

Meaningful involvement benefits all students

By Adam Fletcher
Office of Superintendent
of Public Instruction

Every school has them: students who are leaders, involved in everything from student council to sports to the newspaper staff. And every school has the others: students for whom typical school activities are not a good fit, so they're not engaged in anything.

Extensive research has shown that participation in school activities almost always benefits academic achievement. How can schools bridge the divide between students who participate in extracurricular activities and those who don't?

The key is meaningful student involvement, a simple phrase meant to encapsulate a variety of empowering experiences in schools. In the context of service-learning, this includes engaging students as service-learning planners, applied researchers, skill-based instructors, impacting evaluators, powerful decision-makers and advocates for something larger than themselves.

Throughout our schools today, there is an array of activities for students, and yet very little opportunity for them to be meaningfully involved.

In elementary schools there are hallway monitors, safety patrols, and peer tutors. Middle schools offer athletics, student councils and ASBs, school newspapers and yearbooks. In high schools students can be involved in academic clubs, interest groups, athletics and more. Students can take the roles of team captain, club president, or other positions of authority.

Despite the widely accepted benefits of participation in activities, many schools do not make these activities available to all

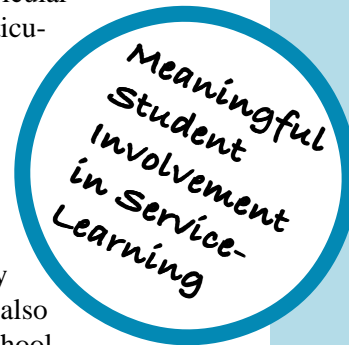
students. Previous in-class performance, costs and fees, or other restrictions may keep some students from getting involved.

By senior high school, students involved in in-school and extracurricular activities tend to fit a particular stereotype. They are successful in their coursework, they have circles of friends that support them, they generally come from affluent families, and they are college-bound. They also have the support of the school they attend, and future opportunities are open to them. Their high schools award them with certificates of involvement, and the colleges they attend give them scholarships based on, among other things, extracurricular activities.

Evidence also shows that students want more significant activities than what many schools currently provide. One study showed that a majority of high school students wanted to be involved in the hiring of teachers and the selection of curriculum.

Two separate student-led groups came together last year to influence Seattle School Board policy and state environmental legislation. And many nonprofit organizations have found success by engaging students of all ages as advocates, teachers, and program evaluators.

During the course of the school day there is an absence of opportunities for all students to experience the empowerment of being engaged in meaningful ways. Instead of seeing students as significant, contributing



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Benefits of involvement are many

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members of larger communities, many teachers see their students as problems, or as one principal said, “groaning lumps.”

The challenge of meaningful student involvement in service-learning is to move beyond prejudicial attitudes about which students should be involved in what ways around the school. Many service-learning practitioners have begun to engage the

potential of all students as energetic learners, zestful advocates, and powerful leaders. This newsletter will highlight some of those models, challenge all schools to focus on meaningful involvement for all students, and show that service-learning provides a powerful method through which educators can meet that challenge.

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Students as planners

Meaningful student involvement should begin where service-learning begins, in the planning stages. However, in many service-learning projects teachers decide what students will do and how they will do it, and then “give” students the project to implement, often with a predetermined expectation of the outcomes.

While this may feel time-efficient or age-appropriate, this approach may undo teachers’ best intentions for their service-learning projects. As one writer suggested, this approach might create major problems in the classroom, because “...a steady diet of routine and predictable lessons followed by routine and predictable activities soon becomes ‘the daily grind.’” Students may leave the project feeling uninspired, disempowered and entirely negated in their efforts to make a difference.

When considering meaningful student involvement in service-learning, educators must see the essential role of the student in planning.

A growing number of teachers from elementary, middle and high schools are discovering advantages to student-led project planning. When students plan service-learning, they feel deeper ownership throughout the project, heightened self-directed learning, increased personal responsibility for collective learning, and a particularly healthy alliance with teachers.

