

MKT III
OC - Akron 3/29

Sanchez
talk to

Judy Winston
Mike Sorrell, Claire Grady

Dexter King
wants to
participate

ED -
Riley
Thornton

10/28/97

Diana -

Kristen Peterson

As promised, here is
info on service-learning
programs that deal w/
race. Maryn Smith!

race.

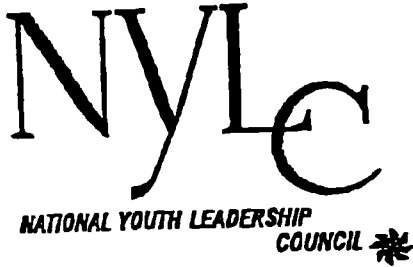
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FAX COVER SHEET



NATIONAL YOUTH LEADERSHIP COUNCIL
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DATE: 10/17/97
TO: BRAD Lewis
FAX: 202-565-2781
FROM: WOKIE WEAT
RE: RACE RELATIONS Packet

PAGES INCLUDING COVER: 26

NOTE:

Brad,

Per our conversation, I am enclosing INFO ON SERVICE-LEARNING AND DIVERSITY. LET ME KNOW IF YOU NEED ADDITIONAL INFORMATION.

The Academy For Languages AND Science would be an excellent choice if you wanted to highlight the role service learning can play in bringing communities together and tie it to the academic achievement agenda. If you need more info on schools, give me a buzz!



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9

Service Learning Honors Cultural Diversity

Wokie Roberts-Weah, Director of National Programs,
National Youth Leadership Council, St. Paul, Minnesota

Serving one another has historically been a core value of many cultures around the world. In recent years, a growing number of U.S. classrooms and schools have recognized service as a powerful way to connect youth to their communities and cultural identities, to help preserve service as a value, and to enhance learning opportunities. Learning principles of service, cultural relevance, and responsibility through service-oriented curriculums helps students understand, appreciate, and value the rich histories in our diverse populations.

Currently, many U.S. schools and districts are developing curriculum models incorporating service learning and multicultural concepts. These programs result in positive learner outcomes, ranging from enhanced cultural empowerment, to a better-developed sense of community pride, to knowledge of how to implement social action. Like other service-learning initiatives in the United States, schools in New Mexico, Pennsylvania, and Minnesota have attained such outcomes for their students through cultural empowerment, cultural mobilization, cultural exploration, and social action.

Cultural Empowerment

The cultural-empowerment model uses service learning as the foundation for exploring the cultural roots of service. In Acoma, New Mexico, for example, Sky City Community School developed *A amuu htsii* ("For the Love of Mother Earth," in the Keres language), a multi-

ENRICHING THE CURRICULUM THROUGH SERVICE LEARNING

year curriculum project relating academic disciplines to the concept of preserving the community. Its goals are to deepen students' understanding of Acoma's history and to help them learn environmental concepts that will likely affect Pueblo life in the future. The curriculum provides opportunities for elementary school students to study soil formation through the science curriculum, conduct community nature walks as part of a social studies class, and maintain a journal of their findings for language arts. Community service is integrated into the curriculum through the annual refurbishing of Saint Estevan's Church for Feast Day. Students remove litter from the school grounds, and they construct tribal calendars that are shared with younger children. Learning objectives for the *A amuu htsii* curriculum are intricately linked to traditional Native American values, such as nourishing the earth, serving the community, and maintaining balance and harmony as part of daily life.

Cultural Mobilization

The cultural-mobilization model engages students from diverse cultural backgrounds in meaningful community service projects to heighten multicultural understanding and encourage cooperative action. Northeast Middle School—Minneapolis' largest and most culturally diverse middle school—used this approach when they transformed an unused portion of the schoolyard into a functional community Gathering Place. The area is complete with performance stage, amphitheater rock garden, and information kiosk. The Gathering Place Project, which had multidisciplinary applications, used art as a creative field for exploring diversity issues, math to teach basic measuring skills, industrial arts to construct picnic benches, and science to teach students how to build an environmentally sensitive sculpture garden. Today, the Gathering Place hosts community education classes, neighborhood meetings, and music performances. Student artwork on the walls of the information kiosk and concrete floor of the amphitheater document the importance and range of different cultural groups represented in the school.

Discussions about one's family, socioeconomic status, and cultural identity are natural outgrowths of the preparation, action, and reflection phases of the cultural mobilization model. These activities can be the start of a lifelong journey toward multicultural understanding and self-discovery.

SERVICE LEARNING HONORS CULTURAL DIVERSITY

Cultural Exploration

The cultural-exploration model combines concepts of diversity and service learning to increase students' understanding of the history and culture of their community. In Phoenixville, Pennsylvania, 4th graders from Schuylkill Elementary became part of a real intergenerational learning experience by working collaboratively with the Kiwanis Club to produce *A Phoenixville Journey, Past, and Future*. The publication, which was subsequently shared with school districts throughout the state, brings to life the history, sites, and legacy of a small rural community in Pennsylvania. Production of the book, which involved exploration of 15 student-selected historical landmarks, gave Schuylkill elementary students and the community at large a chance to learn about and be proud of their community.

Social Action and Change

In Minneapolis, Minnesota, the Forum Project of Webster Open School combined media technology, the performing arts, and service learning. This project positively demonstrates how service learning can be used to change students' attitudes about diversity. After participating in intensive awareness and prejudice-reduction training, 80 middle school students experienced a significant gain in multicultural understanding and awareness. Newly acquired skills and knowledge were put to good use when the Forum students produced an interactive video series on prejudice reduction. Today that series is a permanent part of the Webster Open School video library and is used to educate younger students, particularly those in suburban communities, on positive ways to directly address racism and sexism.

* * *

Despite differences in approaches and intended outcomes of these curricular models, all were developed by the schools, working in collaboration with their communities. The models include activities valued by young people, and the programs involve active and inquiry-based learning.

When we honor ties that bind people to the history of their ancestors in projects like *A amuu htsii*, we move one step closer to teaching

ENRICHING THE CURRICULUM THROUGH SERVICE LEARNING

students about the process of values formation in different cultures. Cultural-mobilization models, like the Gathering Place of Northeast Middle School, can help students develop respect for the culture of all learners by working together on issues of common interest. As the Phoenixville example illustrates, in-depth research studies of community development can highlight the contributions of many different ethnic groups and increase understanding of complex community issues. Social-action projects, such as the one in Minneapolis that focuses on racism, provide opportunities for students to examine their beliefs, in comparison to those of other cultural, socioeconomic, and religious groups.

In these times of dramatic shifts in national school demographic patterns, we must respond to the challenge of making stronger connections to the cultural roots of all students. According to James Banks (1994) in *Multiethnic Education*, demographers now project that nearly half of U.S. school-aged youth will be students of color by 2020. It will become critically important for schools to employ a teaching staff that works effectively with a complex mix of races, cultures, and languages. Understanding and help from the community will be essential to bridge this gap.

As we seek new approaches to make learning more relevant and accessible to students who learn in a variety of ways, service learning is an important instructional methodology that allows us to maintain academic standards, involve students from all cultural backgrounds and bring greater understanding and meaning of the attributes of various cultures.

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Hill City students plan a multicultural program

Three Hill City High school seniors, Tami Benson, Heather Richards and Dana Suomala, decided to plan a multicultural day with a difference. These seniors planned and implemented the entire event.

Fourteen students in grades four through eight from the Webster Open School in Minneapolis were invited to come to Hill City. In order for the students to get to know each other and feel more comfortable in their rural surroundings, the Webster students arrived the evening before the program day and spent the night in the home

of five host families.

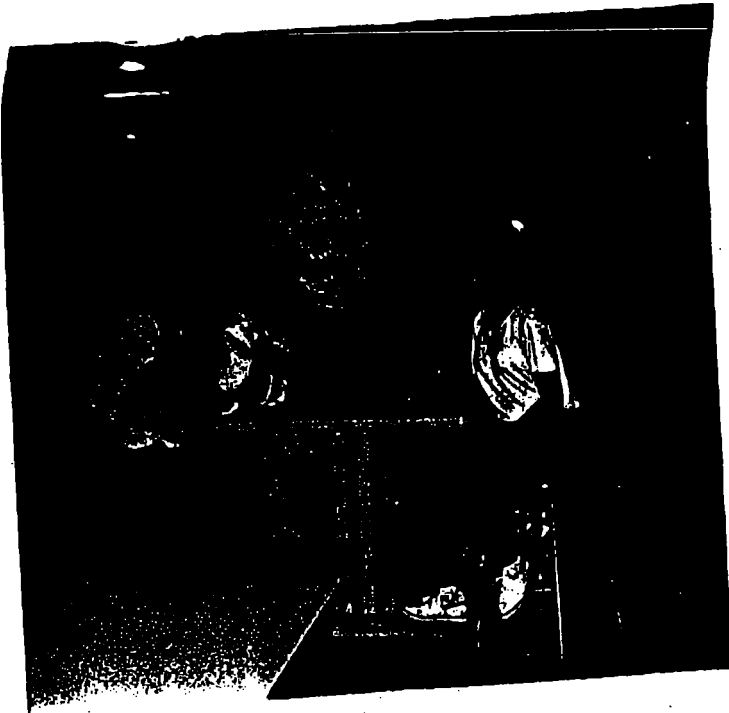
For most of the Webster students, this was the first time they have ever experienced rural Minnesota. They enjoyed a bonfire, toured the area, and dined at the Hill Lake Cafe and Jane's Family Restaurant.

The older Webster students attended morning classes with their host families and the younger students went roller skating and spent the afternoon with the elementary students. The programming in the afternoon for the secondary students included a presentation on the

Webster School, skits on racism and sexism--written by and presented by the Webster students--and small group discussions.

The programming was beneficial to both the Webster and Hill City students. Inviting the students to spend time before the actual program, they had a chance to get to know each other as individuals. The feeling of "token presenters" was reduced.

The only change recommended by both groups of students: "Next time we'd like to stay longer!"



Dumbing-down? p. 5
 Rivamping Madhav ed. p. 5
 Resource, pp. 6-7
 Violence prevention, p. 8
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Volume 30 Number 1 Sept.-Oct. 1994

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School and Community Come Together in Gathering Place

The Gathering Place began as little more than an empty lot and grew into a haven of peace in a noisy, vibrant school — Northeast Middle School in Minneapolis. It contains a classroom amphitheater, performance stage, sculpture garden, information kiosk, flower garden, and several picnic tables.

In the process, a school and community came closer together and provided a wealth of learning opportunities to more than 400 students who helped create the Gathering Place.

Partners included community organizations like Northeast Lions and Kiwanis Clubs, Audubon Neighborhood Improvement Association, and YMCA. Neighborhood businesses like Frank and Nick's Barbershop, Margie's Hairstyling, Nan's Restaurant, local newspapers and radio stations, and lumber, concrete, and landscape contractors donated time, money, materials, expertise, and exposure to the project.

And folks from the community got involved, especially in the final stages. "When we had our Build-a-thon, it was just like an old-fashioned barn-raising."

said Pat Benincasa, public artist-in-residence.

Such broad participation greatly enhanced service-learning opportunities for the students who participated. They gained organizing, decision-making, and leadership skills; worked with people in the building trades; and applied learning in science, math, industrial arts, special education, horticulture, and art to practical situations.

"It's really given them a feeling of pride and ownership, a sense of community," said art teacher Rose Curran. "They brought the community into the school with this project. There's more trust and mutual appreciation now."

"The Gathering Place exemplifies the purpose of the Learn and Serve America Program," said Tom Strom, MDE coordinator. "With a small grant, the Northeast Middle School was able to generate a collaborative effort that allowed students to make a positive contribution to their neighborhood while developing both interpersonal and academic skills." FFI on Learn and Serve, call 612-297-2657.



1—The Independent—Gallup N.M.—Wednesday, January 25, 1995

Tribal educators meet for Zuni conference

By Malcolm Brenner
Staff writer

ZUNI — Educators from a dozen tribal communities in seven states will converge on Zuni Mid School Thursday for a three-day training institute on service learning.

The concept involves students in experiences which provide some sort of service to their communities, said John Guffey, service learning coordinator with the National Indian Youth Leadership Development Project, Inc.

The Gallup-based project is co-sponsoring the institute with its parent organization, the National Youth Leadership Council.

"We see service learning as community engaged learning," Guffey said. "It's not an individual working out a problem so he knows the answer, but working with others to improve the quality of life."

This weekend's institute is the first of its kind produced for and by Native American educators. Emphasizing a community-based approach, the participants will be housed in Zuni homes. They will learn how to bring local agencies, elders, cultural values, language and other resources into the formal structure of the public schools.

The weekend's activities will include a community feast and celebration Thursday night at the Mid School, a Friday evening program on Zuni culture and history, and a sunrise hike to Dowa Yalanne Saturday morning.

The Zuni Rainbow Project is helping to sponsor the institute and supplying some of the trainers. Funded by a two-year, \$165,000 grant from the Department of Education, the project to promote service learning in Zuni is a joint

venture of the pueblo and the Zuni Public School District.

Director Edward Wemytewa said some of the positive things project students are doing include painting a mural on the Veterans Wall, tutoring elementary and Head Start students, helping senior citizens enter the computer age, recycling and publishing a community newspaper.

"The whole idea is to give youth responsibility," Wemytewa said. "They want that responsibility. They feel they are seen but not heard."

He suggested involving students by creating a youth ambassador position on the tribal council and having a council liaison dedicated to youth affairs.

"We're trying to empower a community of learners who dare to dream, take risks, and develop new realities," Wemytewa said.

SOCIAL ISSUES AND SERVICE AT THE MIDDLE LEVEL

Samuel Totten
Jon E. Pedersen
Editors

Service Learning

A Catalyst for Social Action and School Change at the Middle Level

WOKIE WEAH

MADELEINE WEGNER

If you're coming over to help me, don't bother. But if you're coming over because you think your liberation is bound up with mine, let's work together.
—AUSTRALIAN ABORIGINAL WOMAN

Whether writing in the early or late twentieth century, working among American students or Brazilians who were illiterate, educational reformers from John Dewey to Paulo Freire have echoed the sentiment of this aboriginal saying. That said, teaching that focuses on creating independent thinkers capable of working cooperatively to fight oppression—in all its guises—is still relatively rare today. Instead, people merely retool the training of students to succeed within an educational system widely agreed to be both antiquated and ineffective as well as a socioeconomic system that suffers from a similar need for critical overhaul.

The latter concern has led us to wonder: What will happen if the most innovative, cooperative, interdisciplinary learning is not applied outside the classroom until students are finished with their education? and Why not allow real-world issues to drive students' need for academic, interpersonal and citizenship skills?

These questions need not remain rhetorical. In virtually every state in the country, a methodology that incorporates the best teaching/learning techniques and applies them to current social issues is taking hold: service learning.

- In New Mexico, for example, middle and high school students produced 1,000 adobe bricks to restore a crumbling 250-year-old church at Picuris Pueblo while applying their geometry, chemistry, and construction skills.

- In Michigan, elementary students practice writing and editing as they create books and deliver them to new mothers in local hospitals through the literacy promotion project Rock-n-Read.
- In northern Minnesota, students from 16 schools work cooperatively to collect, analyze and submit data on the St. Louis River to the Minnesota Pollution Control Agency. Throughout the project, while hip-deep in river water, rather than behind desks in a classroom, they learn about sediment analysis and water chemistry.

In each project, students see new relationships among academic subjects, demonstrate mastery of disciplines, and deepen their understanding of important social issues while investigating and implementing solutions to community needs. As education reformers Jim Kielsmeier, founder and director of the National Youth Leadership Council (NYLC),¹ and Joe Nathan, director of the Center for School Change,² noted in a *Phi Delta Kappan* article: "When teachers integrate service and social action into their academic programs, students learn to communicate, to solve problems, to think critically, and to exercise other higher-order skills. They learn these things because they are deeply immersed in a consequential activity—not a metaphor, not a simulation, not a vicarious experience mediated by print, sound or machine" (1991, p. 741).

