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# Service-learning

“It’s nice to work on something when you don’t know exactly what is going to happen next, there are lots of surprises as things unfold. This makes learning exciting.”

—Student quoted in *Lessons Learned about Service-learning: Voices of Experience About Urban Service-learning in Saint Paul Public Schools*

Students have the opportunity to apply the concepts, knowledge and skills they learn from completing lessons in the *MinnAqua Leader’s Guide* by planning and participating in a service-learning project. Fisheries and aquatic resources related service-learning projects engage students in their own learning, help empower students with civic skills to effect positive change in their communities through social and environmental action, and start them on a path to lifelong stewardship of Minnesota aquatic resources.



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## How Service-learning Differs from Community Service

“*Service-learning* is a form of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.

“... *Community service* is volunteerism that is done within a defined community, which could be a classroom, school, community, etc., and it has no intentional tie to learning; the emphasis is strictly on service.”

—Minnesota Department of Education

“Example: *Service* is cleaning up a riverbank. *Learning* is sitting in a science classroom, looking at water samples under a microscope.

“*Service-learning* is science students meeting state standards by taking samples from local water sources, then analyzing the samples, documenting the results, presenting the scientific information to a pollution control agency and reflecting on the

impact these results may have on future pollution control issues and our own behaviors and attitudes.”

—Adapted from the Minnesota Department of Education and from *St. Paul Public Schools Plan for District-wide Service-learning*, National Youth Leadership Council, May 2000

Service-learning projects are not field trips, time away from class, extra projects, or add-ons. Rather, authentic, truly integrated service-learning enhances the academic studies or the education components of the programs in which students participate. The projects are aligned with required student outcomes and academic standards. Structured time for reflection activities that require higher-order thinking skills is used to enable students to measure their progress and adjust their plans and actions accordingly throughout the project. And service-learning incorporates accountability and student assessment.

Service-learning can occur within the school, community, or in the local natural environment. Preparation, planning, developing community partnerships, and commitment to follow through are all essential elements of a high-quality service-learning experience. Projects need to be designed to meet a genuine community need in a meaningful way. It's also important for all individuals and partners in a service-learning project to find benefit and value. This ultimately results in stronger connections that can build bridges and goodwill between schools, students, parents, and the local community and natural environment.

In high-quality service-learning, instructors are facilitators enabling students to plan, make decisions, direct, and carry out projects. This may be a new way of teaching for some instructors, and may require a little extra effort to learn how it works. It is surprising to learn young people's capabilities when supported with guidance and direction. Students have an energy, enthusiasm, creativity, and boldness just waiting to be channeled into positive action.

Service-learning benefits students as they practice self-direction. They learn how to ask questions, seek answers, and find solutions to real-world problems. Students have a personal stake in their learning when they make the decisions, and they

become motivated and engaged learners. Instructors experience a classroom with fewer discipline problems. Practicing higher-order thinking skills gives academic performance a boost. Political, social, scientific, and environmental issues become accessible and tangible to young people, improving civic, science, and environmental education. Students gain exposure to future possible career choices and related practical experience. And service-learning makes teaching and learning relevant, interesting, and fun!

Students become empowered as they investigate and learn about problems or issues, identify and use talents and skills to develop a plan of action, form working partnerships with others in their community, and take steps to complete a project. They discover that good things can be accomplished by combining what they're learning in their studies with action, hard work, patience, and teamwork. The intended outcomes of service-learning are achieved as students discover how to be informed and active citizens who do more than merely provide service. They are also learning how to focus on the underlying principles, issues, actions, and consequences of their service. They might choose to participate in civic and environmental action and service throughout their lives.

Perhaps the greatest benefit resulting from service-learning happens when students reflect on their progress and celebrate a valiant effort or a job well done. They realize that they're not “just” kids, but responsible, informed participants in their schools, communities, and local environments.

### *“K-12 Service-learning Standards and Indicators”*

“In 2008, the National Youth Leadership Council published new K-12 Service-learning standards and Indicators to help ensure “Quality Practice” in Service-learning efforts. The K-12 Service-learning Standards and Indicators can be located at the National Youth Leadership Council website at [www.nylc.org/standards](http://www.nylc.org/standards).

## How to Get Started

Gather information and support for service-learning projects from school administrators, parents, organizations, agencies, and partners. There are a variety of available resources for funding and grants for service-learning projects, additional information and step-by-step guides, partnership opportunities, and connections to local, statewide, or national service-learning organizations, agencies, programs, and events.

## Service-learning Project Ideas

What can third, fourth, and fifth grade students really do? They have numerous skills to tap. They can create and share songs, artwork, posters, fliers, and performances educate others, address a local environmental issue, raise money, or promote a cause. They can produce videos, articles, and public service announcements to educate others on local issues. They can write letters to newspaper editors, participate in city council meetings, and communicate with their Congressional leaders to enact social change. They can tailor-make books and brochures for non-English speaking members of the community. They can interview business owners and state agency professionals to gather information on topics. They can plant native plants to restore (and plan a program to maintain) a shoreline or monitor the water quality of a local stream they've studied and report the data to a volunteer monitoring program or agency. They can work with younger students, physically- or mentally-challenged youth, a new immigrant group in the community, or "adopt" a senior citizen and share their knowledge about fishing equipment and skills. They can acquire and pass on a lifelong interest in outdoor activity that connects people to water resources. Or, your students just might have some ideas of their own!

The following service-learning project ideas (grouped according to the *MinnAqua Leader's Guide* Chapters 3, 4, 5, and 6) incorporate learning and skills developed in lessons from those chapters. Your students may decide to use one of these project ideas, or you might encourage them to develop an idea of their own that addresses a real need or issue in their community that is meaningful to them. Not

all service-learning projects are done the same way. Remember to support your students' creativity and facilitate the project so they can take charge and make the project their own.