But what does student-led project planning look like? A 1999 report by the

American Planning Association detailed several accounts of student-led community

planning, including the Seattle Young People’s Project, or SYPP. This youth-led, youth-driven organization empowers youth to express themselves and to take action on issues that affect their lives. In the report, Washington state researcher and service-learning practitioner Yve Susskind wrote, “[at SYPP] democracy, a faith in people, and the power of diversity are what keep the focus of the work oriented against oppression and toward social justice....(Much) adult-led action veers away from the seriousness and vital issues that the young people at SYPP address on a daily basis.”

However, school environments should be more student-centered than the communities SYPP works in, and young people shouldn’t have to go alone in their service-learning projects. We don’t teach people how to drive by handing them the keys to the car and saying “Figure it out for yourself,” and we shouldn’t do that in service-learning. There are essential elements, best practices, and other issues to consider throughout the

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Students as planners, continued

process. Teachers must share these with students in order to have a successful project.

Teachers can implement several steps to student planning in service-learning projects. In 1997 the Washington Youth Voice Project designed a matrix to guide educators in this approach. It describes two primary planning phases:

Phase 1 – As the course begins, the teacher presents the specific learning objectives of the course, and then initiates a discussion of how the objectives can best be met. The teacher provides information on service-learning, and students discuss ways it can connect with the curriculum.

Phase 2 – After students are familiar with the learning objectives and service-learning, they work with the teacher to identify a project. Students choose a peer or peers to help lead the project. The class creates an action plan that connects service and learning objectives, defines goals, delegates responsibilities, and includes a timeline, reflection, and celebration. The teacher allows students room for trial and error, and provides students with resources, moral support and guidance.

This approach encourages teachers to utilize service-learning as more than a model for instruction. By meaningfully involving students, service-learning becomes a method for engaging diverse learning styles and ensuring lifelong civic commitment in our communities.

In Fall 2002 the Malcolm Shabazz City High School in Madison, Wisconsin, held a nine-week language arts service-learning project. The goal of the class was to publicize, plan, and facilitate a districtwide middle school service-learning conference. Presenting a workshop at the National Service-learning Conference in Seattle, the students reported that the conference was a smash, with more than 250 students and

“millions” of teachers attending.

When asked if they did it alone, the students responded “Noooo!!! We were partners in it!” They explained that in every step of the program teachers supported and guided their work, without overbearing their efforts. “I loved being able to do it by myself, but I knew I had someone to get help from,” said one sophomore. A later discussion with the teachers revealed that Shabazz is an alternative school, with most of the students returning to high school after dropping out. “This is a great way to get them back into learning,” said one teacher.

There are several potential barriers to students planning service-learning projects. One is the students themselves. According to Alfie Kohn, an education theorist, there are three primary forms of resistance: refusing, where students protest the responsibility; testing, when students offer outrageous suggestions or responses to see if the teacher is serious about the invitation to participate; and parroting, where students repeat what adults have said or guess what the adult probably wants to hear.

Kohn says these are all teachable moments, and may represent students’ real intentions. “A student who is asked how school can be improved and replies that all the books should be thrown away may be saying something about her experience of the curriculum that we ignore at our peril.”

The advantages of students planning service-learning projects outweigh the barriers. Many planning circles acknowledge that better decisions are made closest to those who are most affected by those decisions, and in service-learning the students are on the frontlines of the action. As Kohn noted, “It is not ‘utopian’ or ‘naive’ to think that learners can make responsible decisions about their own learning; those words best describe... any group of people who believe that any group of people will do something effectively and enthusiastically when they are unable to make choices about what they are doing.”

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Choices For Children: Why And How To Let Students Decide. Alfie Kohn. Phi Delta Kappan magazine, Sept. 1993 Pp. 8-20

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Meaningful
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Involvement
in Service-
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- ***Redwood City, California, Y.E.L.L. Report,*** retrieved August 26, 2002 from <http://gardnercenter.stanford.edu/community/rcinferences.shtml>.
- ***Co/Motion: Guide to Youth-led Social Change.*** Alliance for Justice, Washington D.C. (1998). Education and Advocacy Program at the Youth Action Research Institute information. Retrieved August 26, 2002 from www.incommunityresearch.org/programs/ea.html

Students as researchers

At its best, service-learning empowers students to become experts in the community and topic they are studying. After choosing a project, it is vital for a class to hit the books and computers and study it.