Some of the most effective examples of service learning are practiced by a consortium (the NYLC-sponsored Generator School Project) of 38 K-8 schools around the country.³ These schools serve as demonstration sites that build support for service learning by experimenting with, practicing, and sharing their curricular ideas on how to link academic learning to community service. Over the three years of the project's existence, educators in Arkansas, Michigan, Minnesota, New Mexico, Pennsylvania, South Carolina, and Washington have become a national community of service learning practitioners, all of whom are linked by regional centers in each of these states. These regional centers provide professional development, gather curriculum, and convene teachers and students to share ideas among themselves and with other interested school districts during regional and national conferences. Much of the material gathered from these sites will be disseminated beyond the Generator Schools through the database services of the National K-12 Service-Learning Clearinghouse/Cooperative, based at the University of Minnesota and managed by NYLC.⁴

The program descriptions that follow are representative of geographically diverse school settings, and the social issues studied reflect various communities' differences and needs. Although the schools' approaches differ, the goal remains the same: inspiring students to see new relevance in their education by applying their skills to pressing community needs.

In one case, developing a curriculum that blended current education reform recommendations with traditional Native-American values was the primary concern for a Bureau of Indian Affairs school in New Mexico. In another case, gender and race became the generative themes behind curriculum development

for an urban Minneapolis school. And, in a final example, an empty school courtyard blossomed into a school/community "gathering place," in the process uniting a previously fractured school/community relationship. Each example demonstrates how service learning can be used to inspire action and how educators can foster learning that helps students become agents of change.

This chapter will explore the latter concern—profiling service learning ideas that have been developed at the aforementioned Generator Schools. The descriptions that follow are meant to be inspiring rather than prescriptive, for any service learning project is uniquely tied to its community and therefore defies lock-step instructions for implementation. All the projects, however, rely on the leadership of those who are rarely asked to serve others: young, often low-income students in urban, rural, and reservation schools.

CREATING A CURRICULUM THAT AFFIRMS CULTURAL PRIDE IN ACOMA, NEW MEXICO

For Native Americans, community service is an ancient concept, so integral to the culture that various tribal groups have their own words for it. In Cherokee, *gadugi* refers to the call to bring people together. In the Pueblos Keres language, *si-yu-dze* translates as "everybody's work," much like the Zuni expression *yanse'lhanna*.

McClellan Hall, Southwestern Regional Generator School Director, describes this Native tradition of community work as "a learning-by-doing process," usually under the mentorship of relatives and elders. He explained, "Customs, skills and languages were (at one time) transmitted according to locally determined priorities; the extended family clan system and larger community provided a safety net for all." Although the concept of communal work is deeply rooted in Native traditions, it has not been as deliberately fostered in the latter twentieth century as it once was. Yet, the need for this kind of service learning has been rekindled by contemporary issues of environmental degradation, drug and alcohol abuse, teen pregnancy, school drop-out rates and gang involvement.

Hall, who also is founder and director of the National Indian Youth Leadership Project (NIYLP)⁵ and the teachers he works with have been breathing new life into the concept, instilling the community service ethic in a series of summer camps and maintaining it through school-based programs during the academic year. For the past 11 years, Hall's summer camps for middle schoolers based out of Gallup, New Mexico, have been providing Native-American youth with exposure to the traditional roots of community service. (Hall also has brought the camp model to states as wide ranging as Alaska, Michigan, Maine, Washington and Montana.) The focus of the camp is on *habilitation*—the process of becoming capable—not through self-centered individualism, but through interdependency. "We're about getting young people to use this up here," Hall says, pointing toward his brow, "getting kids to think before they act." Students often

begin as middle school campers, return as high school students to be trained as counselors, and continue their involvement as adult sponsors of middle school groups.

Employing indirect teaching, camp staff use metaphor, story telling, and role modeling to teach team-building and leadership skills—skills that provide the foundation for effective community work. These techniques work well, Hall says, because in most traditional cultures, it is not common to discuss certain topics directly. Instead, he and his staff often tell stories that anthropomorphize animals (e.g., the coyote) to teach lessons of drug and alcohol abuse to the younger campers. "Education becomes a more open-ended process," says Hall. "We don't prescribe that everyone is to 'get' the same thing at the same time; we're not lecturing to kids about what they shouldn't do. . . . We're asking questions rather than giving answers." Hall contends that Indian and non-Indian students alike respond well to such an approach as it is more respectful than a teacher simply imparting answers.⁶

Throughout the camp, Hall and his staff are careful to model the kinds of behavior they are striving to instill. Deliberate role-playing is a part of the training, where emotionally and physically challenging situations are simulated, followed by a reflective session of questioning.

In an activity entitled *morals and ethics*, for example, participants experience the unequal distribution of resources and corresponding issue of personal responsibility. Although many options are possible with this activity, Hall often uses a situation in which students are divided into groups of "haves" and "have-nots" and given varying degrees of equipment and food with which to get across a lake.

Processing this experience with the participants afterwards is critical. Hall is careful to begin the reflection on the experience with simple questions such as: *What happened?* and *Who took the leadership roles?* He then progresses to more interpretive questions on power inequities, asking: *How did it feel to possess the better equipment when you knew your peers had less?*

From simulation activities such as this, activities that emphasize team building and servant leadership, Hall aims to build in young people the value of doing something for others and for the greater community.

It is an ethic that Norbert Hill, Director of the American Indian Science and Engineering Society, recognizes as essential to traditional ways of living. "Service learning is . . . part of the fabric of our life, our well-being and survival. In any tradition, to be noble is to give to those who have less. . . . You are a servant of the people, and the people must come first."⁷

Building on these traditional notions of service, the culmination of each camp is a service project day. One year, camp participants and staff worked for the National Park Service, installing a composting toilet facility and information bulletin boards, helping build a year-round weather station, and clearing trails and weeding around Anasazi ruins. Another year, campers painted the administrative office complex of a pueblo, including the governor's office. While

most of the staff and students painted, a smaller group taught songs and games to preschool children in the summer free-lunch program. An ongoing service project, begun six summers ago, involves planting trees on a nearby Navajo reservation.

After the camps, students are challenged to implement service-oriented projects in their home communities. For those students who return to NIYLP-affiliated Generator Schools, many of the camp's tenets are reinforced by their teachers who support the students in their efforts to address social needs and meet academic goals through service learning.

One such school is the Sky City Community School in Acoma, New Mexico. Located an hour west of Albuquerque, the original Acoma village (pueblo) is located on a mesa, 400 feet above the surrounding desert plain. A magical place of sandstone and yucca, it is the oldest continuously inhabited city in the United States and it has evidence of settlement dating to 1150 A.D. Most families in the nearby town still maintain family homes atop the mesa, and some still live there year round.

To tour the mesa is to believe the culture is alive and well; men still gather in their *kivas* (isolated rooms in the pueblo) for conversation; and Acoma pottery, distinguished by its fine geometric patterns painted with yucca leaves, is still produced by its residents.

But, according to tribal member and teacher Donna Boynton, the area is not immune to problems typically thought of as urban. She began a mentoring/tutoring program three years ago, Buddy Works, in response to the rumors that gangs were beginning to recruit Native adolescents and to the increase of "irresponsible" behavior she saw developing among some of her students. She felt that if she could impress on adolescents the importance of positive approaches to child rearing, and the skills and responsibilities involved, she might have a way to influence their later parenting decisions and inspire an ethic of community childcare. Like Hall, she believes that "If I can get them to become responsible to someone other than themselves, if they can understand that there is someone who really needs them, . . . they will develop other skills that would go beyond their school years."

Through her elective program, middle school students choose at least one kindergarten or first grade "buddy" with whom they spend one class period each week. Prior to the weekly meeting, the older students develop lesson plans based on the developmental skills identified through the Prevention of Early Childhood Failure program: receptive and expressive language skills, auditory and visual skills, and gross and fine motor skills.

Primary goals of the program include:

- Transferring responsibility to seventh- and eighth-grade students to help develop their social and academic skills
- Teaching responsibility and child rearing skills to seventh- and eighth-grade students

- **Creating an environment conducive to the development of readiness skills for kindergarten and first-grade students**
- **Providing a tutoring program for kindergarten students**

Having taught the middle school students these skills and how to write a lesson plan, Boynton begins each week with a brainstorming session. Typically, he lists on a chalkboard the skill areas just mentioned. The students consider the skills they would like to introduce or reinforce with their younger buddies, then come up with ideas for activities that relate to a particular season, celebration, or reading. Activities often range from developing games or puzzles, to making accordion, pop-up, or shape books. The students choose an activity, discuss whether the activity selected will meet all the objectives of the developmental skills identified, and write out their lesson plans.

Lesson plans for Buddy Works look as sophisticated as any that a teacher might prepare. On the left-hand column, the buddy's name is listed, followed by the activity, its objectives, the methods to be used to teach the objective, and the materials needed.

In a recent session, students planned a Sandwich Day. One of the middle school students, Tahama, planned to first read the book *The Biggest Sandwich Ever* aloud to her younger buddies, Nicole and Dean. She decided that she would then help them complete a construction paper sandwich book to practice their fine motor skills. At the same time, the younger buddies would tell her about their favorite sandwich, so that she could write a story for them involving the sandwich—an exercise in receptive and expressive language skills. The biggest challenge, according to Tahama, was that "my buddy Dean did not pay attention very well, so that was something we had to work on throughout the year."

As Boynton attests, often the students discover that they are including most of the skill areas—even some they had not anticipated—and also are integrating multiple disciplines.

Another group of students read Pat Hutchins's book *Rosie's Walk* aloud to their students. The story involves a chicken that goes for a walk and is stalked by a fox. Following the story line, the middle school students developed an obstacle course for their kindergarten buddies, aiming to encourage motor and expressive language skills. The middle schoolers then took the process a step further, and labeled points in the obstacle course with "position" words and phrases (i.e., prepositions), such as *through the yard*, *under the fence*, and *around the beehive*.

Still another student's application of the preposition lesson involved creating a board game for his buddy. Eighth-grader Cletus created a trip across a deserted island, complete with shark-infested waters. In traveling across the island, his buddy not only learned how to avoid the sharks but also his reading, color identification, and counting skills were reinforced.

At the end of the activity, as with each Friday Buddy Works session, the students reflect on their experiences, assessing both successes and struggles,

and scheming about their next project. As 13-year-old Nicole wrote, "I helped my buddy learn his numbers, colors, shapes, and how to write his ABCs; but the thing I like most about Buddy Works is having a good little buddy right beside me."

In essence, Buddy Works is designed to give those involved in the peer tutoring project "a sense of shared responsibility—to be caring, and nurturing, and to build a relationship which won't end at the end of the year, but will last a lifetime," explains Sky City School principal, Charlotte Garcia. An added benefit is that the middle school students reinforce their academic skills through tutoring their younger peers.

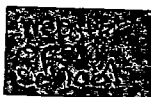
The program recently was deemed "exemplary" by the Bureau of Indian Affairs, and has been so successful that Boynton has had trouble keeping the students' generosity toward one another in check. When a student transferred schools last year, his buddy sent flowers to the new school. As she says, "It's a sharing that's positive. They're friends beyond grades 6, 7, and 8."

Boynton also has developed a Parent Works program. Kindergarten parents gather once a month to meet with the middle school students who model the kinds of reading and writing activities they share with their younger friends. This approach extends to the family the literacy promotion already underway. As Boynton says, "By having students work with parents, there's even a greater bond. Each group touches the next, the bond widens and gets out into the community." If the squeals in the Sky City library are proof, this approach is as effective today as it was a thousand years ago.

For the middle school student, being a buddy means he or she plays different roles—a friend in the hallways, a teacher in class, and a big brother/sister at a traditional feast. Along the way, the middle schooler also gets early exposure to possible career and parenting decisions. The exposure to teaching may have long-term benefits for Native schools, where non-Native teachers outnumber Native teachers by a large margin.

Of course, there have been benefits that outreach the original goals of the program. Many of the students remain friends not only outside of school but also beyond the year they are enrolled in the class. And the friendships that develop often bring out the best in otherwise troubled middle school students. "I've seen students be very omery and negative with adults. But, for the moment they're with their buddies, they're patient and understanding. It's really touching to see them working so closely," says Boynton.

Like the students, the teachers at the surrounding Generator Schools in Gallup, Laguna, Taos, and Zuni share their struggles and victories. They gather during the summer for a residential teacher training camp, as well as throughout the year for curriculum development projects, regional and national workshop presentations, and school exchanges. In the spring of 1994, the National Service-Learning Conference was held in Albuquerque, so the New Mexico Generator Schools hosted visits from teachers and students representing other Generator Schools around the country. With these visitors from outside New Mexico,



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projects that first appear to be indigenous to New Mexico gained broader exposure and interpretation. In a program such as Buddy Works there are lessons not only for other schools serving Native populations but also for schools hoping to help nurture other cultural heritages and aiming to build understanding for other culturally based learning styles.

Lakota writer Vine Deloria Jr. (1990) has offered further testimony to the effectiveness of blending instructional methods that are at once traditional and new: "The old ways of educating affirmed the basic principle that human personality was derived from accepting the responsibility to be a contributing member of a society" (p. 16).

It is this principle that Hall believes has "much to offer the process of reforming Native education." In Buddy Works, when younger students understand and uphold the mentoring relationships that are traditional in their heritage, the hope of keeping these practices alive in the face of contemporary social challenges and numerous education reform initiatives—some of which do not enhance traditional ways of learning—is reinvigorated. By reestablishing traditional mentoring relationships, not only do students improve their academic skills through tutoring but they also experience the benefits of contributing to their school community—a step toward developing an ethic of positive social action that is lifelong and benefits the larger community.

BUILDING A THEMATIC YEAR-LONG CURRICULUM AROUND RACISM AND SEXISM IN MINNEAPOLIS, MINNESOTA

Four African- and European-American middle school girls chat, perched on urban schoolyard steps.

"Look at them black wannabes," says one, glancing at two European-American boys dressed in oversized shorts. "And I know they can hear me," she says to her friends.

"I don't appreciate you talking about us like that," retorts one of the boys.

"I can talk to you anyway I want to," the provoker continues. "Boy, don't make me hurt you."

"I wish you would," the boy responds.

It is the sort of conversation neither educators nor parents want to believe is happening in schools. It contains the ammunition of an administrator's nightmare, and it could lead to headline-making violence.

Fortunately, however, the scene is staged. And the provokers as well as the recipients of these remarks are middle school student authors, actors, directors, and producers of a skit—part of a year-long study of gender and race at another Generator Project site, Webster Open School, in Minneapolis, Minnesota.

The action on the steps freezes and one of the girls interjects: "Has this ever happened to you? Let's look at what could have happened."

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In the alternative ending to the skit, the girls ask the boys to go with them to a movie instead of instigating an argument by taunting them with assumptions. For these middle schoolers, social action begins with their peers and with their immediate world. The second ending to the skit may seem a simplistic answer to a charged situation, but it reflects defusing techniques the students have learned through simulation games, workshops, and artists' residencies held over the course of a school year.

This skit is just one of many student-produced artistic manifestations of a year-long study of race and gender entitled The Forum Project. To move the students from empathy to positive action, local artists worked with students in small groups, helping them draw from their own encounters to shape their performances and visual arts and teaching them professional techniques. The 80 students who participated in the Forum's training in turn trained 80 more fellow Webster students in a peer education model that resulted in significant gains in multicultural awareness for the direct Forum participants, and measurable gains for those students who were trained by the Forum participants.

