood, city, and Tusculum College. The practical application of the concepts in this

course occur through the service project that provides the opportunity for students, faculty and staff to work together in organizations in the community to meet real needs. By devoting an entire day to service and including the entire campus, the college makes a strong statement to incoming students about its commitment to service for the common good.

During the summer months prior to this event, the Service-Learning Center, along with its partner, The Volunteer Center of Greeneville/Greene County, canvasses area agencies and non-profit organizations for project needs. Workshops are held to bring community leaders together to facilitate brainstorming opportunities where participants can provide each other with experiences and ideas for expanding projects. Service-learning pedagogy and goals for student learning are discussed, as well as the reciprocal nature of serving and learning so that community members realize their role as teachers and learners in these experiences. It is through these networking and informational opportunities that stronger, more meaningful community partnerships and service-learning experiences have been forged. Students come away each year with a deeper understanding of the community and an empowered sense of accomplishment.

In turn, responses from the community show appreciation for the energy and enthusiasm the students always bring to these service placements. They are grateful not only for the work performed, but also in those situations where it is possible, for the interaction between their clients and the college students. These experiences often lead to deeper interest in and involvement between student and agency.

Sociology-Citizenship and Social Change: Theory and Practice

During their sophomore year, students enroll in sociology course called *Citizenship and Social Change: Theory and Practice*. This course examines the process of democratic social change, where citizens interact as individuals seeking the common good. Through reading and reflection, it engages students in moral reasoning about how groups, organizations and communities function and how citizens can work toward a common theoretical goal. Through a course service project of at least ten hours, students experience putting these ideas into practice. This course addresses the competency of civility as an essential practice to the success of professional life as well as to meaningful civic participation. Effective use of cultural and social conventions, listening skills and effective communication skills are identified, developed and assessed within this course.

Of course, every instructor integrates the practice component in an individual way. One instructor allows the class to form small groups with each discussing, organizing and implementing their own project. This gives students the opportunity to function as a small community in group deliberation, developing effective communication skills and public problem-solving. Through the implementation of their own project, students encounter real life issues and obstacles to tackle, calling on knowledge and abilities that have not been challenged often in prior academic settings.

For example, planning and implementation of food, clothing and basic needs drives for various community agencies have been part of different class projects. Students have also chosen to support Habitat for Humanity building and fund-raising efforts among many other projects.

Service-Learning Course Options

When students reach their junior year, they are required to take a comprehensive service-learning course. Within each of the several options available, the

competencies of Self-Knowledge and Ethics of Social Responsibility are addressed.

Self-Knowledge: The Examined Life involves students in a personal journey, one that includes developing an understanding of their strengths and limitations and how they affect their ability to act and react in situations. Identifying and prioritizing values and beliefs that have impact on their choices and decisions, coupled with a self-examination of their past, brings them to a deeper understanding of themselves, and of the interconnectedness of individuals and communities.

The Ethics of Social Responsibility competency guides students towards an understanding of the process of social change in a democratic system. Moving students from learners to leaders, encourages them to demonstrate awareness of interdependence of individual and community, the roles of public and private life, diversity and the common good, civic responsibility and social change.

There are four primary options provided through the Service-Learning Center from which students are able to choose their service-learning requirement.

The Civic Arts Project

The Civic Arts Project allows students to put the civic arts into practice either as an individual or as a group. Students go through a process of a) identifying a community need, b) engaging in practical deliberation or problem-solving discussion with community members, c) working with those members to design and carry out a project that addresses the need, and d) reflection through journals and public presentations. Students apply for approval through the Service-Learning Center and must develop a proposal for their project and establish a Project Committee. Students engage in systematic reflection during the Project, and document their activity and their

learning. The scope of Civic Arts Projects has ranged widely. Their variety includes developing a community youth soccer league; planning and executing a service-based alternative break in Louisiana; and teaching an English as a Second Language class, taught by a Turkish student while at home in Turkey over the summer.

Service-Learning In Greeneville and Greene County

This course engages students in a variety of service activities in the surrounding area involving issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness. Through community-based research, students become involved in assessing the needs of their local communities and help in accomplishing community goals.

