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Engaging Community Service Learning to Nurture Leadership Characteristics

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Community service learning programs provide opportunities for students to become more compassionate toward others, to develop their leadership skills, and to collaborate with others to improve their community by becoming active members in at their school site. Current research suggests that when the curriculum is well-designed and offered through a school, service learning programs can positively impact the lives of participating students, including “high risk” populations.

This project describes the development of a service learning curriculum for sixth grade students who are enrolled in a school-based leadership program. The curriculum is particularly designed for middle school students working with special needs populations and elementary school mentoring program.

The theoretical framework of this curriculum is the “deliberate psychological model,” which has a successful history of improving participants’ leadership skills. The curriculum is also informed by the work of two organizations. First, the National Youth Leadership Council which has developed service-learning standards recommended for the establishment of quality community service programs. Second, the Wingspread Principles of Good Practice in Service Learning which has developed a set of ten principles for an effective school- or community-based service program.

This educational program consists of a set of twelve weekly activities to be incorporated into a middle school electives program. In addition, there are suggestions for community service programs outside of the school setting. The complete curricular materials are included in Appendix A.
Keywords: Community service learning, National Youth Leadership Council, Wingspread Principles of Good Practice.
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CHAPTER 1: DEFINITION OF THE PROBLEM

Problem

Community service learning integrates school or community-based service projects with academic skills and content and provides opportunities for structured reflection on the service experience (Cairn and Kielsmeier, 1991). There is a belief that all youth are gifted in unique ways and are capable of making a positive difference in their community. Certain adolescents are innately moved into the direction of leadership roles whereas those children at risk may not experience the effectiveness of engaging in community service and leadership activities. There is a need to offer these opportunities to all children not just the natural leaders of society.

During the last five years, I have worked with select children in a leadership program at my school site. The students were chosen through an application process, written interview, and teacher recommendation. The lack of diversity concerning the children who were involved in the program determined a need to increase the involvement of all children especially those that would not have been identified for leadership roles. My beliefs are consistent with existing research, which claims that adolescent self-esteem and resilience increase when they engage in meaningful positive contributions to their community (Lloyd, 2001; Pranksy, 2001).

Identifying the purpose of this project and an introduction to the literature previewed will be presented in this chapter. In addition, the methodology to be used in the project curriculum will be introduced. Key terms will be highlighted and the significance of this project will be established.
Purpose of Research

The purpose of my research is to develop curriculum for a leadership program for sixth graders that will enhance future involvement in leadership activities and community service programs. Exposure to community service learning with an emphasis on working with special needs students, peer tutoring with elementary students and identifying leadership skills will be the mission of this project. The deliberate psychological education (DPE) model will be used throughout the program. This model has proven to be effective for encouraging youth to engage in future leadership roles. These roles would include community service, greater autonomy, an appreciation of cultural differences, enhanced self-awareness, and equitable decision making (Brendel, Kolbert, & Foster, 2002).

Students who are not elected into ASB (Associated Student Body) do not have the opportunity to be leaders at our school, therefore the leadership class will be created this year to facilitate this essential need. I am the coordinator of this class and will develop the curriculum for a 10-week course. This class will be called Sixth Grade Leadership and will be incorporated into our electives program. There will be a focus on service learning and leadership skills. The Sixth Grade Leadership Class is part of the “Wheel” and it allows the sixth graders to experience various aspects of elective curriculum. Other classes on the “Wheel” include Spanish, Computer Graphics and Drama. Four rotations of thirty students will experience the leadership program.
Preview of Literature Review

In my evaluation of literature for my project, I identified many commonalities among those programs which facilitate service learning and leadership roles. Each of the various programs had common focuses such as peer mentoring, good citizenship, and the idea that all learning is facilitated by experiences. In addition, the focus of self-esteem and empathy development is due to involvement of the various programs. There is also emphasis on the way programs are designed and the importance of planning and organization. All service learning programs should have specific goals identified. The effect that these programs can have on adolescent’s lives can be life changing.

Identifying the value of various programs is essential in creating effective community service and leadership programs. My research identifies key examples of the types of valuable experience such programs will develop for adolescents, and it includes a discussion of outside distractions and negative factors that affect young people today. The idea of role models is examined as well as the media influence on youth today. The idea of hopefulness is established as a key component to community service programs. Future involvement in community service programs is shown as a result of involvement in such programs at an early age.

My research continues to identify different approaches and various types of model programs for service learning. The deliberate psychological model (DPE) described by Tim Grothaus in 2004 identifies key ideas to facilitate an effective leadership program. It was found to promote certain adaptive behaviors that help to
facilitate leadership abilities such as creating empathy, appreciating cultural
differences, self-awareness, and good decision making skills. In my research, I
identify the components established by Grothaus as foremost factors in creating a
successful service learning program.

Another example of a service learning model is the West Philadelphia
Improvement Corps program in West Philadelphia that incorporates a relationship
with middle school students and college students from Pennsylvania State University.
The impacts of community service learning and journaling are made apparent in this
research. Positive experiences with such programs are identified by student members.
The idea of community is established in this particular program. Researchers from
Arizona are also examined with a study that involves the idea of journaling
experiences in service learning and the effects this has on the success of programs.
Social responsibility is shown to increase when exposed to community service
learning programs.

Cross age mentoring can also be a useful part of a community service
program. In my research, the PAL program is identified as an effective way to have
students communicate while working for a common community service goal.

Components of developing programs are a necessary part of an effective
community service program. In my research, I have identified various types of
programs and the steps of the learning process for each of these programs. There are
four experiential learning styles which are identified by David Kolb in 1979 that
serve as important components in service learning and leadership programs. These
learning styles help to reinforce the idea that experience is the best approach to learning empathy. In order for service learning programs to be effective, a well-organized approach needs to be established before the program is implemented. The Wingspread Principles of Good Practice have been used by more than seventy service organizations and identify ten principles for an effective program (Winiarcyk & Long, 1996). In such programs, there is evidence of success rates. Overall outcomes of the various models will be discussed.

**Methodology**

Through various activities in the class, all activities will be documented. A daily journal will be used by all students participating in the program. This will be a non-experimental approach to research with focus on evaluation of student’s participation and documentation of events through the program. All curriculum developed will be focused in a qualitative way. Some surveys will help to develop some type of quantitative measure of students’ ideas in regards to the various activities introduced in the service learning and leadership program.

**Guiding Questions**

How can exposure to leadership activities promote leaders in our community?

Do students continue to stay involved with community service organizations and leadership opportunities if they are exposed at an early age? What effect do leadership activities have on children’s self-esteem?
Importance of Study

The curriculum developed for the Sixth Grade Leadership program at my school site will allow over 100 students per year to be involved. They will be involved with team building activities, peer tutoring, working with special needs children, organizing school wide events and facilitating an annual fundraiser. The students will develop empathy for other communities and therefore become more effective participants in society. This program can be life changing for many children who may not have had the opportunity to be involved in leadership programs. Self-esteem will be enhanced by the experiences provided for the students. In addition, this program will be shared with other school sites with the possibility of implementation of the program district wide as part of the electives program in our district.

Limitations

One area of concern is whether all students will become actively engaged in the programs. Through evidence of journal writing, the effect of the program on student attitudes towards their community will be identified. Other limitations include the program logistics which include the rotation schedules and the proper grouping of children. Another area of concern is the freedom of children to rotate from various locations at the school site and behave responsibly during these rotations. Some students may also be apprehensive to work with students with special needs especially those with severe handicaps. Working with students with special needs requires patience and empathy which many students may not have at the initiation of
the leadership program. Administrative support is also essential for a successful program.

Summary

Service learning programs play an essential role in developing character for adolescence. The involvement in such programs allow youth who are often distracted by the world around them to focus on the positive aspects of helping others. James Noonan (2004) identified seven factors which facilitate safe schools and positive school climate. One skill identified by Noonan was engagement. He states, “With the opportunity to identify problems and become agents of change, students take charge of a part of their education.” When community service programs are developed and structured consistently, they can profoundly change the climate of a school and of the students. In this project, I will identify those key components and develop the curriculum, which will help the process of service learning.

Definitions

**Community Service Learning.** Community service learning integrates school or community-based service projects with academic skills and content and provides opportunities for structured reflection on the service experience (Cairn and Kielsmeier, 1991).

**DPE Model.** The acronym stands for deliberate psychological education model and is a program that identifies a study that provides some key elements for a successful leadership program (Grothaus, 2004).
Wheel Electives Program. In Capistrano Unified School District in California, there is a program for sixth graders in middle school which allows a rotation schedule for an electives program. Students are part of a year long course that rotates through subjects such as computer graphics, art, drama, Spanish and leadership classes.

Wingspread Principles of Good Practice. Wingspread Principles of Good Practice in Service-Learning has written for more than 70 organizations the ideas that all service organizations should collaborate and they have identified ten principles that are effective in school or community based service programs (Winiarcyk & Long 1996).

4H Program. A program set up by the United States Department of Agriculture originally in rural areas to help young people become productive citizens by instructing them in useful skills (as in agriculture, animal husbandry, and carpentry), community service, and personal development (Merriam-Webster Dictionary).

PWC. In Prince William County, Virginia, the community opened a facility for problematic boys called the Prince William County Group Home for Boys which promoted team building, leadership, and community service (Sobers, Rahamin 1995).

WPIC. An example of a leadership service learning model called the West Philadelphia Improvement Corps which directly worked with Pennsylvania State University in collaboration on a program which promoted good citizenship (Bogle & Harkavy 1996).
PAL. Peer Assistance Leadership Program is built upon a philosophy of students helping students. Established in 1980 by the Orange County Department of Education (PAL OCDE website).

BBBS. Big Brothers Big Sisters of America is a non-profit organization whose mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors that try to have a measurable impact on youth (BBBS website).
CHAPTER 2: REVIEW OF LITERATURE

Creating a community of students empowered to make changes and to help others is essential for developing value of oneself. Service learning is a pedagogical approach that promotes students’ civic engagement and intellectual growth (Perez & Perez, 2004). Perez and Perez stated that students’ development takes place in an experiential learning environment through the process of promoting change in higher education, supporting societal change, and stimulating students’ personal growth and development by allowing them to confront the reality of their worlds (Perez, 2004, p.1).

