

Visual and Performing Arts Service-Learning Projects

1

Elementary

- 1. Students were learning about early America. After reading *Sweet Clara and the Freedom Quilt*,** students brainstormed who in their community they might send a hidden message to. They decided to design a quilt of their own with a hidden messages of hope and inspiration to donate to the local homeless shelter.
- 2. After learning about resources and community people, students identified resources in their** community that help others e.g., police, fire fighters, Red Cross. They decided to design and make 4' x 6' felt banners to send to identified “heroes in their community” showing their gratitude for what they do to help the community everyday.
- 3. Students worked with the local chamber of commerce to learn about the history, resources and** culture of their town. After surveying their parents, they decided that there where a lot of people that didn't know/appreciate the history of their town. They decided to make a book to teach others what they had learned. In writing class, they wrote their book and in art class they made paper and produced their book, which they donated to the library.
- 4. Students were learning about what emotions are and how to name them as part of their social** emotional learning. In art class, they learned about different artists and the techniques they used to evoke emotions. Students decided to create a mural in their school displaying multiple emotions, using techniques from different artists they have learned about.

Middle

- 1. Students worked with a landscape architect to study various design principles and create a** beautiful garden as a place for thoughtful reflection. They created tiles and sculptures, which they placed in the garden.
- 2. As a team, students decided that they wanted to make their middle school more inclusive for the** hearing impaired. They interviewed and assessed the needs of deaf students, studied sign language and created labels of American Sign Language signs for objects and actions that impact school life e.g., window, door, bathroom, homework.
- 3. Students were concerned about bullying and drug use. After researching, they decided to** create two interactive theater pieces about these issues and tour county elementary schools.
- 4. Students in health class were learning about mental illnesses, they partnered with The Tulip** Project to create a tulip mural, a hope garden and educational brochures to promote mental health in their school.

**Additional Service-Learning
Projects on Back**



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Visual and Performing Arts Service-Learning Projects

High

- 1. Drama students partnered with the city's fire fighters to create a play for elementary students about fire safety.** They toured the city's elementary schools.
- 2. Art students, after moving in to a newly built school, painted a mural of a tree upon which the guidance office annually hangs the post-graduation plans of all seniors.** They also created banners for their school depicting the 6 Guiding Principles of Maine's Learning Results.
- 3. Music students studied ethnic music and performed and taught younger students about the diverse cultures found in their community.** They hoped this would celebrate diversity in their community.
- 4. Students learned about hunger in their community. As part of a humanities unit, students decided to host an empty bowl soup supper, in which they made and sold pottery bowls and filled them with homemade soup.** They also created a presentation to educate the community on food insecurity in their community and shared what community members can do to impact the problem. After paying for supplies for the bowls and soup, students donated a check to a local food pantry.

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.

Math Service-Learning Projects

3

Elementary

- 1. Students collected, categorized and weighed the debris from a local preschool. Based on their results, they decided to teach the preschoolers about recycling and set up a color-coded recycling program for them.**
- 2. After their new school was built, students decided to landscape the surrounding grounds. They wrote a grant proposal to their principal and school board requesting funds to beautify the new space. Using their computation, measurement and budgeting skills, they worked with a landscape architect to design and build a garden and benches adjacent to the school.**
- 3. Students who attend school in a portable classroom felt that they were segregated from the rest of the school. They decided all “portable” students needed a presence in the school building. Students used money and measurement skills to budget, design, purchase materials and construct a bulletin board inside of the school to hang their work and the work of future “portable” students.**
- 4. After learning about the sorrow in a prenatal ward, students used their knowledge of shapes, as well as their problem solving, operations and measuring skills, to create a quilt to cheer up a family who had a child in the hospital.**

Middle

- 1. Realizing that many students don't see the connection between math and real life careers, math students decided to produce informational brochures profiling math related careers. These brochures were distributed to school guidance counselors and college admission and career counseling offices throughout their community.**
- 2. Math students realized that many parents are unfamiliar with math vocabulary and resources and because of that, are not helpful with homework. Outgoing students decided to hold a “Math Night” for incoming students and their parents to teach them about the new math program and how parents can support students with math homework throughout the year.**
- 3. Students worked with district curriculum coordinator to develop math handouts for incoming students and families. They reviewed state math standards and created pamphlets in “kid language” showing math standards that students must demonstrate before going to high school. They included examples of ways students have demonstrated those standards in the past.**
- 4. Students worked with local architects and the Gulf of Maine Aquarium committee, to propose a design for the new Gulf of Maine Aquarium. Their proposal included a floor plan, a written proposal and an oral presentation of their work. Students learned and used skills of drawing to scale, universal symbols, drafting and extensive geometry skills including area, perimeter and volume to create their designs.**

