



The Curricular Connection

Integrating Service Learning within Academics

*Education is the most powerful weapon that you can use
to change the world.*

Nelson Mandela, Statesman and Former President of South Africa

Cathryn Berger Kaye, M.A.
CBK Associates

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by Cathryn Berger Kaye, M.A. ©2010

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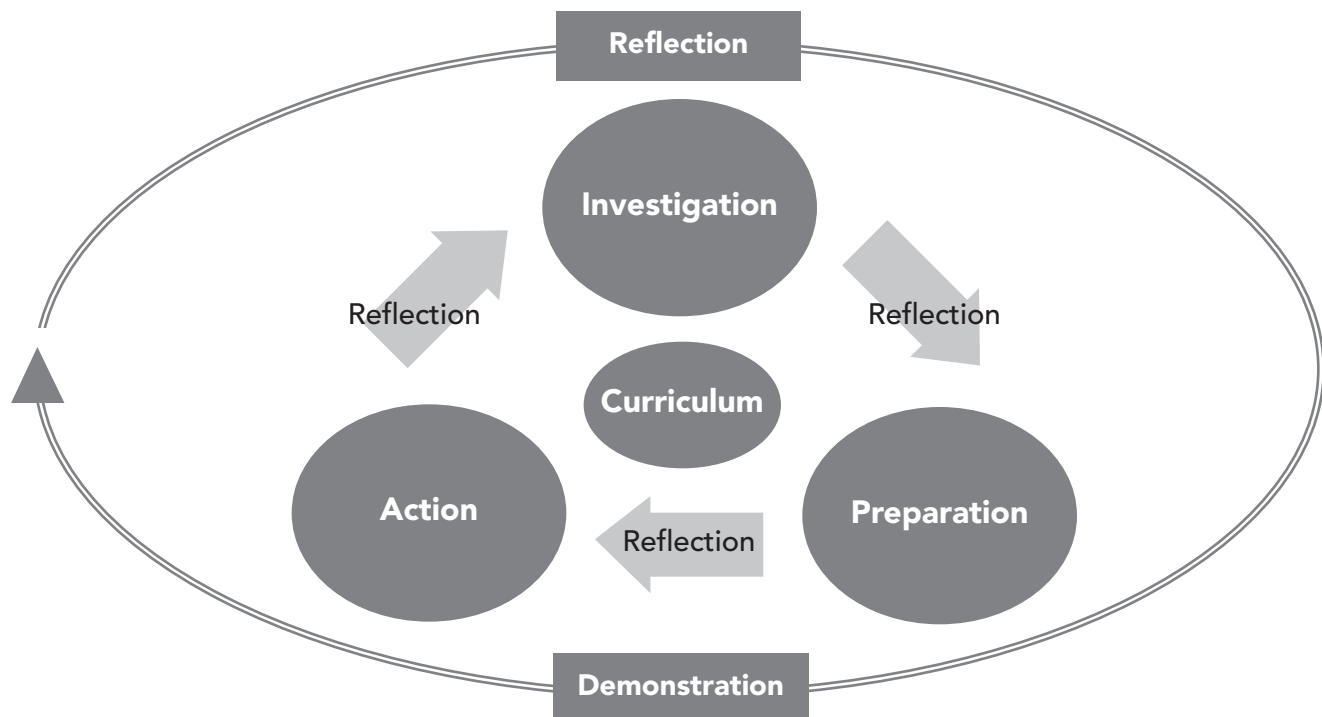
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The Five Stages of Service Learning: A Dynamic Process



In this design, service learning is seen as an engaging dynamic building on the core curriculum.

Investigation: Includes both the *inventory* or *profile* of student interest, skills and talents, and the *social analysis* of the issue being addressed. For this analysis, students gather information about the issue through action research that includes use of varied approaches: media, interviews of experts, surveys of varied populations, and direct observation and personal experiences. The action research typically reveals the authentic need that students will address.

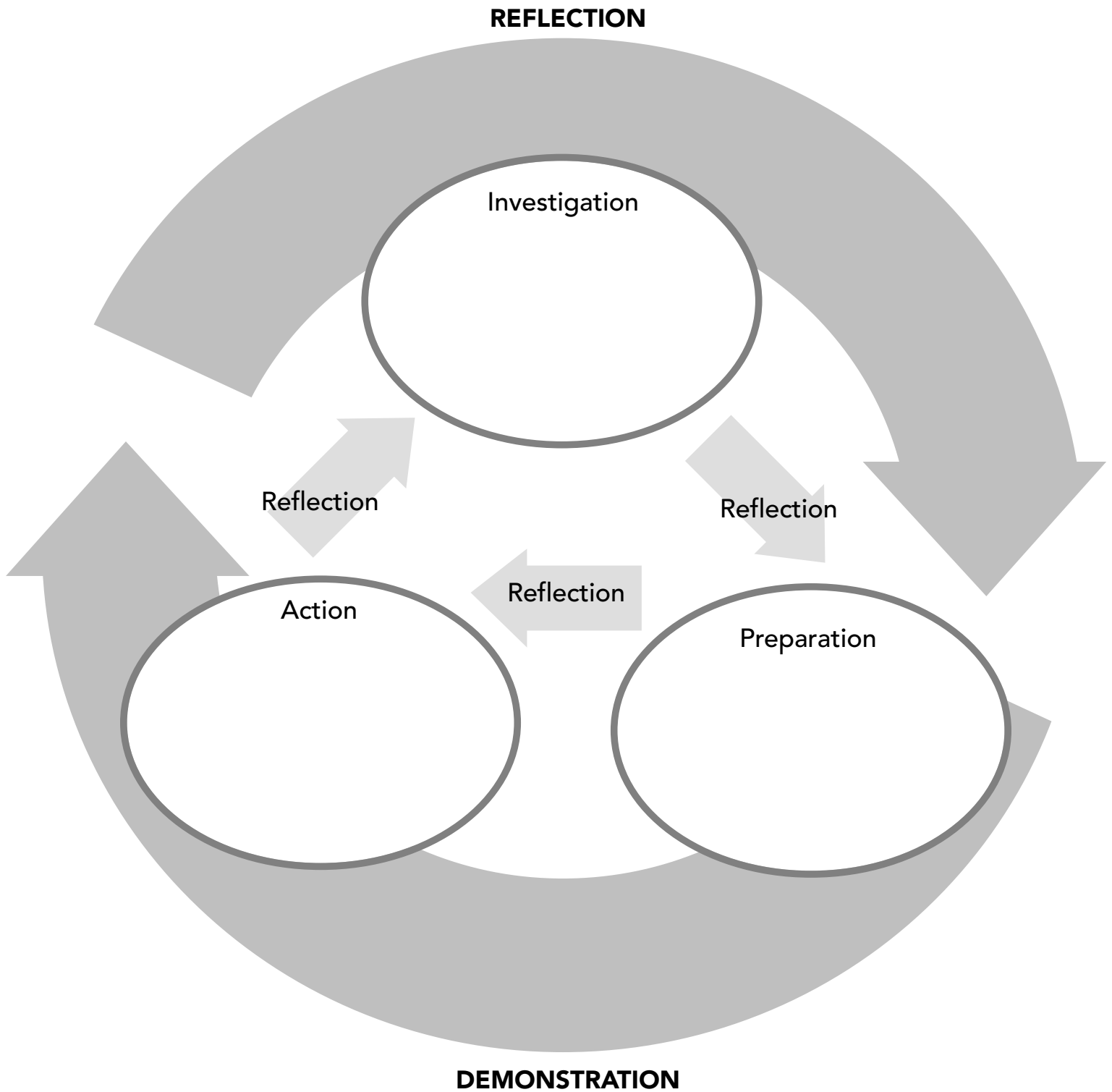
Preparation: The service learning process moves the curriculum forward as students *continue to acquire content knowledge* and raise and resolve questions regarding the authentic need. They identify community partners, *organize a plan* with clarification of roles, responsibilities and time lines, and develop *skills* needed to successfully carry out the plan.