## Chapter 3: Water Stewardship

Service-learning projects that emphasize aquatic stewardship provide an active educational component in areas such as ecology, watershed land use, water quality, and risk and decision-making skills. An effective way to develop a stewardship project is to explore interconnections, or how one activity or problem affects or contributes to another issue. Projects may benefit the community ecologically, aesthetically, or economically and could include the following.

- The aquatic environment and Environmental Education—develop water related curricula for your school
- The aquatic environment and human health and safety—focus on local community issues, such as drinking water, flooding, and beach closings
- Citizenship and what your students are learning about water science, such as physical and chemical properties of water body—recommend changes in water use in the local community based on data they've gathered from media sources, state agencies, and other resources. Enhance understanding of water science by sharing data and information with other students in the school or creating a public service announcement.
- Water ecology and the plants and animals that inhabit a local water body—investigate and report on how local development is impacting the habitat needs of plants and animals (including fish).
- Water quality and government and citizenship—trace a water issue of local importance to identify which—and how—various units of government are involved. Present findings at a city council meeting and in letters to the editors of newspapers.

- Water stewardship and other academic subject areas—reading, literature, a second language, art, music, math, economics, social studies, geography, physical education, and so forth—what are the students learning in these subject areas that connects to water and stewardship? How can this knowledge be applied to addressing an issue or problem in the local watershed?
- Water quality and the landscape—native plants shoreline restoration (stream bank stabilization, seed collecting and planting, creating a plan to maintain a shoreline restoration project over time)
- Water quality and your school—research how the school uses water and how it can improve. Organize a school wide water conservation campaign to reduce the amount of water used in your school. Make posters, put them up in classrooms, lavatories, the cafeteria, and other rooms where water is used.
- Conduct an environmental audit of a government building or business in your community. Share results with building supervisors and provide suggestions for improvements to protect water quality in the watershed. Contact the University of Minnesota Extension Service or the Minnesota Pollution Control Agency for assistance.
- Pick up trash along waterways to protect wildlife and make it more pleasant for swimmers, boaters, and hikers. When other people care for places in this manner, the general public tends to care for them, too. Survey the area afterward to determine if the effort has made a difference.

### More Project Ideas

- Create a school nature area around a pond, stream, or wetland on the school grounds. Teach other teachers in the school how they can use the site for learning opportunities for their students. Contact the Minnesota DNR School Forest Program for guidance.
- Contact your local Minnesota DNR office to get involved in watercraft inspection programs that check boats and watercraft at public lake accesses and other locations.
- Organize a community shoreland restoration project. Contact your local Minnesota DNR office for guidance. Involve local residents in the project.
- Design and distribute fliers in your community about preventing yard waste, such as leaves, lawn clippings, and pet waste, from entering runoff and storm drains. Survey the neighborhood to determine the impact of the fliers on people's awareness and behavior. Help residents learn to properly dispose of yard wastes and to compost leaves and grass to reduce phosphorous pollution in lakes and rivers.
- Stencil storm drains. Untreated street runoff flows directly into lakes, streams, and wetlands. Use stencils to paint "Do Not Dump! Drains to River" or "Drains to Lake, Stream, or Wetland" next to storm drains. Leaflet houses to communicate simple tips to prevent pollution. The Environmental Protection Agency recommends stenciling storm drains to raise public awareness and encourage public participation in preventing and detecting illegal discharge and elimination of contaminants into storm sewer systems. Get permission to stencil and obtain storm water maps from your local government public works or storm water office. The Minnesota Adopt-A-River Program of the Minnesota DNR Trails and Waterways Division can provide information, materials, and planning aids for storm drain stenciling projects.
- Test soil for nutrient contents such as phosphorous. Report results to homes and businesses. Promote preventing detergents, grass clippings, leaves, and pet waste from entering storm drains.
- Plant to prevent erosion. Eroded sediment and silt cloud water and fill in lakes and rivers. Eroded soils also carry pollutants. Plant native grasses, shrubs, and trees to stop erosion and provide habitat for wildlife.
- Conduct a public awareness campaign about impervious surfaces in the community, and how

these surfaces impact runoff and flooding in the area. Provide suggestions for alternatives.

- Monitor water quality. Volunteer stream monitors help public agencies watch water quality in Minnesota's many lakes and streams. Join monitoring networks for training, equipment, and materials. The Minnesota Pollution Control Agency has a stream monitoring program that enlists citizen participants in observing cleanliness or turbidity in streams under a variety of rainfall conditions over an entire open water season, from snow melt to freeze-up. Contact the Volunteer Stream Monitoring Partnership in the seven county metropolitan area for assistance and information.
- Contact the Minnesota Pollution Control Agency for information and programs on other water-related topics.
- Programs and information available through Minnesota DNR programs include Shoreline Restoration and Adopt-A-River (clean-ups). Contact the Minnesota DNR Information Center at 651-296-6157 or 888-646-6367 for more information.
- Compile and distribute information about preventing the spread of aquatic invasive species. Federal agencies and the pet industry have collaborated to help consumers prevent the release and escape of non-native aquatic plants and animals through *Habitattitude*, a new public education and outreach effort. Visit the website, [www.habitattitude.net](http://www.habitattitude.net) to learn more about responsible behaviors and how to prevent the spread of potential aquatic nuisance species. The site includes information on federal and state laws and statutes that regulate aquatic organisms, recommended alternatives to releasing plants and animals, instructions on how individuals and clubs can get involved and detailed information on some of the aquarium and water garden species that have created problems in native aquatic systems.