However, the powerful role of students as applied researchers often is downplayed in the classroom. When considering meaningful student involvement in service-learning, teachers are challenged to see the potential of student research, including its effects on students and the community.

Last winter in Portland, Oregon, youth activists won a huge victory using student-generated research. Students identified discounts and services to encourage the transit system's use that were offered to businesses and suburban neighborhoods, but not to low-income urban residents. The research was used to urge the system to create a new discounted pass for all students in a city with no public school busing.

Service-learning's usefulness in social studies, the arts and sciences is well-noted, but little has been written about service-learning providing an avenue for numbers, statistics, percentages and all of math to be engaging for students.

This lesson hasn't been lost on Robert Moses' Algebra Project. "The sharecroppers today are young people. Kids are being tracked out," he said. "They're being told early that algebra was not for them just as sharecroppers and black people were told voting was not for them."

In the Algebra Project, students teach other students math in effective, engaging ways. This means deep research for students who design math curriculum around quilting, folk medicine, African dance and drumming, or local history lessons.

Student research can be a component of a service-learning project, or the focus. Once a class has planned its project, teachers should work with students to decide what topics must be researched, and then schedule an information-sharing period. When students gather information, they learn how to use the school or local library, public information systems like the city hall, or the Internet. They develop first-hand knowledge of the issue and begin to under-

stand methods to resolve it. They develop confidence and ownership of the project.

In Spokane, service-learning teacher John Hagney has used this approach since 1994. In his Practicum in Community Involvement (PCI), students develop expertise on an issue and research it thoroughly. Then they intern at a community organization addressing their issue, work with clients served by the organization, network with similar national and local organizations, and prescribe and implement change at the organizational or governmental policy level. Throughout the year PCI students show evidence of increasingly sophisticated research on their issue, including refining working bibliographies, writing research reviews, and reading relevant books.

Other research methods include personal interviews and inspection, compiling reference materials and other written resources, networking, and surveying. Students may employ the newspaper, library, government offices and agencies, and non-profit organizations in their searches.

Research turns up more than facts; academic achievement, personal leadership growth, classroom group development, and community change are likely outcomes. When students critically examine their community and develop solutions, concern for their surroundings and engagement in service are natural results.