Action: Students implement their plan through *direct service*, *indirect service*, *advocacy*, and/or *research*. Action is planned with partners based on mutual understandings and perspectives, and aims for reciprocal benefits for all involved.

Reflection: Reflection is ongoing and occurs as a considered summation of thoughts and feelings regarding essential questions and varied experiences to inform content knowledge, increase self-awareness, and assist in ongoing planning. When students have varying modalities for reflection, they grow to identify their preferred ways to reflect and value the reflective process. This leads to students becoming reflective by choice.

Demonstration: Student demonstration *captures the entire service learning experience*, beginning with investigation, and includes what has been learned, the process of learning, and the service or contribution accomplished. Sharing this with an audience educates and informs others. Students draw upon their skills and talents in the manner of demonstration, often integrating technology.

The Five Stages of Service Learning Meet 21st Century Skills



KEY CONCEPTS for SERVICE LEARNING

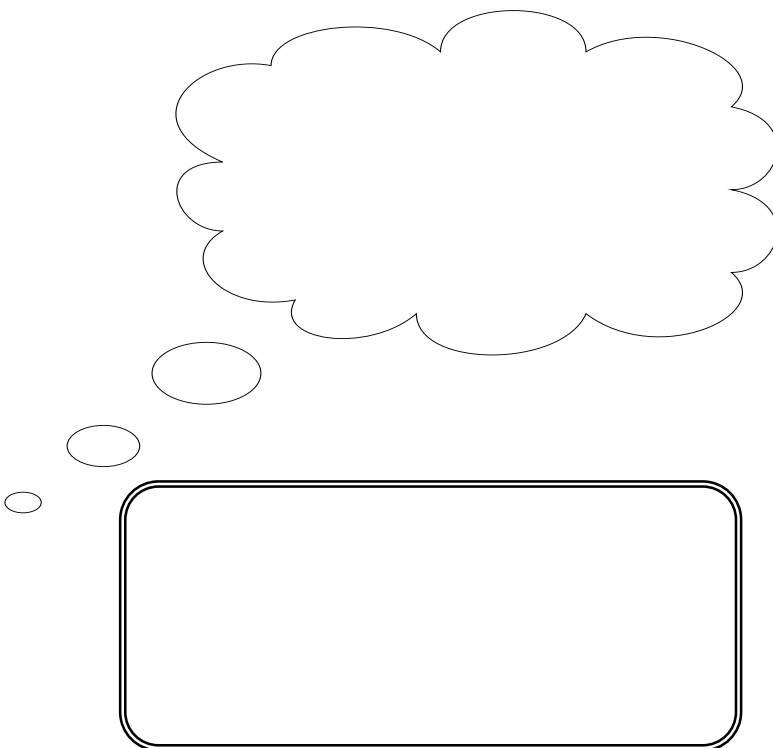
SERVICE LEARNING always has . . .

- Academic Relevance, Rigor & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice & Choice
- Reciprocal Partnerships
- Observing Change over Time
- Aspects of Social & Emotional Integration
- Inquiry Based: Purpose and Process
- Emphasis of Intrinsic over Extrinsic
- Respect & Understanding of Diversity
- Career Ideas
- Global Connections
- R e f l e c t i o n
- Literature
- 21st Century Skill Integration

With 21st Century Skills, students can:

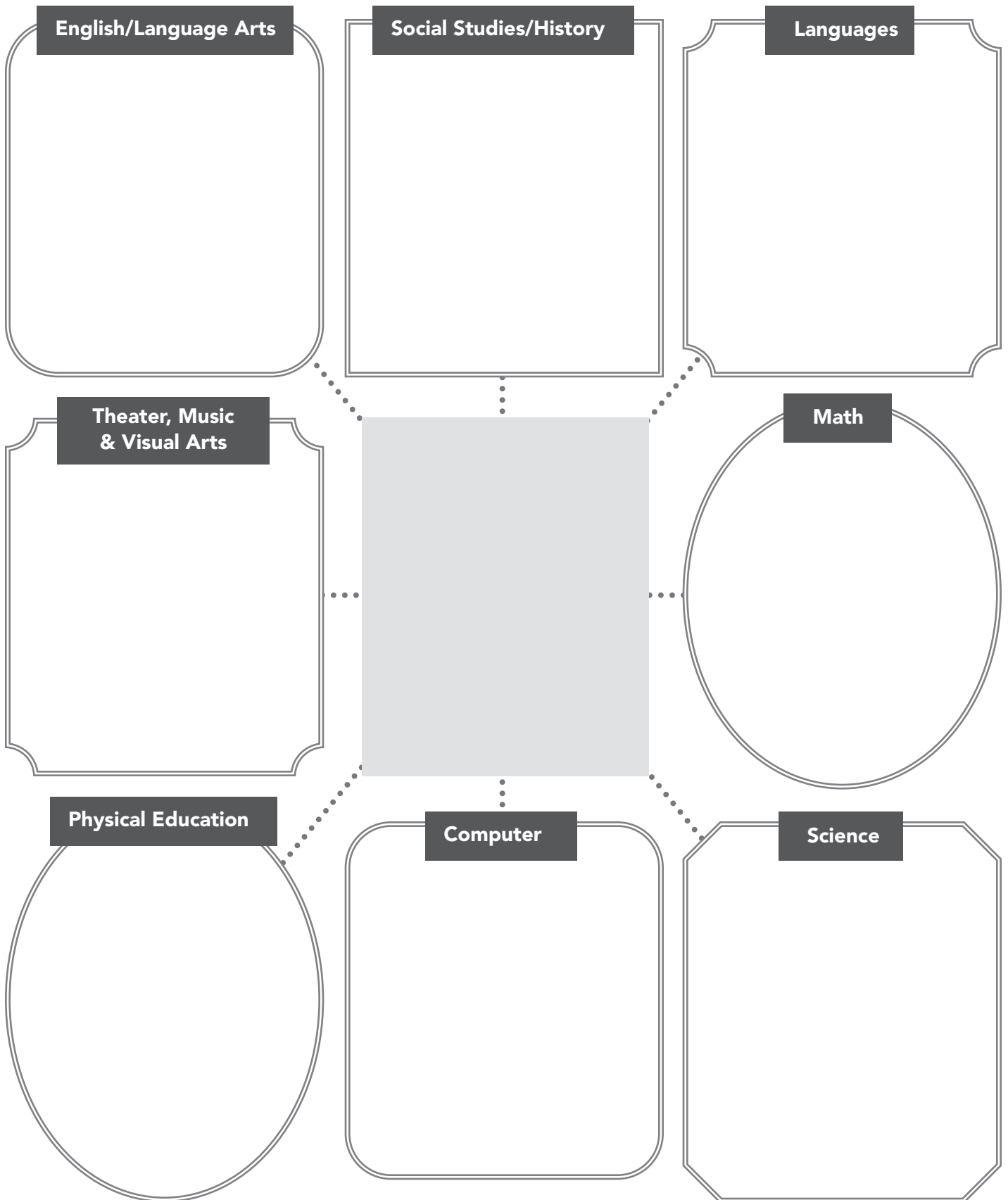
- ask questions
- listen and retain
- be observant
- identify similarities and differences
- work independently, with partners, and in groups
- identify and apply their skills and talents
- develop their interests
- show curiosity that leads to innovation
- learn from mistakes
- distinguish between cognition and affect (thoughts and feelings)
- discern what has value
- maintain integrity in thought and action
- extend ideas
- acquire assistance as needed
- exhibit resilience
- be resourceful
 - gather and manage information
 - summarize and take notes
- effectively solve problems
 - test hypotheses
 - follow-through with reasonable steps
- organize their time and activities
- incorporate *change* as a constructive process to learning and to life
- **transfer ideas to new settings and situations**