## Chapter 4: Fish Management

Fisheries resource management-based service-learning projects emphasize learning by taking action in the community that is focused on natural resource management and fisheries activities. These types of Service-learning projects would ideally be based on concepts that students learn from an active educational component in areas such as managing fish populations, multiple use of natural resources, issues and decision making, regulations and enforcement, fisheries career exploration, habitat protection, conservation, restoration and improvement, risk and decision-making skills. Some examples of Fisheries Management Service-learning Projects might include:

- Conducting a stream walk and habitat assessment to look for potential problems with water quality and fish. Suggest improvements. Provide the information to the Minnesota Pollution Control Agency or Minnesota DNR. Compile your findings and publish them in local newspapers.
- Letting the local community know how they can enjoy Minnesota's fisheries resources as they work toward a sustainable future for all citizens. Issue an alert to overlooked problems, or praise recent accomplishments.
- In a locale with a Spanish, Hmong, Vietnamese, Somalian, Russian, or other foreign-language-speaking community, develop and translate brochures and fliers issued by the Minnesota DNR, Minnesota Pollution Control Agency, or other local agency. This type of project not only serves the particular foreign-language-speaking community, but it also develops or utilizes students' language skills and enables them to learn more about an immigrant culture and natural resource issues. Form a partnership with an immigrant organization in the community to distribute the brochures and fliers.
- Hold a family conference, debate, or town meeting on a local fisheries issue (such as stocking, treaty rights, invasive species, or shoreline development). Consult local experts

about the issue and invite them to participate in your discussions. Reflect on the complex problems that result from efforts to consider the values, needs, wants, and concerns of many different stakeholders. Draft plans for compromises and possible solutions to share with those involved in the issue.

- Contact your local Trout Unlimited, Muskies, Inc. or other sportsman's club to learn about their involvement in conservation and restoration work. Discover other groups in your community that may be involved in similar projects. Create a directory of organizations for volunteer opportunities in resource conservation and restoration. Distribute and publish the directory.
- Obtain the Minnesota DNR Fisheries Tour Packet to prepare for a tour of a local DNR fish hatchery. Arrange to interview fish hatchery workers. Compile a fisheries career information booklet to present to your school library's career section.
- Research fisheries-related regulations and enforcement issues. Arrange to become acquainted with your local Minnesota DNR Conservation Officer and accompany them during a day on the job. Use this experience to teach another youth group about a Conservation Officer's duties, and how the citizens of Minnesota work with the Minnesota DNR for the protection and conservation of aquatic resources.
- Learn about fisheries management tools and lake surveys. Contact your local Minnesota DNR Fisheries Office about the possibility of boarding and observing on an electrofishing boat, or helping with a lake survey. Spend a day learning to make or fix nets, and interview the people who do this work for a career. Add this information to a fisheries career brochure for your school library.
- Work with the local DNR Creel Survey crews and help conduct creel surveys at lake access sites and collect data from local and state government agencies about fish populations in the local lakes, streams, or rivers. Analyze the information

and design an informational brochure about local fish populations to share at community environmental events and water festivals, and in demonstration lessons to students in primary grades. Project partners could include state parks, and the local Minnesota DNR Fisheries Office.

## Chapter 5: Fishing Equipment & Skills

Upon completion of a unit that contains a lesson or lessons from Chapter 5, your students can apply what they've learned about fishing to community action. There are various ways to help others learn about and participate in the lifelong activity of fishing—which connects people of all ages to the outdoors and to aquatic resources. Fishing equipment and skills service-learning projects can provide an active educational component in areas such as: pursuing lifelong recreational activities and sports; health; developing, producing and marketing fishing equipment; and learning, teaching, and practicing new skills, including decision-making skills. These activities provide social, recreational, educational, and economic benefits for communities, as well as improving people's overall health and level of physical activity and enriching their connections with the natural environment. Project ideas include:

- Organize a fishing festival for the entire school. Invite members of various cultural groups in the community to share their fishing techniques, equipment, stories, lore, and fishing history. Publicize the event.
- Hold a fishing skills workshop for families. Conduct seminars on regulations, skills, equipment, nearby fishing places, fishing ethics, and sportsmanship. Plan a family fishing event at a local lake and establish it as an annual event.
- Teach a class of younger students how to use fishing equipment. Write stories about fishing to read to the younger students and help them write their own stories to compile into a book. Then take them fishing and add their stories about the fishing trip to the book.
- Research and create a display about the fishing equipment and techniques used by cultures

worldwide. Interview and enlist the help of various cultural groups in your community.

- Interview grandparents and senior citizens about fishing equipment and methods they used when they were young. Research the history of fishing equipment and techniques. Create a timeline that displays changes in fishing equipment and techniques from early human history to the present-day. Invent fishing equipment for the future. Create a mural to illustrate your timeline.
- Investigate the issue of lead versus non-lead tackle in Minnesota. Sponsor and conduct a lead tackle exchange event. For more information about lead tackle issues and lead tackle alternatives, exchanges, and programming contact the Minnesota Office of Environmental Assistance at 651-296-3417 or 800-657-3843 or [www.moea.state.mn.us](http://www.moea.state.mn.us)
- Host a collection site for rods and reels for donation to schools and youth organizations.
- Collect old monofilament line from lakeshores and streams to recycle. Local bait shops usually have recycling containers. Conduct a public awareness campaign about the harmful effects of discarded monofilament line, and where anglers can take old line for recycling.
- Help refurbish rods and reels, fill children's tackle boxes, make casting plugs and felt fish for casting practice for the MinnAqua Program. Contact the program at [mndnr.gov/minnaqua](http://mndnr.gov/minnaqua).