There is great value in participating in service learning programs and many of the skills are inherent in the practice of community service learning. Undertaken well and consistently, it can profoundly affect a school and its students (Hart, 1998). When students have the opportunity to be involved and committed to becoming agents of change in a community, they will take ownership in the value of such a program. Community service learning allows the students to contribute in a positive way to their environment. Creating a community of students empowered to make changes and emboldened by their own success contributes to a climate where service to others is valued and where that value has significant carry over (ECS, 2003).

The relationship between participating in community service learning projects and personal and leadership life skills was identified in a study with the 4-H Leadership program in Louisiana in 2007. Through administering a pre- and post-test document asking key questions in regards to the community service and leadership
programs, it was concluded that many of the students experienced an increase in
certain life skills administered on the test. Some skills identified were membership in
other outside programs such as church, Character Counts programs, and school
service organizations. There was also an increase in involvement with civic
organizations after participation in the the 4-H program (Phelps, Kotrlik, 2007).

The concept of community-based service programs is not universally defined.
In order to develop an effective service learning program, it is important to identify
programs with effective tools of implementing such programs with measurable
(1999) as well as Hansen, Larson and Dworkin (2003). “Examining the effects of
multiple forms of youth activity have produced empirical evidence suggesting that
pro-social activities like community service may have more positive effects on
adolescent development than other types of youth activity” (Eccles & Barber, 1999,
p. 128).

Some of the most common civic outcomes achieved by service learning
programs include improving civic attitudes, appreciation of diversity, increased
responsibility towards one’s community, increased responsibility towards the
community, and increased political awareness.( Schmidt, Shumow & Kackar, 2006).
This interest and knowledge in community service will develop a sense of positive
contribution and belonging in society. Schmidt, Shumow and Kacker determined that
the effects of multiple forms of youth activity have produced evidence suggesting that
pro-social activities like community service may have more positive effects on adolescent development than other types of youth activity.

Service learning can also be used as a key component in empowering teachers in classrooms. “Empowerment is characterized by initiative, leadership, assertiveness, creativity, and recognition of one’s success” (Wade, 1997, p. 184). When teachers experience this empowerment, they can better facilitate the experiences of their students. Wade identifies key components in teacher training programs that incorporate service learning. Service learning provides teachers the opportunities to practice reflection through journaling experiences. Service learning is focused on helping others through activities planned by the teacher with student input whereas it fosters student-centered activities. Through service learning programs, teachers can extend their visions on a particular service project which in turns allows the teacher to develop valuable curriculum with a purpose (Wade, 1997). Service learning can not only empower the students involved but it can enable the teacher to also experience growth in empathy.

The Value of Developing Community Service/Leadership Programs

Community service, community belonging, and social responsibility are important landmarks in the developmental landscape of adolescence (McGuire & Gamble 2006). Community service programs that are available to all children are most effective. The problem with most leadership and service learning programs are that they are geared towards the successful students. With college applications, the
community service component is heavily weighted. Not all adolescents have the opportunity to participate in such programs. One common thread identified within this research is whether or not adolescent self-esteem and resilience increase when they engage in meaningful, positive contributions to their community (Lloyd, 2001; Pransky, 2001). In addition, will community service, community belonging and social responsibility help develop more involved citizens in community organizations and increase moral obligations of adolescents?

One problem evident throughout the research is that there are outside factors that affect young people today. For example, there are the socio-economic factors that come into play for many children. In one study in Prince William County, Virginia, the Youth and Family Services division along with Juvenile and Family Court Services identified students with serious emotional problems due to their home situations and other outside school behaviors (Sobers & Rahamin, 1995). These are the children who interfered with school progress due to their aggressive or internalized behaviors. The community opened a facility for boys called the Prince William County Group Home for Boys (PWC). Identifying factors that contributed to these boys becoming problematic members of society was the first step of the program. Self-worth was identified as a major cause of the emotional problems the boys faced each day. Giving the boys a purpose was the key to success in helping them feel an important part of society. Identifying the idea that the act of helping others is the first step for helping oneself was the essence of the program. Team building, leadership, and community service fosters the development of self worth
and empathy. It was concluded in the study that a difference was made in the lives of children and families at risk (Sobers & Rahamin, 1995).

Many adolescents and at-risk youth also do not have valuable role models from society (Mannes, 2007). They relate to actors, athletes, models and television characters whose values may have diminished. Television and the media misguide our youth on what the important values are in life. There needs to be a focus on community and hope in which the worldview of adolescents can be changed. Increasing their resilience to negative influences in their lives and their ability to contribute to their communities is a step towards increasing life skills in adolescence (Mannes, 2007).

The idea of hopefulness that many of the researched programs enacted enables teens to develop a sense of belonging through a community/leadership service program. Dr. Martin Luther King Jr. was identified as a leader who empowered young people. In 1959, Dr. Martin Luther King Jr. challenged a group of high school and college students to “make a career of humanity. Commit yourself to the noble struggle…you will make a greater person of yourself, a greater nation of your country, and a finer world to live in” (Grothaus, 2004, p. 228). It is apparent that youth need to experience support and expectations from their community to provide them with important connections and to serve as an inoculation against an array of risks (Sieta, 2001).

In the past, students who participated in community service programs were not specifically examined concerning future involvement with community affairs nor
were the participants identifying their future involvement with leadership or
community service organizations. Studies that have specifiable examined pre-test to
post-test changes in youth who participated in community service have tended to
view community service as either having been completed or not or have measured
service in terms of number of hours of service performed (Calabrese & Schumer,
1986), while participants’ views of the service activity and its perceived importance
were not included (Brunelle, 2001; Hobfoll, 1980; Janoski et al. 1998; Lazerson,
Foster, Brown, & Hummel, 1988; Patro, 1999; Swen, 2000; Wright & Borland,
1992). The examination of student participation and its relationship to future
involvement is identified in research as well as identifying the idea that more
involved adolescents would justify all forms of civic involvement using more moral
and conventional reasoning (Metzger & Smetana, 2009).

Models of Programs

leadership training model profiled here espouses the belief that all youth are gifted
and are capable of making a positive difference in their communities” (Grothaus,
2004, p. 228). The program identified as deliberate psychological education model
represents a study that provides some key elements for a successful leadership
program.

Tim Grothaus identified and utilized the deliberate psychological education
model (DPE) which was used and found to be effective in promoting certain
behaviors (Mosher & Sprinthall, 1970). Adaptive behaviors that would reinforce leadership abilities such as creating empathy, appreciating cultural differences, self-awareness, and good decision-making were advocated and incorporated in the program. Essential DPE components (Brendel, Kolbert, & Foster, 2002) are identified as follows:

1. Engaging in a significant new helping role
2. Balancing experiences with guided reflection
3. Combining support with developmentally appropriate challenges
4. Ensuring continuity in the experience (recommended minimum of 6 months).

This type of program identifies a mission statement which identifies the goal of the program. Key ideas of this mission statement include the belief that all youth are gifted and are capable of making positive differences in their community. In addition, the mission statement sets forth the hope that the program will empower selected youth as leaders and trustees of their communities. There is the idea that community encompasses local, national, and world communities. The hope of this program is that those involved will have a lifetime commitment to the world around them.

The program participants are 15-to 17-year old youths actively recruited from area high schools and alternative education programs in Bristol, Tennessee. Some of these students would be unlikely participants in standard leadership programs at their school sites. Youths submit an application and a reference to be involved. There are
past graduates from the program who help recruit as well as guide the youths in the program. School counselors, administrators, special education faculty, and community agencies are also part of the planning team.

Each student team chooses a community service project to involve them in community stewardship. Some examples presented in the study were as follows: development of drug and violence prevention programs, environmental concerns, justice system reform work, work with special needs populations, and neighborhood enhancement plans. When they have completed their project, they submit a summary presentation of their efforts to a community board that is invested in their particular project. Throughout the project, the students are given mentors who helped guide them through the process.

The documentation of this program comes through journaling the experiences. The students reflect through journal assignments of the various aspects of the project. Through structured discussions with mentors, documentation is carefully considered and is instituted in guiding reflective discussion. Additional research identifies the important role of journaling experiences in the service learning program.

Reflection is the yeast that transforms service experiences into learning. It is the path to the development of critical thinking skills (Stephens, 1995, p. 31). Student reflection takes place in the form of journaling and/or group discussions. The primary purpose of reflection is to examine the benefits of the service learning experiences. In addition, it provides documentation of an event. Students will start to make connections with their activities and the community.
West Philadelphia Improvement Corps. It is important that students who facilitate others in learning activities have a high level of personal awareness of their own values, strengths and weaknesses, as students, as facilitators, as leaders and as human beings interacting with others (Chesler, Kellman-Fritz, & Knife-Gould, 2003).

Another example of a leadership service learning model is the West Philadelphia Improvement Corps which directly worked with Pennsylvania State University in collaboration on a program which promoted good citizenship. Summer camps were open for students who were from high risk socio-economic backgrounds and they were facilitated by trained college students. This program involved 4,500 children, their parents, and community members in partnership with college students from Pennsylvania State University. The focus is on education, community service, and service activities from the Philadelphia area.

This program identified that impacts of community problem solving service learning had an effect on those students involved. They developed a summer camp called Shaw Middle School Summer Camp and Turner Middle School Camp. The college students were trained as mentors and collaborated on projects in various areas. One area was called the Leadership Institute where the students from Pennsylvania State University were trained to plan an overall design of the camp curriculum with a focus on service learning.

The students from Pennsylvania State University journaled about their experiences and one such entry is evidence of the power of community involvement (Bogle & Harkavy 1996). A student member stated,
I am not advocating the idealistic notion that one person can single-handedly save the work or reverse the state of urban crisis. However, I am suggesting that it is our world and our problem. While Penn students cannot be blamed for the plight of West Philadelphia, they can be faulted for their choice to ignore it. It is easy to complain about the problems of our community, but I can personally attest to the fact that it is more challenging, yet more rewarding, to try to solve them. (Bogle, p.26)

The focus of these summer camps was to develop a sense of community and to connect through service in the community. The students involved were profoundly changed by their experiences, especially those from the college. Identifying problems in the community of Philadelphia such as poverty allowed the college level students and the middle school students to connect with a positive focus on helping others.