Last spring, a class worked with Second Harvest Food Bank of Northeast Tennessee to explore issues of food and hunger and how they relate to jobs, education and economics. Students identified additional in-county locations for food pantries and recruited participants for Second Helpings, a prepared and perishable food rescue program.

Next steps for students will examine the role of a democratic society in safeguarding the welfare of its children. They will engage in community-based research to identify the day care needs of working families, and explore the need for quality childcare provisions in local industry and business.

Identification and analysis of the demands on families and the role of both private and public agencies in this complex problem will be discussed. Visits and tutoring at the local Head Start program will add another dimension to this experience.

Service-Learning Immersion

This course centers on travel to a setting outside of the Greene County area, where students will be immersed in a service experience. Travel is often to sites involving another culture. Working through a host organization, students put in 70-100 hours of service during the five to ten days they are away from campus. Like the course offered locally, the service revolves around issues of social justice, economic opportunity, environmental protection or restoration, education, or health and wellness.

The ability to travel with students is due to the unique scheduling of the Focused Calendar at Tusculum College. Here, a semester is comprised of four blocks, each three and one-half weeks long. A student takes one course per block allowing more “focus” on the concentration of material and concepts of the course. This schedule enables the inclusion of field trips and travel to off-campus sites since there are no conflicts with other classes. This model could be used on other campuses as an alternative break experience, summer course or between semesters offering.

Three of the classes will stay a week in Caretta, WV, where they will help develop resources in a former coal-mining community. Accommodations will be dormitory-style in the Big Creek People in Action Community Center. The process of living and working together and making collective decisions will require the practice of civility and provide increased understanding of personal values and how and where these were shaped. Activities may include adopting a room in the community center to create a library, tutoring local school children, and researching and analyzing survey material on issues such as gender and racial bias which affect the community.

Set in the context of these courses, discussions on the Ethics of Social Responsibility will take on a new and deeper meaning. The issues of education, diversity and

economic development will assume an immediacy not found in a purely academic setting.

Discussion and writing assignments will help students reflect on and learn from their service experiences, while the process of working together and making collective decisions provides a laboratory for the practice of civility. In all these courses, readings and research will help students understand the issues they confront and provide a framework for connecting service and civic engagement.

Service-Learning Practicum and Advanced Practicum

This option is available during the summer and may be carried out in the student's home community or elsewhere. Students will get experience putting the civic arts into practice by working at least 50 hours in service roles with nonprofit community organizations. Class sessions are held before students leave for their prospective sites to set up service site criteria, communication with instructors and course material. Reading, writing and reflection assignments guide students to explore and learn from their experiences.

The Advanced Practicum allows students who want to build on their initial practicum experience to do so by completing at least 50 additional hours of service, either by continuing their original placement or undertaking a new site.

In one instance, a student followed up her service-learning practicum in a health care setting with an Advanced Practicum in a hospice program. Her experiences as a part-time companion to a terminally ill cancer patient made her confront the realities of dealing with serious illness and death and tested her resolve to become a physician.

Comments in journals and papers reveal the life-changing effects that service-learning has on the great majority of our students. Journals from a class dealing with

issues of low-income and homeless people share these thoughts by different Tusculum students.

“Before I actually started my service, I believed that all people who were homeless got there on their own. I believed it was their entire fault. They were either there because they were too lazy to work or that they just chose to be there. I also assumed they all were unhappy and did not have any family or friends. The worst assumption I probably made was that someone else would help them so I did not have to. I also assumed that the problem would just take care of itself and just disappear. Man, was I wrong.”

“This course really challenged us to step out of our comfort zones and really focus on the reality of homelessness and poverty. I have learned a lot about the negativity of judging people based on their appearance, and the unconditional acceptance of all that live in the same community as myself. I leave this class with a newfound appreciation for the golden rule, the power of a voice, [and] the advocacy of a cause.”

“I feel that this class could very easily have been much longer and still be interesting every day. I am left with feelings that I can make a difference even if the difference is small. Small steps toward the big picture are what this class has made me focus on. I don't have a whole lot of time but I do have enough to make a difference to someone.”