BIG Ideas



When done well, **Service Learning** *moves* the curriculum forward integrating essential skills with content knowledge, advancing competencies and confidence.

Across the Curriculum



Introducing: Planning for Dynamic Learning

An Approach to Integrate Service Learning

Cathryn Berger Kaye, M.A.



This planner offers flexibility when approaching curriculum development. Several unique elements include:

- Integration of the service learning process—the five stages of *investigation, preparation, action, reflection,* and *demonstration* are all featured.
- Transdisciplinary opportunities—even for single subject classes, being cognizant of the interdisciplinary connections assists students with learning and may lead to collaboration with other teachers.
- Adaptive to any entry point for development—begin the process with your first idea or impulse and continue recording the ideas as they evolve.
- Easy to use with collaboration—even if the curriculum will be implemented by one teacher, collaboration when planning opens up the opportunities for more ideas and possibilities.

A Key Tip for Using this Planner

This planner is designed for collaboration. When working with the document, have a print copy for each participant single-sided and laid out so all pages are visible. Designate one person to be the scribe; others can fill in their planner as well. The scribe has a definite task: every time any statement or comment is made during the planning process, the scribe makes an entry. Every time. Often in planning meetings, ideas can be missed or lost if not recorded. The aim is to capture all that is said to create a wide variety of options; upon review choices can be made of what is doable, best advances the learning, meets the designated standards and benchmarks, offers students opportunities for making choices, or enhances students' transferable skills. With each use of the planner it becomes clearer where to put the comments and ideas. Not sure where to place a comment or idea? Write it anywhere, or on a sticky note to place as the process evolves. Most important: capture every comment made.

A Page By Page Review

Page One – The Foundation

Overview of Plan

This provides a concise description of the idea being developed to provide a context for the planner.

Remember: Start anywhere on the three pages, for example, with a book you want to use, a key activity, an essential question, or a community partner. As a professional, you know where to begin to initiate your planning process.

Organizing Concepts

- Teacher Overarching Purpose—setting everything aside (standards, assessments, outcomes), what do you as a teacher most want your students to gain from this unit or series of lessons? Knowing your overarching purpose will influence your essential questions.
- Enduring Understandings—a statement of key concepts or lessons to be learned.
- Essential Questions—the recommendation is for three
 - A big picture or macro question
 - A more concrete or tangible question

- A question that places the student in the dynamic, for example, *What do my purchases impact the economics of poverty?* Being *in* the dynamic can compel students to take action
- An optional fourth question can be developed or contributed by students
- Central Idea or Content—key themes that are the centerpiece for deeper understanding
- Related Needs—with service learning students investigate their community to find an authentic need related to the curriculum content; during curriculum development, teachers can articulate what is a likely or related need the students’ investigation may reveal

The Service Learning Process

- Investigation—includes the student inventory or profile of interest, skills and talents that will be used throughout the curriculum; also how students will authenticate a need using action research methods: media, interview, survey, and observation
- Preparation—using the knowledge gained from investigation, students delve deeper into the curriculum to gain knowledge and skills that advance their learning and can lead to designing a plan of action to meet the verified need
- Action—can take the form of direct, indirect, advocacy, and/or research
- Reflection—is ongoing throughout the learning process and incorporates varied methods
- Demonstration—describes how students will capture the story of the learning and the service and incorporates metacognition as students reveal both how they learned, what they learned and how this can be transferable to other situations
- Youth Voice & Choice—even though teachers develop plans, the intention is to allow flexibility of student voice and choice during the implementation; identify places this will occur knowing this may create opportunities for changes

Skills

Placing ideas within the three categories of thinking skills, social skills, and communication skills can indicate what is emphasized and what may require more emphasis.

Page Two – Interdisciplinary Connections

A list of curricular categories are provided. These can be altered or added to as needed.

Sidebars—these categories add to the dimensions of learning and possibilities for service

- Vocabulary—key words to be examined and understood
- Books and other Resources—when a theme of service is identified, finding nonfiction, fiction, and picture books all show how the topic has relevance and importance; a well-selected picture book used with upper level students can evoke an emotional response and curiosity about the topic that can be further examined with higher level text
- Global Connections—by making explicit the global connection to the topic raises awareness even if the proposed action is local; global connections can lead to international mindedness
- Community Partners—every theme of service has the possibility of government, organizational, and business partners

Page Three – Sequence and Assessment

- Sequence—ideas for activities are placed in this open page ideally using sticky notes so they can be reordered as needed; as teachers generate ideas, there is a moment when the question arises, *Where do I start? What's the sequence?* and this is what compels this section
- Standards and Assessments—at any time in this process relevant standards can be identified that will be met through the range of learning experiences; once the sequence is determined, key opportunities for assessment can be noted with different colored pens (a sidebar references different modalities for assessment)

The **spark** is the idea, activity, or experience that launches the unit, stimulates curiosity and leads to the continued engagement and discovery throughout the learning process.

Sidebar—these categories add to the dimensions of learning and possibilities for service as well as important dimensions and approaches to teaching and learning

- Leadership Opportunities—in every class when students take on roles and responsibilities, they can be advancing leadership abilities; these can be identified for the entire class or individuals
- Social, Emotional and Character Development—being aware of the aspects of character and ways to integrate the whole person recognizing this is part of the learning process benefits students and the culture of the classroom
- Engaging Teaching Methods—during the planning, ideas often emerge regarding engaging teaching processes and approaches to teaching and learning that when noted become a helpful reminder for the teacher to incorporate strategies for different learning styles

A Lens for Learning

As you develop these ideas, pause when appropriate to consider if the experiences for students will likely be:

- Challenging
- Significant
- Engaging
- Real
- Purposeful

When this is occurring, you will find that teachers are naturally including opportunities where students will meet and likely exceed the requisite academic standards and benchmarks.



