**Service Learning
Teacher Resource Guide
Grades 3–8**

MAKING A DIFFERENCE

CHILDREN'S
MUSEUM
INDIANAPOLIS

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INDIANAPOLIS

The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1 million people across Indiana as well as visitors from other states and nations.

The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about educational programs and resources, visit the Teacher section of the museum's Web site, **ChildrensMuseum.org**
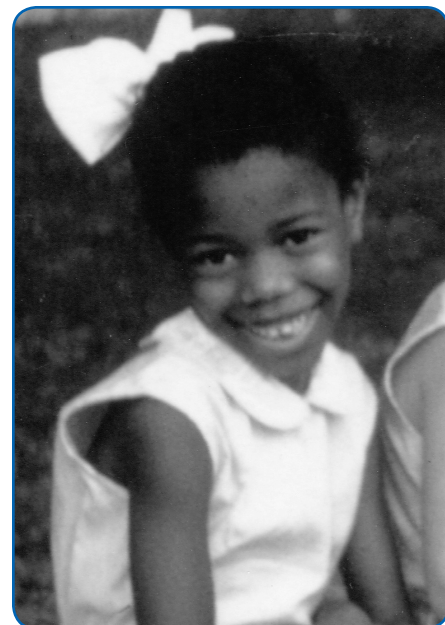
Cover photo: © 2007 The Children's Museum of Indianapolis

Ryan White

Anne Frank

Ruby Bridges

MAKING A DIFFERENCE THROUGH SERVICE LEARNING: THE POWER OF CHILDREN

The Children's Museum of Indianapolis strongly supports the idea that ordinary people, including children and teens, can make an extraordinary difference in the world. This is the message behind the museum's groundbreaking exhibit *The Power of Children*. The exhibit tells the stories of three children in history— Anne Frank, Ruby Bridges, and Ryan White—and how they made a positive difference in spite of overwhelming circumstances. The exhibit goes on to demonstrate the accomplishments of young people today who recognized a need in their communities and are making a commitment to take action and make a difference. Through these compelling stories, students and visitors of all ages are inspired to explore ways they can take action by using their time and talents to help others. Before they leave the

exhibit, they can add a leaf to the *Tree of Promise* with their own promise to make a difference.

This guide is intended to provide teachers and their students with the practical tools and resources needed to make promises a reality by developing a service learning project. Based on the units of study for *The Power of Children*, the guide provides three learning experiences that address academic standards and connect community service to the responsibilities of citizenship. Discussions and handouts help students become aware of the talents and assets they have to offer, determine what they care deeply about, identify a need or problem that they can address, and develop a plan that will enable them to carry out a successful service project.

How wonderful it is that nobody need wait a single moment before starting to improve the world.

—ANNE FRANK

What Is Service Learning?

Service-learning offers a unique opportunity for young Americans of all age—kindergarten to college—to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students learn not only about democracy and citizenship but also become actively contributing citizens and community members through the service they perform.

Service-learning can be applied across all subjects and grade levels. It can involve a single student or group of students, a classroom, or an entire school. Students build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment.

Why Is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by

- promoting learning through active participation in service experiences;
- providing structured time for students to reflect by thinking, discussing, and writing about their service experience;
- providing an opportunity for students to use skills and knowledge in real-life situations;
- extending learning beyond the classroom and into the community; and
- fostering a sense of caring for others.

Service-learning also strengthens both education and local communities by

- building effective collaborative partnerships between schools or colleges and other institutions and organizations;
- engaging parents and other adults in supporting student learning;
- meeting community needs through the service projects conducted; and
- providing engaging and productive opportunities for young people to work with others in their community.