One group produced a rap video entitled "Discrimination on School Grounds" in which a convincing rapper says, "Color, gender [bias], racism—just stop it!" as school scenes flash to the music. Another group created oversized masks, representative of the cultures at the school. And a third developed a game show in which three of the four audience members/participants were systematically discriminated against.

Some groups have performed more than 15 times to audiences ranging from younger students at suburban schools, to a women's group from the YWCA, to students and teachers attending the National Service-Learning Conference in Albuquerque, New Mexico. Often, the student performers are an ethnically diverse, heterogeneous group performing for more homogenous audiences, as they did during a 1994 visit to the Hill City School—a rural Generator site in northern Minnesota. The postperformance discussions force the Webster students to further articulate their discoveries, to help audiences identify bias, and to develop strategies for confronting it. The middle school students' insights—developed over a period of nine months, and played out at home, in classrooms, and on stage—provide the backbone to the confidence the students exhibit as they lead these postperformance discussions.

In one such exchange, students recounted an incident of gender bias in the classroom. Commenting on a teacher's response to a map-making exercise, seventh-grader Natalie said, "One boy had his square perfect. So did a lot of girls in our class, but he only commented on the one boy's square."

Eighth-grader Tanya advised, "Then you ought to talk to him."

"Yeah, I know, but I don't really know what to say to him," Natalie responded.

Another girl, Jenny, chimed in. "If either sex is getting treated that way, I think that we have enough people that feel strongly about it to bring it up, to make something of it . . . to make sure that it doesn't get *not* noticed. . . . You

can bring it to the teacher's attention. Or if you don't feel comfortable talking to that teacher, you can tell a teacher you do feel comfortable talking to."

Discussions such as this illustrate Kyra's, one of the student writer/actors, goals of the postperformance discussions with audiences: "I hope that we can teach people that they have the power to do what they want to do . . . that they shouldn't put up with stuff when people are treating them different because of their gender or race."

Teacher Phirun Fricke agrees that there have been both attitudinal and behavioral changes among staff and students alike: "If you (a teacher) say things like, 'Well, you know when you get married your wife can do your cooking,' you'll have 20 kids on you in a second. Whereas, before [The Forum], they might have let it pass by."

Audience member and sixth-grader Shane wrote in the school newspaper about his newfound understanding of prejudice based on training from the Forum students. "You may think there is no cure for the 'isms,' but you just have to fight them. Fighting them doesn't mean 'putting up your dukes.' It means learning about the 'isms.'"

The project grew out of drama teacher Cynthia Rogers's fascination with the idea of sustaining a thematic focus across disciplines. Like Harvard professors of education Howard Gardner and Vito Perrone, Rogers believes that students and teachers need to be able to immerse themselves in issues that transcend disciplinary divisions and that are relevant to their lives, particularly in this "information age." When she surveyed Webster teachers, looking for issues that were common across grades and throughout disciplines, she found that most felt that racism and sexism were recurrent issues for students. Rogers also believes that students need a community to turn to for regular discourse on those issues, so that they can arrive at new levels of understanding. With this newfound understanding, they become capable of teaching others—the point at which real learning, and service to others, occurs.

Teacher Char Johnson says she believes that the year-long study of racism and sexism will result in lifelong respect for diversity. "Students recognize that it's important. After all, they were able to teach someone how important it is." Of the students' culminating performances, she says, "To convey an idea, you have to have a certain amount of dedication to the project, so you put the effort into learning about it. At the beginning, I think students thought, 'Oh this will be too much work.' And then by the second time through, they sort of became infected with the idea. . . . That's the whole idea, to help them understand the benefits of responsibility, of following through." Teacher Bill Holden has already seen evidence that the students' ability to plan and execute a project for an audience seems to have "rolled over into other classes."

The Forum Project works particularly well at Webster Open School, with its tradition of community-based, interdisciplinary, thematic curriculum. In addition to the Forum Project, 25 to 50 service learning projects are underway on any given day, both inside and outside the school. Evidence of service-learning

activities is everywhere. One classroom has become a community museum dedicated to the diversity of ethnicities that populate this urban neighborhood. Another houses seedlings soon to be replanted in downtown Minneapolis. In another, bat houses are under construction, which will be relocated to nearby islands in the Mississippi River so that their residents can provide a natural means of mosquito control.

The school looks like the "open" school that it is. A rampway, with a library at the mezzanine level, connects a series of brightly painted classrooms divided by movable partitions that rarely reach all the way to the ceiling. Classes (except for kindergarten) are composed of two- and three-grade level groupings.

The school also is a magnet for Ukrainian and Hmong students with limited English proficiency. It has a student population that reflects its urban setting: 26 percent Asian American, 18 percent African American, 5 percent Native American, 1 percent Hispanic American, and 50 percent northern European American. Children's voices, representing 28 home languages, dominate the hallways and classrooms.

But perhaps most critical to this project, according to Rogers, is the necessary mix of teacher attitudes: those willing to be problem solvers as well as letting themselves make mistakes. At the inception of Forum's planning, Rogers called these fellow teachers to a planning meeting and asked them to bring their syllabi and a teaching partner. She wanted to involve them in the kinds of "messy, elastic" discussions that she sees as essential to the process of curriculum development, in particular—and learning, in general. As Rogers says, "Teacher's lives [should be] a series of conversations that ask questions and move kids to really think. . . . When we ask hard questions of kids and guide them through various thinking strategies to reach logical conclusions, they develop deeper and more complex solutions. They are moved . . . to reasoning that allows them to see a variety of viewpoints. After all, life demands more than simple answers for fill-in-the-blank formats."

Out of that conversation, and the weekly teacher/student meetings that followed, grew the Project's focus on gender and race. The issues raised during those conversations became the Project's driving questions—its *generative themes*:

- Why are we so uncomfortable around people who are different from us?
- Can a multiracial and/or multigender community exist in harmony?
- What brings division or conflict to such a community?

From these questions, the teachers developed plans that incorporated the talents of artists and educators outside the school. Chief among the cooperating organizations were the National Conference for Christians and Jews, the Humphrey Forum based at the University of Minnesota, and CLIMB Theater.¹

With these groups as collaborators, the teaching team devised a process in which students:

- **Worked in student/adult groups to practice skills of clarification and negotiation**
- **Transformed their intellectual knowledge into visual performance with the help of artists, scholars, and teachers**
- **Were trained to discuss the "isms" with their peers and train them in the techniques they had learned**
- **Gave performances to local schools and organizations followed by question and answer sessions with audiences to further explore issues of prejudice and to teach conflict resolution skills**

Thanks to various funding sources,⁹ the teachers had release time to find relevant materials, team teach, and "keep the experience alive," as Rogers says. Two books proved especially useful in helping the teachers make connections to the Forum project within their other courses: *We: Lessons on Equal Worth and Dignity, the United Nations and Human Rights* and *Beyond the Suitcase: A Resource for Multicultural Teaching of History*.¹⁰

All of this activity happened over a six-month period, "so that it wouldn't be overwhelming," says Rogers, and involved scheduled times for further conversation and journal writing among the teachers and students. "We worked to create a philosophical base for exploration," she adds.

Early on, students were immersed in various activities intended to simulate prejudicial experiences. In one, former teacher and noted national speaker Jane Elliott divided students into two groups according to eye color. While the blue-eyed students were inexplicably sent to sit on the hall floor outside the room, the brown-eyed students were told that this was only a game, and to treat their blue-eyed compatriots poorly.

Once reunited, the blue-eyed students were ordered back into the room, to sit on the floor between two groups of seated brown-eyes. "Blue-eyes," Elliott told the group, "aren't as nice as brown-eyed people. They're not as smart, they're not as clean, and they are nasty, uncouth, and violent as well." Blue-eyes had to sign out to visit a blue-eyes only restroom. If a brown-eye saw a blue-eye chewing gum, the blue-eye was ordered to throw it away.

Suffering through such inequities, of course, has its lessons. Since 1985, Elliott has been leading similar sessions in schools and corporate settings. (For a more detailed discussion of Elliott's classroom experiment, see William Peters's *Class Divided* [Ballantine Books, 1971] or see the ABC News documentary program *The Eye of the Storm*.) She cautions that teachers need to be careful how they use such lessons with children, but says that in her experience, adults have had the most violent reactions to the simulation.

One student, reflecting on the experience, said, "A lot of blue eyes felt that the discrimination was wrong; a lot of brown eyes did too. I realized there are a lot of stupid things that people do. The simulation sort of woke up some people to those things, and made them not feel so good about it."

At the end of each day's session, students discussed their impressions in small groups and wrote in journals—recording insights, memorable events and

observations. As one student wrote, "When I first got there [to the simulation activity], I thought, 'Well, there are privileged people, but there's not too much anyone can do about it.' But after awhile, we figured out that we can [for example] call up TV people, and whenever there's a prejudiced TV commercial, we can ask them to change it. My friends and I did that."

Social action also took the form of skits (written, directed and performed by students and for students). One particularly sophisticated performance, "Battles of a Woman," was written and acted by four girls who appear too young to have experienced some of the heady issues they tackle. The play has an intricate format: Four friends unite in a restaurant after five years of separation. The course of their conversation leads to flashbacks on formative incidents in their lives, each of which involved confronting sexism: A woman, played by middle school student Regina, is forced to give her daughter the androgynous name "Toni" because her husband, played by middle school student Stephanie, was hoping for a son. Another struggles to prove her interest in woodworking over home economics, but is rebuffed by the shop teacher, again played by Stephanie, who says, "My boys, they're rough; they're tough. You couldn't handle it. Anyway, you're probably worried about getting your hair caught in a table saw, or chipping a nail."

Obviously, not all of the experiences reflected in this play are the students'. Many stem from conversations with parents, teachers, and other students—conversations about topics that might not have taken place had there not been the Forum as an avenue for discussion.

In a sense, the program has provided students with the language for discussing discrimination. As one middle school girl said, "My friends thought racism was something not to be discussed. Now they're more open about it. I think we're getting to know each other better than we already did. I mean, I know you're white and you know I'm black, but we also know who our inner person is. We don't intimidate each other about it. It's easier for us to stay together and be friends now."

The instruction on gender and racial bias so permeated Webster's culture that students developed a system for catching its teachers and peers in an act of discrimination. Holding up two fingers in an apparent peace sign (meant to signify the forked tongue of a snake), while hissing, indicates recognition of an insult, a stereotype, or other form of inappropriate behavior. As teacher Rosemarie Redmon says, "Everyone knows what it means. The recognition of the behavior gives us the opportunity to ask 'Why?'"

Indeed, a midyear school bus incident involving Webster students attests to the impact of this sustained study. As one student recounts, "There was an African-American kid, a year older than me, on the bus. All the white kids were goofing off. But he was the one to get in trouble. So all of us in the back seat got off the bus and walked home." Students then drafted a letter to the school board, explaining the incident. Ultimately, the bus driver was removed from the route. The busing incident is also indicative of the types of student gains endorsed by the Minnesota Department of Education: creating active learners, responsible citizens, creative problem solvers, and lifelong learners.

This kind of action was possible because students were given the time to "really change" over the course of the year, according to Rogers. "They got to practice taking on viewpoints, and began to see many ways to solve problems." Particularly through their interactions with audiences, the performers reached new levels of understanding of bias, making it imperative for them to act on their convictions—to get off the bus. As Rogers says, "If we want kids to become problem solvers, we have to teach them how to use their energy to make the world a better, safer place. We have to give them a chance to leave their mark on the world . . . to fail or to succeed, to collaborate with each other."

And, Rogers says, there were equivalent benefits for teachers. Referring to the creativity and initiative of the teachers involved, she adds, "Service learning gives teachers the broadest spectrum of possibilities to fire up their passions."

Overcoming School/Community Tensions through Public Art

Where once there was a bleak courtyard, containing only a sizable air conditioning unit for the surrounding 1950s-era school, students, faculty, and community members in northeast Minneapolis have created an inviting public space: a school/community "gathering place." Contemporary wooden structures, landscaped plantings, and student artwork fill this converted interior park. The cedar amphitheater, performance stage, benches, and picnic tables are connected by a winding brick pathway, and the air conditioner is nowhere to be seen—creatively concealed by a kiosk that advertises school and community happenings.

As eighth-grader James describes it, "It's sort of a small park, an indoor theater at the same time . . . sort of like a carnival thing, a festival thing."

It is anything but the drab space it once was, thanks to the efforts of this urban school's faculty and students, and the surrounding community. Since its dedication last spring, it has been used for science lessons on composting, for puppet plays and story telling put on for a nearby elementary school, for parent/teacher organization meetings, and for summer sessions taught through the local community education program. Its potential uses are limited only by the constraints of the school's and community's imaginations, and Minnesota's sometimes challenging weather.

The genesis of the beautification plan began three years ago, when students painted a colorful 80-foot-long mural on their cafeteria wall, with the assistance of public artist Pat Benincasa. Transforming the wall into an exploration of cultures represented in the school—the largest, most ethnically diverse middle school in Minneapolis—proved to be a particularly successful way to get students talking about their differences, in turn finding their commonalities. This "diversity wall"—a profusion of ethnic symbols and color—also served to highlight the bleakness of the adjacent school courtyard.

Similarly bleak were the neighborhood/school relations, according to principal Larry Lucio. "When I came to this school six years ago, everything and anything bad that happened in the neighborhood was the Northeast kids' fault. The business strip two blocks over didn't want kids loitering, waiting for the bus in their businesses. There was a lot of stereotyping."

Much of this climate was attributable to escalating neighborhood/school tensions that developed when busing changed the composition of the student body in the early 1980s. Assistant principal Mary Spindler said, at that time, many neighborhood parents began sending their students to a parochial school just two blocks away. However, Spindler did not label the problem "racism"; instead, she said, "It's just an ignorance about diversity."

Of the 1,000 students that now attend Northeast, 80 percent are students of color. Approximately 60 percent have single parents, 84 percent are eligible for free or reduced lunches, and almost 25 percent of the student body moves each semester—all the more reason to foster a sense of community among this bused-in student body.

Not only do the students differ demographically from the school's aging Polish and Ukrainian neighborhood but the students themselves had little that bound them to each other, since 90 percent come from all over the greater Minneapolis school district. Furthermore, as Benincasa says, "If you ask most middle school kids, 'Do you have a place in this culture, in this society?' I hazard a guess that the answer would be 'Where?'"

Industrial arts teacher Lee Washington cites the attendant lack of an after-school sports program as part of the reason the school lacked a sense of common cause, "So any little bit of community we can have [through a project like the Gathering Place] is a good thing," he adds.

"When Northeast Middle School began its restructuring efforts six years ago, the goal was to make the school more of a community," says art teacher Rose Curran. The Gathering Place takes that idea one step further—toward fostering a sense of community that includes the surrounding neighborhood.

This courtyard transformation did not blossom overnight, however. "We started developing ways of projecting to the community that the kids here do care about more than drugs and rap—that they have a vested interest in the school they attend," says Lucio.

In the students' first efforts at community involvement, they raked leaves and shoveled snow for nearby residents. They went caroling over the holidays and spoke to the local business association about their projects. "We had to reach out, be assertive, to give them a complete perspective and not allow them to dwell on their assumptions," says Lucio.

Then, with some initial funding from the Generator School Project and from the Minnesota Department of Education's grants to schools from the federal Corporation for National Service, Benincasa and art teacher Rose Curran concocted a plan to manifest this need for community in a physical space. At the heart of the project was "everyday art—art for everyday places," says Benincasa.

The purpose of the Gathering Place is "for the community members and the school to get together," according to eighth-grader Amber. It is testimony to a successful public art, public education, and youth service learning collaboration. Benincasa quotes an Emily Dickinson line—"I dwell in possibility"—when describing the two-year metamorphosis of this space. "Any person involved in the project dwelled in possibility," she says.