Planning for Dynamic Learning

Organizing Concepts

Teacher Overarching Purpose

Enduring Understandings

Essential Questions

Central Idea & Content

Related Needs

Investigation

Personal Inventory/Profile

Media

Interview

Survey

Observation

Preparation

Action

Direct

Indirect

Advocacy

Research

Demonstration

OVERVIEW of Plan

Youth Voice and Choice

Ongoing Reflection with Varied Modalities

Thinking Skills

Social Skills

Communication Skills

Curricular Connections

English and Language Arts

Social Studies

Science

Math

Arts

Languages

Technology

Physical Education

Vocabulary

Books and other Resources

Global Connections

Community Partners



Leadership Opportunities

**Social, Emotional and
Character Development**

Engaging Teaching Methods

Assessment Protocols

- Observation
- Performance
- Product
- Written
- Discussion
- Visual—art, photo, video
- Acting/Role play
-
-
-
-
-

| |
|---|
| <p>Standard 1: Investigate</p> <p>Learnners understand that investigating the assets and needs of the community makes service effective</p> |
| <p>1.1. Understand how our interests, skills and talents can be applied to community need, and identify areas for ongoing personal growth</p> |
| <p>1.2. Identify curricular-related community cause or concern that helps advance our knowledge, skills and understandings</p> |
| <p>1.3 Use action research methods to authenticate community assets and community needs:</p> <ul style="list-style-type: none">• Media• Interviews• Surveys• Observation |
| <p>1.4 Identify reciprocal community partners and partnerships</p> |
| <p>1.5 Demonstrate collaboration by creating or working with a variety of partners, for example:</p> <ul style="list-style-type: none">• Youth• educators• families• community members• community based organisations, government agencies |

| |
|---|
| <p>Standard 2: Preparation and Planning</p> <p>Learnners understand that preparation and planning ensure clarity of purpose to meet genuine needs</p> |
| <p>2.1 Develop questions for a deeper understanding</p> |
| <p>2.2 Examine preconceptions and assumptions</p> |
| <p>2.3 Understand social and civic issues related to this cause</p> |
| <p>2.4 Make connections to my learning and the world around us</p> |
| <p>2.5 Identify and analyse different points of view of all involved</p> |
| <p>2.6 Identify and develop specific skills needed to apply knowledge toward the community need</p> |
| <p>2.7 Generate ideas and develop a plan of action with specific roles and responsibilities for all involved</p> |
| <p>2.8 Identify how learning is applied to and magnified by addressing the authenticated need and contributing to the benefit of others</p> |

| |
|---|
| <p>Standard 3: Action</p> <p>Learners understand that implementing a plan of action generates change and results</p> |
| <p>3.1 Implement, monitor and adjust the action plan; action taken may be:</p> <ul style="list-style-type: none"> • Direct • Indirect • Advocacy • Research |
| <p>3.2 Fulfill, adjust and augment our roles and responsibilities as needed</p> |
| <p>3.3 Develop skills in decision making and problem solving throughout the process</p> |
| <p>3.4 Document the process to collect evidence</p> |

| |
|--|
| <p>Standard 4: Reflection, a transdisciplinary standard</p> <p>Learners understand that reflection is ongoing, prompting deep thinking and analysis about oneself and one's relationship to society</p> |
| <p>4.1 Understand the meaning and value of reflection in learning and in life</p> |
| <p>4.2 Select the appropriate modality to reflect based on purpose and preference, for example:</p> <ul style="list-style-type: none"> • Kinesthetic • Artistic • Verbal • Written |
| <p>4.3 Articulate and demonstrate understanding</p> |
| <p>4.4 Reflect to increase understanding of self and others by: describing what happened (cognitive), expressing feelings (affective), generating ideas (taking initiative), asking questions (ongoing inquiry)</p> |
| <p>4.5 Reflect on the implementation of our plan of action</p> |
| <p>4.6 Make explicit connections between the learning, dispositions and outcome</p> |

| | |
|--|--|
| <p>Standard 5: Demonstration/Communication Learners recognize that through demonstration and communication students solidify their understanding and evoke response from others</p> | |
| 5.1 | Consolidate ongoing evidence of the learning and the service |
| 5.2 | <p>Articulate to an audience what I learned, how I learned, and how we contributed to meeting a community need</p> <ul style="list-style-type: none"> • Performance • Blogging • Presentations • Conclusive Journal Entry • Photos • Illustrations • Newspaper Articles • Letter • Scrapbook • Video |
| 5.3 | Make suggestions for ongoing collaborative improvement |
| 5.4 | Receive and reflect on responses from the targeted audiences |

Personal Inventory

Interests, skills, and talents—we all have them. What are yours?

Interests are what you think about and what you would like to know more about—for example, technology, the arts, social media, or an historical event. Are you interested in animals, movies, mysteries, or travel? Do you collect anything?

Skills and talents have to do with things that you like to do or that you do easily or well. Is there an activity you especially enjoy? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have any special computer abilities, like to take photographs or play soccer?

Areas for growth refer to abilities or qualities you aim to develop or improve.

Work with a partner and take turns interviewing each other to identify your interests, skills and talents, areas for growth, and to find out how you have helped and been helped by others.

Interests: I like to learn and think about . . . _____

Skills and talents: I can . . . _____

Areas for Growth: What I aim to develop or improve _____

Being helpful: Describe a time when you helped someone. _____

Receiving help: Describe a time when someone helped you. _____

What's News?

Find two articles of interest. For each, complete a box.



Article One **HEADLINE** _____

Key issue:

Identify the problem:

Circle all that apply: This problem is *local, national, global*

Who is involved:

Possible solutions:

Newspapers in the United States sometimes **use a motto** to describe themselves to readers. Which one would attract you?

The Oldest Daily Newspaper
In The United States—
Founded 1771 /
An Independent Newspaper
For All The People
The Philadelphia Inquirer

If You Don't Want It Printed,
Don't Let It Happen
The Aspen (Colorado) Daily News

Good Paper, Good Ink, Good Work
and Prompt Delivery
Osceola (Arkansas) Times

All The News That's Fit to Print
The New York Times

Houston's Family Newspaper
Houston Chronicle Times

Article One **HEADLINE** _____

Key issue:

Identify the problem:

Circle all that apply: This problem is *local, national, global*

Who is involved:

Possible solutions:

☞ For each article, note whether your comment is:
B: Based on facts in the article
J: Based on reasoned judgement
E: Based on personal experience

Gathering Information about a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, or hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form smaller groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about issues and needs in your community.

Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school, in a local organization, or government office. Write four questions you would ask this person in an interview.

An interview with _____ .

Questions:

-
-
-
-

Gathering Information about a Community Need *continued*

Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want to have completed? Write sample survey questions.

Who to survey:

How many surveys?

Questions for the survey:

- 1.
- 2.
- 3.

Observation and Experience

How can you gather information through your own observation and experience?

Where would you go? What would you do there? How would you keep track of what you find out?

Next Steps

Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results.

***I never perfected an invention
that I did not think about
in terms of the service it might give others . . .
I find out what the world needs,
then I proceed to invent.***

Thomas A. Edison, inventor

Mapping the Community: Assets and Needs

When learning about a community, find out the specific assets and needs.