**Value of Psychological Engagement for Hours Spent.** McGuire and Gamble also used reflections and journaling techniques from adolescents engaged in community service as predictors of increased social responsibility. Personal reflections provided a unique way to distinguish the service participants from one another beyond participation status, number of hours worked, and type of service (McGuire & Gamble, 2006). These reflective journals provided evidence of the potential impact of community service and leadership activities.

There is also the idea that there is a “sense of membership and a collective voice” that allows youth the opportunity to “feel responsible to groups larger than themselves” (McGuire & Gamble, 2006). In the study by McGuire and Gamble, 68 students from a rural southwestern area in the US, 5th to 8th graders, participated in the program. There was evidence of mentoring in their program from past participants,
which seems to be a key part of a successful leadership/community service program. Students volunteered an average of at least 13 hours with 8 hours of training and an additional 5 hours for meetings to debrief activities. The students met with leaders and discussed the outcomes of the volunteer program. The sample utilized a pre- and post-test identifying degrees of importance in participation in the service project.

Throughout the studies of McGuire and Gamble (2006), it is identified that there is a significant increase in social responsibility of the participants in the study. It was stated, “the predictive value of psychological engagement in community service was supported in this sample. Psychological engagement predicted changes in community belonging and social responsibility above and beyond what was predicted by time spent in community service” (Gamble, 2006, p. 295).

Elements of this model will be used in future project planning. Research also has not examined whether distinctions among types of civic activity are meaningful to adolescents (Metzger & Smetana, 2009). In the study conducted by Metzger and Smetana, 312 students in grades 10-12 at a high school in New York were used. There were equal numbers of boys and girls and the students were primarily white (74%). There was an assessment given to the students identifying beliefs and judgments in civil involvement. The students used a 5-point scale to identify key elements of the program. The scale used specifically identified five different types of community service programs and also four community gathering activities. The students who participated in all of the various types of activities indicated in the study
and their results were identified. It was found that community service involvement was treated as a moral issue by adolescents (Metzger & Smetana, 2009).

**Cross Age Mentoring Program.** In service learning and leadership programs, an important and necessary component is cross-age peer mentoring. Some programs such as Peer Assistance League and Leadership (Karher, 2008), for example, provide a short term version of cross-age mentoring, but the emphasis on academics and its place within a host of other roles played by the PAL teens make it much more of a general support model. Peer Assistance and Leadership is an award winning, non-profit program providing effective training in "resiliency" strategies. The peer helping program combats problems such as violence in schools, drug abuse, teen pregnancy, gang participation and school dropouts by providing a critical line of defense both at school and in the home through building peer helping programs all across the United States of America. There is also the Big Brothers Big Sisters (BBBS) program that has more than 50,000 matches nationwide as of the 2007. This program serves as an important model of the effectiveness of peer mentoring. Mentoring is one means by which to pass on values and instill students’ hope in the future. Children need positive role models and personal connections to help shape their identity as future leaders. These connections provide the backbone to self-esteem and can be brought forth in many different aspects in the school setting.
Components of Developing Programs

**Experiential Education Foundations of Service Learning.** David Kolb (1979) identifies four experiential learning styles which, he argues, demand learning designs to accommodate these styles. He further states, “Learning is a process whereby knowledge is created through the transformation of experience” (p.2). The four learning styles identified by Kolb can be summarized in various categories and can serve as an important component in service learning and leadership programs. Concrete experience is identified as experience that is interpreted directly through sensory apprehension. Reflective observation is the experience of a learner by intensions. Abstract conceptualization is when the learner grasps an experience through comprehension. The final type of learning style identified is active experimentation which is experience through extension. These ideas of approach with experience is the basis for service learning programs and pedagogy (Winiarycyk & Long, 1996).

**Wingspread Organization.** Wingspread Principles of Good Practice in Service-Learning has written for more than seventy organizations the ideas that all service organizations should collaborate and they have identified ten principles that are effective in school or community based service programs. These ideas create a united emphasis on how community service programs can be implemented. Engaging people in responsible and challenging actions for the common good and providing structured opportunities for people to reflect on their service experiences such as journaling are identified. Articulating clear goals for all members and allowing those
with needs to define those needs are a part of the initial program planning. Clarifying responsibilities of each person and organization involved including matching service providers with service needs is essential. Commitment both active and sincere yet allowing for flexibility provides the members with options. Lastly, training, supervision, monitoring, support, recognition, and evaluation are necessary to insure a well-designed service learning program (Winiarcyk & Long 1996).

**Effects on Student Attitudes**

The concept of service learning is somewhat easily identifiable but not universal in nature. Many of the programs share worldwide views of accomplishments in the area of self-esteem and empathy towards one’s community. As members of a leadership community develop personal service ethics, their sense of citizenship and social responsibilities deepen. The community needs are strengthened and members build skills and confidence to make a social change in the world around them. More people who are involved with these programs develop roles in their community and community relations are strengthened. In addition, critical thinking and problem solving skills are developed in the youth that are involved (Winiarcyk & Long 1996). Service learning and leadership programs change lives dramatically and help to create better citizens in our communities.

**Success rates of various models.** The overall outcome of the DPE model program was stated to be successful. It was stated that the measurement of the outcome was done through evaluation surveys completed at each meeting and at the
conclusion of the program. The notion of evaluations seems to be a good idea but it was not clear what actually was being evaluated. In conclusion, identifying where the students are today would be beneficial in indicating future involvement with community service programs.

A longitudinal study would be appropriate to measure what percentage of the students involved in this program stay involved in student leadership and community service. This article was written in 2004 and I suppose further research of the project may be identifiable at this point. Throughout the studies of McGuire and Gamble, it is identified that there is a significant increase in social responsibility of the participants in the study. It was stated, “The predictive value of psychological engagement in community service was supported in this sample. Psychological engagement predicted changes in community belonging and social responsibility above and beyond what was predicted by time spent on community service.”

The results of the study conducted by Metzger and Smetana also showed a significant obligation to community service. Community service involvement was treated as a moral issue in adolescents’ judgments and justifications (Metzger, Smetana, 2009). The results presented in their study suggest that with increased involvement in community service and leadership programs, students will value these aspects in their lives for the future. It is also presented that they may be more likely to be involved in civic involvement. The post-test administered identified future involvement in community, volunteer service, and political involvement.
Overall, the various programs identified success in promoting values and the enhancement of empathy towards others by being involved in community service learning programs. Programs that were developed with key goals and missions were most successful in enacting good practices in leadership service learning. Identifying the steps for a successful program such as those identified in the Wingspread Principles helps to keep the service learning program focused and accountable. In a study conducted by Schmidt, Shumow, and Kackar, students from U. S. high schools from both public and private institutions were examined on whether their participation in service learning had an effect on adolescents’ academic adjustment, behavioral adjustment or citizenship. Findings indicate that participation in any service was associated positively and significantly with grades, civic involvement, and civic knowledge, and negatively with behavior problems (Schmidt, Shumow & Kackar, 2007).

**Standards for Community Service**

There are many examples of standards for community service which can be identified but the California Department of Education has suggested the following guidelines for creating and enacting a community service learning program at a school site. The National Youth Leadership Council is an organization that defines its mission as creating a more just, sustainable, and peaceful world with young people, their schools, and their communities through service-learning. They have provided a detailed list of standards to follow while creating a service learning program in the school setting. The following standards were identified from the website of the
Meaningful Service. Service-learning actively engages participants in meaningful and personally relevant service activities.

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum. Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

**Reflection.** Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

**Diversity.** Service-learning promotes understanding of diversity and mutual respect among all participants.
1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice. Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness
of the service-learning experience.

**Partnerships.** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.

3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.

4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.

5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

**Progress Monitoring.** Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources.
Service Learning and Leadership

throughout the service-learning experience.

2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.

3. Service-learning participants use evidence to improve service-learning experiences.

4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity. Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.

3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.
These standards provide school districts guidelines to develop a community service program. The various standards cover areas such as making the service meaningful to the students involved. There are also curriculum guidelines linking the programs to other standards identified by the school districts. As stated previously, the importance of reflection is emphasized in the reflection standards. Empathy and respect for others has been focused in the area of diversity which is one of the main goals of community service learning programs. Allowing the students to participate in the planning of programs and guidance of adults with this planning has been identified in the youth voice standards. Appropriate partnerships are created through partnerships with the community. Monitoring your program, the duration of the program and the intensity of such program has also been identified in the standards created by the National Youth Leadership Council. These standards touch all areas of the Wingspread Principles previously mentioned in this research. It is evident that clear planning is essential for a successful community service program.
CHAPTER 3: METHODOLOGY

Community service learning programs enhance the development of adolescents’ compassion and dedication to others. These programs if designed correctly can change the lives of high risk students who need a purpose in their lives. Throughout the various studies researched in the area, it is proven that most adolescents will remain involved with community service learning in future years if exposed at an early age. In this chapter, I will describe the design plan for achieving a successful community service learning plan. I will identify the participants for whom the program will be designed as well as the setting of my project curriculum. The instruments used for this program will also be introduced with various procedures to be used. My analysis for this project will be the implementation of a community service program.

Design

My project will focus on the development of a community service/leadership program for sixth graders at my school site. The project will include activities and guidelines to properly facilitate a leadership program with a focus on community service learning. The curriculum will be for a ten week program being implemented into our electives program at my junior high. In the 10 week course, the students will be exposed to various aspects of community service learning. They will be guided in leadership building activities that help develop self-esteem and awareness of others. They will work weekly with a special needs program at our school site. In addition, the students will have the chance to work with primary grades in a cooperative setting
as peer tutors. The culminating activity for each group will be to take part in a community service project such as fundraising for a local charity, collecting items for Family Assistance Ministries, or beach cleanups through Surfrider Foundation. Each group will have the opportunity to plan and facilitate this community service event.