The educational objectives of the project include having the school become a civic partner with the community, extending the classroom into the community, creating an interdisciplinary educational service learning experience, and instilling students' life skills, ownership of a project, and self-esteem. To secure students for these grand plans, Benincasa and Curran devised an application for involvement that asked students to find two teachers to recommend them, write an essay about what they could offer the project, and check a potluck list of projects that included soliciting money, educating others, building with wood, videotaping, pouring concrete, writing, speaking, helping with a green house, and creating time lines. They also asked parents about transportation needs for their children, assuming that as the project grew, after-school time would be necessary.

The project was especially well suited to a school that is divided up into six interdisciplinary teams composed of 140 students and five teachers, each with a different academic emphasis. In fact, the project could be considered "post-disciplinary," so intertwined and interdependent are its curricular pieces.

With Benincasa's architectural model for the space as guidance, a math class designed the courtyard's landscaping. They also provided the calculations for an industrial arts class, which built the stage, kiosk, amphitheater, compost bins, picnic tables, and benches from blueprints. Meanwhile, a science class was resurrecting a school greenhouse and learning about plant requirements as they raised seedlings for the spring planting that would fit the landscaping scheme of the math students. English students were busy writing for grants and documenting each stage of the Gathering Place's development—both on videotape and in scrapbooks—learning how to create a "visual narrative." And art students were practicing mosaic designs in concrete blocks for the eventual floor of the amphitheater and making cloth banners to be hung from the platform on the stage. While all of these activities were underway, other students were giving promotional talks at the local Kiwanis club, and researching prices of lumber, sod, and dirt.

Critical to the students' academic outcomes was their time spent discussing and writing about their experiences. As English teacher Katherine Kleingartner says, "In a service learning project, the skills are almost insidious—you don't necessarily realize you're learning them, so that's an important reason for retention." Student evaluations of the project testify to the "painlessness" of this sort of applied learning. One wrote that "this is more fun than school."

Some of the more deliberate student reflections became part of a radio show, broadcast on Minnesota Public Radio. On the program, students described what it

means to have a sense of place. To prepare for this writing, students considered different kinds of places in their community (a place with history, a happy place, an ugly place, a free place, a place where you have never been, a hectic place, a place where products are made, a place with animals, a place where people are helped, etc.). They then read a series of quotations on place, considering how strongly they agreed or disagreed with the statements. They also read through a list of characteristics of a place, and ranked where their community fell on a continuum.

Following this discussion of places, students wrote about what it meant to have a place they had revitalized themselves, and described the Gathering Place in poetry. The following was written by eighth-grader Shanita:

The Gathering Place is like a common town.
 It has very nice things to see, even things on the ground.
 The Gathering Place is a place for fun—
 even with excitement, where you shall be stunned.
 The Gathering Place is a place of romance,
 where everything in sight is in a beautiful glance.
 The Gathering Place is a place for all types of races.
 It's a place to enjoy and meet new faces.
 The Gathering Place is a place of light,
 The Gathering Place seems very bright.
 The Gathering Place isn't just for certain people.
 It's a place where all people are treated equal.

Some wrote in teams, as did Danielle, Amy, and Jim:

A place to build, a place to play,
 Everything should be this way.
 We'll make a place where everyone
 Helps one another in the hot morning sun.
 The thought came one winter day,
 A place to build, a place to play.

Industrial arts teacher Lee Washington also involved his students in small group work to accomplish the goals of the project. "Normally, my students work on individual projects, so I have a different set of instructions for each of them. In this case, 25 people worked on one set of projects, so I divided them into groups. For example, 5 students worked on a picnic table. They had to work together. Some weren't very good at math, so others would learn from those who knew a bit more. You would see them struggle from the start, but pretty soon you could see that they were learning."

As important as the skills instruction was to the project, Kleingartner says that some of the most important experiences for the students were social. "Be-

cause our school's divided into teams, kids work with the same 140 students for their whole three years here. By offering the Gathering Place as an eighth-hour (i.e., end of the day) class, it's intra-team, so kids are working with kids they've never met before. All of a sudden they have to depend on their social skills to have a successful interaction. They can't hang with a clique. That's really important for middle-school-aged kids, particularly in a school where they become very team-dependent."

As 13-year-old Amber attests, "It's kind of hard to be the shy type when you're working with the Gathering Place. . . . You don't just sit and read a book. You do a lot of action, you work with a lot of community." She goes on to say, "I've grown to be more attached to people. I used to be shy, and I'd never volunteer for anything. I've grown to see that I need to be with people. I've made a lot of friends."

In fact, Amber spoke to the local Kiwanis Club, describing the project and soliciting their interest. As she says, "I hadn't exactly volunteered to do it. I just kind of sat back and let somebody choose me to do it. . . . When I went I was shy. But by the time I left—it was only about an hour—it kind of broke the shyness and I was able to be open more."

Indeed, the Gathering Place is much more than its disciplinary parts. As Benincasa says, it takes the concept of service learning one step further: "It's about community building, not simply building something for the community." As Kleingartner describes the project, it "combines community volunteerism with public art. . . . Community volunteers are really mentors for the students."

This spirit was most evident during the four-day fall "Build-a-Thon." School and community members worked side by side in an effort to get all but the picnic benches built before winter. The school had plied the community with information about the event and requested help in the form of time, monetary donations, and/or food. When the building weekend hit, community members provided gardening, carpentry, and sewing expertise in such numbers that there were usually as many adults as students at work. Businesses donated tools, and students organized a tool "check-in" so that each borrowed implement was numbered, inventoried, and returned.

The event was poignantly timed. On a day when the Twin Cities' largest newspaper, the *Star-Tribune*, ran a cover story on its Metro section about a teen killing over a pair of sneakers, the inside story featured the Gathering Place's "Build-a-Thon." Thereafter, Benincasa attests, "The phones started ringing off the hook, and the publicity allowed the school to generate more funding." One woman even brought in a check on her way to surgery. Another woman dropped off a bag of apples. When asked whether she had any children in the school, she said that she didn't, but that she had stopped by "because there's so much meanness in the world."

The project also will have longer-term community-building benefits since, as Curran points out, "It brings the school/community together because they

have to take care of it. It's not something the janitors are going to care for . . . it's a laboratory in some respects, because its use will evolve over the years."

Curran warns that the two-year project was not always easy to implement. As many struggles came from within the school as without. At one point, a "Bowl-a-Thon" fundraiser was threatened by teachers who felt this was pushing the idea of applied learning too far. In a letter that challenged those assumptions, Curran outlined the academic and life skills outcomes of the project, silencing her opponents and allowing the event to be held:

- Students will practice and develop math skills in a real-life experience.
- Students will develop organizational and leadership skills.
- Students will meet once a week to reflect on their learning and to set goals for the upcoming week.
- Students will record these reflection periods in journals to develop their writing skills.
- Students will learn about commercial art, advertising, public speaking and community outreach skills in a real-life situation.
- Students will gain a sense of self-esteem, ownership, and personal power as a result of their being productive members of the school community.

The significance of such hands-on learning is, as Kleingartner attests, especially important for middle school-aged students. "Information that is not immediately applied to real world situations does not become internalized."

Still, Curran admits, "As an art teacher, there are a lot of times when I just want to go back into the classroom and do little studio projects because they're easier. Previous to this, my art projects were pretty much studio or art historical projects. I didn't have to be as community involved and dealing with all the personalities of everyone. . . . But, once you get past all that . . . the benefits are so huge." Curran continues, "This took us out of the classroom, threw us into the school community, into politics, in the reality that art does not stand on its own—that it is interdisciplinary, and that it is not just a studio thing, not just something that happens and you put it in a museum. And so I think, in a lot of ways, I'm doing a lot to change people's attitudes about art education."

Arts extension service director Craig Dreezen, of the University of Massachusetts, shares this sentiment: "In a way, linking art to social action is a reintegration of the arts into life in a way that was once unquestioned. To connect art with education, for example, is to reconnect the arts with their historical role as basic tools of communication." These middle school students—whether creating a video documentary of the evolution of the project, compiling a scrapbook chronicling its development, writing poetry, presenting to the Kiwanis Club, or explaining to their peers how to dye concrete—have borne out the contemporary application of that theory.

At a time when middle schools have to be concerned about gang activity—

When a Northeast sign reads: "Please keep the following items in your lockers: jackets, bandannas, hats, book bags, knapsacks, backpacks, purses"—the Gathering Place provides an oasis. It makes the more optimistic declarations, written on a sign near the school's central office, seem possible: "Be verbally appropriate; be physically considerate; be on time; be prepared for class; strive for best achievement; expect the best."

As Peter Hutchinson, the superintendent of the Minneapolis schools, said at the opening ceremony for the Gathering Place: "This is proof that dreams come true in Minneapolis schools, not somewhere else, but in Minneapolis schools."

Benincasa makes those dreams explicit: "Out of this collaborative effort, racial barriers blurred between students of color and the Northeast Community. His project evolved out of a need to bring the community and middle school students together so that the students would not be perceived as 'those kids.' Those kids are now recognized as community resources and participants."

One such student, who pounded nails, watered plants, and laid mosaic concrete blocks on the amphitheater floor, also wrote the following poem and read it at the Gathering Place's dedication celebration:

Wanting to serve community, the Gathering Place stands.
The place for peace and unity, the product of many hands.
The plans would never have come to be without work,
without we.
Rakes on air, they wouldn't be there
without we, without care.
We all were needed to lend a hand;
We all were needed together,
And all together, we present,
by nature's grace
The Gathering Place.

SERVICE LEARNING AND SOCIAL ACTION

Although these projects are only a sampling of the many service learning efforts underway in the Generator Schools, they illustrate the goals of the project: to integrate service and social action into academic programming by encouraging schools to develop curricula that connect life experiences with learning. The diversity of projects is representative of the many paths available in moving from service learning to social action.

The Generator School Project builds a national community of learners and practitioners who rely on each other for inspiration, resources, and problem solving through their annual national meetings, the summer National Youth Leadership Project camp, student exchanges among the schools, curriculum development workshops, and (soon) computer bulletin boards. (A projectwide

effort to link all 38 schools electronically is currently underway; teachers and students can then share ideas more easily with other Generator Schools and with those linked to the National Service-Learning K-12 Clearinghouse/Cooperative.)

These practitioners employ the strengths of such education reform initiatives as thematic instruction when they study race and gender in the Forum Project, "cooperative learning" when middle-schoolers team up with younger students as buddies, and interdisciplinary study when neighborhood/school relations become the impetus behind a school/community Gathering Place that includes instruction in six core curricular areas. As educator Audrey Cohen (1993) wrote in an issue of the *Phi Delta Kappan*, "As we abandon teaching by the disciplines, teachers inevitably face new roles with more challenging possibilities. Instead of teaching isolated subjects in isolated classrooms, they will find themselves working together to build curricula around significant social purposes. . . . They will see themselves less as storehouses of information and more as mentors, guiding their students through an empowering process that unites intellectual knowledge with effective action" (p. 795).

It is not only teachers who experience a metamorphosis through service learning. In recasting students from passive (often reluctant) information repositories to community problem solvers, they exercise their citizenship rights—by building parks, teaching their native tongue, and forging a sense of community by constructing a park. Through school-based service learning projects, students become experts, teachers, and resources as they assess community needs and develop plans for action—all within the course of their academic days. Along the way, they meet learner outcomes mandated by school districts, tackle social inequities, and perceive reasons to secure academic skills.

At the same time, the community gains a new point of entry into the school. Schools are no longer primarily the objects of community frustration. Instead, they provide a new forum for cooperation, uniting parents, students, and community members around common issues.

But perhaps most importantly, the power of service learning lies in its ability to help students in rural, urban, and reservation areas see how their liberation and struggles for social justice are—as the aboriginal saying goes—tied up with each other's.

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IDNOTES

1. The National Youth Leadership Council (NYLC) is an educational non-profit program based in St. Paul, Minnesota. NYLC offers technical assistance, youth and adult training, and curricula and materials to teachers, community leaders and others who practice or advocate for service learning and youth leadership. For more information, call (612) 631-3672.

2. The Center for School Change is located at the Hubert Humphrey Institute, University of Minnesota, Minneapolis. It was established with support from the McKnight Foundation to help increase student achievement in selected Minnesota communities and to improve educational equity in the state. Call (612) 625-3506 for more information.

3. The Generator School Project is a collaborative effort that includes the NYLC in Minnesota, the Arkansas Department of Education, the National Dropout Prevention Center at Clemson University in South Carolina, the National Indian Youth Leadership Project (NIYLP) in New Mexico, Michigan K-12 Service-Learning Center at Michigan State University, the Pennsylvania Institute for Environmental and Community Service Learning, and Project Youth Leadership in Washington. Major funding for the Project is provided by the Witt-Wallace Reader's Digest Fund, the K. Kellogg Foundation, and the Corporation for National Service.

4. The National Service-Learning Cooperative: K-12 Serve-America Clearinghouse was established in 1994, with funding from the Corporation for National Service (formerly the Commission on National and Community Service). Sponsored by NYLC and the University of Minnesota, it offers a toll-free information number (1-800-808-SERV), a national database of service learning programs and resources, a materials library, an electronic bulletin board, and referrals for training and peer consultation.

5. The National Indian Youth Leadership Project (NIYLP) offers technical assistance, advice, and support to schools, programs and communities throughout the country interested in examining service learning in a traditional Native-American context. For further information, call (505) 722-9176.

6. For further ideas on the use of story telling, Hall recommends *The Path to Snowbird Mountain: Cherokee Legends* written by Traveller Bird (New York: Farrar, Straus & Giroux, 1972).

7. MacClellan Hall, *Something Shining Like Gold, but Better* (St. Paul: National Youth Leadership Council, 1991), p. 17.

8. The National Conference for Christians and Jews (NCCJ) works to promote peaceful conflict resolution. Contact Paul Sand at (612) 333-5365 for further information.

formation. The Humphrey Forum is a department of the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. It runs a museum, offers courses that teach the concepts of government and politics, publishes a current affairs newspaper, and produces a television show on current affairs. Contact Steve Sandell at (612) 624-5799 for further information. CLIMB Theater is an instructive theater troupe that works regionally with K-12 students. Contact Peg Endres at (612) 227-9600 for further information.

9. This project was funded through a

grant by the Minnesota Department of Education, and received additional funding from the American Council of Learned Societies (ACLS) and the NCCJ.

10. *Beyond the Suitcase* is based on the work of the 1989-1990 Multicultural History Symposium organized by The Origins Program and supported by the Minneapolis Public Schools. Further funding came from the Minnesota Humanities Commission in cooperation with the National Endowment for the Humanities and the Minnesota State Legislature.

WASHINGTON ELEMENTARY

**1020 McLean
Mount Vernon, WA 98273**

Phone: (360) 428-6122

Fax: (360) 336-5220

E-mail: nwells@eagle.esd189.wednet.edu

Contact: Linda Jenkins

Washington Elementary is a K-6 neighborhood school serving 455 students from Mount Vernon's west side. Thirty percent of the population is Latin, culturally and linguistically. Half of the students qualify for support services in Chapter 1, Bilingual Education, Learning Assistance Program or Special Education. Forty-seven percent of the students qualify for free or reduced lunch. Washington Elementary is located in Mount Vernon, a town of 18,000 residents, whose economy depends on agriculture, logging, fishing and tourism. Traditionally a farming community, growth is gradually changing Mount Vernon into a Seattle suburb.

The ethos of Washington Elementary is service within the school and to the larger community. Service projects are directly linked to the school curriculum in each grade level, giving students opportunities to use their learning in ways that help others. Every teacher at Washington Elementary integrates service into at least one unit a year. Service activities cover a range of issues and subject areas. An intergenerational project brings fourth graders and senior citizens together to learn about cultural heritage while working on crafts. Third grade students use compost they made in the second grade to plant flowers for campus beautification. They extend this project as fourth graders by growing indigenous plants, coinciding with their study of Washington state.