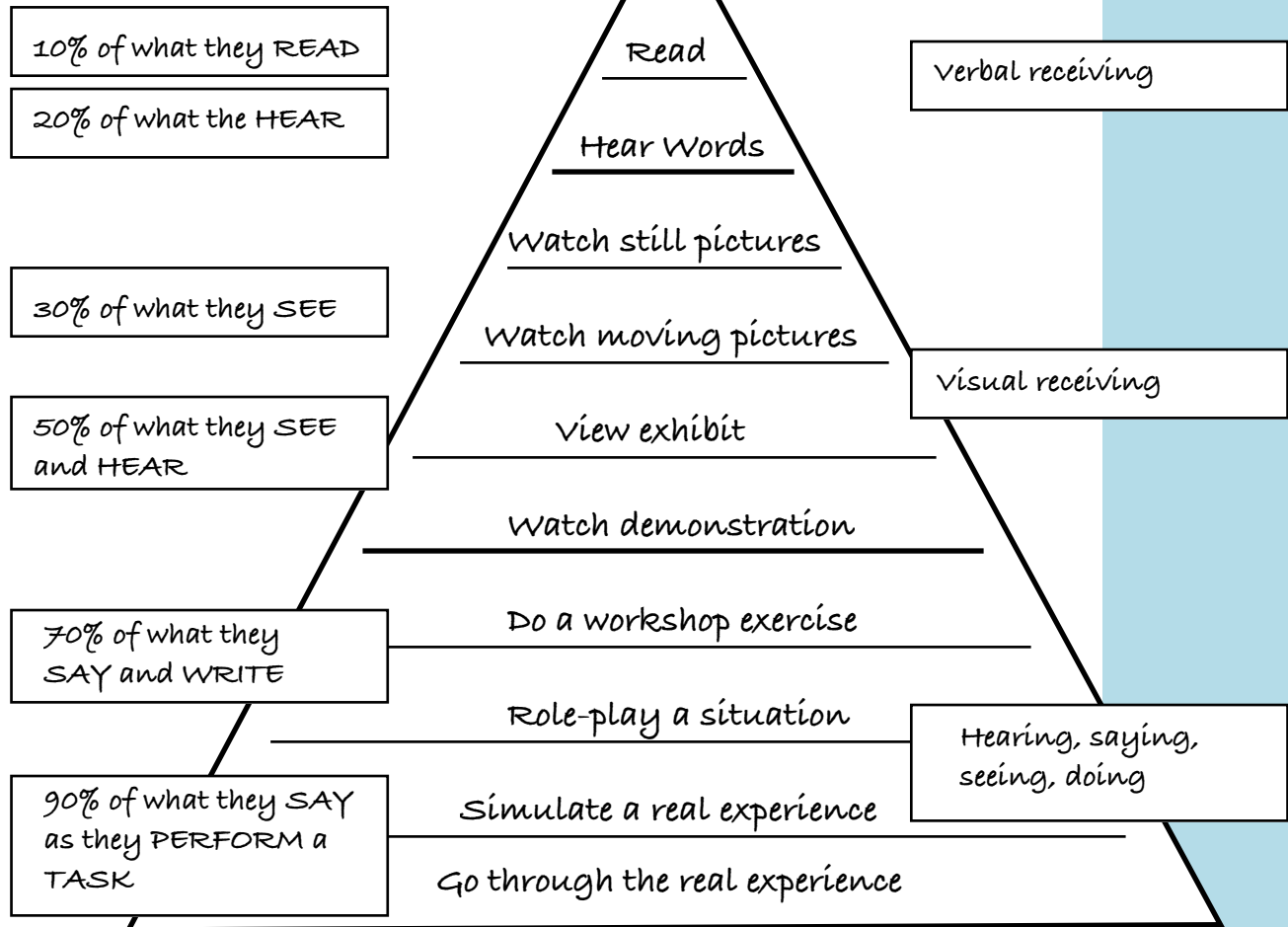
Marlene Berg, director of the Education and Advocacy Project at the Youth Action Research Institute in New Hampshire, says, "The...research process values student experience, encourages their inquiry, and supports young people as they join together, with support from teachers, to bring change. Through this partnership, teachers are transformed from providers of information to facilitators of knowledge, youth are empowered, and new knowledge is created."

Within the context of meaningfully involving students, research is a vital tool for educational social change. Through the lens of service-learning, research becomes a force by which schools can shape society. Meaningful student involvement in service-learning research is an unparalleled community learning experience for students, teachers, and community-at-large.

CONE OF EXPERIENCE

People generally remember:

Learner activity:



Students as instructors

Students teaching students. Students teaching adults. Students teaching their community. Does it sound like a dream? Well, it's not. Students are taking on the roles of instructor and teacher in service-learning. Not only is this yet another way to involve students in their education, but it also makes good learning sense.

According to Dole's Cone of Experience, people generally retain information better by saying while performing tasks versus through hearing, reading or seeing. In fact, according to the Cone of Experience, about 90 percent of what is said as people perform activities, such as workshop exercises, role playing, instructing or service-learning, and

about 70 percent of what people say and write is better remembered.

Migrant high school and middle school students involved in the Student Leadership Program with the Office of Secondary Education for Migrant Youth (SEMY) are doing just that! Students from across the state come together for regional conferences to be involved in "Leadership Through Service-Learning." At the regional conferences, high school and middle school students are mixed into groups to develop a service-learning project and a plan for implementation in their

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readingcorps/**

Students as instructors, continued

communities over the course of the multi-day conference. As the group moves forward, students facilitate their group's process.