Why this matters:

How this can be accomplished:

Assets can be people, structures, the natural environment, an existing program, economic means, history, culture, and more.

Apply the **MISO** method to discover:

ASSETS

NEEDS

MEDIA

All kinds—
newspapers to maps

INTERVIEWS

Capture diverse voices

SURVEYS

Collect diverse ideas
and opinions

OBSERVATIONS

Widen your vision

USE ADDITIONAL DOCUMENTS to develop questions, set a timeline, identify partners, clarify roles and responsibilities, and determine what you will do with the information you learn.



What's Your Elevator Speech?

Read this first!

Imagine you step into an elevator and the president of your country is there. The President asks, “**What’s on your mind?**” As you ride the elevator you have about 10 seconds and 12-15 words before the elevator stops at the next floor. What message will you say about your Service Learning Plan? That’s your “elevator speech.” Have one ready! Go to the bottom of this page to ride the elevator and prepare your message.

5th Floor

(This is the “ask”: Invite the person to be involved.)

4th Floor

(Tell what you are doing to help, or what **you** hope to accomplish.)

3rd Floor

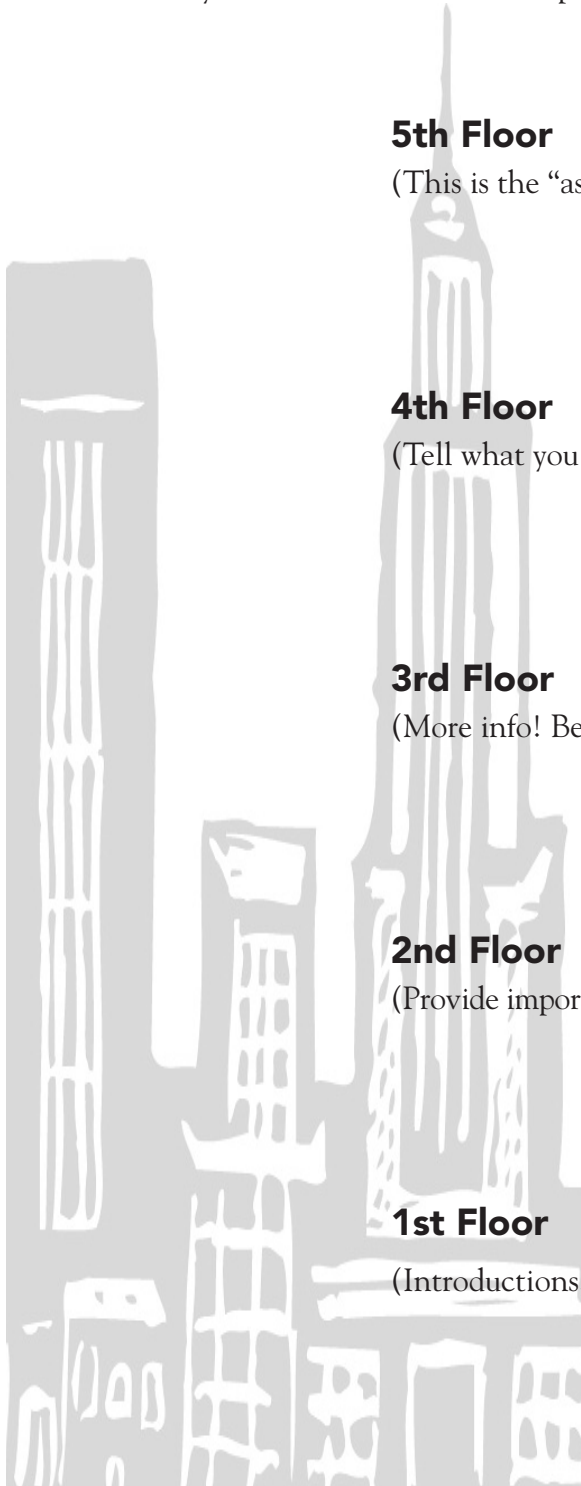
(More info! Be descriptive. Caring leads to involvement.)

2nd Floor

(Provide important information about your cause, for example, “Did you know...”)

1st Floor

(Introductions, and grab the person’s attention with a compelling statement.)





Literature Circle Roles

Form groups of four to discuss a story.

Assign each person in the group one of the “connector” roles below. Each connector’s job is to lead a group discussion about the story from a specific point of view. He or she asks the questions listed (along with others that come to mind) and encourages group members to respond. Write notes and ideas on the Literature Circle.

To begin, review these tips:

Tips For Effective Group Discussions

- Use active listening skills
- Ask questions
- Take turns speaking
- Welcome all comments

Personal Connector

Ask questions that connect the story to group members’ experiences, such as:

1. Do characters remind you of people you know? How?
2. Have you been in situations similar to those described in the book? What happened?
3. How have you or people you know resolved similar situations?

Literary Connector

Ask questions that connect this story to other stories group members have read, such as:

1. Which characters remind you of characters from other stories? Why?
2. What situations are similar to what happens in other stories? Why?
3. What might a character in this story say about these other characters or situations? Why?

Service Connector

Ask questions that connect this story to ideas for service projects, such as:

1. What needs to be fixed in this situation?
2. Did any characters in this story participate in service activities?
3. What service ideas did you think of when you read this story?