## Chapter 6: Safety & the Fishing Trip

Upon completion of a unit that includes a lesson or lessons from Chapter 6, your students can apply what they've learned about safety and fishing to community action. Safety and the fishing trip-themed service-learning projects provide an educational component in areas such as: safety; stewardship activities; fishing sportsmanship and ethics; health and nutrition; multiple uses of resources; actual fishing experiences; and risk assessment and decision-making skills. Project ideas include some of those listed above under Chapter 5 as well as the following:

- Make a connection between the aquatic environment and human health and safety and focus on local community fish consumption advisories, nutrition, and health. Inform senior citizens, parents, new immigrants, other students, or the general community of fish consumption advisories.
- Adopt a "grandparent" at a local senior retirement center and take them fishing.
- Take the kindergarten class on a fishing trip. Teach them how to plan and prepare for a safe trip. Make a scrapbook with photos and notes on the project.
- Conduct seminars to teach cooking and filleting skills to various community members and groups. Demonstrate how to remove the fatty portions (where PCBs and other toxins may accumulate) of various fish species. Tell seminar participants about the nutritional benefits of eating fish. (Fish is a good source of protein and omega-3 fatty acids.)
- At a fair or sports show, hold a seminar on selecting good fishing sites and planning safe and successful fishing trips. Produce a local guide or brochure on the topic and distribute it through your Chamber of Commerce or at local resorts and parks.
- Make fishing and water safety posters to display at a grocery store, outfitter, fishing equipment

retailer, or health clinic. The Minnesota Department of Health and the American Red Cross can provide safety information and resources.

- Organize and charter an after-school fishing club. Recruit teachers, parents, and local experts to help organize and guide the fishing club. Plan a school club structure and activities that can be continued from year to year.

As you can see, there is no shortage of ideas for service-learning projects. To help students select one of these projects—or create one of their own—focus on their knowledge and skills, integrate academic studies, and discover their interests and concerns. Pinpoint a real need in your community, and analyze these issues' interconnections and complexities. Identify stakeholders and the “movers and shakers.” After considering logistics and possible obstacles, make a plan. Set a goal and establish a timeline. Gather information, resources, and partners. Involve students in the project in a variety of ways and help them remain focused. As the students make their service-learning project their own and start working on it, the experience and benefits they'll gain will be well worth the effort! Upon completion of the project, enlist students in conducting an evaluation of the project's successes and things that could have been done differently. What did the students and or community learn. What would be the next steps? Plan how to continue and sustain the project, if applicable. And, always recognize and celebrate your students' achievements!

### *Service-learning Project Plans and Activity Mapping*

An activity map is a tool that can provide a framework for incorporating the primary elements of what is taught (content), how instruction occurs, when it's delivered, skills, objectives, and academic benchmarks into a project plan. The following three examples show how to use activity mapping to incorporate interdisciplinary concepts into a service-learning project plan for sample project ideas from chapters 4, 5, and 6. A Curriculum Activity Map Template for creating an Interdisciplinary Service-learning Project Plan follows the three sample

Project Plans. Use this Activity Mapping template and the three Project Plan examples to help you develop a project map to incorporate the concepts, skills, and learning objectives that your students have been acquiring by participating in lessons from the *MinnAqua Leader's Guide*.

A children's Literature list follows the Curriculum Activity Map Template. This list includes summaries of a number of story books that provide an engaging way to introduce the concept of Service-learning to your students.



## Chapter 4: Fish Management Service-learning Project Plan Example

<b>Project Title: Stream or River Habitat Assessment</b>		
<p><b>Project Description:</b> Conduct a stream walk and habitat assessment in the community to look for potential problems that may be harmful to water quality and fish. Suggest improvements. Provide the information to the Minnesota Pollution Control Agency and/or Minnesota DNR. Write up findings and publish in local newspaper.</p>		
<p><b>English/Language Arts</b></p> <p>Read the story, <i>A River Ran Wild</i>, by Lynne Cherry. Write about how the local stream or river has been impacted by humans. Submit to local newspaper for publication.</p>	<p><b>Social Studies/History</b></p> <p>Collect oral histories from local senior citizens about the stream or river as it was in their youth. Contact county, local government, or watershed district for information on the stream or river.</p>	<p><b>Physical Education</b></p> <p>Before taking a walk along the stream or river, perform stretches to protect muscles and joints from injury. Discuss how walking is a great form of exercise for all ages.</p>
<p><b>Theater, Music, and Visual Arts</b></p> <p>Research the Japanese art of gytaku (fish printing). Use a real fish (one that students caught or a store-bought fish) to create fish rubbings. See <b>Lesson 2:1-Fish Sense</b>. Display the art in the community with education information.</p>	<p><b>Science</b></p> <p>Prior to the walk along the stream or river, study what makes a healthy stream or river. Brainstorm the signs of potential problems. At the stream or river, conduct macroinvertebrate sampling or water quality tests using test kits. Record the findings.</p>	<p><b>Computers</b></p> <p>Create a chart to record findings at the stream or river. Use the chart at the site, and then enter data upon return to school.</p>

## Chapter 5: Fishing Equipment & Skills Service-learning Project Plan Example

<b>Project Title: Teaching Younger Students to Fish</b>		
<p><b>Project Description:</b> Teach a class of younger students how to use fishing equipment. Write stories about fishing to read to younger students, and help them write their own stories to compile a book. Then take them fishing, and add their stories about the fishing trip to the book.</p>		
<p><b>English/Language Arts</b></p> <p>Write stories about fishing to share with younger students. The stories could be based on personal experience, tall tales, or folklore. See <b>Lesson 2:7-Fish Tales</b>. Work with younger students to record and create their own book of stories.</p>	<p><b>Social Studies/History</b></p> <p>Research the history of fishing and equipment. Use the information to enhance presentations to younger students.</p>	<p><b>Physical Education</b></p> <p>Bring in an expert to teach the class how to cast off and reel in their fishing line. Practice casting with the younger students. Teach the younger students about safety at the water's edge, handling fishing poles and hooks safely, and handling fish safely. Go on fishing field trip.</p>
<p><b>Theater, Music, and Visual Arts</b></p> <p>Create puppet shows using stories about fishing as the storyline. Or put on a short skit about fishing regulations and safety for the younger students. Write a fishing safety rap and teach it to the younger students.</p>	<p><b>Science</b></p> <p>Learn how a rod and reel works. What are the specific principles that apply, such as simple machines or mechanisms? See <b>Lesson 5:1-Freshwater Rods and Reels</b>. For example, the rod acts as a shock absorber to keep the fish from jerking the angler off their feet and as a lever when reeling in the fish.</p>	<p><b>Computers</b></p> <p>Using the Internet and the Lake Finder feature of the Minnesota DNR website, research the types of fish in local lakes and streams. Create a presentation on these fish that includes habitat requirements and diet.</p>