Throughout the unit, the students will journal about their experiences with reflective writing. They will have the opportunity to discuss the various activities and engage in meaningful discussion about their experiences. The students will have certain requirements in regards to their journaling activities which will occur two to three times per week. In accordance to California State Standards for sixth grade writing, the following writing standards will be met in the leadership course:

2.5 Write persuasive compositions:

a. State a clear position on a proposition or proposal.

b. Support the position with organized and relevant evidence.

c. Anticipate and address reader concerns and counterarguments.

The students will be asked to write a persuasive essay on the topic of community service learning persuading other students to participate in such programs. There will be guided practice throughout the English department at our school site to facilitate the organizational writing strategies to complete this standard.
Participants

This project is being designed to guide teachers in my school district who would like to develop a community service learning program at their school site with an organized plan. It will be designed with the idea of being used as part of the electives program called the “wheel”. The students in the program will benefit from the design of this program which will enable them to experience a well-organized service learning and leadership program. The students will be exposed to the various aspects of the program. The community of learners exposed to this program would include the school community, the parental community and the city community. Through the various activities all of these communities will be touched by the experiences of this program.

Setting

The setting for this project will be in middle school as part of the electives wheel program. It will allow over one hundred students to participate in a community service experience in a given year. The project could be modified to use at other grade levels.

Instruments

The instruments used through this program will include various activities identified in community service learning programs that have experienced success. They will include student activities from other organizations such as PAL. Lesson plan designs will identify the key objectives in each activity and identify desired results for each activity. The main tool of use is the student journal which will
document activities in detail with personal reflection. There will also be a blog site developed to encourage communication among the students. The final persuasive essay developed by each student will serve as a culminating instrument to identify the positive effects of the program. There are pre- and post-assessments that will identify the key aspects of the service learning program.

**Procedures**

The steps I plan on taking for designing this community service learning program will include reviewing literature on best practices for service learning. Looking at current programs that are successful and the steps for these programs will be the ultimate goal in design. Weekly lesson plans will be developed focusing on the various aspects of the program. There will be a focus on the Wingspread Principles of Good Practice in Service-Learning guidelines as identified in my literature review. Teachers will complete the following lesson plans in the 10 week program. In addition, teachers can create their own rotations for the service learning portion.

The following lesson plans will be discussed in Chapter 4, Project Presentation:

1. Welcome Activity with Classroom Expectations/ Handprints/ Powerpoint
2. Pre-Assessment
3. “Tru Confessions” Video Reflection Paper
4. Journaling Model Practice
5. Being a Leader
6. Famous Leader Project

7. House of Cards

8. Sign Language

9. Treasure Hunt

10. Persuasive Essay

**Project Evaluation**

My final project can be evaluated by cross referencing the Wingspread Principles of Good Practice in Service Learning. The guidelines for success are identified in my literature review in detail. There are 10 key ideas of my program that will be 10 principles identified in my project evaluation. The ideas have been identified in my literature review and each step will be addressed.

In addition, the journals and the persuasive essay will serve as examples of evaluation of the effect of community service learning and leadership training. The written examples will identify the components most appreciated by the students in developing empathy for others as well as personal self-esteem.

**Summary**

In this chapter I have identified the key steps to developing my project to design a community service learning program at my school site. The basic design was introduced with details of participants and setting for the project. There are instruments that will be developed in the process of design as well as implementation of student activities. The procedures in developing this program will be set forth in
motion with proper research of successful programs. This project will be evaluated with guidelines presented by the Wingspread Principles of Good Practice in Service Learning.
CHAPTER 4: PROJECT PRESENTATION

In this project, it has been identified that there is a need for community service learning programs in the school setting. The evidence of the positive effects such programs provide has been presented and the need for qualified programs has been established.

The components of an effective program should include all aspects determined by the Wingspread Organization with some of the key components being a focus on the following elements:

1. Engaging people in responsible and challenging actions for the common good,
2. Provide structured opportunities for people to reflect critically on their service experience,
3. Articulate clear service and learning goals for everyone involved,
4. Allow for those with needs to define those needs, and
5. Clarify responsibilities of each person and organization involved.

This project provides the proper curriculum for a ten-week course for sixth graders on an electives wheel program. Students in sixth grade at Capistrano Unified School District have the opportunity to choose an electives wheel program for their elective course in sixth grade. This program allows the students to complete a ten week course in various subjects such as drama, Spanish, computer technology, or art. The leadership class will be one of the ten week rotations scheduled for the electives
wheel. Throughout the school year, over one hundred students will have the opportunity to be part of this unique program.

The purpose of this program is to expose the students to activities that will enhance future involvement in community service programs. Leadership skills are included in the development of service leaders and will be incorporated in the curriculum. In addition, there is a component to the program that involves weekly journal writing. Journal writing provides the students the opportunity to share their experiences while becoming better writers. Student journals can be an important source of information about learning difficulties, misconceptions, and strengths and weaknesses of the student. With an emphasis on language and literacy in our schools, this writing focus area falls within the California State Standards for writing in the sixth grade. The students will develop a persuasive essay for the culminating activity of the leadership class persuading other classmates to participate in service learning projects.

Each ten week rotation will provide a different community service portion to the program depending on which rotation the students have scheduled. The students who are scheduled in the leadership program at that particular rotation time will experience the outside community project portion of the program. There are many other programs available for students outside of the school environment. These are just a few that will be used in the Vista del Mar Middle School program.
Community Service Portion of Program

Red Ribbon Week: As described by the U.S. Drug Enforcement Agency, Red Ribbon Week is the nation’s oldest and largest drug prevention program reaching millions of Americans during the last week of October every year. By wearing red ribbons and participating in community anti-drug events, young people pledge to live a drug-free life. At our school site, the leadership students develop skits, organize daily activities such as spirit dress up activities, and help the elementary students with distributing Red Ribbon materials.

Turkey Trot Canned Food Drive: The leadership students will organize a 3 mile run off-campus to promote healthy living while encouraging students to bring can goods to donate to the Family Assistance Ministries program in San Clemente. Family Assistance Ministries provides food, shelter, and client aid to thousands of people in South Orange County. Parents are also invited to run with the students, an activity which promotes community building and bonding for the students, parents and faculty.

Toys for Tots: Students will focus on a toy collection before the holidays to collect unused toys for children in the Marines. The mission of the U. S. Marine Corps Reserve Toys for Tots program is to collect new, unwrapped toys during October, November and December each year, and distribute those toys as Christmas gifts to needy children in the community in which the campaign is conducted. The entire school will participate in this program which is organized and facilitated by the leadership class.
Pennies for Patients: In the Spring the leadership class organizes our major school-wide fundraiser for the Leukemia and Lymphoma Society. Over the past five years, the students have raised over $24,000 dollars for the organization. The mission of the Leukemia and Lymphoma Society as described in their website is to cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. The monies raised in the fundraiser help to achieve the organization’s goals. This fundraiser also promotes community building for the school with activities to promote the fundraising. All students get involved with this emotional event and they are proud to be part of this community service activity.

Character Counts Jamboree Program: The leadership students will create an activities booth for the Character Counts Jamboree which is held each year in San Clemente. The free family fair encourages healthy personality development in children through the worldwide Character Counts program and offers a full range of activities, attractions and fun while promoting the program’s positive mission. The program promotes good character as described by the coordinator. “Character Counts is a way to help improve the character of today’s youth,” says Leslie Haight, program coordinator. “We use the framework of the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Kids learn the difference between right and wrong. The fair is to celebrate Character Counts Week [nationally, the third week of October] and the great kids in our city.” This program is celebrated by the whole school and incorporated throughout the year in assemblies.
**Special Education Program**

In addition to the above outside service opportunities, each rotation will be working with our special needs population at our school site. The students will rotate in groups of 15, every other day, working in the special needs classroom. The leadership students will work one on one with the students. The leadership students will assist in reading programs, math games, art activities, music and dance, sign language and free play time. Leadership students will be given the choice to work with any student on Fridays only. Monday through Thursdays, the students will be assigned a certain special needs student to work with for that particular activity. This will allow the students many different experiences. All classroom experiences are reflected in the journal at the end of class time.

**PAL**

Peer Assistance League program ideas are also used in the sixth grade leadership program. The students have the opportunity to assist peers in the first and second grade classrooms at our school site. Some of the leadership students will be assigned a one day a week opportunity to work with our elementary students on math and reading skills. They will support the teachers in editing student work and assist students who may be having difficulty in a subject area.

**School Wide Recycling Program**

Students in sixth grade leadership help facilitate a school wide recycling program. The program has distributed recycling baskets for paper and plastic in all middle school classrooms. Each Friday, leadership students are assigned classrooms
to collect recyclables and deliver to large recycling containers on campus. The entire school participates in this effort to keep our campus clean.

**Rotation Schedule**

As students are participating in the various rotations to the special needs classroom or the peer program, there will always be some students who will remain in the classroom for leadership instruction. This is a group of 12-15 rotating students who will participate in various activities with the leadership facilitator or teacher. The following activities can be used for the ten week program. Some sessions allow for more activities depending on the service project for that particular group but some of the activities are essential for all students participating in the leadership program. I will identify and define the essential lessons in the order recommended in the curriculum section of my project.

1. Welcome Activity with Classroom Expectations
2. Pre-Assessment Questionnaire and Team Identifications
3. “Tru Confession” Video and Reflection Paper
4. Journaling Model Practice
5. Being a Leader
6. Leader Presentation Project
7. House of Cards
8. Sign Language
9. Treasure Hunt
10. Persuasive Writing Project
The following table represents a possible rotation schedule for the sixth grade leadership class weekly activities:

**Table 1: Sample Schedule for Sixth Grade Leadership Class**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Ed Group 1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Special Ed Group 2</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Elementary Helpers</td>
<td>4 helpers</td>
<td>4 helpers</td>
<td>4 helpers</td>
<td>4 helpers</td>
<td>4 helpers</td>
</tr>
<tr>
<td>Classroom Activity</td>
<td>Remaining students</td>
<td>Remaining students</td>
<td>Remaining students</td>
<td>Remaining students</td>
<td>Recycling/All students remaining to Special Ed</td>
</tr>
</tbody>
</table>
CHAPTER 5: RECOMMENDATIONS AND LESSONS LEARNED

Introduction

Community service learning programs provide the opportunity for our youth to experience the world around them by working with others. It is defined by Wade (1997) as a method through which young people can learn and develop through active participation in thoughtfully-organized service experiences. These experiences meet the actual needs of the community and they are coordinated with the school community. This is an academic curriculum that provides structured time for a young person to think, talk, and write about their actual service activities. This program is truly an example of student learning beyond the classroom and it helps to develop a sense of caring for others. In this chapter, I will define the lessons learned by completing this project and how to implement the project in a classroom setting. I will identify the global implications of community service learning and also the limitations that could arise during the implementation of the program. Future research will also be included to define and document activities.