Pat Eastwood, a SEMY staff person, said that although adults are present, they are not involved in any of the decision-making or facilitation of the group. "Adults are guides on the side, and are coached to provide opportunities for students to find their power," Eastwood said.

In August, migrant students from Lynden and Ilwaco school districts presented a workshop at the Institute for Migrant and Bilingual Education on the process they go through at the regional conferences, and how service-learning has impacted them in their personal development as leaders in their communities. They gave a PowerPoint presentation put together by students in Nooksack School District, and used an actual service project at the conference to make their points.

The service project included collecting unwanted and left-behind soaps, shampoos, coffee packets and other freebies in attendees' hotel rooms. The students took their audience through a series of exercises on the project. First they identified the problem — many low-income people cannot afford to buy hygiene products. Then they worked with the audience on preparing the donations and had them put together packets. Last, they facilitated how they could use what they

learned in the workshop for their own professional development and held a reflection on their time together. The donated packets went to El centro de la Raza in Seattle to be distributed to low-income people.

The Washington Reading Corps (WRC) also uses student instructors to create learning and service opportunities at the elementary level. At Paul Rumberg Elementary School in Entiat, Washington, four grade levels participate in buddy reading or cross-age tutoring programs, a collaboration between teachers and AmeriCorps members at the school.

WRC program coordinator Jessica Vavrus said, "Peer and cross-age tutoring are one way that the Washington Reading Corps encourages students to become actively involved in their education. By working with and engaging each other in reading, youth tutoring youth is proving to be a powerful tool to increase the literacy skills of both the tutee and the tutor."

Resources on the Internet and in books relate to the topic of students as instructors in service-learning. One book, *Student Teaching, Teachers Listening*, by Amanda Branscombe, Dixie Goswami and Jeffrey Schwartz, presents examples from real classrooms of students encouraged to take on a shared role of teaching in the classroom. It provides various viewpoints from teachers' and students' perspectives.

Students as evaluators

Students can not only plan and implement service-learning projects, but they can be the evaluators as well. Although evaluation and assessment can seem like a very time-consuming and tedious process, it is another way in which student voice can be promoted and adds yet another educational dimension for students.

The most common form of evaluation of service-learning for students is through self-assessment, in which students are given the standards by which they can evaluate their own performance. Rubrics and scoring

guides are good tools for students to use for this. They provide a range for which components of a project can be assessed, typically on a number scale, or can include key ideas or skills that a teacher would be looking for when evaluating their learning.

Peer evaluation is another way students can critique and provide constructive comments of others' work. By providing a checklist of criteria that students should look for, evaluation can be made a very stimulating and empowering process for students.

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Students as evaluators, continued

Because service-learning involves a lot of different content areas, various developmental skill levels and types of work in communities, one can often be bogged down by the weight of allowing students to do evaluation. One organization that encourages student evaluation is the KIDS Consortium in Maine (Kids Involved Doing Service).

The KIDS Consortium has students assess their learning through culminating assessment tasks. Culminating tasks are the products or performances that result from the service-learning project. These tasks can include presentations, portfolios, and journals in which students can do their self-evaluation of their work. In Washington, an example of this is the culminating graduation project. Such tasks allow students to present their ideas and reflection in a way that forces them to use the information they have learned.

A student evaluator model/process was

developed by Patricia Campbell in the mid-1980s, in which students are directly involved in the evaluation of programs with the help of an experienced evaluation facilitator. When Campbell worked with a nonprofit organization, she enabled students in school to coordinate and integrate existing city services and out-of-school resources.

Students in upper-elementary and junior high schools interviewed educators, program staff, and students about their strengths and weaknesses. When the data from interviews was compiled and the findings came out, changes were made to programs, including the creation of a new transitional program for a specific population of students.