## Chapter 6: Safety & the Fishing Trip Service-learning Project Plan Example

<b>Project Title: The Aquatic Environment and Human Health and Safety</b>		
<p><b>Project Description:</b> Make a connection between the aquatic environment and human health and safety. Focus on local community fish consumption advisories, nutrition and health. Inform senior citizens, parents, new immigrants, other students, or the community at large about fish consumption advisories.</p>		
<p><b>English/Language Arts</b></p> <p>Read articles about fish contamination in local streams and rivers. Good sources of information are the Minnesota Department of Health, and the Minnesota DNR. See <b>Lesson 6:5-Eating Fish.</b></p>	<p><b>Social Studies/History</b></p> <p>What populations rely on fishing in your community? Research the local demographics and the role of fishing in the different cultures.</p>	<p><b>Physical Education</b></p> <p>Fish play an important role in a healthy diet. Learn the health benefits and risks of eating fish. See <b>Lesson 6:5-Eating Fish.</b></p>
<p><b>Theater, Music, and Visual Arts</b></p> <p>Students share their knowledge of fish consumption advisories by creating a short public service announcement for the cable access channel</p>	<p><b>Science</b></p> <p>How does the health of a lake, stream, or river impact the fish for human consumption? Study the guidelines for consumption for children, pregnant women, adults, and senior citizens.</p>	<p><b>Computers</b></p> <p>Research fish consumption advisories for the local community using the Internet and create a brochure about the advisories, specifically focused on local streams, rivers, and lakes. Post the information on the class (or school) website.</p>

## Curriculum Activity Map Template for Creating an Interdisciplinary Service-learning Project Plan

This blank activity mapping template is included for your use.

<b>Project Title:</b>		
<b>Project Description:</b>		
<b>English/Language Arts</b>	<b>Social Studies/History</b>	<b>Physical Education</b>
<b>Theater, Music, and Visual Arts</b>	<b>Science</b>	<b>Computers</b>

## Literature to Help You Introduce Service-learning to Students

### *One Less Fish*

Kim Michelle Toft and Allan Sheather  
(Charlesbridge, 1998)

**Summary:** Fish begin to disappear in Australia's Great Barrier Reef. This story tells of the hazards of offshore drilling, trash in the ocean, over fishing, and more.

### *The Shape of Betts Meadow: A Wetlands Story*

Meghan Nuttall Sayres (Millbrook Press, 2002)

**Summary:** A medical doctor becomes a "wetland doctor" and helps restore Betts Meadow to its original state—a wetland with wildflowers, elk, and tree frogs. This book includes a glossary of wetland terms and resources.

### *Our Poisoned Waters*

Edward Dolan (Cobblehill, 1997)

**Summary:** Information is presented on how industry, farm waste, sewage, and oil spills damage waters, and how a growing population is depleting fresh water supplies. Key questions are raised in this book and it presents opportunities for discussion on roles, origins of problems, and what people can do.

### *A River Ran Wild*

by Lynne Cherry (Harcourt, 1991)

**Summary:** A river that once provided food to indigenous people is polluted by industry and cities. Can a determined local citizen restore the river?

### *A Cool Drink of Water*

Barbara Kerley (National Geographic Society, 2002)

**Summary:** This book takes you on a journey from Thailand to Rome to Canada to see water stored in clay pots and a burlap bag. People drink from a river, a well, and a tin cup. Strategies for protecting water supplies are given.

### *The Wartville Wizard*

Don Madden (Alladin, 1993)

**Summary:** To fight a town of litterbugs, a wizard makes litter stick to all who attempt to drop it! A memorable and colorful tale of how people learn the consequences of their actions. Easily adapted into an amusing play with an important message.

### *Washing the Willow Tree Loon*

Jacqueline Briggs Martin (Simon & Schuster, 1995)

**Summary:** A barge hits a bridge and a thick rush of oil coats the birds of Turtle Bay. People from all walks of life (bakers, doctors, house painters, and artists) stop their work and help.

### *Ducks Disappearing*

Phyllis Reynolds Naylor and Tony Maddox  
(Atheneum, 1997)

**Summary:** Young Willie solves the mystery of disappearing ducks. Most importantly, he explains to the adults how ducks belong to everyone. A great story of a child who pays attention and cares to make a difference.

### *Backyard Rescue*

Hope Ryden (Tambourine, 1994)

**Summary:** Two friends set up a backyard wildlife hospital for wounded animals. When faced with closure due to fish and game laws, they find local resources to protect the animals in their care.

## Sources of Funding and Grants

For a single class service-learning project, you may want to look for local donations or fundraising activities. For sustainability, finding a stable funding source, such as a district line item or long term grant, is preferred. For community organizations and youth groups like scouting organizations, 4-H or any variety of non-formal education settings the organizations listed below are a source of grants or resources to help you with your Service-learning projects.

In the school setting Service-learning is a teaching strategy and therefore, as they allow, established classroom budgets should cover expenses related to ongoing projects. In Minnesota, through community education, school districts may access special revenue to support youth development and youth service programs. To supplement these existing funding sources, many service learning grants are available a sample is listed below.

### National Funding and Support

#### The Grantmaker Forum on National and Community Service

[www.gfcns.org](http://www.gfcns.org)

Provides resources for grant writers and links to publications of service-learning and civic engagement research.

#### Learn and Serve America

[www.learnandserve.org](http://www.learnandserve.org)

Contains applications for Learn and Serve and other grants. Also see: [www.nationalservice.org/egrants/index.html](http://www.nationalservice.org/egrants/index.html), the Corporation for National and Community Service's online grant application and management system.