The goals of service-learning at Washington Elementary include promoting retention of learning by providing meaningful application of learning through service and integrating service-learning into grade-level curriculum areas.

AREAS OF EXPERTISE:

- *peer tutoring*
- *school/ community partnerships*
- *technology*
- *service projects integrated into the curriculum*

AVAILABLE RESOURCES

- *Samples of grade-level curriculum maps that:*
 - *show curriculum/ service connections*
 - *use broad conceptual themes to integrate*
 - *use guiding questions to ensure that learning is meaningful and relevant*
 - *use higher level thinking skills across the content areas.*
- *Articles describing peer tutoring and other components of Washington Elementary's Service-Learning Program*

WISCONSIN

MALCOLM SHABAZZ CITY HIGH SCHOOL SHERMAN MIDDLE SCHOOL

**1601 N. Sherman Ave.
Madison, WI 53704**

**Phone: (608) 246-5040
Fax: (608) 246-4615**

Contact: Jane Hammatt Kavaloski

Malcolm Shabazz City High School offers an alternative to the traditional high school setting, with approximately 20% of the student body representing various ethnic groups. The total student enrollment is 145. Thirty-three percent of the 438 students at Sherman Middle School is of African American, Hispanic, Asian or Native American descent.

The mission of Malcolm Shabazz City High School is to create a harassment-free environment where all students, regardless of previous academic performance, family background, socio-economic status, race, gender or sexual orientation are respected. It is a school where all students are able to feel safe and are encouraged to take academic and social risks. Expectations for achievement are high and learning is viewed as lifelong. Curriculum and instruction are multi-cultural as well as skill and age appropriate. A strong sense of community exists in which students are asked to participate in school decision-making. Shabazz and Sherman Middle Schools were chosen to be National Demonstration Sites for Service-Learning based on a history of community service and student participation. Service is infused into the curriculum through service-learning classes where students and staff are challenged to improve their community and themselves. Service-learning classes benefit students through enhanced academic achievement, increased student participation and improved student attitude and school climate.

AREAS OF EXPERTISE:

- *"at-risk" high school students*
- *teaming between middle and high school staffs*
- *peer mediation/peer teaching*

AVAILABLE RESOURCES:

- *History of Service-Learning at Shabazz and Sherman*
- *classroom action research related to "service-learning and the fostering of resiliency"*
- *trainings*
- *orientation to service-learning*
Level I: project planning and curriculum integration

ALABAMA

THE ACADEMY FOR SCIENCE AND FOREIGN LANGUAGE

**3221 Mastin Lake Road
Huntsville, AL**

**Phone: (205) 851-4100
Fax: (205) 851-4102**

**Contact: Ollye B. Conley
Sandra Montgomery**

The Academy for Science and Foreign Language is located in Huntsville, Alabama in the northwest section of the city. The K-8 school, opened in 198, was developed to reflect the racial and ethnic background of the city. Huntsville is approximately 65 percent white and 35 percent African American and the school population reflects this diversity. The enrollment also includes a small number of students of Hispanic, Asian or American Indian descent.

Faculty members are committed to service-learning and focus on increasing academic achievement and developing a respect for diversity. Multicultural education is infused into the curriculum through teacher training and inclusion of multiculturalism in each thematic unit.

Students at the Academy for Science and Foreign Language are involved in at least one service-learning project per semester. The mission and vision of the school is to share service-learning programs with others schools and the community, while keeping with its designation as a magnet school to be innovative and bring about systemic change.

AREA OF EXPERTISE

- *infusion of multicultural education into the curriculum*

OPERATION UNDERSTANDING

...sharing a common bond.

FACSIMILE COVER SHEET

DATE: 10/20/97

TO: Brad Lewis - Learn and Serve America

FAX #: (202) 565-2781

FROM: Linda White, Executive Director
PHONE #: (215) 665-8575
FAX #: (215) 665-8737

NUMBER OF PAGES INCLUDING COVER PAGE: 45

COMMENTS:

Attached is a copy of the Operation Understanding history/mission statement. The information contained on the following pages will outline our service learning approach to improved race relations. Our students have been involved in this method of learning since 1994.

Please call me if you need any additional information. It was a pleasure talking to you.

Philadelphia

OPERATION UNDERSTANDING

HISTORY AND MISSION

Operation Understanding was established in 1985 in response to concerns about the increasing tension and waning communication between African-Americans and Jews. The program concept was developed by William H. Gray, former United States Congressman (now President of UNCF/The College Fund) and George M. Ross, Managing Partner of Goldman, Sachs and Company and former Chairman of the Board of the American Jewish Committee. *Operation Understanding* is run in cooperation with the American Jewish Committee and the Urban League of Philadelphia.

Operation Understanding's mission is to develop a cadre of African-American and Jewish leaders who are educated about and sensitized to each other's experiences and can effectively lead their communities to a greater understanding of difference and thus to productive working relationships. *Operation Understanding* identifies future leaders, exposes them to cross-cultural experiences, and provides them with the leadership and facilitation skills to promote understanding amongst their peers. The program begins a life long process of building bridges, cultivating allies, and forging lasting friendships across cultural, racial, and religious boundaries. Through its Cross-Cultural Exchange programs, Peer Education Team workshops, alumni programs, and city-wide conferences, *Operation Understanding* is able to share its message of cultural understanding with thousands of Philadelphia-area residents.

PROGRAM COMPONENTS

Cross-Cultural Exchange Programs

Every year twelve African-American and twelve Jewish high school juniors are selected from scores of applications and nominations for a year of cross-cultural exchange. Every effort is made to choose a diverse group of participants who represent their community and come from all economic backgrounds. The program is financed through donations so ability to pay is not a consideration in the selection process. The selection committee, made up of African-American and Jewish community leaders and two immediate past participants, selects candidates based on their demonstrated leadership ability, communication and interpersonal skills, and their commitment to foster social change. 176 Philadelphia students have participated in our programs over the past twelve years.

Both the abroad and domestic programs consist of three segments: orientation, summer travel, and public speaking. The orientation phase is begun after the selection process is complete. The objective of this phase is to build a foundation of knowledge regarding African-American Culture, Judaism/Jewish-American Culture, and the history of African-American/Jewish relations. The abroad participants learn about the customs, language, and history of Israel and West Africa that will prepare them for their journey in the next phase. The students are also provided with training in group dynamics and interpersonal relationships.

Abroad

The second phase of this program includes a month long trip to the Republic of Senegal in Africa and to Israel. The trip exposes the students to the history of African-Americans and Jews and provides the participants with greater insight and understanding. The participants have an opportunity to meet with students in both countries and become absorbed in Israeli and Senegalese culture. The Senegal portion of the journey is coordinated by TOSTAN, a literacy development organization and the Israel portion is coordinated by the Nesiya Institute.

Domestic

The domestic program's second phase consists of an intense 4-day retreat at a local site and travel to New York City and Charleston, South Carolina. The retreat encourages the participants to develop an understanding and respect of one another's cultures, trust one another, and build as a team. The Group Leaders facilitate a range of activities including a rope's course challenge, sessions on negotiation styles and conflict resolution, and leadership development exercises. In New York City, the group explores the Lower East Side and Harlem, meets with Holocaust survivors and Civil Rights activists, and visits sites of cultural and religious significance for both communities. In Charleston, the group visits the McLeod Plantation, the old Jewish cemetery, attends Sabbath services at K.K. Beth Elohim (the oldest

reform synagogue in America), and Sunday services at Emmanuel African Methodist Episcopal Church. This journey helps the students to understand the roots of conflicts that are continuing in the U.S., and help them to draw parallels from history to issues of racism and anti-semitism in today's society.

Two adults are chosen each year to accompany the groups and act as group leaders and facilitators. They encourage the students to think of themselves as cultural anthropologists rather than tourists. Nightly meetings are held during which the students discuss stereotypes, racism, anti-semitism, African-American-Jewish relations, identity, and what they can do to combat the problems they see. Strong bonds of friendship result from the experience of living and traveling together and having daily conversations. Having cultivated this new appreciation of one another's cultural heritage, the students are inspired to take their message to the community, which is integral with the goals of the next phase.

The third phase takes place during the students' senior year in high school. It is now time for the students to take what they have learned and educate others. They share their message in a variety of forums including radio shows, local and national television shows, newspaper articles and personal appearances. The students average about 30 speaking engagements per year. The students often start multi-cultural exchanges or clubs at their schools. The participants become part of the Peer Education Team. While the students devote a lot of time educating others, the learning process is not over. The group continues to meet monthly to discuss what is happening in their schools and communities, develop their leadership skills, and maintain the cohesion of the group.

Peer Education Team Workshops

Our Peer Education Team, made up of the twelve students from the abroad program and the twelve students from the domestic program, is a group of professionally trained students who conduct "Multi-cultural Awareness" workshops for area schools and community and religious youth groups. By conducting workshops as peer educators, they encourage the young people in the audience to confront the issues of racism, anti-semitism, stereotyping, and conflict resolution for themselves. In the 1996-1997 school year, our peer educators facilitated over 50 workshops in the Philadelphia area. Since the workshops began in 1994, we estimate that the Peer Education Team has reached over 7,000 students.

Professional Diversity trainers from Temple University have developed a workshop and conduct a series of training sessions each Fall to teach the Peer Education Team how to be workshop facilitators. The Peer Education Team learns a variety of interactive exercises for a range of ages, audience sizes and racial mixes. They also learn techniques for encouraging participation, diffusing conflicts and maintaining control. All workshops are free of charge; honorariums are appreciated.

"Friends for Life"

"Friends for Life" is *Operation Understanding's* alumni organization. Each year an alumni retreat is held with workshops and discussion groups to ensure alumni are equipped to deal with tensions on their college campuses and related concerns in the workplace. The alumni are able to share their successes and frustrations with each other. The retreat includes a component focused on developing leadership skills. In addition to the annual retreat, our alumni committee meets monthly to plan cultural, educational and social programs throughout the year. There is a semi-annual newsletter that alumni put together with updates on various individuals, information about upcoming *Operation Understanding* events, journal entries and personal essays, and a calendar of programs and speakers that may be of interest.

City-Wide Conferences

Every other year *Operation Understanding* sponsors an event open to the community at large in an effort to promote dialogue between African-Americans and American-Jews of all ages. In December 1992 *Operation Understanding* sponsored its first city-wide conference entitled, "Blacks and Jews: Coming Full Circle." In December 1994 *Operation Understanding* hosted "Facing Ourselves, Facing Each Other - A Dialogue on African-American/Jewish Relations." Both were attended by over 200 Philadelphians.

PROGRAM RESULTS

The NAACP Philadelphia Chapter honored *Operation Understanding* with its "One Nation" Award in 1995. The Philadelphia Commission on Human Relations honored *Operation Understanding* with the

Clarence Farmer Service Award in 1988 and recognized the Peer Education Team with an award in 1995. Operation Understanding received the 1997 Louis D. Apothaker Award from the Philadelphia Bar Foundation, and will receive one of the first Muhammad Ali World Healing Honors. This program is the first of its kind in the nation, and cities including Washington D.C. and San Diego have developed programs modeled after ours.

In 1987 a local television station, WCAU, made the *Operation Understanding* program the focal point of its year long theme called, "A World of Difference." The television crew joined the students as they traveled through Africa and Israel and later presented an hour long documentary of the program that has been aired nationally.

The Philadelphia community has embraced this program and looks to *Operation Understanding* students for presentations about their experiences and workshops that encourage others to help race relations in the region. Each year there are over sixty requests for *Operation Understanding* peer educators to conduct workshops for Philadelphia public and private high schools, middle schools, Hebrew schools, church groups, community youth groups and national conferences. Most of our audiences have asked for return visits. Teachers and workshop attendees have commented about the effectiveness of using young people to deliver a message rather than adults; they create an environment in which the audience is comfortable being candid and confronting their stereotypes and misconceptions.

Operation Understanding has initiated partnerships between predominantly African American churches and synagogues in the area. Participants have also worked to establish lasting programs and organizations in their schools. Akiba Hebrew Academy and Girard College have formed a joint program as a result of the work of *Operation Understanding* participants. Abington Friends School has established a racial diversity program and Springside School and Chestnut Hill Academy now have a cultural awareness forum.

All of the students who have participated in *Operation Understanding* have gone on to college where they continue to effect change in interracial relationships on their college campuses. Many *Operation Understanding* alumni have initiated dialogues and forums between African-American and Jewish student groups on their college campuses. An *Operation Understanding* alumnus was responsible for starting a "Mosaic House," or multi-cultural dorm at the University of Virginia. When conflicts have broken out between the Jewish and African-American communities on a number of campuses, it was our alumni who were a major force behind the ensuing mediation talks.

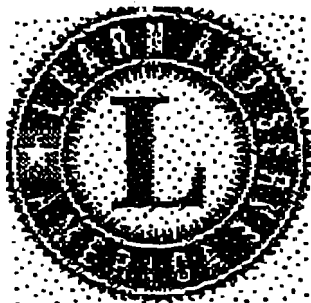
Despite their busy schedules, program participants continue their involvement with *Operation Understanding* long after the original year-long commitment. Over three-quarters return every year for the send-off dinners to encourage the new participants; they attend an annual retreat to discuss race issues on college campuses and the workplace and to develop leadership skills; they serve as mentors for the younger participants, hosting them on their campuses and helping them with college and career decisions. All of the students join the alumni group, "Friends for Life." Four of the alumni are full members of the Board of Directors and contribute to the growth of the organization.

The life-changing experience that these students share, the special training and leadership development that they receive, and the access created through the program afford them the opportunity to make a change in their environments. It is expected that *Operation Understanding* participants will continue to promote interracial understanding as they go through life and to challenge old thinking and behaviors in their ever widening social circle.

PROGRAM SUPPORT

Operation Understanding is administered by one full-time professional who coordinates the programs from selection through follow-up programs. Four group leaders facilitate both the abroad and domestic summer programs and then meet monthly with the students to discuss speaking engagements, mentoring programs, current events, and other group activities. As mentioned above, past participants continue to volunteer time to the cause of interracial harmony in their schools, later on their college campuses and places of employment, on *Operation Understanding* committees, and on the Board of Directors. Parents of participants, community and business leaders, human relations workers and other adults volunteer time

and resources to further the work of the program. Grants from corporations, individuals, and foundations as well as an annual fundraising reception defray the \$150,000 annual operating costs.



**National Service-Learning Cooperative Clearinghouse
An Adjunct ERIC Clearinghouse on Service-Learning**

1996-97 Learn and Serve America Programs

(Click [here](#) to learn more about Learn and Serve America from the Corporation for National Service website)

1 records found! Click on the record for more information.

Program Name:

Agassiz Middle School

Contact Information:

Belinda Selfors
1305 9th Ave. S.
Fargo, ND 58103
Phone: 701-241-4724
Fax: 701-241-4722

Type of Organizational Sponsor:

- School-Based

Age of Participants:

- 12 - 14

Setting:

- Urban

Issue Areas:

- Education
- Human Needs

Description:

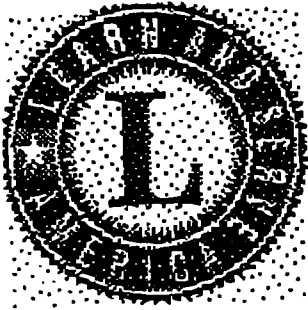
CULTURAL DIVERSITY - (Education & Human Needs) \$500 Connecting With: Lutheran Social Services of North Dakota This project is responding to the needs of a number of ESL students in the school. The project includes activities directed toward students learning that focuses on what culture is and how it affects the way we live. Students will learn that because of one's heritage, there may be differences in how an individual dresses, eats, worships, celebrates, and communicates. In doing an interdisciplinary unit on cultural diversity, students' understanding, knowledge, and appreciation of various cultures will be broadened. Students will provide service by holding a clothing drive, cleaning and repairing clothing to be given to needy ESL families.