Source: Indiana Department of Education, *What Is Service Learning?* Retrieved from *doe.in.gov/ois/servicelearning/what.html*
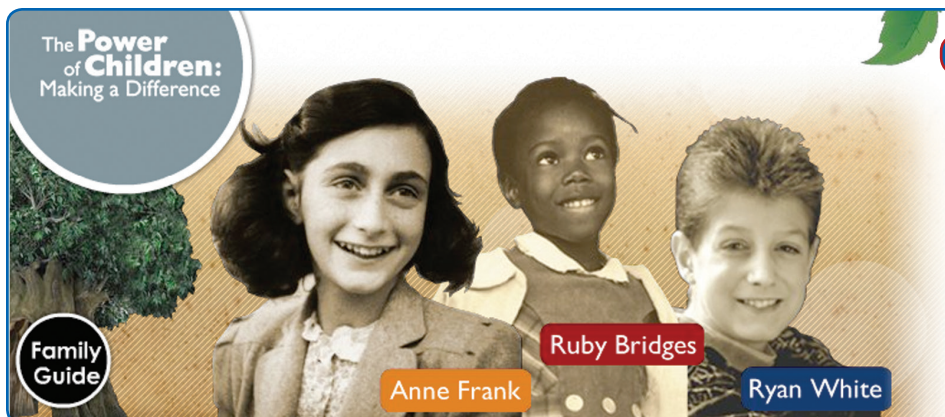
THE POWER OF CHILDREN WEB SITE

Visit the museum's Power of Children Web site at **childrensmuseum.org/powerofchildren/**, where students can find information about projects carried out by Power of Children Award winners who are making a difference in their own communities today.

THE TREE OF PROMISE: MAKING A DIFFERENCE

In Experiences 1, 2, and 3 students identify ways young people can make a positive difference in their own communities today. They examine examples of projects carried out by the Power of Children award winners and inventory their own talents and interests. They consider how their interests and abilities relate to problems and needs they want to address. After researching and selecting a problem, they develop an action plan, carry out their projects and evaluate the results. Skills and content in this guide relate closely to school life skills, service learning and character education programs.

Courtesy of Linda Knoderer, Lawrence Township Schools

Students at Skiles Test Elementary School in Indianapolis visit an apple orchard. As part of an economics and service project, the students picked apples and sold them. They donated their profits to charity.

FOCUS QUESTIONS

- What are the roles and responsibilities of a citizen in a democracy?
- Why are the actions of individuals and groups of individuals important?
- What are some of the different ways kids can make a difference in their own community and in the world?
- What is a promise or commitment?
- Do you have to be famous to make a difference? Why or why not?
- Can small actions create a positive change? Give examples
- What talents and interests do you have that you could use to help others?
- What do you really care about?
- What are the major steps to take in order to be effective in making a difference?
- How can you tell if your efforts have been successful?

OBJECTIVES

Students will
- identify the roles of a citizen in a democracy
- examine a citizen's right and responsibility to participate in a democracy and make a positive difference
- examine the nature of a promise or commitment
- inventory their own talents and assets
- work with a team to develop an action plan to meet a need in their own community
- work with a team to carry out and report on their project
- prepare a written report on project process and outcomes, including their own contributions and those of team members

WORD POWER

asset	need
bystander	positive
citizen	problem
commitment	promise
constructive	responsibilities
democracy	rights
inventory	talents

YOU WILL NEED

Materials
- Student Handouts:
- Time, Talent and Treasure Inventory
- Action Plan
- Flip chart and paper
- Computer with Internet access

Time

Experiences 1 and 2 can be completed in four to five class periods. Experience 3, which involves carrying out an action plan, is a long-term service learning experience.

EXPERIENCE I
SPEAKING UP

In this experience students discuss the question: "What are our responsibilities as citizens in a democracy?" They explore the idea that citizens have the responsibility to respect others' rights and to work to make their community a better place. They consider how children and young people can use everyday skills and talents to make a difference. They identify abilities and assets they can use to recognize and solve problems and discuss the importance of small contributions of time and effort. Finally, they complete an inventory of their individual talents and assets.

Courtesy of Linda Knoderer, Lawrence Township Schools

Second-grade students at Skiles Test Elementary School picked 307 pounds of apples and sold them at school for 50 cents each. They donated the proceeds to Riley Hospital for Children in Indianapolis.