Lessons Learned

Throughout the process of preparing this project, I have learned about many resources for the implementation of community service learning. One resource, “Community Service Learning” by Rahima C. Wade (1997), was most helpful in guiding me through the research and curriculum activities for my students. Throughout the creation of this project, I have had the opportunity to work directly with a service learning program at my school and it has allowed me to reflect on such
programs. The ideas of the Wingspread Organization (Winiarcyk & Long 1996) helped to create guidelines for my program. It has become evident to me that throughout this process the idea of effects on students’ attitudes through community service learning is proved to be effective. Throughout my research, it was proven that these programs change lives and attitudes of students’ perceptions of the world around them. For example, the overall outcome of DPE model presented in this project was stated to be successful. Through evaluations of the students and documentation of student journals, the lives and attitudes of students were changed.

There is a resource or guidelines for coordinators of service learning programs which can be incorporated into their classrooms. These ideas are formatted into standards for good practices of service learning. The K-12 Service-Learning Standards for Quality Practice by the National Youth Leadership Council provides a distinct list of standards to guide facilitators of service learning programs. These standards were recommended as an outside source by the California Department of Education. The California Department of Education defines service learning as a method whereby participants learn and develop through active participation in thoughtfully organized service that does the following:

- is conducted in and meets the needs of a community,
- is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community,
- helps foster civic responsibility,
- is integrated into and enhances the [core] academic curriculum of the
students or the educational components of the community service program in which the participants are enrolled, and

- provides structured time for the students or participants to reflect on the service experience. (California Department of Education, 2011a).

Through my hands-on experience with community service learning programs incorporated into the daily schedule, I have concluded that these types of programs are powerful indicators in changing the perceptions of our youth.

**Project Implementation**

This project is designed to be used in a middle school setting with an electives program. The wheel aspect helps to involve over 100 students in a community service program at the school site. The project was designed to effectively involve all of the students in various aspects of student leadership, community service projects, peer tutoring and working with the special needs population. The project provides curriculum for a ten week course for sixth graders in the electives program.

There are activities throughout the ten-week program that will enhance the experience of community service learning. Each student will have the opportunity to work with the special needs students, peer tutoring with elementary students and leadership skill building. In addition, each rotation group will coordinate a community project involving the entire school community. There will also be leadership building activities as defined in the curriculum of chapter four which will enhance the students’ ability to become an active member in the program. The weekly journaling will enable the students to reflect on their experiences as well as
give the coordinator of the program insight on the student experiences. As the concluding experience, the persuasive essay provides the students an opportunity to persuade others to be part of a community service learning program. Each of the experiences follows guidelines from the Wingspread Principles as well as the standards from the National Youth Leadership Council.

Success of this project can be evaluated by the involvement of the students in the program. The journals will serve as written documentation of experiences and the effects the various activities will have on the students. The final persuasive essay will define the values of students and the key aspects of what they found important in the program. The product of various fundraisers, school community events, and daily leadership activities will also serve as evidence of success. Even though it is difficult to measure attitudes of students, the attitudes of students do change by being exposed to community service learning experiences.

**Global Implications**

The global implications of this project can be surmountable if incorporated in school settings. The daily schedules of most middle schools do not allow for a program on community service learning to be incorporated into the regular curriculum each day. This is a unique idea that could have great effect on our youth today. Through my research, it consistently concludes that adolescents who are exposed to community service learning are more apt to be involved with their community in a positive way. Student lives are changed when exposed to communities different from themselves and the experiences can be very rewarding.
Self-worth among our youth has been identified as a problem throughout the Western society and community service learning helps to create positive feelings of self. If all of our youth had this opportunity, I feel the world would be a better place. This opportunity to be involved in human empathy should be incorporated at all school sites.

**Limitations**

One challenge of this project is limited time in the daily curriculum to incorporate a successful program. Because the design of this community service learning program, and the uniqueness to most middle school settings, it allows for the program to be incorporated into the daily curriculum. However, most schools do not have the time in their daily schedules to create such a program. Most programs of this nature are after school programs and often you lose the effect because students having other commitments. Some commitments include sports, church activities, school homework or home situations not conducive to the time of the program.

Managing large numbers of students can also be a problem for teachers. Often these types of programs can include large numbers of students and facilitating these large groups can be difficult. The program presented in this project is designed for 30-35 students per session and is managed as a regular curriculum course. Supervision of large groups can be difficult especially when students are leaving the classroom to attend various activities.

Funding and support of the program can also prove difficult. Money may be involved in incorporating some community service learning projects. There may be a
lack of support to fund community projects. In addition, at times it can be difficult to have the support of your administrators, colleagues, and parents. There has been a big emphasis on testing students in regards to the CST (California Standards Test) and the scores on the API (Achievement Performance Index). Monies for school districts depend on the results of these tests and the focus has now become preparing the students for these tests. Trying to incorporate a community service learning program into your school district during difficult financial times can be daunting.

**Future Research**

My hope is to continue my focus on community service learning in the school setting. Research for the future could include documenting the journal experiences of children in my program. There have been discerning changes in the students exposed to this program. Each of their lives has been changed by the exposure to working with others less fortunate. More research should be implemented on how involvement in these programs may have the ability to raise self-esteem and self-confidence which in turn may help students become more successful in school. My research in this area will include identifying programs that have had positive results in academic testing and community service learning.

**Conclusion**

In this project, I have provided information in regards to community service learning and how it can nurture leadership characteristics. Incorporating a daily program into the curriculum of middle school students allows this program to serve as an effective tool in student self-esteem and empathy. Evidence in the research on
community service learning identifies key components for successful programs.

Students who are exposed to community service learning programs have the
opportunity to change lives, not only the lives of others, but their own lives as well.
Learning to work with others and make a positive effect on the world can be
empowering for adolescents and it can promote good decision making skills. Self-
worth is the leading indicator for success in young adults and community service
learning promotes that goal. Service learning is a tool which can lead our students to
make contributions to our society. The ideas of justice, equality and empathy can be
incorporated and the effects of this exposure can be surmountable in the school,
community and the world.
References


Appendix A:

Sixth Grade Leadership Curriculum Activities and

Lesson Plans for Group Instruction
6th Grade Leadership Curriculum Activities and Lesson Plans for Group Instruction
Welcome Activity with Classroom Expectations
Leadership Power point and Handprints

Lesson Objective/Goals:

The purpose of these activities are to establish the setting for an effective
leadership and community service program. The power point gives both
parents and students the purpose and expectations of the program.
Recognizing role models and getting to know others is a key part of this first
week activity. In the leadership class personal values are often expressed
and this provides an outlet for expressing those ideas.

California Department of Education Standard for Community Service
Learning provided by National Youth Leadership Council:
Youth Voice:
S1. Service-learning provides youth with a strong voice in planning,
implementing, and evaluating service-learning experiences with guidance
from adults.
S3. Service-learning involves youth and adults in creating an environment that
supports trust and open expression of ideas.

Materials:
Power point presentation: Leadership Class created by Sue Puccinelli
Materials for Handprints Opening Activity: adapted by Sue Puccinelli and
originally created by Mariam G. MacGregor
Large poster paper
Masking tape
Construction paper
Markers or crayons

Procedure:
1. The power point is the first step to introducing the 6th Grade
Leadership Class to both students and parents. It will provide them
with an overall understanding of what the program consists of and the
expectations of the students. When showing the power point, discuss
the various programs the students will take part in during the 10 week
session. The power point can be adapted to various activities at your
school site that constitute community service activities. Give a copy of the power point to all parents and students.

2. Before the students enter the classroom for the first session, draw a large hand on poster paper. Using markers, draw the numbers 1-5 on each finger and thumb and write the following statements:
   - The person you most admire.
   - Someone in life you think you can learn from.
   - Someone you know who has great leadership potential.
   - The person in the class you most look forward to getting to know in this class.
   - The leadership trait or personality characteristic you most want people to use to describe you.

Display the poster of the hand in the classroom for all students to view. Leave an area around the large hand for final activity of classroom hands displayed.

3. Invite your students to take a piece of paper and trace their hands on the paper. Starting with the thumb, tell them to write their personal responses to the five items on the large print paper. Explain to them that many people touch their lives in meaningful ways and they can leave an imprint on you just as hands leave an imprint on things you touch. On their individual hands, have students write their responses to the statements on the large hand.

4. When students have completed the hands, spend time talking about the various statements. Sharing in small groups at first is helpful, then moving to large group discussion. It is important to identify similarities in the responses and also focus on how the students can impact other peoples lives.

5. The final step of this opening activity is to have the students place their hands on the board around the large hand. Their statements can be seen by all and again they may see similarities of other students statements.

**Final Closure and Evidence of Student Work:**

The final evidence of student work is the individual handprint. The students can display the handprint in class or place in their writing journals which will be described in a later lesson.
Pre-Assessment Questionnaire for Leadership Class
And Team Identifications

Lesson Objective/Goals:
The purpose of providing a pre-assessment activity is to find out what exposure the students have had to community service learning. Identifying pre-involvement with working with students with special needs, community activities, and leadership roles is necessary for proper planning for the group. Some students have had no exposure to these types of activities and it is helpful for the teacher to know this ahead of time. The students may have fears that will need to be addressed before working with the special needs population. In addition, it is good to know who the natural leaders of the group may be before you make your teams. The pre-assessment provides evidence of attitudes and exposure to community service learning and leadership roles at the start of the course. A post-assessment will be given at the end of the course. Providing this activity will allow the students to reflect on personal growth after being involved with the program.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
Progress Monitoring
S1. Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.
S2. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.