LANGUAGE TOOLS FOR REFUGEES - (Education & Human Needs) \$400 PAWS (Positive Activities With Students) is an advisor-advisee program at Agassiz Middle school which connects each student with an adult in a meaningful and positive way and provides opportunities to learn about various topics. Some of the topics include Respect/Protect, team building, conflict resolution, decision making, peer pressure, school and community pride. With these objectives in mind, this project will provide cultural difference awareness and create meaningful tools to assist refugee students in learning English as a second language.

ABC's VISIT BETHANY HOMES - Mini Grant - (Human Needs) \$212 Connecting With: Bethany Homes ABC's (All Bengals Care) is a service group of 32 students at Agassiz Middle School who reached out to residents at Bethany Home who rarely receive visitors. This mini-grant project holiday cheer to the residents. The students

Friday, October 17, 1997

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1 records found! Click on the record for more information.

Program Name:

Big Brothers Big Sisters of Muskegon County

Contact Information:

Jody/Anna Boyd/Starr
1706 Clinton St., Suite 300A
Muskegon, MI 49442
Phone: 616-728-2447
Fax: 616-728-2448

Type of Organizational Sponsor:

- Community-Based

Age of Participants:

- 5 - 11
- To provide strong educational mentoring and positive view of the high school experience to decrease the possibility of the child's dropout.

Setting:

- Urban

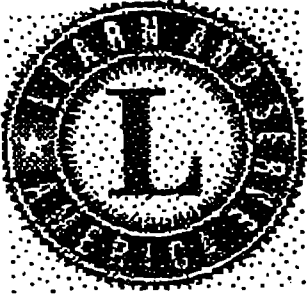
Issue Areas:

- Education

Description:

We provide one to one mentoring services to children from single parent home. These services are offered by high school students. One of our client-centered goals is to decrease the school dropout rate while increasing self-esteem. By using high school "Bigs", we are able to expose the "Littles" to high school atmosphere and provide a youthful role model. The impact on the volunteer is learning the importance of philanthropy, community, and diversity. In addition, the "Bigs" gain a sense of importance by knowing they made a difference in the life of a child.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



**National Service-Learning Cooperative Clearinghouse
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1996-97 Learn and Serve America Programs

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1 records found! Click on the record for more information.

Program Name:
Central Berkshire Regional School District

Contact Information:
Amy Carmel
Nessacus Middle School, 120 First Street
Dalton, MA 01226
Phone: (413) 684-0780
Fax: (413) 684-4214

Type of Organizational Sponsor:
● School-Based

Age of Participants:
● 5 - 11
● 12 - 14

Setting:
● Rural

Issue Areas:
● Environment
● Education
● Human Needs

Description:

The Central Berkshire Regional School District is currently in its third year of its Community Service Learning program. The initial focus of CSL in Central Berkshire was environmental community service through the "greening" of our school and community. Over the past two years, we have expanded our initiative. In addition to environmental community service, we now have projects dealing with diversity, communication technology, and peace issues. One aim of the new initiatives is to raise the awareness level of students to be more accepting of diversity (ethnic, racial, environmental, physical, etc.) in the community. Another aim is to promote peaceful behavior within the community. The "Our Town Project" is also a big part of our CSL initiative this year. Students on our computer technology classes are creating a WEB page about our school and local communities (<http://cbcc.bcwan.net/~nessacus>).

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at



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Clearinghouse
An Adjunct ERIC Clearinghouse on
Service-Learning**

1996-97 Learn and Serve America Programs
(Click [here](#) to learn more about Learn and Serve America
from the Corporation for National Service website)

1 records found! Click on the record for more information.

Program Name:
Chicago Heights District 170 / Lincoln School

Contact Information:
Stacy Papp
30 W. 16th St.
Chicago Heights, IL 60411
Phone: 708-756-4165
Fax: 708-756-4164

Type of Organizational Sponsor:
● School-Based

Age of Participants:
● 5 - 11

Setting:
● Suburban

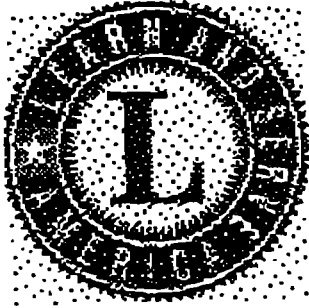
Issue Areas:
● Education
● Human Needs

Description:
The service learning committee, comprised of faculty, staff and students at Lincoln School, identified racial and ethnic distrust as one of the problems facing local school children. The committee developed this project as a way of enhancing the different cultures of Chicago Heights for Lincoln School students of various levels of ability. Knowledge as: field trips to cultural centers, journal activities, pen pal programs with senior citizens and other district students, development and implementation of a survey of cultural attitudes and needs, cultural speakers, increased language awareness and the creation of a mural of different ethnic cultures in Chicago Heights. The students will present the survey results and recommendations to the Mayor of Chicago Heights and will display the mural for the school board upon its completion.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following

Friday, October 17, 1997

Search Results: 1996-97 Learn and Serve America Programs



**National Service-Learning Cooperative Clearinghouse
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1996-97 Learn and Serve America Programs

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1 records found! Click on the record for more information.

Program Name:

Darlington County School District

Contact Information:

Valerie Harrison
102 Park Street
Darlington, SC 29532
Phone: 803-398-5100
Fax: 803-398-5229

Type of Organizational Sponsor:

- School-based

Setting:

- Rural

Issue Areas:

- Environment
- Education

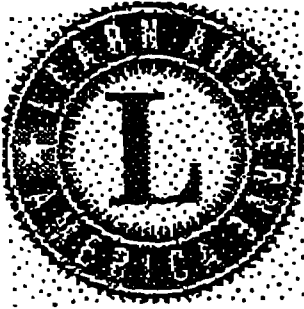
Description:

Service Learning - The Planting Citizens for Tomorrow Program at junior high schools across the district emphasizes the relevance of enhancing the school, community, and individual. The STAR (Students Against Racism) and SCOPE (Solving Conflicts or Problems Effectively) has conflict resolution as the focus of these Service Learning Projects. Students are involved with the promotion of positive community/school relationships. The goal is for all students to be trained in conflict resolution training. More students are to serve as peer mediators and receive additional in-depth training. These students work with their peers to solve conflicts. Community awareness activities are planned for the community as strategic locations that provide a forum for the understanding and tolerance of diversity. Group projects and plans are being shared with the respective communities via media and presentations to civic organizations. Darlington County District Code of Ethics is reinforced at every opportunity. Trained students are serving as mentors/tutors for selected students

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].

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Search Results: 1996-97 Learn and Serve America
Programs



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1 records found! Click on the record for more information.

Program Name:
Discovery Jr. High

Contact Information:
Sherry Warner-Seefeld
1717 40th Ave S.
Fargo, ND 58104
Phone: 701-271-6090
Fax: 701-241-6095

Type of Organizational Sponsor:
● School-Based

Age of Participants:
● 12 - 14

Setting:
● Urban

Issue Areas:
● Education
● Human Needs

Description:
IMMIGRATION DAY/MEMORIAL DAY (Education & Human Needs) \$1695 The first phase of this project involves serving the recently naturalized citizens of the community. After studying the history of immigration in our country, researching and giving persuasive speeches on immigration, and celebrating the cultural diversity of the students, they will celebrate immigration and cultural diversity of our country. A reception is planned honoring recently naturalized citizens in the area. The second part of the project is to invite recent refugees to share their experiences of coming to this country and to provide services to them. Students will be paired with immigrant/refugee students within our school and at the elementary schools in the community. They will form a bond with them, helping with homework, reading books to them as a way to ease their transition into our community. The second phase of the project will follow the study of the Vietnam War and will take place near Memorial Day. The students will use what they have learned to plan a memorial event followed by a celebration to involve the community. **FARGO: OUR FRONTIER** - (Education) \$635 Connecting With: Fargo Heritage Society & Red River Historical Society Students involved in this project will study the basics of architecture in the classroom and will be able to identify various architectural features. The students will make field trips to three historical districts of Fargo, take pictures, and write narratives. They will develop a web site for the Fargo Heritage Society, a slide show for use in the Fargo School District and the Heritage

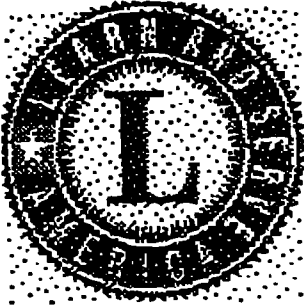
http://134.84.184.41/program2.fm\$RETRIEVE?header=header&value=269&field=idno&html=detail&.....

Search Results: 1996-97 Learn and Serve America
Programs

Friday, October 17, 1997

Society, as well as, models of various buildings **MAKING BOOKS WITH FIRST GRADE** - (Education) \$270
Connecting With: Centennial Elementary School Ninth grade English students will partner with elementary students in creating a children's book. Elementary students will create drawings about themselves, and then the English students will work with their partner to write a story about the child and the pictures.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



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Program Name:
Farnsworth Elementary School

Contact Information:
Ginny Newman
1290 Arcade Street
St. Paul, MN 55106
Phone: 612-293-8675
Fax: 612-293-8679

Type of Organizational Sponsor:
● Community-based

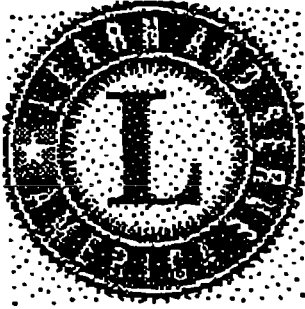
Age of Participants:
● 5 - 11
● Goal is to engage fifth grade classes in environmental and multicultural educational service projects that build on classroom based themes and create relationships with seniors.

Setting:
● Urban

Issue Areas:
● Environment
● Education

Description:
Student's and seniors' skills in intergenerational communication and collaboration are being developed through the study of 1) water and ecology issues and 2) cultural heritage to 1) enhance the beautification and preservation of the Mississippi River with habitat restoration and storm sewer stenciling and 2) increase diversity sensitivity through cultural events planned for school groups and nursing home residents. Projects include neighborhood outreach.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



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Program Name:

Greater Portland Big Brothers Big Sisters

Contact Information:

Richard Verre
175 Lancaster Street
Portland, ME 04101
Phone: 207-773-5437
Fax: 207-773-5437

Type of Organizational Sponsor:

- Community-Based

Age of Participants:

- 5 - 11
- Our goal is to facilitate a program which is owned and developed by high school volunteers which will bring together and match students from culturally diverse, inner city schools.

Setting:

- Urban

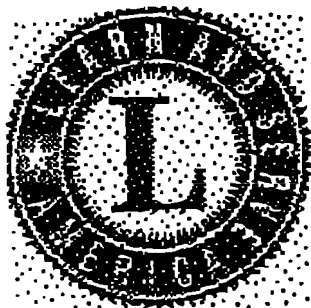
Issue Areas:

- Education
- Public Safety
- Human Needs

Description:

We are working with students from Portland High School's YES DIVERSITY group to develop a program which will facilitate same-culture and cross-cultural matches between students at PHS and Reiche Elementary School. Our goal is to increase refugee students' chances for success, reduce violence rooted in cultural fear and ignorance, celebrate the rich diversity of our community and help foster the self-esteem of our young Bigs and Littles.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



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Program Name:
Hickory Public Schools

Contact Information:
Duane Kirkman
432 Fourth Avenue
Hickory, NC 28601
Phone: 704-322-2855
Fax: 704-322-1834

Type of Organizational Sponsor:
● School-based

Age of Participants:
● 5 - 11
● 12 - 14
● Intensive service learning expeditions for students at Hickory's two middle schools

Setting:
● Rural

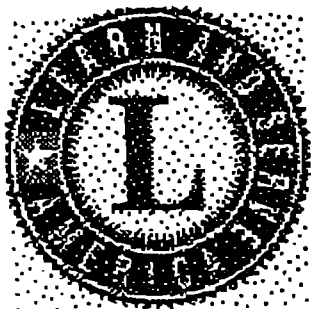
Issue Areas:
● Environment
● Education
● Public Safety
● Human Needs

Description:
Service learning expedition will focus on personal growth as well as service to others and will deal with such community issues as diversity, school violence, pollution and hunger / homelessness.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].

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1 records found! Click on the record for more information.

Program Name:

Highland Park Junior and Senior High

Contact Information:

Bev Gause
975 South Snelling Avenue
St. Paul, MN
Phone: 612-293-8950
Fax: 612-293-8953

Type of Organizational Sponsor:

- Community-Based

Age of Participants:

- 5 - 11
- 12 - 14
- 15 - 17
- Youth from junior and senior high will connect with seniors to address hunger issues and human rights issues by collaborating with elementary students.

Setting:

- Urban

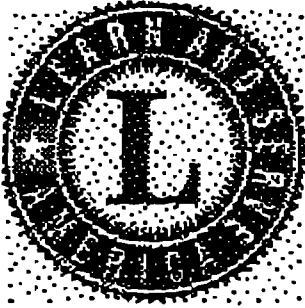
Issue Areas:

- Education
- Human Needs

Description:

Service learning classes, Spanish immersion students and Chinese students are collaborating with seniors on issues of local hunger, human rights, cultural diversity and watershed protection by participating in a heritage fair, a food drive for immigrant families in St. Paul, and developing activities for Chinese elders and their grandchildren. They will also work with Expo students on storm sewer stenciling.

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Program Name:
In Pursuit of Peace

Sponsor:
Camp Fire Boys and Girls

Contact Information:
Ms. Vianna Pribble & Ms. Claudia Moguin, Project Directors
3309 E. Hefner Road
Oklahoma City, OK 73131
Phone: (405) 478-5646
Fax: (405) 478-5654

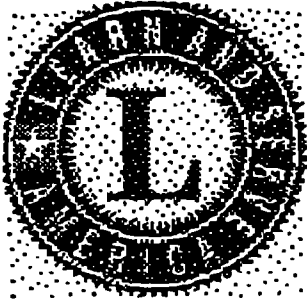
Type of Organizational Sponsor:
● Community-Based

Setting:
● Urban

Issue Areas:
● Education
● Public Safety

Description:
Camp Fire Boys and Girls partner with 64 Oklahoma City elementary schools and their individual guidance counselors for a peer mediation program, 'In Pursuit of Peace.' Youth learn communication and problem-solving skills and are given opportunities to practice these skills in real conflict situations. Also, 16 hours of training in peer mediation are provided. Youth then select from a list of participant-generated volunteer opportunities and contract a minimum of six hours of service as peer mediators in the home, school, or neighborhood. The overall goal of 'In Pursuit of Peace' is to help young people understand diversity and to educate them about how to deal nonviolently with their differences. Principals of the elementary schools indicate program success: -Youth mediators have reduced the number of office referrals for playground disputes by 45 percent; -In-class discipline situations have been reduced by approximately 50 percent; and -The number of fights previously settled by principal and teachers have decreased.

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1 records found! Click on the record for more information.