ACADEMIC STANDARDS

National Academic Standards

Social Studies — Standard 6: Power, Authority and Governance, Early Grades (a); Standard 10: Civic Ideals and Practices, Early Grades (b, d, and j), and Middle Grades (b, d, and j)

Civics and Government — Grades K–4, Standard 1: Civic Life, Politics and Government, (G and H) Limited and unlimited Government; Standard 5: Roles of Citizens, (A) Rights, (E) Dispositions, (F) Participation, (G) Leadership and Public Service; Grades 5–8, Standard 1 (B) and Standards 5 (B and C)

Indiana's Academic Standards

Social Studies — Civics and Government: 3.2.2, 3.2.5, 3.2.6, 4.2.5, 4.2.6, 5.2.5, 5.2.8, 6.2.7, 8.2.4, 8.2.7

PROCEDURES

■ Discuss with students what it means to live in a **democracy.** In a democracy people control the government. The power of government is limited and people have certain rights.

■ Remind students of some basic rights that people have in the United States, such as the right to
   ■ practice their own religion
   ■ express their opinion
   ■ vote
   ■ meet with other people
   ■ ask the government to change laws they think are unfair

■ Help students examine what these rights mean Ask: Along with these rights, what **responsibilities** does a citizen have?

JOURNAL REFLECTIONS

Help students think more deeply about the topics addressed in this experience by asking them to write about questions like these:

- When have you spoken up about something that you thought was wrong? Was it hard to do? What happened as a result?
- When you did the inventory, did you realize that you had a talent you hadn't thought about? What was it? Now that you recognize this talent, what will you do?

- Discuss with students that one of a citizen's most important responsibilities is to participate in a thoughtful way. Citizens are not **bystanders**. Citizens are not expected to keep quiet and do nothing about issues and problems. Citizens in a democracy have both the right and the responsibility to identify problems and work to solve them in **constructive** ways.
- Explain that in this experience students will have the opportunity to carry out a project in which they identify a need or a problem and work together to make a positive difference.
- Discuss the idea that everyone has special talents and help students think of the wide variety of talents they have seen in others, such as artistic talent, the ability to talk to people, the ability to use computers or the ability to solve problems. Write student contributions on the board or flip chart.

- Write this question on the chalkboard or a flip chart and discuss: If you care about something and want to make a difference, which of your talents would be most helpful?
- Ask students: Do you think it's necessary to be unusually talented or have large amounts of money or other possessions in order to make difference? Why or why not?
- Point out to students that in addition to talents, everyone "owns" other things they can use to help others.
- Engage students in a discussion of the assets they have. For example, a cell phone could be used to call a family member or friend who is lonely. Help students think of possible assets they could use and help them to realize that time is one of their most valuable treasures.
- Introduce the **Time, Talent and Treasure** Inventory on page 54. Ask students to think carefully about the talents and other assets they have as they complete the inventory.

CITIZEN RIGHTS AND RESPONSIBILITIES

This experience complements the study of the **U.S. Constitution** and the **Bill of Rights**.

EXPERIENCE 2
PLANNING TO MAKE A DIFFERENCE

Students learn about the accomplishments of the Power of Children award winners, people their own age who have made a difference in their communities. They consider why it is important to have both a plan and the commitment to follow through. They explore their own concerns and work in teams to identify and research a problem that relates to their talents and interests.

2011 Power of Children Award Winners: From left to right, Elizebeth Niemiec, Nathaniel Osborne, Jill Osterhus, and Krystal Shirrell. Visit the museum website at childrensmuseum.org/ powerofchildren/ to learn more about their projects.

We can't save anyone from the past, but we can save the future.

— STUDENT, ACTS OF KINDNESS PROJECT
HONEY CREEK MIDDLE SCHOOL,
TERRE HAUTE, IND.

PROCEDURES

The Power of Children

- When students have finished the Time, **Talent and Treasure Inventory,** focus on the last question. Ask: Why is caring deeply about something not enough? What else do you need to do to make a difference?

- Help students identify other important elements in bringing about positive change, such as learning more about a topic, identifying a specific need, making a plan, taking action and evaluating results.

- Introduce profiles of **Power of Children** award winners on the exhibit Web site, childrensmuseum.org/powerofchildren.

- Place students in pairs to read and take notes on the descriptions of projects carried out by Indiana students.

- Ask students: What do these kids have in common? Point out that all of the award winners identified a need and made a commitment to do something about it. Then they created a plan to address that need and followed through.