Reflection
S2. Service-learning reflection occurs before, during, and after the service experience.

Materials:
Pre-assessment Handout
Team Organization Grid
Procedure:
1. Give each student a pre-assessment handout to complete. Encourage students to reflect in complete sentences and take the time to reflect honestly to each question.
2. Tell the students they will not get the pre-assessment form back until the end of the course.
3. Read the pre-assessments of each student and begin to organize your teams by information you have received in the pre-assessment. Grouping the students by leadership and pre experience in working with the special needs population should be the focus when creating your teams. Community service involvement is also a consideration in grouping but not the main focus. You do not want to send an entire group of students to the special needs classroom that have no experience working with this population. It is more effective to have a mixed experience group.
4. Complete your team organization grid and share the teams at the next session. The teams will remain the same for the duration of the session and they will alternate days in the special needs classroom.

Final Closure and Evidence of Student Work:
The pre-assessment tool from each student provides information on personal involvement in the areas of leadership, community service, and working with the special needs population. The team organization grid will be evidence of the goal to sustain an organized program.
1. Describe what it means to be a “leader”. Identify key words that could be used to describe a leader.

2. Describe any involvement you have had with student council or leadership groups. These experiences can include school activities, sport activities, church activities or any other activity you may have participated as a leader.

3. Are you comfortable speaking in front of a large group? Describe one experience you have had speaking to a group.
4. Have you ever volunteered for an organization? If yes, what was the organization and what did you do to volunteer.

5. Have you ever worked with the special needs population? If yes, describe your experience and how the experience affected you. If you have not worked with the special needs population, describe what you think it may be like working with them.

6. Which character counts trait do you think is most important and why?
## Team Organization Grid
### Special Ed Teams

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**Tru Confessions**

**Lesson Objective/Goals:**
Tru Confessions is a 2002 Disney movie that depicts a teenage girl who has a twin brother who has a developmental disability that causes him to act like a young child and causes chaos when in social situations. The film is a touching program that shows a picture of what life would be like living with someone who has a disability. It is a very powerful tool to show the students before they start their experiences in the special education classroom. They see a picture of patience and empathy in difficult situations. This is a necessary tool for preparing the students to work with the special need population. It also allows the students to reflect upon the movie and share their own thoughts regarding working with students who have disabilities.

**California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:**
**Reflection**
- S1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
- S3. Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
- S4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

**Materials:**
- Tru Confession Movie DVD from Disney (81 minutes)
- Tru Confessions Handout

**Procedure:**
1. Show the movie Tru Confessions to the students. The movie is about a teenage girl who has a twin brother with a learning disability. The movie shows touching moments of their relationship and depicts the difficulties of working with those who have special needs. There is
also role model situations throughout the movie. The teenage girl Tru, is working on a project film in hopes to being discovered by a local television station and she decides to have her brother with the disability star in the film. It is extremely touching and a powerful tool for the students.

2. After viewing the film, students will complete the Tru Confessions reflection sheet due at the next session.

3. Students will bring their reflection sheet and break into small groups of 4-5 students. They will share who their favorite character favorite part of the movie was and why with their groups. The group will now discuss what they learned about the movie and how it relates to their work with the special education population at school.

4. Concluding activity will be to reflect as a whole group how this movie can help the students be more effective in working with the special need population.

Final Closure and Evidence of Student Work:
Students Tru Confessions reflection sheet is evidence of completing this activity. Classroom discussions in large and small groups will also display understanding for working with the special need population.
Name ___________________________ Date __________

Tru Confessions Reflection

Directions: After watching the movie “Tru Confessions” it is time for you to confess what you learned. What was the point or moral of this movie? Write three paragraphs about the movie, describing your favorite character, favorite part, and what you learned.

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Journaling Your Experiences

Lesson Objective/Goals:
As per Rahima Wade, a professor from the University of Iowa’s College of Education and noted for organizing and developing service-learning efforts on the university campus, the state and the nation, “Reflection strategies that involve writing provide a viable means for teachers to assess what students are learning from their service experiences.” Journaling promotes students to write entries recounting their experiences, feelings, reactions and opinions. It also allows the teacher to periodically read the student reflections to make sure they are having valid experiences.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
Reflection:
S1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
S2. Service-learning reflection occurs before, during, and after the service experience.
S3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
S4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
S5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Materials:
Journal book for writing entries. This book can be a personal journal that the students bring in on their own or you can provide small writing tool such as a spiral notebook.
Journal entry example
Handout of How do I Write in My Journal? Ideas for this handout were adapted from Community Service Learning by Rahima C. Wade (1997).
Procedure:

1. It is important for the students to reflect on a service learning activity immediately following the activity. The students will have the experience fresh in their minds and will be able to reflect more in detail the events and experiences of the event. Before the students write in their journals for the first time, it is essential to model a journal entry. An example of an appropriate journal entry has been provided. When writing a journal entry it is helpful to guide the students with a list of ideas they can reflect upon. Hand out the How do I Write in My Journal handout and discuss the different ways to reflect in the journals.

2. The students will now have an idea of what to write about and they now need an example of proper format for journaling. Put the example on the overhead or projector and share a correctly formatted reflection.

3. In closing, it is important to tell the students that they may have freedom when they write about their experiences. You do not want them to worry about grammar and spelling while they reflect. They are not graded on the mechanics of the reflection, only that they follow the format and reflect using the guidelines. For 6th graders, a two paragraph (6-8 sentences) reflection per event is appropriate.

4. Collect the journals once a week to touch base with your students. Write comments about their reflections. You will be greatly rewarded by reading these journals!! Service learning is life changing!!

Final Closure and Evidence of Student Work:

The journals are the evidence of student work in this lesson. Reflecting on experiences is one of the essential components of an effective community service learning program. Reflection in service-learning programs is critical if we want the students to learn from their experiences. In reflection, the hope is to develop students with an awareness of values and skills to become better citizens in their communities.
How Do I Write in My Journal??
6th Grade Leadership Class

You will be reflecting about your experiences in the special needs classroom, the elementary classroom experience, and the leadership team projects. It is important to follow the format while writing in your journal. All entries must have the following:
Date on the right hand side
Title of Entry centered in the middle
2 paragraphs (6-8 sentences per paragraph)

While writing your entry, do not worry about grammar and spelling, just write!! You are not graded on mechanics of your writing, only how you reflect. Refer to the example on the back of the page. When writing, keep the following ideas in your mind for reflection. You may touch upon some of the ideas each week.

Events
What happened at your service event this week?
How did people respond to you?
What problems did you experience?
How did you respond to the problems?
What successes did you experience?
What was your biggest challenge in this event?

Self
How did you feel working with the students this week (elementary or special needs)?
What skills did you use to help others?
How did you make a difference this week?

Service
What do you gain from helping others?
How do others benefit from your efforts?
Is making a difference easy or difficult? How?
Do you think everyone should help their communities?
What values or beliefs are most consistent with helping others?

You will have two journal entries to complete each week. Remember to reflect upon your experience within twenty four hours!!!
Example of Journal Entry
Lesson Objective/Goals:

In this class, being a leader may not be the goal of every student. Some of the students may have previous leadership experiences such as being involved in the student council. Most of the students in a class where it is part of the rotation wheel of electives will not have had previous experiences in leadership and will need the opportunity to reflect on what makes a leader. In this lesson, the students will be able to reflect on what attributes a leader should have and they will be able to step into the role as a leader by giving a speech.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
Youth Voice:
S.4 Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.

Materials:
Large butcher paper
Colored markers
Being a Leader Handout
Index cards

Procedure:
1. Put a large piece of butcher paper up on the wall of your classroom. In the middle of the paper put the word "Leader". Circle the word and branch off the word using a bubble map format.
2. Tell the students to think of words that describe leaders. The students will brainstorm many words such as: honest, willing, strength, trustworthy, giving, helpful, organized etc. Use colored pens and have the students come up and write their words on the poster. This will allow the students to use some of these ideas for writing their speeches.
3. After the leader group activity, give the students the Being a Leader handout. Share with the students that being a leader means that
they may need to speak in front of others with confidence and they need to be organized with their thoughts. Instruct the students to put their speech on index cards with key ideas only. They do not want to just read the speech from paper.

4. Practicing their speech in front of at least three people is also essential in this lesson. They need to give their speech in front of three people and have them sign the back of their index cards showing they practiced.

5. Give the students three days to prepare their speech. On the day the speeches are due, have each student come up in front of the class and share their speeches. Encourage students to support one another and be positive with their classmates. Choose three students after each speech to compliment the student delivering the speech.

Final Closure and Evidence of Student Work:
The final evidence of student work in this activity is the speech itself. Each student will deliver a speech on being a leader. They will have evidence of practicing this speech to others by showing the signatures on the cards. This activity is an important part of developing confidence and self esteem in community service leaders. The students will gain a sense of accomplishment when delivering the speeches. In addition, those students who would not normally run for student office will get a chance to show their talents in communication. A sense of what makes good leadership develops good citizens in our world and this activity allows students to reflect upon attributes that promote positive leadership.
Being a Leader Speech

Being a leader who makes good decisions and reflects morals in our world is essential in good citizenship. This assignment will allow you to become a leader in front of the class and share your ideas of what it takes to be a good leader.

Write a speech of what it takes to be a good leader. Share examples of times you represented leadership. Here are some ideas you may have shown leadership:

- Being part of a sports team
- Being a big brother or sister
- Student leadership such as student council
- Church leadership
- Being part of a club or an organization

Your speech should be 1-2 minutes in length. This means no less than one minute but not more than two!!

You will need to write your speech on index cards with only key ideas written on the card. You do not want to just read the cards. Practice your speech in front of three people and have them sign the back of your cards to show that you practiced your speech.