This model not only provides a meaningful experience for students to take charge as evaluators and develop their academic skills in writing and oral communication, but it is adaptable to many situations. The model has been used in projects by museums, community centers and schools.



Contact:

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www.kidsconsortium.org

Sources:

Students as evaluators: A model for program evaluation, Bloomington. Phi Delta Kappan (1994)

Kids as Planners. KIDS Consortium (2001)

Tool: Peer Evaluation

Evaluate each person. 10=Excellent 9=Very good 8=Okay 7= Poor 6=Very Poor

Initial if you agree with your group's evaluation	John	Hannah	Zack	Jason	Annie	Carrie	Comments
I was prepared							
I helped organize							
I participated							
I listened							
I encouraged							
I cooperated							
I stayed on task							
I problem-solved							
I did my share							
I helped clean							
Total score							

Tool: Types of assessment for students as evaluators

- ✓ Reports that include research methodology, findings and recommendations
- ✓ Oral presentations or demonstrations to peers, school board or local government
- ✓ Public performances (such as a play, forum, public service announcement, teaching or television interview)
- ✓ Field notes and observations
- ✓ Letters and press releases
- ✓ Learning logs or book response journals in which students share ideas and questions prompted by lessons and reading assignments
- ✓ Portfolio of student products (including writing, audio or video productions, and maps)
- ✓ Products of community value (such as a sign, mural, museum exhibit or brochure)
- ✓ One-on-one conferences
- ✓ Self and peer assessments
- ✓ Communications products such as a poster, logo, multimedia presentation or Web page
- ✓ Documents that conform to professional standards, such as a scale model, master plan or grant proposal
- ✓ Procedures that meet technical standards such as water-quality monitoring or cataloging artifacts
- ✓ Standards based lesson plans

Students as advocates

When the smoke clears and the pencils are set down, what are we left with? It's the end of another service-learning project, after the completion and after the celebration. Everyone assumes we're all finished. But are we really?

If service-learning practitioners just wanted to teach a class, they wouldn't employ service-learning. They would use the same curriculum, methods, and tests that have brought our schools to where they are today.

There is a powerful reason why most educators who use service-learning do so: they want to change the world. They want to empower students to change the world. For this reason service-learning projects must endeavor to do something that goes beyond the end of a project.

Because of social and economic reasons, many students in Washington need service-learning to be something more.

For a long time, many educators have seen service-learning as a continuum. On one end are dreaded community service projects that some schools try to pass as service-learning. On the other end are deeply intense and impacting projects to which many teachers aspire.

But instead of a straight line, service-learning takes a cyclical approach. This means that all activities have a place at the table. Instead of viewing their service as "finished," students will have a constant goal to strive towards.

For some students, that goal will be self-oriented: better grades, more friends, and maybe an award or accolades. However, some schools challenge students to take learning through service a step beyond the personal reasons. Their teachers ask students to stand up for something else, something larger than themselves. These schools have found that when students learn to

Students as advocates, continued

advocate for their culture, their community, or a powerful issue that affects a lot of people, they can experience the true power of service-learning. It's the circle completed.

In 1999 the Vashon Youth Council stood up to King County and Washington state leaders to say "No!" to a proposed mining operation on neighboring Maury Island. During a private meeting with Governor Gary Locke on the issue, the students were hard-hitting advocates for both the environment and the communities involved.

Instead of ending their service-learning experience with a service project, the students took action to the next level, advocating for many issues, including the local community's quality of life and the preservation of Washington's natural wonders. As a side benefit, they raised awareness about the power of youth voice and the need for youth involvement in the community.

At the Seattle-based nonprofit Institute for Community Leadership (ICL), students learn nonviolence through leadership poetry workshops. In schools across Washington and the U.S., ICL coaches students to use their voices and speak up to teachers, schools board members, parents, fellow students, city council members, political officials, and others in the community. Participants often stand up for issues larger than themselves.

One ICL student in Florida led a community rally for better schools; others in Olympia participated in a poetry reading, speaking out against oppression.