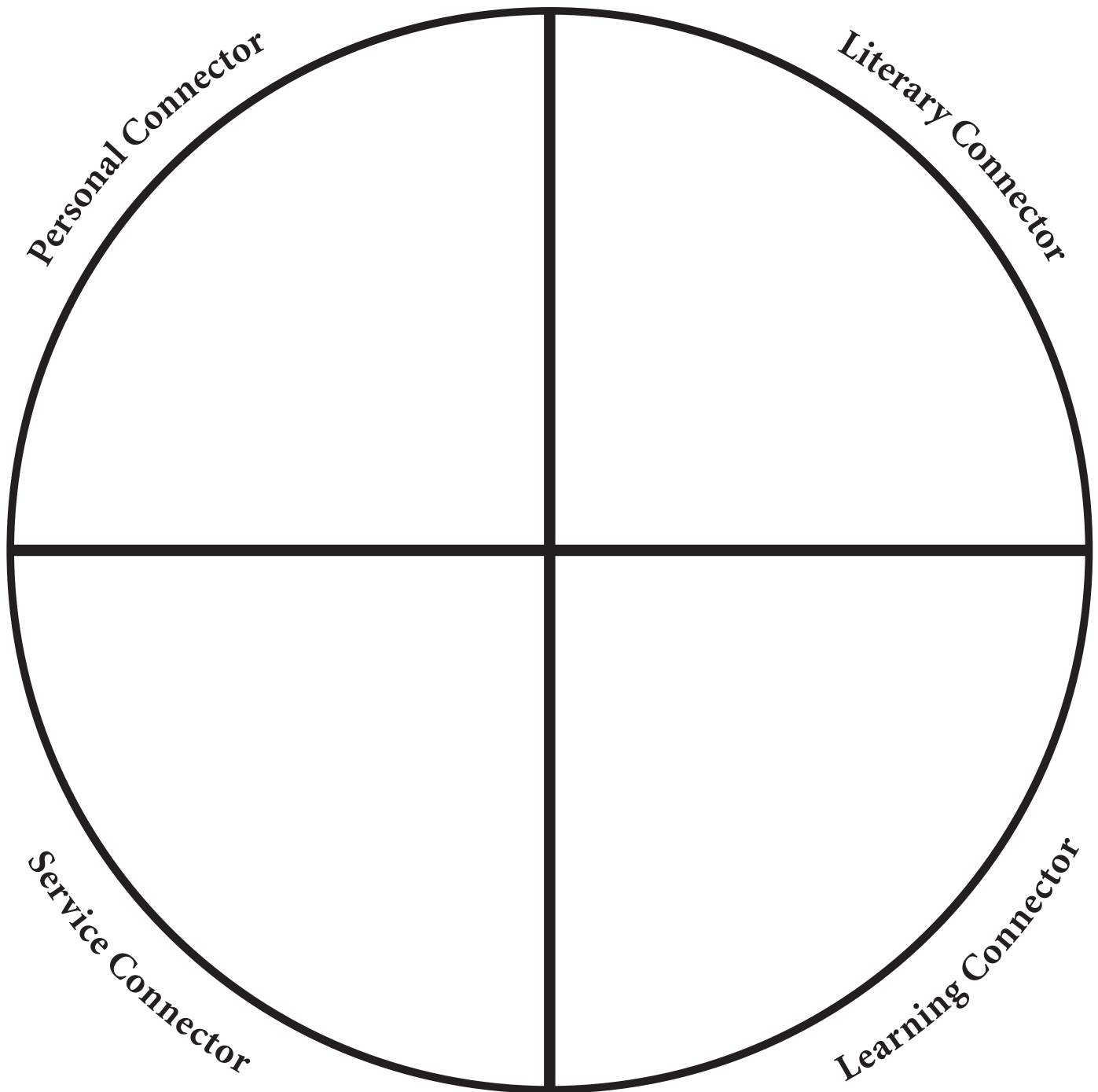
Learning Connector

Ask questions that connect this story to learning opportunities, such as:

1. What would you like to learn more about as a result of this story?
2. What topics in this story have you learned about or experienced in school?
3. What do you think people your age would learn from reading this story?



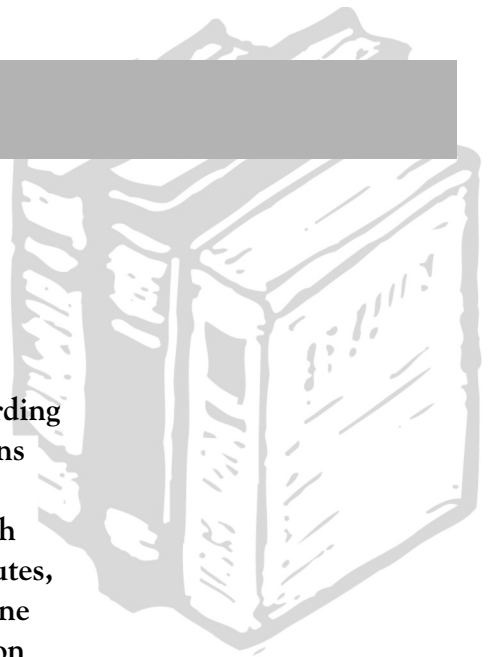
Literature Circle for _____



Discussion Circle Roles—The Process

Form groups of four for your discussion.

Assign each person in the group one of the four “connector” roles below. Each connector leads a portion of the group discussion regarding the content. During your time as discussion leader, ask the questions below (along with others that come to mind) and encourage group members to respond. Establish the time allotment, for example, each person could lead his or her share of the conversation for four minutes, allowing approximately one minute for each person to answer and one minute for the connector to answer as well. Write notes and ideas on the Discussion Circle page.



Personal Connector

Ask questions that connect the content to group members’ experiences, such as:

1. What does this information have to do with you or others you know?
2. Are you reminded of any situations you have been in or know about similar to those described in the article? What happened?
3. How have you or people you know resolved similar situations?

Topic Connector

Ask questions that connect this content to other information you know about this topic, such as:

1. What new ideas did you learn about this topic?
2. What situations described are you familiar with from personal experience?
3. What additional questions do you have about this topic?

Service Connector

Ask questions that connect this content to ideas for service plans, such as:

1. Did any noteworthy, helpful action take place in what you have read?
2. What service ideas did you think of when you read this?
3. What resources did you learn about that could be helpful as you create a plan for action?

Learning Connector

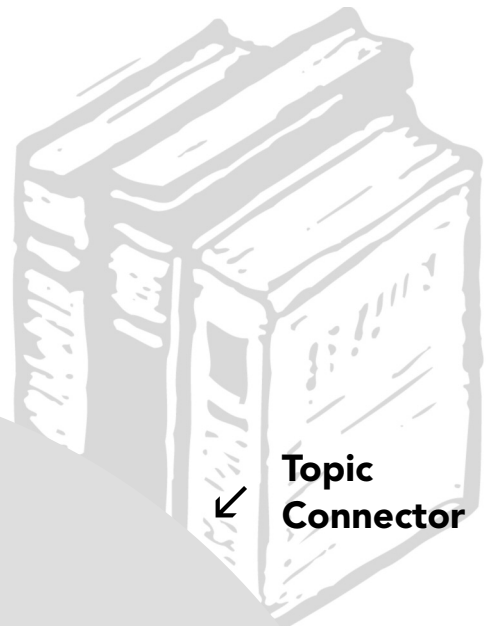
Ask questions that connect this content to learning opportunities, such as:

1. What else would you like to know about this topic or content?
2. What related topics have you learned about or experienced in school?
3. What do you think people your age would learn from reading this?

Discussion Circle

To begin, review these tips for effective group discussions:

- Use active listening skills.
- Ask questions.
- Take turns speaking.
- Welcome all comments.



Personal Connector ↘

↙ **Topic Connector**

↗ **Service Connector**

↖ **Learning Connector**

Process Notes:

