

# English and Language Arts Service-Learning Projects

# 2

## Elementary

- 1. Students partnered with a local hospital and literacy group to make books to donate to brand-new mothers.** They included letters explaining, “why it’s important to read to a child” and offered favorite titles.
- 2. After learning about people who help others in the community and reading the poem, “Hands Are for Helping,”** students wanted to raise money for the Red Cross. Students decided to write and sell a cookbook of favorite recipes. They also organized a public ceremony where they presented \$1,745 to the Red Cross.
- 3. Working with the school guidance counselor, students wrote a *Getting Through Kindergarten*** book to give to each incoming kindergartner. They partnered with high school students to translate it to Spanish also.
- 4. Trying to improve the school’s lunch program, students decided to grow vegetables at school.** They partnered with the lunch staff and a local garden supplier. They researched, read books, wrote thank you notes, kept reflection journals and shared their progress orally with lunch staff. They also created a recipe book for the vegetables they grew.

## Middle

- 1. Humanities students partnered with the historical society and local veterans’ groups to understand** the misconceptions of veterans in their community. They decided to interview veterans, write and illustrate a book of reflections based on collected thoughts, feelings and memories. The book was donated to all schools and local libraries and municipal offices. The students held a ceremony on Veterans Day to educate the community and celebrate veterans, young and old.
- 2. Students wanted to create plays from books with a local actor/director. They surveyed a nearby** hospital, school and senior center to determine interest and preferences in book genres. Students wrote and performed for different audiences e.g., hospital, seniors, younger students.
- 3. Alternative education students worked on a school garden pond, partnering with a surveyor,** landscape designer, construction and lumber company, concrete manufacturer and graphic artist. They created a brochure describing the careers involved in this project and shared it with a 6th grade class that helped with some of the labor.
- 4. Language arts students were asked by a local conservation group to create a trail and write a** “how-to” manual based on their experience. This way, the community group can use this manual with other classes in the area.
- 5. Students partnered with LifeFlight, Bureau of Highway Safety and the Coalition for Safe Kids to do** an in-depth study of injury prevention. Students created surveys, wrote letters, conducted research and designed PowerPoint presentations on safety. They also interviewed the public, presented to the school board and published project updates in the school newsletter.



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**Additional Service-Learning  
Projects on Back**



# English and Language Arts Service-Learning Projects

High

- 1. Learning that many schools had lost books due to hurricane flooding, students decided to write** books for younger students with the expert guidance of 1st graders in their community, who shared what they liked. Older students then worked with a local writer and artist and donated the finished books to elementary schools, libraries, and shelters, affected by the flood.
- 2. Reading *Tunnel Vision* by Fran Arrick and other suicide-related literature, inspired English** students to research teen suicide, present prevention ideas to their school board and implement a multi-pronged plan to address the issue at their high school.
- 3. American Studies students read Civil War era literature triggering discussion and research on** slavery today. Students debated the issues involved in buying freedom for a Sudanese slave prior to deciding to undertake this effort. They worked with an international organization to help present their case to other students, civic and religious organizations to raise money for this cause.
- 4. While science students partnered with students from a nearby reservation to study and act on** local environmental issues, in English they read fiction and non-fiction literature concerning Native American history and culture. They also wrote a research paper that included primary and secondary source documents that explained their environmental work.
- 5. Humanities students were asked by a college art museum to research and write a catalogue for** an exhibit on Monhegan Island artists. Students tracked down and interviewed artists and/or living relatives. They studied the style and historical period in which they worked. Students decided to create an interactive website to showcase what they learned.



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