After one ICL student's participation in an important education summit, State Superintendent of Public Instruction Terry Bergeson remarked, "[This student's] participation in the summit is an example of success in education. This is student leadership in action."

In spring 2001, Lopez Island High School service-learning coordinator Paul Lewis escorted a group of students to Nicaragua.

"Students really got to see outside their

field of vision and see the world through someone else's eyes," he commented later. The students helped build several needed facilities in a small rural town. Returning to Lopez, they presented their experience and learning in several forums, and advocated for increased partnership with Nicaragua.

These three examples all show what service-learning looks like when students are engaged as advocates for something larger than themselves. While many service-learning projects strive to instill civic responsibility and academic achievement in the classroom, these programs seek to engage students in a larger sense of community, national, and global awareness.

One book notes that community is created when students "participate in common practices, depend on one another, make decisions together, see themselves as part of something larger than the sum of their individual relationships, and commit themselves for the long term to their own, one another's, and the group's well being." By engaging students as advocates, service-learning programs are helping students create community.

The role of students as advocates in service-learning projects is best summed up in a quote from Superintendent Bergeson's address to the National Service-learning Conference in Seattle in March, 2002:

"I'm here today because I believe in this program. I think that it goes deeper than service-learning. It is experiential learning that matters, that connects young learners with the ability to make decisions on their own and with their community. That is the heart of what this whole thing should be."

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Creating Communities Anywhere — Finding Support and Connection In a Fragmented World. Carolyn Shaffer and Kristin Amundsen. 1993, New York, New York: Putnam Publishing

Langley gets national notice

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Students restoring wetlands and learning science. Students working with senior citizens and learning history. Students giving community grants and learning research. Where is this mecca for service-learning, you ask? It all takes place at Langley Middle School on the southwest corner of Whidbey Island, and this is only the tip of the service-learning iceberg in this community.

It is no wonder that this year Langley Middle School (LMS) was recognized as one of 16 National Service-Learning Leader Schools in the nation. The Leader School program, through the Corporation for National Service and the Office of Superintendent of Public Instruction, seeks to encourage and increase service-learning opportunities for Washington's students and demonstrate the many ways in which service-learning can be an effective instrument for school improvement.

As a Leader School, LMS demonstrated that service-learning enhances student learning, addresses the needs of the community, is well-integrated into the life of the school and is designed to foster civic responsibility. Langley will serve as an "active winner" for two years, playing a valuable role in advancing the integration of service-learning as a way of life in schools by assisting others in making service-learning an integral part of their school.

The teaching methodology of service-learning first came to this school in the 1980s when two concerns were identified in LMS — lack of meaningful integration within curriculum, and lack of community involvement with the school. As this strategy was tried out by the staff at LMS, the school environment took a huge shift. Students became more engaged in school. Their academic achievement went up. The community became an integral part of the school. Negative student behaviors decreased.

From that point on, LMS has been integrating service-learning to teach core content areas for their students. Approximately 70 percent of their teachers are engaged in service-learning, and as a result, 100 percent of their student body have experienced service-learning.

This has stemmed a strong student voice component in their school. One of their classes, Youth in Philanthropy, has received \$10,000 from the Glasser Foundation. Students have developed their own grant making system. They use community asset mapping, research, interviewing skills, and Web development to identify community needs. After this identification process, students give grants to local nonprofit organizations that are meeting needs in the South Whidbey community.

Another example comes from a student who felt compelled to "do something" after the tragedies of 9/11. She organized a successful fund-raiser for the Red Cross and a peace crane project involving fellow students. The peace crane project now hangs in the offices of the Pentagon.

Currently, LMS receives a service-learning grant called the Northwest Rural Project funded through Educational Service District 112. Through this grant, LMS has been able to further weave service-learning into the school, and has developed a youth advisory council and service-learning task force.

Service-learning coordinator Susie Richards says the grant has provided a key element — teacher time — which has been integral in making service-learning successful.

As part of the Leader School program, LMS went back for a training in Washington, D.C. This provided the 16 schools a time to network and share with one another. "It was very exciting for us to be with people that are doing incredible work," Richards said.