- Ask students: What is a **commitment**? Discuss the importance of caring enough about something to make a commitment or a **promise** to do something and sticking with it.

Children in the hospital need cards and toys to cheer them up.

Action Plan — Steps 1, 2 and 3

- Emphasize the importance of having a plan and following through as students work in teams using the **Action Plan** on page 55.

- Place students in teams of three to five students who share similar concerns. Help students begin focusing their concerns and come to consensus as they work on **Step 1**.

- Help students move from a general concern to a specific statement of a **problem**. For example, if a group is concerned about children, encourage them to think about a specific problem they may have noticed in their own community or school. Students might identify this problem: "There are many sick children in the hospital."

- Encourage students to think about what they need to know about this problem as they do **Step 2**. Ask teams: Are there people in the school and community who deal with this problem on a regular basis? Could they be a source of information?

- Make sure that students use appropriate features of electronic sources to find information. Students should use good note-taking skills, document sources and create a notebook or file folder to save information they will need later for oral and written reports.

- After they have researched the problem, help students complete **Step 3** to identify a specific part of the problem or a **need** that they are able to address, such as: "Children in the hospital need cards and toys to cheer them up."

JOURNAL REFLECTIONS

Reinforce what students have learned from the experience of creating an action plan by asking them to write about questions like these: What surprised you about the problem you identified? What did you find out that you didn't know before? What have you learned about working in a team?

EXPERIENCE 3
TAKING ACTION

Students select an action that can be carried out, plan the steps needed and consider how they will determine if they've been successful. In the final assessment for the lesson, they evaluate the project and their own contributions to their team's performance.

Young volunteers for Keep Indianapolis Beautiful and NeighborWoods work with The Children's Museum to plant trees in urban neighborhoods.

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ACADEMIC STANDARDS

National Academic Standards

English Language Arts — English Language Arts — Standard 4: Communication; Standard 5: Writing Strategies and Process; Standard 6: Writing Genres and Techniques; Standard 12: Purposes for Writing

Social Studies — Standard 10: Civic Ideals and Practices, Early Grades and Middle Grades (j)

Civics and Government — Grades K–4 and Grades 5–8 — Standard 1: Civic Life and Standard 5: Roles of the Citizen

Indiana's Academic Standards

Common Core Standards for English Language Arts —
Writing – 3: 2, 3, 4, 5, 6, 7, 8, 10; 4: 2, 3, 4, 5, 6, 8, 10; 5: 2, 3, 4, 5, 6, 7, 8, 10; 6: 2, 4, 5; 7: 2, 4, 5; 8: 2, 4, 5
Speaking and Listening – 3: 1, 4, 5, 6; 4: 1, 4, 5, 6; 5: 1, 4, 5, 6; 6: 1, 5; 7: 1,5; 8: 1, 5
Language 3: 1, 3, 6; 4: 2, 3, 6; 5: 1, 3, 6

Social Studies — Civics and Government: 3.2.7, 4.2.7, 5.2.10, 6.7.4, 6.7.5, 6.7.7, 7.7.3, 7.4.4, 8.7.3, 8.7.5

PROCEDURES

Action Plan — Steps 4, 5, and 6

- Guide students as they complete **Step 4** of the Action Plan. Help students identify one thing they can take that will address the need.

- In **Step 5** help students think carefully about the resources they will need to carry out their plan. Make sure students consider these questions: Will you need money to implement your plan? What will you need it for? How much will you need? Do you need the cooperation of other people? Who are they? What do they need to know about your project?

- As teams implement their plans in **Step 6**, make sure they are following a realistic time line. Set up a regular schedule for informal reports to make sure team members understand their responsibilities.

How are you doing? Step 7

- Emphasize the importance of ongoing evaluation in **Step 7**. Help students understand that they need to identify problems or setbacks to their plans as early as possible so that they can make necessary changes.

- Teams also need to evaluate the outcomes of their projects. Help them identify concrete evidence of success. For example, if they decided to raise money for toys, how many will they be able to buy?

- When teams haven't been able to meet their goals, it's important to help them focus on the things they've learned that can be applied to future projects. Teams also may discover benefits that they hadn't expected, such as making other students more aware of the problem.