Program Name:

Mid Pacific Institute and Hawaii Association of Independent Schools / Summerbridge Hawaii

Contact Information:

Kanoe / Robert Dowd / Witt
1585 Kapiolani Blvd Suite 1212
Honolulu, HI 96814
Phone: (808)973-1532
Fax: (808)973-1545
Email: sbhawaii@his.mhpcc.edu

Type of Organizational Sponsor:

- Community-based

Age of Participants:

- to encourage and motivate talented high school and college students to enter the teaching program to empower middle school students to succeed in rigorous high school academic programs

Setting:

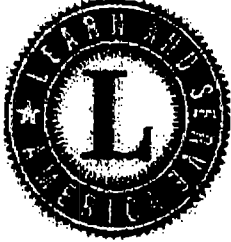
- Suburban
- Urban

Issue Areas:

- Education
- Human Needs

Description:

Mission Statement Summerbridge Hawaii began in 1993 as a collaborative effort between the Hawaii Association of Independent schools, Mid-Pacific Institute, and the State of Hawaii Department of Education. These organizations have demonstrated throughout their histories strong leadership leadership continues to find expression in Summerbridge Hawaii, under the direction of the Hawaii Association of Independent Schools. Summerbridge Hawaii's mission is to stimulate and reshape the process and the profession of education through the synergy of motivated at-risk students, talented and enthusiastic young teacher recruits, and a safe, exciting, challenging learning environment. Our Goals: STUDENTS * identify, encourage, and prepare entering seventh and eighth grade students with high academic potential for successful entrance into and participation in academically rigorous high school and higher education programs. * develop in collaboration with the schools and community a group of highly motivated students who are able and anxious to serve as role models for peers. * Reflect the diversity of our community's population and place special emphasis upon enrolling those whose educational opportunities are limited or who face barriers which may be created by low income, family stresses, or language. TEACHERS * Encourage and prepare talented high school and college



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1 records found! Click on the record for more information.

Program Name:

Native American Snowshoe Project/Menominee Tribal School

Contact Information:

Michael Clark
PO Box 39
Neopit, WI 54150
Phone: 715-756-2354
Fax: 715-756-2364

Type of Organizational Sponsor:

- School-based
- Tribe

Age of Participants:

• Snowshoe Project will focus on 6th graders, ages 12-13. Goals of the project are to expand knowledge of students in assembling and following directions. Expand community involvement with Tribal School and students.

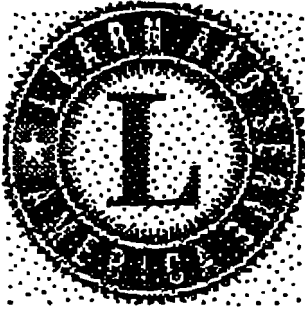
Issue Areas:

- Environment
- Education
- Human Needs

Description:

Menominee Showshoe Project's goals are to create a more open communication between Tribal School, the community, and neighboring schools, to allow students an opportunity to create a part of past heritage, and share what they have learned with other students and community people.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



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1 records found! Click on the record for more information.

Program Name:
Old Hometown

Contact Information:
Cindy Redeker
212 Church St., Historic Pensacola Village
Pensacola, FL 32501
Phone: 904-470-4880
Fax: 904-470-4887

Type of Organizational Sponsor:
● School-Based

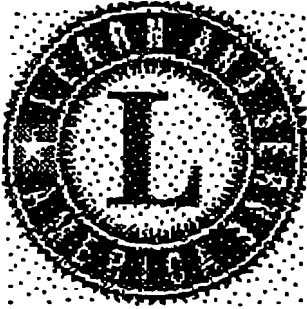
Age of Participants:
● 15 - 17
● Old Hometown is a heritage-based service-learning program of the Escambia County School District

Setting:
● Urban

Issue Areas:
● Education

Description:
Old Hometown is a heritage-based service-learning program of the Escambia County School District. Old Hometown provides students with the opportunities to learn while serving their community, discover knowledge of the past, develop technological literacy, celebrate diversity and create a sense of personal, social and cultural identity. Students develop many academic and social skills for the world of work while participating in activities such as interviewing Pensacolians for oral history projects, researching writing and presenting "living history" reenactments, volunteering for civic agencies, promoting historic preservation, improving historical properties and tutoring elementary school children through heritage properties and tutoring elementary school children through our heritage literacy corps. Old hometown brings schools, government, business, industry, and the arts together to give students hands-on experience in the real world, fostering a commitment to lifelong service and learning.

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Program Name:

Orion Community Unit Schools #223

Contact Information:

Linnea K. Gustafson

Box 189

Orion, IL 61273

Phone: 309-526-3386

Fax: 309-526-3711

Email: crhanna@revealed.net

Type of Organizational Sponsor:

- School-Based

Age of Participants:

- 5 - 11

● Target population: all students Kindergarten thru 5th grade; Goals: to help students develop self esteem, recognize their personal skills, develop sense of community concern.

Setting:

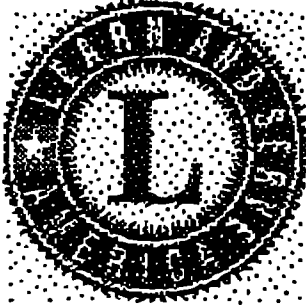
- Rural

Issue Areas:

- Environment
- Education
- Human Needs

Description:

The Orion School District is implementing serve learning at all grade levels during the 1996-97 school year as part of a comprehensive effort called Project CARE. Each grade at C.R. Hanna Elementary School has specific curricular tie-ins at the appropriate level at well as helping students to recognize that they have gifts to share in the community. Faculty in-service workshops have been planned. Among the service opportunities for K-5 grades this year are intergenerational programs that will involve visits to senior homes, the development of an oral history booklet, the adoption of a local park, collaboration with this Village Board and a Woman's Club working on a prairie plant garden, work with the Boy Scouts and the Soil Conservation District planting trees, the development of awareness of cultural diversity both within and outside the local community and the sharing of this information through programs at senior citizens centers, and help the development of a Website for the communities comprising the school district.



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Program Name:

Providence Summerbridge

Contact Information:

Cathy Sanford
216 Hope Street
Providence, RI 02906
Phone: 401-521-6744
Fax: 401-751-7674
Email: ProvSB@aol.com

Type of Organizational Sponsor:

- Community-Based

Age of Participants:

- 12 - 14
- 15 - 17
- 18-23 College students and high school students teach in our program to benefit public middle school students.

Setting:

- Urban

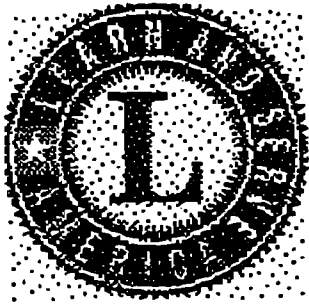
Issue Areas:

- Education
- Human Needs

Description:

Summerbridge is a unique workshop in education where traditionally disadvantaged, high potential middle school students from Providence public schools work with talented high school and college students interested in teaching. The program stresses academic excellence, leadership, creativity and diversity.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



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Program Name:

South Sioux City Public Library

Contact Information:

Lyn A Brodersen
2219 Dakota Ave.
South Sioux City, NE 68776
Phone: 402-494-7545
Fax: 402-494-7546

Type of Organizational Sponsor:

- Community-Based

Age of Participants:

- 5 - 11
- 12 - 14
- 15 - 17

Setting:

- Suburban

Issue Areas:

- Education

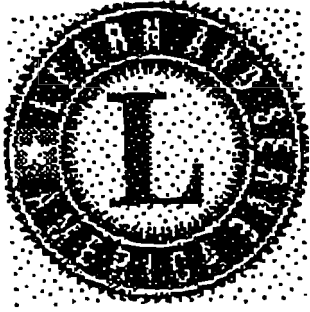
Description:

The Community Storytelling Program provides an opportunity for high school students to address community issues in a format easily understood by younger children. Older students produce children's stories about cultural diversity, litter, safety and other community issues, middle school students illustrate the stories, and the workers are presented to all K-1 classrooms in the city.

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Program Name:
Summerbridge Manchester

Contact Information:
Natalie Koepp
Summerbridge Manchester, 2108 River Road
Manchester, NH 03104
Phone: 603-669-4524
Fax: 603-625-9715
Email: nkoepp@derryfield.com

Type of Organizational Sponsor:

- School-Based
- Community-Based

Age of Participants:

- 12 - 14
- 11

Setting:

- Urban

Issue Areas:

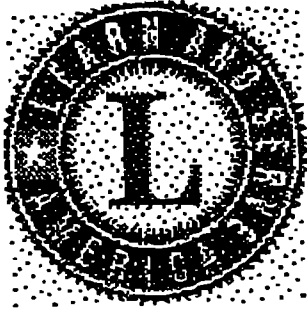
- Education

Description:
Summerbridge Manchester is a year-round, tuition free academic program where 70 motivated sixth and seventh graders from Manchester public schools are taught by 28 talented high school and college students from around the country. Summerbridge is committed to working with students from families with limited economic means. This ambitious and rigorous two year program embraces academic excellence, leadership, creativity and diversity. Through long-term support and advocacy, Summerbridge seeks to empower young people to succeed in school.

NOTE: To report any updates, changes, or corrections, please email the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].

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Program Name:
Trailmaster

Sponsor:
Tri-County Community Action Program

Contact Information:
David Dernbach
RR#1, Box 1181
Randolph, NH 03570
Phone: 603-466-5874
Fax: 603-466-5826
Email: tm@moose.ncia.net
URL: <http://www.geocities.com/Yosemite/9877>

Type of Organizational Sponsor:
● Community-Based

Age of Participants:
● 12 - 14
● 15 - 17
● 18-years+, Post-Secondary

Setting:
● Rural

Issue Areas:
● Environment
● Education
● Human Needs

Description:

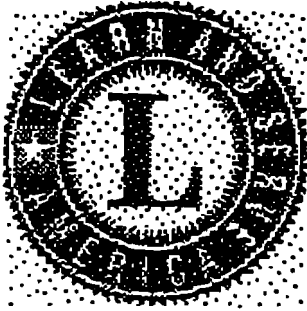
Trailmaster is a leadership development program for youth in the Northern third of New Hampshire. During the summer, Trailmaster has three teams consisting of 11 members each. These teams operate from wilderness bases throughout the forests of the White Mountains region. They construct and maintain hiking and multi-use trails. They also build log shelters, bridges, and perform other tasks that enhance the region's wilderness opportunities. During the school year, Trailmaster members come together for one weekend per month to re-establish friendships, perform service in the region, train for workshop delivery at student conferences and schools, and just have fun together. Trailmaster has a student directed Improv team that offers performances in the region's school on such topics as drug use, tobacco use, underage drinking, and respect for others in their

[http://134.84.184.41/program2.fm\\$RETRIEVE?header&value=1528&field=idno&html=detail&](http://134.84.184.41/program2.fm$RETRIEVE?header&value=1528&field=idno&html=detail&)

diversity Page: 1

diversity. Student members have recently trained area teachers in Service Learning programming, School-to-Work teachers and administrators in program safety concerns. TM's safety certification process for tools and gear use and safe program procedures, new AmeriCorps members in the Trailmaster reflection process, and grammar school students in safe and correct use of trail tools and trail construction through a swamp using bog bridging construction. Trailmaster's collaborators are: the New Hampshire Division of Parks and Recreation; the NH Division of Forests and Lands; The White Mountain National Forest; the towns of Gorham, Randolph, Whitefield, and North Stratford; the school districts of Berlin, Milan, Gorham, North Stratford, Groveton, White Mountain Regional, and Colebrook; The Randolph Mountain Club; the Appalachian Mountain Club; and the Balsams Resort. Trailmaster has been providing North Country youth with opportunities to proudly contribute to the enhancement of their region for the past ten years.

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Program Name:

Upper Merion Area School District

Contact Information:

Michelle M. Franc
435 Crossfield Rd
King of Prussia, PA 19406
Phone: (610)337-6008
Fax: (610)37-9468

Type of Organizational Sponsor:

- School-based

Age of Participants:

- 5 - 11
- 12 - 14
- 15 - 17
- Develop projects to enrich integrated / thematic units provide opportunities for applications of classroom skills. Developmentally appropriate projects are in place k-12.

Setting:

- Suburban

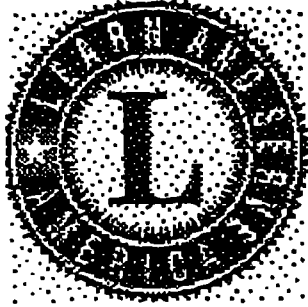
Issue Areas:

- Environment
- Education
- Human Needs

Description:

Teachers K-12, develop projects designed to teach reflective thinking, provide experiential learning and develop an understanding of the diversity of our community. The culminating experience is offered to high school students through a CSL course housed in the social studies department, requiring 50 hours of service, weekly journals, weekly discussions and a final presentation. It is our goal to graduate students who have an understanding of the diverse needs of their community and a willingness to contribute to their community.

NOTE: To report any updates, changes, or corrections, please [email](#) the webmaster with the following information: 1) program name, city, and state (as listed in online record), 2) your relationship to the program, and 3) any new information to be added, changed, or deleted. You can also leave a voice message at 1-800-808-SERVE[7378].



**National Service-Learning Cooperative Clearinghouse
An Adjunct ERIC Clearinghouse on Service-Learning**

1996-97 Learn and Serve America Programs

(Click [here](#) to learn more about Learn and Serve America from the Corporation
for National Service website)

1 records found! Click on the record for more information.

Program Name:
Wake Summerbridge

Contact Information:
Alissa Kingsbury
7409 Falls of Neuse Road
Raleigh, NC 27615
Phone: 919-847-0900 x2281
Fax: 919-848-6468
Email: Alissa@raven.pvt.k12.nc.us

Type of Organizational Sponsor:
● School-Based

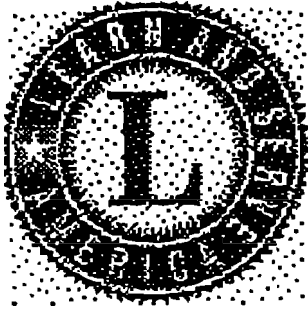
Age of Participants:
● 12 - 14
● 15 - 17
● College age students who teach High School (and college) students ~~tech and mentor middle school students~~
teach and mentor middle-school students in an academic enrichment program on youth empowerment.

Setting:
● Urban

Issue Areas:
● Education

Description:
Wake Summerbridge is a tuition-free, comprehensive three-year program for students from Wake County Middle schools. The program includes six-weeks summer sessions, a year-round Saturday and mentoring program, and high school advising. Summerbridge serves students with academic potential, many of whom have limited access to supplemental academic programs. Their teachers are outstanding high school and college students who are interested in education and community service. The intensive program stresses academic excellence, leadership, creativity, and diversity. Wake Summerbridge, located on the campus of Ravenscroft School, is modeled after the Summerbridge program at San Francisco University High School, established in 1978. It is a collaboration between the Wake County Public School System and Ravenscroft School.

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Program Name:

Westerville/Grandville Heights City Schools

Contact Information:

Dr. Ginger Rose Ph.D.
336 S. Otterbein Ave.
Westerville, OH 43081
Phone: (614)895-5971
Fax: (614)794-7605

Type of Organizational Sponsor:

- School-based

Age of Participants:

- 5 - 11
- 12 - 14
- 15 - 17

Setting:

- Suburban

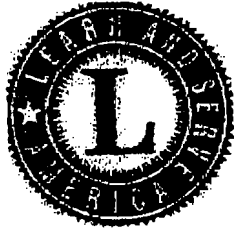
Issue Areas:

- Environment
- Education
- Human Needs

Description:

This project focuses on improving the integration of service-learning in all subject areas through the training of building leaders, selected staff members, and special education coordinators in service-learning program skills. It also seeks to develop model service-learning projects that demonstrate, in specific ways, how to involve participants of diverse ages, economic circumstances, racial and ethnic backgrounds, and special needs in quality service-learning experiences. K-12 students in both districts are involved in a variety of projects, spanning environmental issues, human needs, education and the recognition and appreciation of diversity.