| THEME | BOOK TITLE | CONNECTION |
|--------------------------------|---|--|
| Animals in Danger | The Tragic Tale of the Great Aux Primates: The Fearless Science of Goodall, Fossey, and Galdikas | Extinction - NF Graphic Novel |
| Elders | Our Grandparents: A Global Album Notes from a Midnight Driver Somebody Loves You, Mr. Hatch Stranger in the Mirror | Global Photos-NF/PB Teen doing Service-novel A MUST HAVE!-PB For Many Ages-PB |
| Emergency Readiness | How to Build a House Hurricane Song: A Novel about New Orleans In Darkness The Killing Sea | Teen doing Service-novel YA Novel Haitian Earthquake novel Southeast Asia - Novel |
| Environment | The Boy who Harnessed the Wind (Picture book and Nonfiction) Buried Sunlight: How Fossil Fuels have Changed the Earth Chomp (also by Hiaasen: Scat, Flush, Hoot, Skink-No Surrender) The End of the Wild Energy Island (also Pedal Power, Green City Empty Eyes Wide Open: Going Behind the Environmental Headlines Going Blue: A Teens Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands Heroes of the Environment Me and Marvin Gardens Make a Splash!: A Kids Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands On Meadowview Street One Plastic Bag: Isatou Ceesay and Recycling Women of Gambia The Wartville Wizard Where's the Elephant? | True-Picture book Informative - NF Eco-Humor - Novels Fracking, poverty + - N Based on true events - PB Eco-Novel Current and Urgent-NF Info & Taking Action NF Current Stories-NF Pollution+friendship - N Info/Kids in Action NF Our Backyards - PB True Story - NF/PB A MUST HAVE! - PB Eco-Search - PB |
| Gardening | The Good Garden: How One Family Went from Hunger to Having Enough Potatoes on Rooftops Seedfolks The Summer My Father was Ten Wanda's Roses | Honduras - PB+ Gardens Everywhere!-NF A MUST HAVE!- novel A MUST HAVE! - PB A MUST HAVE! - PB |
| Healthy Lives, Healthy Choices | Chew On This: Everything You Wanted to Know about Fast Food Drums, Girls and Dangerous Pie Eating Animals How to Train with a T Rex and Win 8 Gold Medals Last Night I Sang to the Monster Lily and Dunkin Made You Look: How Advertising Works and Why You Should Know Mimi's Village and How Basic Health Care Transformed It | Nonfiction, Food Politics Teen Service - Novel Food Politics - NF Be Healthy! - PB Drug Rehab - Novel Challenges - Novel Media Literacy-NF Global Citizenry - PB+ |
| Hunger, Homelessness & Poverty | Last Stop on Market Street Maddi's Fridge What the World Eats | Going to Food Bank PB Friend Needs Help - PB International - NF |
| Immigrants | Any Small Goodness Breaking Through, The Circuit, Reaching Out No Safe Place Refugees Journey from Syria Stepping Stones: A Refugee Family's Journey | A MUST HAVE! - Novel Memoirs Teen refugees - Novel Syrian refugees - NF Syrian refugee in English and Arabic - PB |
| Literacy | Extra Credit My Life as a Book In Our Village A School Like Mine: How Children Live Around the World My Librarian is a Camel | Afghanistan - Novel Tween Read - Funny novel Global - NF A MUST Global - NF Global - NF |

| | | |
|--|---|---|
| Safe & Strong Communities | 10 Things I Can Do to Help My World 14 Cows for America The Bitter Side of Sweet The Bully Blockers Club Children of War; Voices of Iraqi Refugees Enemy Pie Eyes of the Emperor George Hey, Little Ant (a book AND a song!) The Misfits (Totally Joe, Addie on the Inside, Also Known as Elvis) The Port Chicago 50 - Disaster, Mutiny and Fight for Civil Rights Same, Same but Different Shooting Kabul Six Million Paper Clips (also the film Paper Clips) Toestomper and the Caterpillars Towers Falling We Want You to Know | For the Youngest - PB September 11 - PB Child Slavery - Novel Self Advocacy - PB War in Iraq - NF Friendship - PB World War II - Novel Transgender child - novel A MUST HAVE! - PB Stop Name-Calling! N WWII Racism - NF Cultural Connections PB Afghan immigrants novel Holocaust - NF Bullying - PB (so funny) September 11 - Novel Bullying - NF |
| Social Change-Issues & Action | After Ghandi: One Hundred Years of Nonviolent Resistance A Woman for President: Victoria Woodhull Beatrice's Goat Bone by Bone by Bone Chanda's Wars Claudette Colvin: Twice Toward Justice Close Encounters of a Third World Kind A Faith Like Mine: How Children Live Around the World Girl Rising-Changing the World One Girl at a Time The Gospel According to Larry Healing Our World: Inside Doctors without Borders I Am A Taxi Jakeman Kids who are Changing the World A Life Like Mine: How Children Live Around the World Lillian's Right to Vote My Mother, the Cheerleader My Name is Parvana One Hen: How One Small Loan Made a Big Difference On Our Way to Oyster Bay: Mother Jones/Children's Rights Rad Women Worldwide Real Lives: Unsung Heroes Sold (also a movie) The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle Vote for Larry We Were There Too: The Role of Young People in U.S. History Well Made, Fair Trade—My Chocolate Bar and Other Foods Who's in Charge? Why Does Democracy Matter? | Human Rights - NF Election - NF/PB Heifer International- PB Civil Rights, Novel Child Soldiers, Novel Civil Rights, Non-Fic. Drs. w/out Borders, NF Global Girl power! NF Teen Consumerism, N. Global Nonfiction Drug Traffic, Novel Foster Children, Novel Activism Global Civil Rights Voting - PB Civil Rights, Novel Global Girls - Novel Microfinance - PB+ Change! PB+ Global Women – NF Men and Women - NF Teen Slavery, Novel Global - PB+ Election - Novel A MUST HAVE! – NF Fair Trade – NF Government – NF Government - NF |
| Special Needs | The Curious Incident of the Dog in the Nighttime Emmanuel's Dream: The True Story of Emmanuel Yeboah Owning It: Stories about Teens with Disabilities Rules | Autism - Novel Global - PB Short Stories Autism - Novel |

And more titles:

Many titles from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*, Revised & Updated Second Edition by Cathryn Berger Kaye, M.A. (Free Spirit Publishing, 2010)

For more information visit www.cbkassociates.com or contact Cathy@cbkassociates.com

Who Do I Trust?

Strengthen an argument with information from trustworthy sources. Apply this idea of *trustworthy sources* to the Action Research MISO method—*media, interview, survey, and observation*.

MEDIA SOURCES

Media can include internet, newspapers, books, maps, journals—a variety of print and mixed media. To determine if a media source is trustworthy, select a

SOURCE

Then determine:



What is the date of the source, for example, publication or film? _____

If an older source, has new information been discovered on this topic? **Y / N**

Have you compared older findings with newer findings? **Y / N** Explain:



Who authored this information? _____

What makes this author an expert on this topic? Describe.



Who published this information? _____

Is the producer/publisher biased in any way? **Y / N** Explain either position.



If biased, have you compared the point of view of this source with another source? **Y / N**

Explain:

Who Do I Trust? *continued*

INTERVIEW SOURCES

What makes a person a reliable source to interview?
Select two people to interview.



Remember, you do not need to have a degree or work for a specific company to be an expert. Experience also builds expertise. For instance, you may be an expert in a sport because of all the time and effort you have dedicated.



INTERVIEWEE:

How is the interviewee an expert on this topic?

Is the interviewee biased in any way? Explain your response.



INTERVIEWEE:

How is the interviewee an expert on this topic?

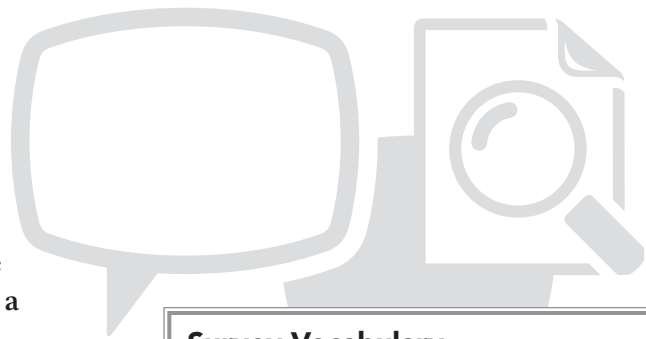
It is acceptable to interview a person with a strong opinion or stance. Just be sure to recognize that this is likely not the only point of view!