Jill Osterhus, a 2011 Power of Children Award winner, attends Munster High School in Munster, Indiana. In 2009, when she was in middle school, Jill made a trip to Jamaica with her family and learned that local schools lacked school supplies and books. Back home, Jill began to collect unused supplies that might otherwise have been thrown away. With the help of the Sandals Foundation she soon shipped 500 lbs. of materials. Since then, Jill has continued collecting supplies and raising funds. She has returned to Jamaica to deliver supplies and see first-hand how her efforts have helped a local school. Now a sophomore, Jill plans to continue her project to benefit Jamaican students for years to come.

- When projects have been completed, have teams prepare oral reports describing their projects and their results. Teams should use posters, charts or other visual aids to enhance their presentations.
- Evaluate teams on the basis of presentation content as well as listening and speaking skills. The assessment on page 52 provides a tool for evaluating individual performance using criteria for a written report.

TREE OF PROMISE

Students can use the *Power of Children* Web site at **childrensmuseum.org/ powerofchildren/** to share their projects with parents and friends by sending an e-postcard describing their promise to make a difference. Families may want to use the Web site to create an action plan for a family community service project. They can also access the Family Guide for the *Power of Children* exhibit.

JOURNAL REFLECTIONS

After projects are completed, ask students to reflect on the personal meaning of the project by responding to questions like these:

- When have you made a promise you didn't keep? What happened as a result? How did that make you feel?
- Which of your talents was most important in this project? Did you develop a talent you already had or discover a new talent?
- Now that you've completed the project, what have you learned about yourself? What might have happened without a plan?

ASSESSMENT

Students write a brief report on their completed project, including both its successes and unexpected problems. They accurately describe their own contributions to the effort as well as those of their teammates, and identify important things they have learned from the experience and how they expect to apply this learning to the future. Provide the instructions below along with editing checklists and scoring criteria.

A PROMISE KEPT

Assignment

Write a report several paragraphs long on your project. Describe the project and the things you and your teammates accomplished. Explain any problems you had and tell about the results. Use your best writing skills. Proofread and edit your writing and revise your work to improve its organization and meaning. Consider your word choices and make changes that will make your report clear and interesting for your readers. Be sure to address all the questions below.

The Project
- What problem did your team identify?
- What did your team decide to do to help solve the problem?
- Did any difficulties come up or did anything unexpected happen? What was it? Why do you think this happened?
- How do you know your project was a success?

Teamwork
- What talents did other team members use during the project?
- What talents did you use?
- How did working with a team help you be successful?

Your Learning
- What are some of the most important things you learned from this experience?
- How do you think you will use what you've learned in the future?

Bibliography
- What print and electronic sources did you use in your research?
- What other sources did you use? If you interviewed someone, list that person's name, title, date of the interview and the topic discussed.

SCORING CRITERIA

This assignment will be based on the student's ability to

- summarize the project
- identify the talents of team members
- evaluate his or her talents and contributions to the project
- reflect on what he or she learned and speculate on how the learning can apply to experiences in the future
- document project information sources
- write a well-organized report that has an introduction, body and conclusion
- support ideas with examples
- edit and revise work for meaning, organization, clarity and word choices

SCORING RUBRIC

This rubric provides a framework for assessing a student's ability to write a multi-paragraph report, evaluate the outcomes of the project and team members' contributions, and document information sources.

Partial:

The student writes a report about the project but the composition is brief and may be incomplete. The student may have difficulty identifying his or her own contributions and the contributions of others. After reading the report, it may be difficult to determine if the student understood and carried out his or her responsibilities. The report may be poorly organized and may lack specific examples. Documentation of sources is absent or incomplete. There is little evidence that the student has edited and revised the composition.

Essential:

The student writes a complete report and provides an accurate account of his or her contributions as well as those of team members. The student can cite at least one significant thing learned as a result of the project. The student may be less adept at assessing the problems or difficulties encountered during the project and may be unable to speculate about how learning can be applied to future experiences. Writing shows evidence of editing to correct errors but needs further revision to strengthen organization and consistency of ideas. Additional examples and details are needed to support ideas. Information sources are cited, although some may be incomplete.