When giving your speech, show that you are knowledgeable about the topic of leadership and that you are passionate. This means that you use words to reflect good leadership skills and you show enthusiasm when giving your speech to the group. You may be nervous speaking in front of a group, but this will allow you the opportunity to be a leader!!! If you have never been in a leadership role, you will now have that opportunity and you may just enjoy this experience!!!
Famous Leader Project

Lesson Objective/Goals:
After completing the Being a Leader speech project, it is a good idea for the students to research leaders with the attributes they defined in the previous lesson. The purpose of this activity is for the student to research a leader in society and create a poster representing the leader and their accomplishments.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
S4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
S5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Materials:
Leader poster from Being a Leader with attributes of a leader words
Handout for guidelines of Famous Leader Project
Colored construction paper
Colored pens and pencils
Computers

Procedure:
1. Review with the students the poster made in the previous lesson. This poster has words describing what makes a good leader. After reviewing the terms with the students, handout the Great Leader worksheet.
2. Instruct the students to think of someone in society that has been a great leader. You can brainstorm with the class and make a list of people they think are good leaders. The person may be alive or dead but must have the attributes of a great leader. Some of the students will come up with people such as George Washington, try and get the students to think of people within the last 100 years. They may want
to pick someone they know and who is not famous. This is acceptable as long as they include all the details on the handout.

3. Handout the instruction sheet for the Great Leader project and allow them to research on the computers if needed.

4. Encourage students to make their posters creative with color and print up their key ideas using the computer. The posters look more complete if done with the computer word processing programs.

5. The students will present their completed posters to the class when complete.

Final Closure and Evidence of Student Work:
The final poster is evidence of the student work. It is important for students in a community service learning program to have good role models. Identifying those role models can be difficult for adolescent. They often focus on sports figures or musicians and do not focus on the key attributes for leadership. This activity defines good leadership skills and allows the students to research actual accomplishments of those leaders. It is also another opportunity to speak in front of a group during the poster sharing session which reflects good leadership skills.

Famous Leaders Project

Who is a great leader you admire? You will be researching a great leader in society. You may pick anyone that you think shows the signs of a great leader. You may pick a personal individual who you think shows qualities of leadership. Find out
information about this leader through the internet or library resources. Create a poster representing the accomplishments and attributes of this leader.

The following items should be included in your poster:

- Name of the leader
- Picture of the leader
- The year the leader was born and died if applicable
- Describe 3 important accomplishments of the leader
- Identify 3 words from the “Leader” poster that reflects why they are good leaders
- Reflect on why you picked this leader to research

All of your work should be put on a small poster. You will present the information to the class.
House of Cards

Lesson Objective/Goals:

The object of this activity is to allow the group to focus on how they make decisions to accomplish a goal. It promotes teamwork and communication skills. This activity is introduced prior to working with some of the special need students who do not communicate orally. They have been trained to use sign language because of their inability to communicate vocally. This activity allows the students to work together silently with a common goal in mind. House of cards helps to strengthen nonverbal communication skills. This lesson was adapted from Teambuilding with Teens by Mariam G. MacGregor (2008).

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:

Reflection:

S1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.

S2. Service-learning reflection occurs before, during, and after the service experience.

Materials:

Index cards- 3 x 5 cards, at least 1 pack for each team building and 1 pack for the full group activity

Optional-playing cards, (they are actually more difficult to use for the activity because the kids cannot bend the playing cards)

Procedure:

Part One-

1. This activity works well with 12-14 students. Larger groups can also work with modifications.

2. Divide your group into two teams. Do not allow the students to choose teams, it is good for them to work with others they do not know very well.

3. Explain the activity to the students as follows:
Each of your teams will create a three-dimensional house of cards from the ground up. You will have 15 minutes to create your houses using only the cards. You may not use any other items to help support your houses. There are two other rules: First, you cannot communicate verbally with each other. This means no talking, grunting, or other mouth sounds. Second, you can not illustrate your ideas. You will have only the 15 minutes to build your house. If I hear talking from the group, I will knock your house down and you will need to start over. Build until you are satisfied with your structure or until time is called. Sit back away from your structure when you are finished and wait silently for time to be called.

4. After time has been called, you will talk about the activity as a whole group. Discuss the following with your teams:
   - What was it like to work in silence?
   - How did you communicate your ideas?
   - How did you know when everyone in the group was satisfied with the house?
   - Were there any natural leaders in the group?
   - Did you feel like you were competing with the other group?

5. At this point, a lot of discussion will be introduced about the experience. Take this opportunity to link the non-verbal students from the special needs class. Discuss how frustrated they may be and discuss ways to help them feel successful.

Part 2:

1. This time the students will combine now and work as a full team. The goal is to connect the two buildings with one more pack of index cards. Again, the rules are the same but this time the group is larger. Give the whole group ten minutes to complete the task.

2. Discuss the same questions you discussed in part 1 and identify differences in the activity.

3. Discuss how this activity would have been different if you could have communicated verbally?

Final Closure and Evidence of Student Work:
The evidence of student work is the houses themselves. Each team will
produce the house of cards and verbal discussion will occur at the end of the activity. In addition, student journal writing is appropriate after this activity. Ask the students to reflect upon the activity and how it can help them work with those students who have trouble communicating verbally.
Basic Sign Language
from the ASL

Lesson Objective/Goals:
The goal of this lesson is to introduce sign language to the students. It is a basic lesson on the alphabet and number system of American Sign Language format. The is lesson allows the students to learn the alphabet and to practice making signs for simple words in order to communicate with some of the non-verbal students in the special needs classroom. This is only a beginning lesson for the students of which many will learn the alphabet quickly and advance to more difficult words. This lesson is an excellent way to challenge your community service learning students and also gives teaches them the reality of communication challenges.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
Diversity:
S3. Service learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.

Materials:
ASL handouts with alphabet and numbers

Procedure:
1. Discuss with the students the different ways people communicate. You can refer to the previous activity, House of Cards. Tell the students today they will be looking at the American Sign Language Alphabet and numbers.
2. Practice each of the letters/numbers and hand motions with the class. You should go through this process at least three times as a whole class.
3. Break the students into pairs and have them practice with a partner several times.
4. At this point they will learn to sign their names. They should practice several times until they can do this without looking at the handout.
5. Each student can come up in front of the class to sign their names to the group. The students will enjoy communicating their personal names to the class and the class can respond by raising their hands in the hair for a silent hooray salute.

6. This lesson is a basic introduction to sign language and the students will be motivated to try new words. As a homework assignment, the students can try signing a simple sentence such as hello my name is……

7. There are many training items a student can use to learn basic signing. These tools can be found on the website for ASL. Encourage your students to visit the website to learn more about this special language so they can better relate to their non verbal communicators in the special needs class.

8. Learning to sign a simple song is another way for the students to feel connected and this can be done with the special needs students. It is very rewarding to see the general education population and the special education population working together in learning a new song and communicating in such a special way.

Final Closure and Evidence of Student Work:
The evidence of student work in this lesson is the students taking part in the signing activities themselves. Learning to sign their names and simple phrases is an example of assessment. The students will also learn songs such as Twinkle Twinkle and Row Row the Boat while signing. A helpful site for the students and teacher is Lifeprint which gives you access to signing videos for practice. The site is called the American Sign Language University and it was very helpful in basic signing of everyday sayings. The website is http://www.lifeprint.com/.
Adapted from ASL

Alphabet
Adapted from ASL

Numbers
Treasure Hunt
Adapted from Team Building with Teens

Lesson Objective/Goals:
The goal of this lesson is to identify more qualities of leadership and teamwork. This activity allows the students to share their unique abilities with others in the group. They will work together to discover ideas about each other that focus on the area of leadership skills. This activity is very useful at the end of the rotation. Students who may not have had ways to communicate their leadership abilities will now have concrete examples of leadership to share through their experiences in the class. This lesson is way to show evidence that the student has had success in the service-learning experience. Treasure Hunt can also be used at the start of the program as an icebreaker.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:
Youth Voice:
S4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
S5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.
Progress Monitoring:
S3. Service-learning participants use evidence to improve service-learning experiences.

Materials:
Treasure Hunt Questions for teacher
Treasure Hunt Score sheets for each team
Reward tickets or other small reward items for both teams
Journals from the Journal Lesson

Procedure:
1. Hand out one Treasure Hunt Score sheet to each team. The team should be 4-5 students. The teams should be evenly divided.
2. Ask each team to identify a scorekeeper for the activity. This person will be tallying the points for each question.
3. Explain the treasure hunt as follows:
   You are going on a treasure hunt. The "hunt" is for particular qualities people on your team possess or things they have done. I am going to read a series of questions. For each question, the team will earn a point for each member that fits what the question is asking. Be honest when answering the questions. The scorekeeper will tally the score for each question and total all of the points at the end of the session. Feel free to talk among yourselves after each question. Share with the group why you think you should get a point for the question.

4. Begin reading the treasure hunt questions and give the students a few minutes between each to respond and tally points. You will hear the students share with each other their experiences not only in the leadership class but outside situations. The students will all have something to share since you have exposed them to so many experiences in the class. If a student is struggling to get a point for their group, brainstorm examples with the class.

5. After the questions have been completed, the students will tally up the points for each team. They do think that it is a competition and I applaud the group with the most points. I do however give all of the students a reward ticket or pencil with a positive saying when the activity is complete. This gives the message that all accomplishments should be celebrated!!

6. Now it is time to talk about the activity with the students. Ask the following questions to promote discussion of the Treasure Hunt:
   • What did you learn about others on your team?
   • Did some of you learn you have things in common with a member of your team?
   • Where there any questions where everyone got a point?
   • What questions caused the most discussion in your team?
   • Out of all of the responses, which was the most interesting?

7. After this activity, I have the students journal the experience. They will write about what they learned about each other and they will appreciate some of the stories shared by their peers.