#### The Corporation for National and Community Service

engages Americans of all ages and backgrounds in service to help strengthen communities through Learn and Serve America, AmeriCorps and Senior Corps. [www.cns.gov](http://www.cns.gov)

#### National Service Learning Clearinghouse

[www.servicelearning.org](http://www.servicelearning.org)

Contains a searchable database of awards, fellowships, scholarships, funding resources,

grants, and funders called Funding Sources [www.servicelearning.org/article/archive/42/](http://www.servicelearning.org/article/archive/42/)

#### National Service Learning Partnership

[www.service-learningpartnership.org/youth\\_innovation/resources.cfm](http://www.service-learningpartnership.org/youth_innovation/resources.cfm)

Contains sample funding applications and press releases and provides timelines for fundraising and grant writing.

#### Constitutional Rights Foundation

Robinson Mini-Grants provide seed money for student-teacher teams and community organizations engaged in service learning projects that address serious community problems. [www.crf-usa.org](http://www.crf-usa.org)

**Do Something** is a non-profit that seeks to get more young people engaged in social action through grant giving and online networking. [www.dosomething.org](http://www.dosomething.org)

**The Starbucks Foundation** funds programs for youth, ages 6-18, that integrate literacy with personal and civic action in the communities where they live. Grants range from \$5,000-\$20,000. [www.starbucks.com/aboutus/grantinfo.asp](http://www.starbucks.com/aboutus/grantinfo.asp)

**Youth Service America** offers grants to help young people and organizations plan and implement service projects for Global Youth Service Day as well as ongoing service learning throughout the year. [www.ysa.org/awards](http://www.ysa.org/awards)

**The ING Unsung Heroes** award program selects 100 winners to receive \$2,000 to help fund their innovative class projects. Three of those are selected to win the top three awards of \$25,000, \$10,000 and \$5,000. [www.ing.com/us/unsungheroes](http://www.ing.com/us/unsungheroes)

For a more complete list, visit: [www.servicelearning.org/resources/funding\\_sources/index.php](http://www.servicelearning.org/resources/funding_sources/index.php)

#### Print Resources

Billig, Shelley H. "Funding Your Service-learning Program." In *Building Support for Service Learning*, edited by Shelley H. Billig, 105-124. Denver: RMC Research Corporation, 1998.

#### Corporation for National and Community Service

800-808-SERVE

[www.cns.gov](http://www.cns.gov)

## Minnesota Funding and Support

**ServeMinnesota!** manages YouthWorks, Americorps, and Community-Based Learn and Serve federal grant programs. With the Minnesota Department of Education, ServeMinnesota! has published:

*Partner Power: Minnesota Service-learning Manual for Community-Based Organizations.* (2003)  
Rich Cairn of Cairn & Associates. (24 pages.)

Other resources are available, too.

### **ServeMinnesota!**

431 South Seventh Street, Suite 2540  
Minneapolis, MN 55415  
612-333-7749 (phone); 612-333-7758 (fax)

### **Minnesota Department of Education (MDE)**

Service-learning offers grants on a regular basis to fund the development of an infrastructure supportive of service learning. [education.state.mn.us](http://education.state.mn.us) MDE also provides sub-grants and training to schools through the Federal Learn and Serve Program in addition to resources including:

*Assessing Learning Through Service*, a video and guide on service-learning and performance-based assessment. In 1996, the Minnesota Department of Children, Families & Learning (now, the Minnesota Department of Education) sought to help teachers with this important aspect of service-learning. The Department secured a three-year Corporation for National Service grant to find out who was best at assessing students' service-learning experiences, and share these best practices statewide through this publication.

*Learn & Serve America, School-Based*, The Corporation for National and Community Service provides funds to support service learning in K-12 schools. The Minnesota Department of Education receives those funds and in turn grants them to Minnesota school districts.

*Community Education, Youth Development and Youth Service Programs*, All school districts have the option to levy special funds to support youth

development and youth service programs through Community Education. Through these funds, more than 200,000 youth participate in service every year.

*Peer Consultants*, Funded by the W.K. Kellogg Foundation and Learn and Serve America, peer consultants provide teacher development in the area of service learning. There are peer consultants located throughout Minnesota available at no cost to school districts.

### **Minnesota Department of Education**

Michelle Kamenov, Service-learning  
1500 Highway #36 West, Roseville, MN 55113  
651-582-8434 or 888-234-1279 (phone)  
651-582-8492 (fax)  
[Michelle.Kamenov@state.mn.us](mailto:Michelle.Kamenov@state.mn.us)  
[education.state.mn.us/mdeprod/groups/CounselCharacService/documents/FAQ/032542.pdf](http://education.state.mn.us/mdeprod/groups/CounselCharacService/documents/FAQ/032542.pdf)

## Minnesota Service-learning Organizations and Partners

Minnesota is home to many organizations that provide support for service-learning.

### **The National Youth Leadership Council (NYLC)**

serves as the nationwide training and technical assistance arm of the Corporation for National Service. This organization has developed the guide *Essential Elements of Service-learning* to promote high quality school-based service-learning.

Resources include:

*Route to Reform: Service-learning and School Improvement* video program, 1994

*Essential Elements of Service-learning for Effective Practice: Organizational Support*, National Service-learning Cooperative, 1998 (34 pages)

### **National Youth Leadership Council**

1667 Snelling Avenue North, Suite D300  
St. Paul, MN 55108  
651-631-3672 (phone); 651-631-2955 (fax)

**The Minnesota Alliance With Youth**, part of the national organization America's Promise-Alliance for Youth, encourages and supports youth programs, mentoring and community service, and features a commitment to offer young people community service opportunities as one of their five organizational promises or goals.

### **Minnesota Alliance With Youth**

625 Northwest Third Avenue  
Faribault, MN 55021  
888-666-6427

**Adopt-A-Watershed** is a school-community learning experience that uses local watersheds as living laboratories to develop collaborative partnerships and reinforce learning through the community.