Exceptional:

The student writes a report that engages the reader and provides a full account of the project and its outcomes. The student accurately and objectively evaluates his or her own contributions as well as those of team members. The student demonstrates insight into problems that arose during the project and can speculate about future applications. The report shows evidence of the student's research and a variety of sources are correctly cited. Examples, evidence and details are used effectively. Word choices and sentence structures are interesting and precise. The organizational structure clearly communicates and supports the major ideas and conclusions of the report.

TIME, TALENT AND TREASURE INVENTORY

What are some of the things you like to do the most?

_____
_____
_____
_____

What are some of your talents? _____
_____
_____
_____

Here are some activities. Check the ones where you have talents.

❏ writing
❏ talking with people
❏ using the Web for research
❏ using the computer to create graphic designs
❏ using the computer for word processing
❏ creating artwork
❏ taking care of animals
❏ taking care of other people
❏ using books and newspapers for research
❏ playing sports
❏ organizing activities
❏ working with and coaching other people
❏ other: _____

Which of these is your greatest talent? _____
_____
_____
_____

What could you do to develop this talent further?
_____
_____
_____

How do you spend your time? _____
_____
_____
_____

Could you use some of this time to help others?

_____
_____
_____
_____

How much time could you spend helping others on weekdays, on the weekend, during the summer?
_____
_____
_____
_____

What are some of your other assets? (An asset is something valuable that belongs to you. For example, if your family owns a lawn mower, you could ask permission to use it to cut the grass for a neighbor who is sick.)

_____
_____
_____
_____
_____
_____
_____

What do you really care about? (What interests you? What concerns you? What are you passionate about? For example, are you concerned about homeless people? Do you want to help older people who are lonely and in retirement homes? Are you worried about the environment? Are you concerned about stray animals? Do you care about children with illnesses, such as cancer?) _____
_____
_____
_____
_____
_____
_____
_____

ACTION PLAN

Plan to make a difference! Work with your team to complete the steps in this action plan.

Step1. What's the problem?

Make a list of problems your group cares about the most. Discuss and select one.

Write down the problem you have selected. _____

_____

_____

_____

Step 2. What more do you need to know?

How can you find out more? Remember, there may be people and organizations in your community who care about this

same issue. **List some of the sources of information you might use:** _____

_____

_____

_____

Decide who will be responsible for getting information from different sources. Everyone will have to use note-taking skills.

Think about the special talents and assets of each member of the team.

Write down the names of each team member and their research responsibility.

Name	Responsibility	Deadline

After the team has done some research, discuss your findings.

List some of the things that you now know about the problem.

_____

_____

_____

_____

Step 3. What is needed to help solve the problem? Now that you know more about the problem, discuss some of the

things that are needed to help improve the situation. Identify one need your team can address. **Write the need here.**

_____

_____

_____

_____

Step 4. Decide on the action you will take

Discuss the ways your team could help to meet this need. Choose one thing you can do. Keep in mind the amount of time and resources you might need.

Our team will: _____

_____

_____

Step 5. Find resources — Plan to follow through

Make a commitment as a team to stick with your plan and carry it to completion. Think carefully about some of the things you will need and what you will need to do to fulfill your promise.

What resources will you need to carry out the plan? _____

_____

_____

_____

In addition to the team, who needs to be involved? _____

_____

_____

_____

Who will be responsible? _____

What will they do? _____

When will the work be done? _____

List the steps or tasks, the person responsible and the deadline:

Task	Name	Deadline
1.		
2.		
3.		
4.		
5.		

Step 6. Take action

Begin your work. Meet as a group to discuss your progress. Report on your progress to your teacher and the rest of the class halfway through the project. Make sure you can meet your deadlines.

Step 7. Evaluate — How are you doing?

Have any problems come up as you work to carry out your plan? Have you had to change your plans?

Is there new information about the problem that you didn't know when you started?

List problems, changes and new information. _____

_____

_____

How will you know if you've been successful? List signs of success. _____

_____

_____

RESOURCES

Please review all materials and Web sites carefully to make certain they are suitable for your students.