Is the interviewee biased in any way? Explain your response.

Who Do I Trust? *continued*

SURVEY

How can you ensure that survey evidence is reliable and appropriately connected with your topic? Select a topic worthy of a survey. Consider the following:



Group selected to survey:

What makes this group an important source of information on this topic?

Demographics of participants.

Remember that the more participants you have, the more reliable the data, however, stay true to the demographics that you decided on above.

Target number of participants:



Survey questions:



Survey process:

How many people surveyed _____ Why this number?

Survey Vocabulary

Participants: people you survey

Demographics: participant descriptors, i.e., age, income, race, gender

Sample size: number of participants.

Reliability: the likelihood your survey will have similar results if given to a similar group of participants.

Who Do I Trust? *continued*

OBSERVATION

How can focused observations add to research?
Select a topic to observe. Consider the following:



What did you observe?



What questions do you have about what you observed?



How might you investigate answers to these questions?



In what ways might another observer interpret things differently?



How did observation add insights or information that may have been missed through media, interview, and survey?

Note that these observation questions can be applied to experiments also.

SURVEY SUCCESS!

Remember!!!!

If you are part of a group that is issuing a survey, be sure to ask any survey-takers if they have taken the survey yet. **You do not want to have the same person take your survey more than once.** That would make your findings unreliable.

How can you gather important information to support change that matters in your community?

You can survey community members! Design a survey about your topic of focus that uses the following FOUR types of survey questions.

| QUESTION TYPE | EXAMPLE | DEVELOP YOUR QUESTION |
|--|---|-----------------------|
| Close-ended Yes/No | Do you make choices that help limit your amount of water waste? YES NO | |
| Likert scale A point scale (usually 5 levels of response) where the participant expresses the degree to which they agree with a statement. | Water conservation is important. Strongly Disagree Somewhat Disagree Neutral Somewhat Agree Strongly Agree | |
| Multiple choice A question with pre-determined choices. Sometimes you may want your participant to choose only one response, or you may want your participant to choose more than one response. | In what ways do you conserve water? (Circle all that apply) a. Take shorter showers b. Check your toilet for leaks c. Insulate your water pipes d. Turn off water when brushing your teeth | |
| Open-ended A question that allows the participant to provide a more detailed answer. HINT—To keep your results manageable, you may suggest a word limit for the response. | Tell how you conserve water in your community. | |

Demographic Questions: If you want to learn about the background of participants, you can also add demographic questions about each participant's name, age, ethnicity, race, socio-economic status, education, or other relevant categories.

REPRESENTING RESULTS

QUANTITATIVE FINDINGS

Close-ended, Likert Scale, and Multiple Choice questions will give you results that are QUANTITATIVE. This means you can determine percentages that show how your community is thinking about this issue.

To **understand** your findings and **determine percentages**, add up the total number of participants who gave each answer and divide the sum for each answer by the total number of participants that were surveyed.

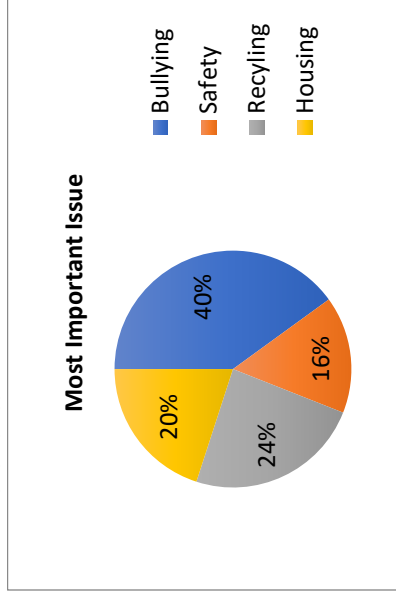
SAMPLE

You surveyed 50 participants to see what issue is most important to them. Below are the results:

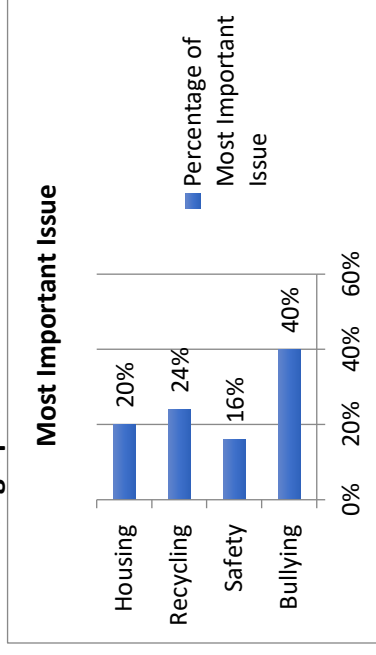
| What issue is most important to you? | Divide each answer's sum by total surveyed | Convert decimals to percentages |
|--------------------------------------|--|-------------------------------------|
| a. Bullying (20 participants) | Bullying: $20/50 = .40$ | 40% of participants chose BULLYING |
| b. Safety (8 participants) | Safety: $8/50 = .16$ | 16% of participants chose SAFETY |
| c. Recycling (12 participants) | Recycling: $12/50 = .24$ | 24% of participants chose RECYCLING |
| d. Housing (10 participants) | Housing: $10/50 = .20$ | 20% of participants chose HOUSING |

You can **represent** your quantitative findings through

Pie Charts



Bar graphs



Quoting notable statistics – You can also describe your statistics in words. For instance, you might write, “40% of participants found bullying to be the most important issue to them while 24% of participants favored recycling, 20% preferred housing, and 16% favored safety.”

REPRESENTING RESULTS

QUALITATIVE FINDINGS

Open-ended questions are QUALITATIVE, meaning you will have responses in participants’ own words. When you conduct interviews and transcribe participants’ responses, you will also have qualitative data that represents the participants’ own words.

To **understand** your findings, look for **themes** in people’s responses. For example, in reading the open-ended question results, you might notice many participants referring to bullying. Next you will go through each survey and highlight all references to bullying in a certain color. Once you finish reading all the surveys, you will then compile all the highlighted quotes into one document. This same strategy can be used to identify multiple themes at once, using multiple colors to highlight.

You can **represent** your quantitative findings through:

- **Quotes** – One of the best ways to report findings is by pulling the most representative or significant quotes from your participant responses. These may be quotes that are most common or standout by being unique. You might write:
One participant highlighted, “Bullying is an important issue for me because I have experienced it firsthand at school.”
- **Word clouds** – You can use a “word cloud” generator like wordle.net to create a visual representation of words most used by your participants.



• Table with descriptions

| Theme | Sample Responses | Why is this important |
|----------|---|--|
| Bullying | <ul style="list-style-type: none"> • “I hate getting bullied. It has made it hard to keep friends.” • “Someone who bullies always finds an excuse to make fun of you and it changes how you think about yourself and makes the day a struggle.” | <ul style="list-style-type: none"> • Bullying impacts one’s perceptions of themselves • Bullied individuals struggle with social situations. |

- **Bar graph/pie charts after coding/clumping similar answers** – See examples of bar graphs and pie charts from the “Quantitative” section.