**Vanderbilt University:
Service-Learning in the Latino Community**

Vanderbilt University
Nashville, Tennessee

Elena Olazagasti-Segovia, Ph. D.

Spoken Spanish (Spanish 202) is an intermediate/advanced conversation course required of minors and majors in Spanish. The course objectives are two-fold: to increase listening comprehension and to improve communication skills. Students use a textbook that covers a wide variety of issues (such as education, health, and tourism) and watch movies in Spanish coordinated with these topics.

The academic service-learning sections have to complete twenty-eight hours of service, or approximately two hours per week, in the Latino community, instead of going to the language laboratory for listening comprehension exercises and pronunciation drills. Forty-five percent of the final grade is based on this hands-on experience. There are four oral presentations that range from informing their classmates about the type of service, their personal goals and expectations, a typical day at the agency, a critical incident, and an evaluation of the service provided. Students also have to keep a journal and an audiovisual record of their experience that they will use to put together a portfolio to be presented to the class at the end of the semester.

There are seven community partners involved and students choose from among a diverse array of service possibilities: teaching ESL to children and adults, both in traditional classes or by using computer software; mentoring/tutoring Latina girls from Metro schools through a program, *Hermanitas*, an affiliate of the Girls Scouts of Cumberland Valley; translating/interpreting at a local clinic; assisting the Latino chaplain at the Nashville Rescue

Mission; and helping the Catholic Charities Latino case worker in charge of refugee resettlement. Most agencies offer training and orientation sessions. Service hours vary and students have to provide their own transportation. Some agencies supply the teaching materials to be used, but sometimes students have to prepare their own materials.

There are two sections of Spanish linked to the Latino community. Students enrolled in these sections have greatly improved their listening comprehension and their communication skills. Class participation increased in both quantity and quality throughout the semester. Students learned how to solve unexpected communication problems, and to negotiate meaning by using strategies that are hard to acquire in a classroom environment.

Related to language acquisition, students who participate in an academic service-learning experience become more aware about the process of learning a new language. They become critical and reflect on what works and what does not work, not only for them but also for their partners. They appreciate the fact that communication happens in an authentic environment with truly meaningful linguistic exchanges.

In addition, their cultural awareness is much higher because of their personal contact with real-life people. They frequently reflect on the challenges for those who need to adapt to a foreign society as they become aware of the values that are common to both groups as well as the differences that make assimilation harder.

Last, their social skills, interpersonal communication, and self-esteem has greatly improved. Their sense of accountability is sharper since, many times, students are solely responsible for the tasks assigned. Shy individuals have found that they can be leaders too as they assume leadership roles. They learn how to deal with discipline issues, how to approach uninterested partners, how to be patient and understanding.

In their oral presentations, they use phrases such as “life-changing experience,” “inspiration,” “awakening experience” and they reflect on the things in their lives that they had taken for granted as well as the stereotypes with which they had grown up and which have been shattered. Following are comments from students who have participated in the program:

Teaching English at St. Ann’s has been the best incentive I’ve ever had to learn anything. It has been an inspiration unique to this class; I have never had this sort of experiential learning opportunity. Now I find myself impatient to learn more, wanting more than ever to try harder; now a class has become real life. At the same time I find my ears perking up at the smallest details; I am suddenly much more aware and alert to every realm of learning and speaking Spanish. I truly believe this has changed/inspired the course of my education and maybe even my career.

Teaching ESL has been one of the highlights of my semester. It has been a unique experience for me personally because I can practice my second language while the young children and their mothers practice theirs. We feed off of each other in the learning process and make each other better at the same time.

“The greatest challenge of the day is: how to bring about a revolution of the heart, a revolution which has to start with each one of us.”