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Program Name:
Willamette High School

Contact Information:
Cyndi/Camille Lowell/Ronzio
1801 Echo Hollow
Phone: 541-689-0731 x4075
Fax: 541-689-7119

Type of Organizational Sponsor:
● School-Based

Age of Participants:
● 5 - 11
● 12 - 14
● 15 - 17

Setting:
● Urban

Issue Areas:
● Education
● Human Needs

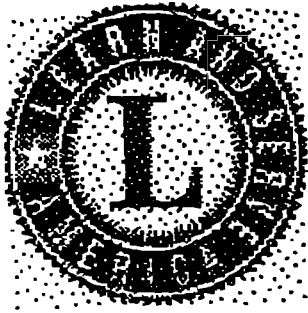
Description:

Students are involved in 5 different projects: (1) Grade School Mentors—11th and 12th grade students work with a nearby 5th grade class to plan a service project; (2) Human Resources CAM Class will plan service learning projects in the Eugene area; (3) Service Learning Class is offered for credit; (4) World of Children--10th-12th grade students work with new HEADSTART on Willamette's campus; and (5) Connecting--a totally student driven project involving Spanish class students who are going to 2 middle and 3 elementary schools as 1:1 mentors to Hispanic and Laotian pupils, 3-5 hrs./week.

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Friday, October 17, 1997

Search Results: 1996-97 Learn and Serve America
Programs



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1 records found! Click on the record for more information.

Program Name:
Youth Service Bureau of Porter County

Contact Information:
Danny Lackey
253 W. Lincolnway
Valparaiso, IN 46383
Phone: 219-464-9585
Fax: 219-462-4159

Type of Organizational Sponsor:
● Community-Based

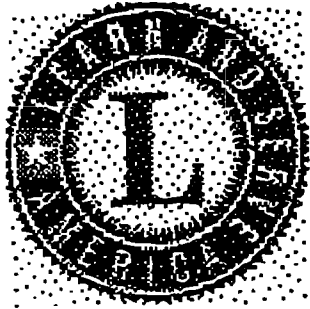
Age of Participants:
● 5 - 11
● 12 - 14
● To educate young children about racism and to promote unity among youth.

Setting:
● Rural
● Suburban

Issue Areas:
● Education
● Human Needs

Description:
Teens United for Ethnic Awareness is an organization of high school students from various backgrounds coming together. T.U.E.A provides educational and experiential opportunities for that encouraged awareness, sensitivity and tolerance of peoples' differences.

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1 records found! Click on the record for more information.

Program Name:
Youth Service Team

Contact Information:
Jim Topizhofer
Rosemount, MN
Phone: (612) 322-6003 423-4391

Type of Organizational Sponsor:
● Community-Based

Description:
The Rosemount Partnership Youth Service Team is a dual tiered mentorship whereby professional mentor high school students, who in turn will mentor children in grades K-5. The programs executed in two parts. The first part involves training sessions covering such topics as child development, resiliency, discipline, CPR, first aid, team building, leadership, age appropriate activities, and diversity. Each session is taught by experts in those various fields of human service. Upon completion of the training session, the high school age youth are now ready to perform the service work, which is the second part of the program. This work is performed during a four week summer school session at a local elementary school. The high school age youth aid teachers in a classroom setting, supervise lunch, and lead the children in activities after lunch. The majority of the children served during the service piece are educationally and economically disadvantaged.

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Martin Luther King, Jr. Awards 1997

Program American Red Cross

Pittsburgh, PA

Project Kick-off training for 10 FGP volunteers in the safety program for youth called HOME ALONE.

Program Anchorage School District- Clark

Anchorage , AK

Project Story-telling service learning project with high-risk youth and adults. Storytelling is linked with literacy training for the diverse study body and a visual literacy training program for the teachers. The children will produce books to share with their families, senior citizens, and children in shelters.

Program Arkansas Martin Luther King, Jr. Com

Little Rock, AR

Project

Program Augusta- Richmond Oppor. Ctr., Inc.

Augusta, GA

Project Face-lift for the Wallace Branch Library and Homework Center which services a predominately African American neighborhood. The project is ongoing, but four of the rooms will be targeted for work on the holiday.

Program California State University Hayward Foundation
Hayward, CA

Project University students will serve as tutors and mentors for an Oratorical Summit targeted at high-risk high school students.

Program Cameron Campus Ministry
Lawton, OK

Project Teach-in during the week of the holiday based upon MLK's principles of non-violence. The holiday will conclude with a speak and awards ceremony recognizing those in the community who promote unity.

Program Campus Outreach Opportunity League (COOL)
Washington, DC

Project Expand "Into the Streets" program, a one-day service initiation at college campuses.

Program Catholic Social Services
Lansing, MI

Project Everett High School Excellers will be paired with 30 RSVP volunteers to write a book and create a video tape on life before the Civil Rights movement. The book and video will be copied and distributed to local libraries on the King holiday.

Program Chatham Savannah Youth Service
Savannah, GA

Project Youth Service Corps- remodel the theater area in the Civil Rights Museum

Program Chicago Public Schools- Dist 299
Chicago, IL

Project Three part plan- "Chicago Serves"

Recruit a committee to plan yearly service events for school aged children on the King holiday

Develop materials on equality, justice, and tolerance for use in the public schools.

Engage school aged children from over 100 schools in service on the day at senior citizen's homes, homeless shelters, and in food collection.

Program City of Longmont
Longmont, CO

Project Train 10 volunteers for the Community That Cares initiative. These volunteers act as role models for Chicano and Mexican Immigrants and would organize 20 youth to paint at a shelter for youth and families on MLK day. The day would begin with a discussion of the teachings of MLK and end with a period of reflection and entertainment.

Program City of Milwaukee
Milwaukee, WI

Project Kick-off of a year- long community service competition for area schools. Schools will compete to accumulate the most community service hours per enrolled student. the winners will be recognized at next year's King Holiday celebration. In addition, the city's public library system will organize read-ins.

Program City of Savannah, GA
Savannah, GA

Project Clean and landscape area adjacent to Civil Rights museum.

Program Community Chest, Inc.
Virginia City, NV

Project Nevada Commission, along with the AmeriCorps program will recruit 100-150 K-12 students and ten local multicultural artists for hearts Into Arts Festival: I Have a Dream... for Nevada. children will use art, storytelling, and writing to explore cultural and ethnic diversity.

Program Community School District 23
Brooklyn, NY

Project Declare the holiday as Awareness Day. Morning will be dedicated to a food and winter clothing drive. The afternoon will be devoted to events celebrating Dr. King's legacy.

Program Dallas Selma Com Action & CDC
Selma, AL

Project Commemorative lock-in, prayer vigil, and the first of a regular discussion group on the issues and messages explored in the holiday observance. Project covers six rural counties in the black belt. Funds will be used for security at the six sites.

Program DC Commission for National and Community Service
Washington, DC

Project Meals on Wheels for the King holiday and for successive federal holidays. Paint a mural depicting King's teachings on a senior citizen's service building during Nat. Volunteer Week.

Program East Junior High School
Casper, WY

Project Year-long service learning project for 7th and 8th graders which would begin on MLK day. Take down the oral history of area's Afro-Am community and create a multi-media presentation on the history of the black community , the life and teachings of MLK, and the impact of the civil rights movement.

Program Eastern Michigan University
Ypsilanti, MI

Project Day of Literacy- 1,000 children will be paired to read with an adult. During the day, each child will also participate in activities designed to promote family literacy, help create displays depicting the life of MLK , and will be given at least one book to take home.

Program Educational Service District 112
Vancouver, WA

Project Completion of a mural on the temporary walkways of the Portland Airport. Artists will be students of all ages in the region served by the airport. The mentors, painters and supervisors will be area AmeriCorps members.

Program Edward Waters College
Jacksonville, FL

Project Feed 1,000 people on the King Holiday in conjunction with 12 area churches. Want to expand to 10,000 in 1998.

Program EOC Opp Auth for Savannah Chatham
Savannah, GA

Project Three month school food drive to re--stock area food banks.

Program Fulcrum Inst Dispute Resolution CI
Spokane, WA

Project Ten 3 hr. programs on nonviolent methods of conflict resolution. The programs will be held in conjunction with Head Start and will be taught at community centers around the Spokane area.

Program Georgia Commission for National and Community Service
Atlanta, GA

Project Sub-grant to the six regional organizations to run service projects in their regions. Grants will range from \$500-\$1500.

Program Hall Neighborhood House, Inc
Bridgeport, CT

Project 150 students (75 from Bridgeport public schools, 75 from elite private schools) will come together for a day of diversity workshops and to plan service projects for the spring.

Program Halls Junior High School
Halls, TN

Project City wide servathon- "Dream to Read" Encourage the donation of books to the library which support the teachings of Dr. King.

Program Hands On Atlanta
Atlanta, GA

Project Two day Citizen Service Summit- "The Power of One."
January 19th will be filled with workshops, speeches, leadership training. On the 20th, volunteers will fan out to four sites in Atlanta to do repairs and renovation. Activities will include the repainting of a mural, working at a community garden, renovating a playground, tutoring, building reading lofts in a kindergarten class, and refurbishing the children's section in a library.

Program Human Development Commission
Caro, MI

Project Parental education project to teach them tactics for peaceful conflict resolution with their children.

Program Human Services Council
Vancouver, WA

Project

Program Interfaith Ministries for Greater Houston
Houston, TX

Project Launch project to build, plant, and harvest two community gardens that flank homeless shelters during an interfaith service of Christians, Jews, Buddhists, Hindu, and Muslims.

Program International Youth Organization
Newark, NJ

Project Serve breakfast and have reading sessions for children at seven Newark area shelters. The books will be read to the children and then distributed to them along with Pledge to Read cards.

Program John Stark Regional High School
Weare, NH

Project Service learning project between John Stark and white students from New Hampshire. White students spend four days learning about the African American community. One day dedicated to serving meals at a women's shelter. Final day spent at MLK Center at BU, learning about the teachings of Dr. King.

Program Kansas City Consensus (YWCA)

Kansas City, MO

Project Two day event will begin with a dinner and inspirational evening for AmeriCorps members from the Mid-West region. On the holiday, volunteers will either work at one of three Habitat for Humanity sites or clean-up an Argentine neighborhood. The day will end with a celebration at the King mural.

Program Kentucky State University

Frankfort , KY

Project Food-drive and coat and winter clothing drive to re-stock area food banks and the Red Cross and Salvation Army.

Program Lower MS Delta Service Corps Inc.

Greenville, MS

Project Three state project:

Arkansas- Mural and poster contest with school aged students

Louisiana- Renovations on a building to be used for a food bank and a classroom for Adult Readiness. Will also clean up two local parks.

Mississippi- Renovate a park, establish a memorial mini-park, and organize a community

Program Marquette Co. Volunteer Center

Marquette , MI

Project Youth Volunteer Corps project- read to 4th and 5th graders from texts on MLK. Marquette County only has 2% minority population.

Program Mid-America Chapter, ARC

Chicago, IL

Project 120 young adult volunteers from the local Red Cross will distribute Home Safety Readiness kits to help in fire prevention.

Program NC Commission on National and Community Service

Raleigh, NC

Project Planning an observance program, food drive, and day of service for state employees and community members.

Program North Coast Opportunities, Inc.

Ukiah, CA

Project Renovation of a space for the Police Activities League. The new space will allow for the expansion of the PAL programming to include children's tutorial, theater arts, dance, arts and crafts, a video class and a meeting space for groups and adults.

Program Northern Virginia Mediation Service

Fairfax, VA

Project Work with community groups to provide speakers and trainers on MLK day for non-violence/mediation workshops and speeches. Long-term work will involve the recruitment of diverse community mediators with multiple language capabilities to work in Arlington County, the City of Alexandria and eastern Fairfax County.

Program Park West High School
New York, NY

Project Train all upperclassmen at the high school as peer mentors and mediators for first-year students. Aid fellow students in resisting the lure of gang involvement.

Program People's involvement Corp.
Washington, DC

Project Food basket distribution for 150 families. In conjunction with Howard University Center for Urban Progress will also host workshops, presentations, speeches and an essay contest focusing on MLK's teachings.

Program Philadelphia Cares, Inc
Philadelphia, PA

Project Students from at least 23 schools will fan out in the city of Philadelphia to participate in various service projects.

Program Prichard Community Partnership
Prichard, AL

Project Recruit 500 people to march to Renaissance Park on MLK day to construct and landscape a park.

Program Probation Services Inc.

Brockton , MA

Project Gathering of local community agencies to promote and discuss the benefits of non-violent conflict resolution. Training of 15 youths in non-violent conflict resolution.

Program Rocky Mountain Youth Corp.

Rancho De Taos, NM

Project RMYC members will introduce elementary school children to the teachings of MLK by creating diversity skits, and organizing a program for students to complete murals, landscape their campuses, and participate in the Rio Grande restoration project.

Program Rutland Mental Health Services

Rutland, VT

Project Service project with area teens. Organize donations of wood, food, and clothing. Diversity training program following service.

Program Sigma Public Ed & Research Foundation

Washington, DC

Project `

Program Southern Ill University
Edwardsville, IL

Project Sort clothing for the St. Vincent DePaul Center and recruit volunteers to serve as mentors for a local mentoring program. the money will mostly be used to fund ongoing activities after the day of service and recruitment.

Program St. Joseph's Historic Foundation
Durham, NC

Project Promotion of "A Day Without Violence" college students and police will post flyers and talk to residents about violence in their neighborhoods. Publics schools and churches will be encouraged to adopt a service organization to support on the Day and the Public schools will be involved by observing a moment of silence to "kick off" the day.

Program St. Philip's College
San Antonio, TX

Project

Program The Fair Housing Continuum, Inc.
Cocoa, FL

Project Public-private partnership with Nations Bank- program on conflict resolution, cooperation among racial groups, social justice, equal opportunity, and a servathon. The servathon will serve as a reenactment on the March on Washington with its purpose to feed the homeless.

Program The Kemetic Inst of Mound Bayou
Mound Bayou, MS

Project Renovation and repair of the MLK Fine Arts building at the JFK High School. Project will be kicked-off on the holiday with an ecumenical service, a rededication program, and a youth forum.

Program The Mediation Center
Asheville, NC

Project Train 8 youth as peer mediators for a Section 8 housing complex over a two day period ending on the Holiday. The teenage mediators will be chosen from each ethnic group represented in the complex and will supervised for a year.

Program The Volunteer Center
La Crosse, WI

Project Teach-in for local and middle school students with topics which reflect MLK's six principles of nonviolence and the six steps for nonviolent social change.

Program Town of West Seneca Youth Bureau
West Seneca, NY

Project Community "giveback" - food, book, clothing drive.
Collected items distributed and residents service in the community food pantries and other organizations.
Day will end with a a community celebration.
Expected participation- 350 youth and 30 adult supervisors.

Program United Way of Berks County
Reading, PA

Project Read-in with 300 students who will read, discuss, and take home an age-appropriate book which celebrates diverse Americans. Books will also be donated to the Police Athletic League Library.

Program Vermont Network Against Domestic Violence
Montpelier, VT

Project Public read-ins to promote racial equity and diversity, food drive, quilt-making by RSVP members for local shelters.

Program Volunteer Center of Morgan County
Decatur, AL

Project Teach-in for middle and high-school students. Topic- 6 principles of nonviolence and 6 steps for social change.

Program We Feed Our People
Washington, DC

Project Meal for 2,000 people in the park adjacent to the MLK library. Additional services will include free health screenings and a clothing give-away.

Program Yakima County Substance Abuse

Yakima, WA

Project Produce a mural in the MLK city park, sponsor a week-long clean-up of the 15 blocks surrounding the park, and sponsor an essay contest for school children grades 4-6. Mural will be dedicated on the holiday and the park will be declared a violence free zone by the city.

Program Young Leader's Academy

Baton Rouge, LA

Project Workshops, guest speakers, and a poetry/essay contest for the African American male children (ages 8 & 10) who participate in the Saturdays of Service projects and their families.

Program Youth Volunteer Corps of King Co

Seattle, WA

Project Service event at Seattle Univ. that includes convocation on the life and teachings of MLK and creation of Dream books to be distributed. Each of the 100 middle school and high school children will create a personal Dream Book.