[www.Adopt-A-Watershed.org](http://www.Adopt-A-Watershed.org)

**Americorps VISTA-Senior Corps** supports service-learning efforts including America Reads.

**VISTA-Senior Corps**, Minnesota Office of the Corporation for National and Community Service  
431 S. Seventh Street, Suite 2480  
Minneapolis, MN 55415  
612-334-4083

### **Pollution Prevention Project Guide**

Since 1994, Cairn & Associates helped hundreds of Minnesota teachers and youth workers organize water quality protection projects involving thousands of students. Based on these experiences, this guide offers step-by-step instructions on how to organize some of the most popular projects. Access the entire Guide on-line, or download it free as PDF files:

[cgee.hamline.edu/watershed/action/projects/ppp\\_guide.htm](http://cgee.hamline.edu/watershed/action/projects/ppp_guide.htm)

**Earth Force** is a youth-driven organization, engaging young people in problem solving to discover and implement lasting solutions to environmental issues in their communities.

[www.earthforce.org](http://www.earthforce.org)

**Eco-Education** is a non-profit environmental education organization based in St. Paul, Minnesota, that has served more than 130,000 students since 1991. This organization is committed to making environmental education relevant to urban learners and to helping them address their unique environmental concerns. [www.ecoeducation.org](http://www.ecoeducation.org)

**Great River Greening** topics include: ecosystems, service-learning, exotic species, and rivers. Great River Greening is a nonprofit, community-based organization that helps communities restore, manage, and learn about their natural environments through volunteer involvement.

### **Great River Greening**

35 W. Water Street, Suite 201  
St. Paul, MN 55107  
651-665-9500 (phone); 651-665-9409 (fax)  
[jstubblefield@greatrivergreening.org](mailto:jstubblefield@greatrivergreening.org)  
[www.greatrivergreening.org](http://www.greatrivergreening.org)

### **Hamline University Center for Global Environmental Education**

has a Watershed Action site offering one-stop help in planning and organizing service-learning projects to prevent water pollution in your watershed. Within this site you can access everything from scientific background



information and curricula, to local experts and stencils for painting storm drain signs.  
[ggee.hamline.edu/watershed/action/](http://ggee.hamline.edu/watershed/action/)

**River Keepers** is a private non-profit group that was formed to coordinate improvements of and along the Red River in the Fargo, North Dakota and Moorhead, Minnesota area. They offer several environmental service-learning opportunities including an Adopt-the-Red program (similar to Adopt-A-River), and a Paint the Drain program focused on getting local groups and students to stencil storm drains to prevent the public from dumping hazardous wastes in them. They provide equipment and the training for both programs.

*Serving the Environment: A Guide to Best Practices for Environmental Service Learning,*

Audrey Anderson, Stowe Elementary in Duluth, Minnesota. This is a guide and website written to combine “best practice” advice from the experts and practical wisdom from teachers and staff at Stowe Elementary School. What works at Stowe may not work at your site, but the wisdom and advice Stowe teachers have offered are helpful for any service-learning project.

[www.duluth.k12.mn.us/stowe/service\\_learning/index.htm](http://www.duluth.k12.mn.us/stowe/service_learning/index.htm)

**The following organizations are involved with mobilizing students in communities.** Many of them support networks of service-learning programs. Some publish curricula, guidebooks, and other materials. A few offer training and technical assistance to local programs.

**Center for Service Learning & Social Change  
City of Lakes Corps**

**Future Force**

**Minnesota Alliance with Youth**

**Minnesota Campus Compact**

**Minnesota Community Education Association**

**Minnesota Conservation Corps**

**Minnesota Educational Effectiveness Program**

**Minnesota 4-H Extension**

**Minnesota Mentor Network**

**Minnesota Office of Citizenship and  
Volunteer Services**

**Minnesota Service Association**

**Retired and Senior Volunteer Program**

**Search Institute**

**Serve Minnesota**

**Twin Cities One-to-One Mentor Network**

**Twin Cities Urban Corps**

*National Resources and Service-learning Organizations*

**America's Promise** [www.americaspromise.org](http://www.americaspromise.org)

**Americorps** is a network of national service programs that engages more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment. Contact the Americorps program sponsors to see if members are available to help with your project. [www.americorps.org](http://www.americorps.org)

**Close Up Foundation**

[www.closeup.org](http://www.closeup.org)

**Constitutional Rights Foundation**

[www.crf-usa.org](http://www.crf-usa.org)

**Corporation for National and Youth Community**

**Service** publishes *Students in Service to America*, a guidebook for engaging students in a lifelong habit of service. Corporation for National and Community Service, Students in Service to America, Washington, DC 20525

**Earth Day Network** works for a healthy environment and a peaceful, just, and sustainable world through environmental education, capacity-building, year-round programs, and support of worldwide Earth Day organizing.

[www.earthday.net](http://www.earthday.net)

**Education Commission of the States, Compact for Learning and Citizenship,**

700 Broadway #1200, Denver, CO 80203-3460  
303-299-3600 (phone); 303-296-8332 (fax)

[www.ecs.org](http://www.ecs.org)

**Give Water A Hand** is a national watershed education program that involves young people in local environmental service projects. Following the steps in the Give Water A Hand Action Guide (which can be downloaded free of charge from

[www.uwex.edu/erc/gwah](http://www.uwex.edu/erc/gwah)), your youth group or class can plan and complete a community service project to protect and improve water resources. Two publications are available: Youth Action Guide and Leader Guidebook (for youth leaders and teachers). These easy-to-follow, illustrated guides show how to organize and carry out effective action-oriented projects.

**Learn and Serve America** is a program of the Corporation for National and Community Service, providing funding and training support for service-learning programs in schools, community-based organizations, and higher education institutions. [www.learnandserve.org](http://www.learnandserve.org)

**Learning In Deed**  
[www.learningindeed.org](http://www.learningindeed.org)

**National Dropout Prevention Center**  
[www.dropoutprevention.org](http://www.dropoutprevention.org)

**National Service-learning Clearinghouse**, at [www.servicelearning.org](http://www.servicelearning.org) provides many resources, some of which are fully available online.