For Students

Hoose, Phillip. *It's Our World, Too! Stories of Young People Who Are Making a Difference.* New York: Farrar, Straus and Giroux, 2002.
Hoose tells the stories of 14 teenagers who are working for different causes around the world, including human rights, the needy, and the environment. He also provides practical suggestions for planning, organizing, publicizing, and raising funds for student action projects.

LaMachia, John. *So What Is Tolerance Anyway?* New York: Rosen Publishing, 2001.
In this book for Grades 5–8, the author ties tolerance to the democratic way of life. It will serve as an overview of the topic but does not go into depth on many of the issues. The "Pathways to Tolerance" chapter helps students consider what they can do to improve the situation. The glossary, list of resources, and short bibliography also are useful.

Stepanek, Mattie J. T. *Reflections of a Peacemaker: A Portrait Through Heartsongs.* Kansas City, MO: Andrews McMeel Publishing, 2005.
Mattie was a child who became a best-selling poet and peace activist. He began writing the poems at age 3. He lost his life to muscular dystrophy just before his 14th birthday but had already touched many lives, with more than a million books sold. His mother, Jeni Stepanek, says, "In reading these poems we enter Mattie's world and gain insight through a child who somehow balanced pain and fear with optimism and faith."

For Teachers

Kaye, Cathryn Berger. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action.* Minneapolis, MN: Freespirit Publishing, 2004.
This inviting, exciting, comprehensive guide is for anyone who cares about service learning—teachers who teach it, officials who made it, youth leaders who facilitate it, and kids who practice it. Cross- cultural activities, ideas, and resources inspire the desire for service learning, which is good for the individual and the community, bringing head and heart together. With more than 300 annotated book listings and more than 175 real-life service learning projects, this guide helps to find inspiration, motivation, a supporting fact or example, a great idea, or a useful resource.

Kaye, Cathryn Berger. *A Kid's Guide to Climate Change and Global Warming: How to Take Action!* Minneapolis, MN: Freespirit Publishing, 2009.
With this hands-on workbook students can learn about global climate change and discover how kids everywhere are working to address the issues. Full of facts, tools, and inspiration, the workbook helps you plan and do meaningful service projects and shows you how to find out what your own community needs.

Griffin-Wiesner, Jennifer, and Chris Maser. *Teaching Kids to Change the World: Lessons to Inspire Social Responsibility for Grades 6–12.* Minneapolis MN: Search Institute Press, 2008.
Equip and empower youth to think critically about social and environmental problems—and take action to make a difference in their world. Thematic lessons, inspired examples, and concrete activities guide students to comprehend the long-term impact of their efforts and the benefits of sustainability.

Lewis, Barbara A. *The Kids' Guide to Service Projects.* Minneapolis, MN: Freespirit Publishing, 1995.
This practical book by the author of *The Kids' Guide to Social Action* offers more than 500 service learning ideas for upper elementary and middle school students.

Organizations and Web Sites

The Anti-Defamation League: adl.org

The ADL provides anti-bias materials and programs. The Education page of the Web site includes a bibliography of children's literature; curriculum materials for elementary, middle school, and high school; and *Echoes and Reflections*, multimedia materials on Holocaust education. See the ADL's book *Hate Hurts: How Children Learn and Unlearn Prejudice*, and go to adl.org/guide/MiddleSchool.asp for an activity dealing with prejudice, stereotyping, discrimination, and scapegoating.

Character Counts: charactercounts.org

As part of the Josephson Institute, Character Counts provides character education seminars and materials. The monthly online newsletter features lesson plans, free resources, articles, and stories of students and teachers who are working to make ethical ideas part of school programs. Character Counts programs focus on six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Indiana Department of Education: doe.in.gov/ois/servicelearning/

The Service Learning page provides information on funding opportunities, professional development, resources, materials, links to programs and organizations, plus news of kids who are making a difference nationally and in their own communities.

Learn and Serve America: learnandserve.org

As part of the Corporation for National and Community Service, Learn and Serve America provides basic background information and links to state and national community service and service learning programs.

Youth Philanthropy Initiative of Indiana (YPII): ypin.org

YPII is a network of more than 40 organizations with the common goal of involving young people in giving and service to the community. The organization provides an online monthly newsletter, information on partnerships and resources, and links to other organizations. YPII helps young people learn that they have "time, treasure, and talent" they can use for the common good.