Dorothy Day

Appendix A

Web-Sites on Service and Service-Learning K-12 and Higher Education

- American Association for Higher Education Service-Learning Project (AAHE) www.aahe.org/service/srv-lrn.htm
- American Association of Community Colleges Service-Learning (AACC)
www.aacc.nche.edu/initiatives/SERVICE/SERVICE.HTM
- American Association of School Administrators (AASA)
www.aasa.org/
- American Council on Education (ACE) www.acenet.edu/
- Association for Exceptional Learners (AEE) www.aee.org/
- Association of American Colleges and Universities (AACU) www.aacu-edu.org/
- Big Dummy's Guide to Service-Learning
<http://www.fiu.edu/~time4chg/Library/bigdummy.html>
- Bonner Foundation www.bonner.org/
- Break Away www.alternativebreaks.com
- Campus Compact www.compact.org/
- Campus Compact National Center for Community Colleges (CCNCCC)
www.mc.maricopa.edu/academic/compact/index.html
- Campus Outreach Opportunity League (COOL)
www.COOL2SERVE.org/
- Catholic Network of Volunteer Service www.cnvs.org/
- Center for Creative Leadership www.ccl.org/
- City Year www.City-Year.org/
- Colorado Service-Learning Home Page
<http://Csf.Colorado.EDU/sl/>
- Community–Campus Partnerships for Health
www.futurehealth.ucsf.edu/ccph.html

- Cooperative Education Association (CEA)
www.ceainc.org/
- Corporation for National and Community Service (CNCS)
www.cns.gov/
- Council for Adult and Experiential Education (CAEL)
www.cael.org/
- Council of Independent Colleges www.cic.edu/projects/
- Do Something www.dosomething.org
- EpiCenter, searchable database of national service programs www.nationalservice.org/resources/epicenter/
- Foundation for Individual Responsibility and Social Trust
www.libertynet.org/first
- Graduation Pledge Alliance
www.ARES.manchester.edu/department/peacestudies/gpa.html
- Independent Sector www.indepsec.org/
- The International Partnership for Service Learning
www.studyabroad.com/psl/
- The Invisible College www.invcoll.pdx.edu/ic.html
- Just Act: Youth Action for Global Justice www.justact.org/
- Learn And Serve America Exchange
www.lseexchange.org/
- Learn, Serve, & Surf
<http://www.ebd.utexas.edu/servicelearning/index.html>
- Make A Difference Day www.makeadifferenceday.com
- Michigan Journal of Community Service-Learning
www.umich.edu/~ocsl/MJCSL/
- National Dropout Prevention Center
www.dropoutprevention.org/
- National Service Learning Cooperative Clearinghouse
www.nicsl.coled.umn.edu
- National Service Resource Center www.etr.org/nsrc/
- National Society for Experiential Education (NSEE)
www.nsee.org/

- National Student Campaign Against Hunger and Homelessness (NSCAHH) www.pirg.org/nscahh/index.htm
 - National Youth Leadership Council www.nylc.org/
 - New England Resource Center for Higher Education <http://www.nerche.org>
 - Northwest Regional Laboratory www.nwrel.org/cersc/index.html
 - Peace Corps: Resource for Educators www.peacecorps.gov/wws/service
 - Peace Corps: Resource for Students www.peacecorps.gov/wws/students
 - Points of Light Foundation www.pointsoflight.org/
 - ServeWeb www.ostberg.org/servweb
 - Service-Learning Internet Community <http://www.Slic.calstate.edu>
 - Student Coalition for Action and Literacy Education (SCALE) www.unc.edu/depts/scale/
 - UCLA Service-Learning Clearinghouse Project www.gseis.ucla.edu/slc/
 - Youth Service America www.servenet.org/
- 101 Ideas of Combining Service and Learning, FIU
www.fiu.edu/~time4chg/Library/ideas.html

Tell Your Story

At the Tennessee Commission on National and Community Service and Department of Education your opinion is highly valued. Please share your thoughts, ideas, information about your own service learning program(s) and comments with us so we can better support service-learning efforts across the state. If you would like to be put on a mailing list to receive service learning resources, be sure to include your name and full address.

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The Tennessee Commission on National and Community Service is the 25 member bipartisan citizen board appointed by the Governor to advance national and community service as a means of problem-solving in Tennessee through the administration of grants and the formation of coalitions and collaborations. The Commission is the service learning training agency for the Tennessee Department of Education.