**National Youth Development Information Center**  
[www.nydic.org](http://www.nydic.org)

**Points of Light Foundation** advocates community service through a partnership with the Volunteer Center National Network. Its guides and resources include:

- *Service Project Ideas for Youth*. The resources in this packet help the reader generate ideas for youth service projects, both episodic and ongoing, that meet community needs in a creative way.
- *Critical Elements of Service-learning*. This resource packet explains critical elements essential for effective service-learning: community need/voice, learning objectives, youth voice and planning, orientation and training, action, reflection, evaluation, and celebration/recognition
- *Reflection*. This resource packet presents a variety of sources and perspectives on the importance of reflection, with suggestions for creative reflection methods.

- *Agencies + Schools = Service-learning—A Training Toolbox*, Rich Cairn and Cynthia Scherer, 1996 (92 pages)
- *Practical Guide for Developing Agency/School Partnerships for Service-learning*, Eugene Roehlkepartain, 1995 (138 pages).

### **Points of Light Foundation**

1400 I Street NW, Suite 800,  
Washington, DC 20005  
202-729-8000 or 800-272-8306

The **River Watch Program** helps people collect, understand, and use information about the health of their rivers and the people who depend on them. They support community-based watershed monitoring and assessment projects. They gather and interpret information on the health of watersheds and communities and promote public awareness of watershed values, issues, problems, and solutions. They create opportunities for students to learn science and other subjects through hands-on projects, and gather information that helps community leaders identify and solve problems. They track ecological and human health conditions and trends to assess whether protection and restoration efforts are working. River Watch also works closely with Native American tribes, who play a unique role in setting and monitoring clean water standards. River Watch is part of the River Network, a national non-profit organization that offers consulting, publications, training, and small grants to raise money, build organizations, and monitor and protect rivers and watersheds.

### **River Watch, River Network**

520 SW Sixth Avenue, Portland, Oregon 97204  
503-241-3506

[www.rivernetwork.org](http://www.rivernetwork.org)

**Youth Service America** is a resource center and alliance of over 300 organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. The site offers a listing of funding sources and access to the full text of the funding opportunities. And sponsors the National Youth Service Day with the National Youth Leadership Council. National Youth Service Day is also

a service-learning curriculum, and guide for developing project management skills.

### Youth Service America

1101 Fifteenth Street, Suite 200  
Washington DC, 20005  
202-296-2992 (phone); 202-296-4030 (fax)  
[www.ysa.org](http://www.ysa.org)

### Additional Resources

*The Courage to Care. The Strength to Serve. Draft Instructional Framework in Service-learning for Elementary Schools.* Maryland Student Service Alliance (1991). Baltimore, MD: Maryland Department of Education.

*Joining Hands: Community-Service-learning Resource Kits: For Kindergarten Through Eighth Grade Service-learning Programs.* Available from the University of Iowa, Service-learning Department, 215 Seashore Hall Center, Iowa City, IA 52242-1402  
800-369-IOWA

*The Kid's Guide to Service Projects,* Barbara A. Lewis. (1995). Minneapolis, MN: Free Spirit Publishing.  
*The Kid's Care Book: 50 Class Projects That Help Kids Help Others.* Novelli, J. and Chayet, B. (1991). New York: Scholastic Professional Books.

*Park Service-learning Model.* Peace Corps, Paul D. Coverdell. World Wise Schools,  
[www.peacecorps.gov/wws/service/getstarted/slmodel.html](http://www.peacecorps.gov/wws/service/getstarted/slmodel.html)

*Pocket Guide to Service-learning,* (1995)  
Dickenfield, M. & Wright, J. (Eds.) National Dropout Prevention Center, Clemson University, College of Health, Education and Human Development,  
205 Martin Street, Clemson, SC 29634-0726

*Service-learning Toolbox: Work Pages and Checklists to Help You Get Started and Keep You Going.*  
Elke Geiger. Rural Education Program.  
Northwest Regional Educational Laboratory  
101 SW Main Street, Suite 500  
Portland, Oregon 97204  
[www.nwrel.org/ruraled/learnserve/resources/SL\\_Toolbox.pdf](http://www.nwrel.org/ruraled/learnserve/resources/SL_Toolbox.pdf)

*Standards of Quality for School-Based Service-learning.* Alliance for Service-learning in Education Reform (1993). Chester, VT.

### Community Partnerships

Community partners can provide technical expertise, support and materials—seek assistance from:

- local Boards of Soil and Water Conservation Districts
- local businesses
- churches
- civic organizations and clubs
- colleges and universities
- corporate volunteers
- county governments
- environmental organizations
- local media
- local officials
- parents
- senior citizens
- sportsman's organizations
- state agencies
- VFWs and American Legions
- volunteer organizations
- YMCA and YWCA
- youth organizations (Big Brothers Big Sisters, Camp Fire USA, 4-H, Girl Scouts, Boy Scouts)

## *Celebrate your good work! Information on Service-learning Recognition and Awards*

**Minnesota Student Service Awards:** Founded in 1988, the Minnesota Student Service Awards seek to celebrate and recognize programs and organizations throughout Minnesota that involve students in community service and/or service learning.

**Outstanding Contributions to Service Learning Awards:** These awards recognize individual teachers, administrators, higher education faculty and staff, consultants, volunteers, students, legislators, community agency personnel, community leaders, coordinators, policy makers and advocates who serve to advance the field of service learning. Awards are given in the areas of policy, practice and passion.

**Minnesota Service Learning Leader Schools:** Selection as a Minnesota Service Learning Leader District or School is a great honor. It is recognition of excellence in service learning. Reviewers place recipients in one of two categories: emerging leaders or established leaders.