LMS has developed a leadership plan for its time as a Leader School. They will be looking at what youth voice really means and at youth as educators. They also will pursue the opportunity to share with other schools in Washington about service-learning through a gathering or conference.

LMS is one of four Leader Schools in Washington. Others are Granite Falls High School, Granite Falls; Kamiakin Junior High School, Kirkland; and Student Link, Vashon Island.

RESOURCES YOU CAN USE

Youth Voice: How to involve students in planning, implementing and evaluating service-learning projects.

CalServe K-12 Service-Learning Initiative, Sacramento, 2001.

www.cde.ca.gov/calserve/docs/youthvoice.pdf

Choices for Children: Why and How to Let Students Decide

by Alfie Kohn. Phi Delta Kappan magazine, Sept. 1993, pp. 8-20.

www.alfiekohn.org/teaching/cfc/htm

Kids as Planners: A Guide to Strengthening Students, Schools and Communities Through Service-Learning

from KIDS Consortium, Maine, 2001.

KIDS Consortium
215 Lisbon Street, Suite 12
Lewiston, ME 04240
(207) 784-0956

Youth Voice Begins With YOU!

Jennifer Kurkoski, Karla Markendorf, Norma Straw. Washington Youth Voice Project. Vancouver, WA 1997.

Project Service Leadership
2500 NE 65th Ave.
Vancouver, WA 98685
(360) 576-5070

Practicum in Community Involvement

class, Lewis and Clark High School, Spokane.

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A Handbook for Supporting Community Youth Researchers

John Gardner Center for Youth and Their Communities at Stanford University.

<http://gardnercenter.stanford.edu/resources/handbook/>

Co/Motion: Guide to Youth-Led Social Change

Alliance for Justice
11 Dupont Circle NW, 2nd Floor
Washington, D.C. 20036
(202) 822-6070

Global Uprising: Confronting the Tyrannies of the 21st Century

by Neva Welton and Linda Wolf. "An exciting piece of contemporary history. It brings us the voices of some of the finest young people of this generation, accompanied by the commentaries of veteran activists and scholars. For anyone despairing of the rule of money and power over human life, here is a testament to the spirit of resistance, a reason to hope." — Howard Zinn, author. c2001. \$19.95.

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Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word

by Linda Christensen. This book helps teachers who want to teach for change and action. It joins a small collection of books about using pedagogy for social justice by writers like bell hooks, Paulo Freire, Ariel Dorfman, and others. c2000. \$12.95.

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CALENDAR OF EVENTS

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This newsletter serves as an informational and networking tool for educators, students, parents and “just plain citizens” who believe that students learn best and communities grow strongest when young people have opportunities to be of service to their communities.

We welcome articles, ideas, relevant news items, and photos from anyone in Washington with an interest in service-learning. Send article submissions to Kate McPherson, 2500 NE 65th Ave., Vancouver, WA 98685

E-mail: mcphers@pacifier.com

November 7-9, 2002

Search Institute's 2002 Healthy Communities Healthy Youth Conference, Minneapolis, MN. Web site: www.search-institute.org.

November 18-19, 2002

The Drucker Foundation 2002 Leadership and Management Conference, Philadelphia, Pennsylvania. Web site: www.drucker.org.

December 12-14, 2002

National Funding Collaborative on Violence Prevention 2nd Immersion Training: Collaboration & Coalition Building in Violence Prevention, Washington, D.C. Web site: www.peacebeyondviolence.org.

April 23-26, 2002

National Service-Learning Conference, Minneapolis, Minnesota. Web site: www.nylc.org and www.ysa.org.

Special weeks in 2002

National Civic Participation Week September 11-17. Web site: www.participateamerica.org

Make a Difference Day October 26. Web site: www.makeadifferenceday.com

Youth Appreciation Week November 11-17. Web site: www.optimist.org/index-prog.html

National Family Volunteer Day Nov. 23. Web site: www.alliance1.org

SERVICELINE

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