Final Closure and Evidence of Student Work:
The Treasure Hunt tally sheets are used as evidence in this activity as well
as the journal entries. The students will be sharing as a group in class and monitoring participation is another way to assure all students are actively participating with this activity. This lesson really builds the self esteem of students in this program. It is the chance to share what they have done in the leadership program in regards to working with the various programs. Some students may not have been able to answer any of the questions on the Treasure Hunt before being involved in this community service learning program. You may modify your treasure hunt questions to fit the group.
Treasure Hunt Questions

1. Who is involved in a club, an activity, or a sports team?
2. Who has spent time volunteering at school or in the community?
3. Who has spoken up for a cause or an issue even when others didn’t support your opinions?
4. Who is from a different cultural background?
5. Who currently mentors someone, has mentored others, or is being mentored? (examples: tutoring)
6. Who has confronted someone who has made an inappropriate comment?
7. Who can correctly name the capital of our state?
8. Who has chosen not to go along with friends even when they were pressuring you?
9. Who speaks more than one language?
10. Who has ever been nominated or has run for a position to lead others, including sports teams, a scout or youth group, student council, a school club, or another organized group?
11. Who has ever written a letter to the editor of a newspaper or the mayor, school principal or another authority?
12. Who has stood up to a bully, either for yourself or on behalf of someone else?
13. Who has been involved in a leadership group?
14. Who wants to go to college?
15. Who plays a musical instrument or sings in the choir?
16. Who is usually the first person to introduce themselves when meeting someone for the first time?
17. Who has voted in an election of any kind?
18. Who has helped a student different then themselves such as special need student?
19. Who has helped their brothers and sisters complete a task?
20. Who has experienced joy from working with others?
### Treasure Hunt Score Sheet

Team Points for each question:

1. _______  
2. _______  
3. _______  
4. _______  
5. _______  
6. _______  
7. _______  
8. _______  
9. _______  
10. _______  
11. _______  
12. _______  
13. _______  
14. _______  
15. _______  
16. _______  
17. _______  
18. _______  
19. _______  
20. _______  

Total Points for the Team: __________________
Persuasive Essay Project
Community Service Learning

Lesson Objective/Goals:

The closing activity for the ten-week leadership program is directly aligned with the California State Standards for sixth graders identified in the English–Language Arts Content Standards for California Public Schools. The focus of this closing activity is to guide the students to write a persuasive essay to persuade other students to become involved in community service learning. The activity is reflective in nature and is an organized way of pulling together all of the activities, emotions and journal writing activities.

English–Language Arts Content Standards:

2.0 Writing Applications (Genres and Their Characteristics)
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. The substandard is identified as follows:
2.5 Write persuasive compositions:
a. State a clear position on a proposition or proposal.
b. Support the position with organized and relevant evidence.
c. Anticipate and address reader concerns and counterarguments.

California Department of Education Standard for Community Service Learning provided by National Youth Leadership Council:

Reflection:
S2. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills, and/or attitudes.
S2. Service-learning reflection occurs before, during and after the service experience.
S5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.
Timeframe for lesson: 2 weeks

Materials:
Capistrano Unified School District Persuasive Writing handbook
Persuasive Essay Outline for Beginning-all students
Persuasive Essay Revision Exercise for Beginning Essay-all students
Persuasive Writing Rubric-all students
Document camera and projector

Procedure:
1. Familiarize yourself with the persuasive essay. The Capistrano Unified School District Persuasive Writing handbook gives good background information on how to teach and focus your students on the persuasive essay.
2. The persuasive essay is a difficult task for 6th graders but this particular assignment is given to 6th graders in other curriculum courses such as Social Studies and English. It is important to move slowly through the process of writing the essay. The first step is to familiarize your students with the components of a persuasive essay. The Characteristics of a Persuasive Essay handout serves this purpose. Use the document camera to share this handout and discuss the components with the class.
3. Writing the thesis statement is the first step to the essay and the students will use their journals from the class to help brainstorm the ideas for the thesis. The students will be writing a three part thesis for this essay.
4. The sentence starter for the thesis is as follows:
   Community-service learning provides the opportunities to __________________________, __________________________, and __________________________. Community service learning can enrich peoples' lives. The students will fill in the three blanks with their own ideas of what community service learning has provided for them. They can use their journals to brainstorm the three experiences they feel are most valuable to share with others. Again, continue to focus the class to persuade the reader to become involved with community service activities.
5. Once the thesis statement has been written, the students are ready to begin their outlines.

6. Give students the example of

7. The most difficult part of the essay is the counter arguments. Give examples of counter arguments involving community service learning.
   - Although community service learning can be rewarding, there are often times it can be very difficult.
   - Working with students with special needs can test your patience, however the rewards of working with these students is worth the work.

8. Give the students a couple of sessions to work on the first persuasive outline. Remind them this is just a rough draft of their essay.

9. After the students have written the persuasive essay outline, pair the students up to complete the revision exercise. The students will peer edit their partners work and make necessary changes.

10. At this point, once the editing has occurred, a teacher check point is done. Meet with each student to check that the format is being followed for the persuasive essay.

11. In the leadership course, this is the final lesson and occurs at the final two weeks of the session. The students have been trained to write these essays in other classes so the editing and revising should be minimal. If this is the first time the persuasive essay is being introduced, a lot of modeling will be necessary to teach this type of writing genre.

12. The final step of the process is the final draft of the persuasive essay on community service learning. All work must be typed with Times New Roman font and size 12 font. Students should double space their essay.

Final Closure and Evidence of Student Work:
The persuasive essay is the final product of student work in the community service learning 10 week program. The students will express the attitudes they have gained through the experiences of the class through this essay. The connection of writing across the curriculum has been engaged with this final activity. Components of the writing process are evident in the final product. Students’ attitudes are conveyed within this assignment. A complete picture of the effect this community service learning leadership
program has had on the students is expressed through the essay components.
Persuasive Writing Handbook

**Persuasive Essay Outline**

**Beginning**

1. **Hook**
   - Grab the reader's attention and introduce the issue

2. **Background information about the issue (1 - 2 sentences)**

3. **2-Part Thesis**: Thesis statement plus 3 supporting details (be sure to state your opinion clearly) (1 - 2 sentences)

---

**1st Body Paragraph**

1. **Topic Sentence - (1st supporting detail from thesis)**

2. **Concrete detail (fact)**

3. **Commentary (state the counterargument)**

4. **Commentary (state your opinion)**

5. **Concluding sentence/transition**
2nd BODY PARAGRAPH

1. Topic Sentence - (2nd supporting detail from thesis)

2. Concrete detail (fact)

3. Commentary (state the counterargument)

4. Commentary (state your opinion)

5. Concluding sentence/transition

3rd BODY PARAGRAPH

1. Topic Sentence - (3rd supporting detail from thesis)

2. Concrete detail (fact)

3. Commentary (state the counterargument)

4. Commentary (state your opinion)
5. Concluding sentence

CONCLUDING PARAGRAPH
1. Reward the thesis statement

2. Reward elements of intro paragraph

3. Reward elements of intro paragraph
Capistrano Unified School District
Persuasive Writing Handbook
Persuasive Essay Revision Exercise
Beginning Essay

Directions:
Read your partner's entire essay. Follow the instructions listed below:

ORIGINAL TITLE Does your partner have an original title? If your partner accidentally put quotation marks or underlined his/her title, cross it out.

**INTRODUCTION**

- **Hook** Highlight your partner's hook. Write the word “HOOK” in the left hand margin adjacent to where the sentence begins.
- **Background** Did your partner give background information about the topic?

**Thesis** Highlight your partner's thesis. Write the word “THESIS” in the left hand margin adjacent to where the sentence begins.

Write a little number “1” above the first subpoint.
Write a little number “2” above the second subpoint.
Write a little number “3” above the third subpoint.

On a scale of one to ten, ten being excellent, how many points would you give your partner's introduction? Explain:

**BODY PARAGRAPH ONE**

- **Topic Sentence** Highlight your partner's topic sentence. Write “T.S.” in the margin adjacent to where the sentence begins.

Does your partner's topic sentence correspond to the FIRST subpoint of his/her thesis?

- **Body** Does your partner give a specific, concrete detail? What is it?

Does your partner state the counterargument? Does your partner state their opinion (commentary) about this topic? What is their opinion?

**Conclusion** Does your partner wrap-up the entire paragraph at the end?

On a scale of one to ten, ten being excellent, how many points would you give your partner's first body paragraph? Explain:

**BODY PARAGRAPH TWO**

- **Topic Sentence** Highlight your partner's topic sentence. Write “T.S.” in the margin adjacent to where the sentence begins.

Does your partner's topic sentence correspond to the SECOND subpoint of his/her thesis?
Service Learning and Leadership

Capistrano Unified School District

Persuasive Writing Handbook

**Body**
- Does your partner give a specific, concrete detail?
- What is it?
- Does your partner state the counterargument?
- Does your partner state their opinion/commentary about this topic?
- What is their opinion?

**Conclusion**
- Does your partner wrap up the entire paragraph at the end?

On a scale of one to ten, ten being excellent, how many points would you give your partner's second body paragraph? Explain:

---

**Body Paragraph Three**

**Topic Sentence**
- Highlight your partner's topic sentence. Write "T.S." in the margin, adjacent to where the sentence begins.
- Does your partner's topic sentence correspond to the THIRD subpoint of their thesis?

**Body**
- Does your partner give a specific, concrete detail?
- What is it?
- Does your partner state the counterargument?
- Does your partner state their opinion/commentary about this topic?
- What is their opinion?

**Conclusion**
- Does your partner wrap up the entire paragraph at the end?

On a scale of one to ten, ten being excellent, how many points would you give your partner's third body paragraph? Explain:

---

**Conclusion**

**Reword Thesis**
- Highlight your partner's thesis. Write the word "THESIS" in the margin, adjacent to where the sentence begins.

**Conclusion**
- Does your partner use sentence starters effectively?

On a scale of one to ten, ten being excellent, how many points would you give your partner's concluding paragraph? Explain:

---

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### Persuasive Writing Rubric

**Name:** ____________________________  **Date:** ____________

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>4 (excel)</th>
<th>3 (good)</th>
<th>2 (fair)</th>
<th>1 (poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-part thesis is well defined and makes a knowledgeable judgment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents evidence, examples, and reasoning to support arguments.</td>
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<tr>
<td>Distinguishes between fact and opinion.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Details and reasoning are arranged effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader concerns and counterarguments are addressed.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### CONVENTIONS

Correct use of punctuation, grammar, spelling, and capitalization.

### PRESENTATION

The writing is composed of paragraphs and shows organization.

Neatly formatted.

**Total Points:**

**Comments:**

---

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