NATIONAL ACADEMIC STANDARDS

This unit of study addresses the following national standards.

English Language Arts —
International Reading Association/
National Council of Teachers of English

Standard 1 — Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction classic and contemporary works.

Standard 2 — Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

Standard 4 — Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5 — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6 — Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurate language and genre to create, critique and discuss print and non-print texts.

Standard 7 — Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8 — Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12 — Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Expectations of Excellence: Curriculum Standards for Social Studies —
National Council for the Social Studies

Standard 2: Time, Continuity and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
Elementary School — The learner can:
b) identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity;
d) identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating and weighing evidence for claims, checking credibility of sources and searching for causality.
Standard 6: Power, Authority and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.
Elementary School — The learner can:
a) examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
h) recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.
Standard 10: Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.
Elementary School — The learner can:
b) identify and interpret sources and examples of the rights and responsibilities of citizens;
d) practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
j) examine strategies designed to strengthen the "common good" which consider a range of options for citizen action.

United States History — National Center for History in the Schools
Historical Thinking
Standard 1: Chronological Thinking

The student is able to:
A. Distinguish between past, present, and future time.
B. Identify the temporal structure of a historical narrative or story: its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
C. Establish temporal order in constructing their [students'] own historical narratives: working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
D. Measure and calculate calendar time by days, weeks, months, years, decades, centuries and millennia, from fixed points of the calendar system: BC (before Christ) and AD (Anno Domini, "in the year of our Lord") in the Gregorian calendar and the contemporary secular designation for these same dates, BCE (before the Common Era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BC, the founding of the city of Rome) and the Muslim (622 AD, the hegira).
E. Interpret data presented in time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
F. Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.
G. Compare alternative models for periodization by identifying the organizing principles on which each is based.

National Standards for Civics and Government — Center for Civic Education
Civics and Government — Grades K–4
Standard 1: Civic Life, Politics and Government, (G and H) Limited and unlimited Government; Grades 5–8 — Standard 1:
What are civic life, politics and government? (B);
Standard 5: Roles of Citizens, Grades K–4 (A) Rights, (E) Dispositions, (F) Participation, (G) Leadership and Public Service; Standard 5:
What are the roles of the citizen in American democracy? Grades 5–8 (B,C)

assets: Anything of value belonging to a person, such as money, property or personal skill.

Bill of Rights: The first 10 amendments to the U.S. Constitution.

bystander: A spectator, rather than a participant, in an event.

campaign: A coordinated series of actions toward a particular goal.

citizen: A member of a society with rights in and responsibilities to it, such as political participation and obeying the law.

civic virtue: A behavior that puts the welfare of everyone in a community or a country ahead of individual interests, such as practicing self-discipline or respecting the rights of others.

civil rights: Equal treatment of all people with respect to personal rights guaranteed and protected by the U.S. Constitution, such as freedom of speech and freedom from discrimination.

commitment: A promise or agreement, often in writing.

Constitution: A written document establishing the fundamental rules and principles by which an organization will be governed, such as the U.S. Constitution, which establishes the powers and duties of the government as well as the rights and responsibilities of the citizens.

constructive: Emphasizing what is good or hopeful about something.

democracy: Government by the people or by their elected representatives, with policies decided by majority vote.

discrimination: Unfair treatment of a person or group based on prejudice.

equality: A condition of balance, such as when different people have the same status in social and political situations.

excel: To be successful or better than others at some accomplishment.

inventory: A list of traits, preferences, attitudes, interests or abilities used to evaluate personal characteristics or talents.

need: Something that is necessary but lacking.

positive: Having a good effect; changing something for the better.

prejudice: Bias that prevents objective consideration of an issue or person; a pre-judgment made without benefit of knowing all the facts.

problem: The difference between a need and its solution; an issue that needs to be resolved.

promise: A commitment or pledge to do (or not do) a particular thing in the future.

responsibilities: The obligations one person has to other people, groups or society.

rights: The benefits of participation and security guaranteed to a citizen in a group or society.

talents: A person's natural abilities, such as artistic or athletic skill.