**Additional Service-Learning
Projects on Back**



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Math

Service-Learning Projects

High

- 1. Through research, students discovered that other students and parents wanted to see more** activities available after school. These pre-algebra students teamed up with physical education and AutoCAD classes to create an Ultimate Frisbee course. Students worked with a local golf pro to develop the course. They measured the 9 holes, developed a formula to justify the value and difficulty levels of each hole (Par 3,4,5). After playing a series of rounds, the students determined the course's range of difficulties 1–9 and constructed scale maps and scorecards.
- 2. Due to the overcrowded nature of the parking lot, students counted the number of cars that are** used to drive students to school and the number of students per car. They set up a chart of their school and asked the students what area they lived in. They created a graph of the number of cars per students in each area and sent a report home with students encouraging students and parents to carpool when driving students to school. On the side, one student did the research on how the decrease in driving to school would affect their carbon footprint and added this to their report.
- 3. After determining that the baseball field was in disrepair, geometry students made specific** recommendations on ways to improve the condition of the field, including erosion control on a sloping hill.
- 4. Students conducted a study of the traffic speeds in their downtown area. Using a speed gun,** provided by the police department, students analyzed the speeding patterns of motor vehicles. As a result, they asked selectmen for a traffic light to deter speeding. Their proposal was accepted and a traffic light was put in.
- 5. Geometry students were asked by 4th graders to map a nature trail behind the elementary school.** The map was needed so the 4th graders could make a brochure of the nature trail for the community. The high school students used the geometry and measurement concepts that they learned in class to develop an accurate map, one that indicated where each of the 4th grade adopted trees was located.
- 6. Students in a statistics course learned about contemporary issues, while analyzing multiple tables** of data. They became interested in whether many people in their community had asthma and if so what was being done about it. They created a survey to give to their community, analyzed it and made a presentation to the Mayor's office to start conversations about this issue in their community, with hopes of together coming up with a few actions to impact asthma.



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Health and Physical Education Service-Learning Projects

4

Elementary

- 1. Students decided that their community needed a fun and safe environment to encourage physical exercise.** So the students took over the entire planning of the annual fun run at their school and designed markers for the new running path in the area.
- 2. Students learned the basics about nutrition and exercise, including the various winter sport activities that New England has to offer.** The students wanted to learn how to snowshoe safely so they partnered with experts from the Kittery Trading Post. Students then shared what they had learned about snowshoeing with the community through written and oral presentations, in hopes that they would encourage others to engage in healthy activities.
- 3. Students learned about the importance of starting healthy eating and exercising habits at a young age and decided to work with the Jump Rope for Heart Campaign to teach their peers about healthy habits.** The students recruited sponsorships and participants for a Jump Rope for Heart fundraiser, which raised over \$2,100 for the American Heart Association.
- 4. Students learned about the disproportionate rate of diabetes in their community. They researched causes and effects and decided to put together a healthy kid-friendly cookbook and held a healthy food fair to share what they learned about nutrition with the whole community.**
- 5. Students learned about the number of accidents and injuries that occur because people are not wearing helmets or seatbelts.** Students partnered with LifeFlight and the local Fire & Rescue among others, to address this dangerous problem. The students held a public safety field day, a local health fair, made videos and PowerPoint presentations and even met with the governor to discuss new safety legislation.
- 6. Students learned that their school needed better sun safety education. The students researched UV rays, skin cancer and sun safety and then proposed a new school policy about wearing sunblock and hats on field trips.** They also made and distributed posters and informational brochures to educate others in their community about sun safety.

Middle

- 1. Working with community health services, physical education students developed age-appropriate exercises for senior citizens.** The students then provided a place and program for “seniors” to exercise during the winter months.
- 2. After learning about public policy, students decided there was a need for better public policy preventing alcohol advertisers from deliberately targeting young people.** The students researched alcohol advertisements and proposed new policies, which they presented at two city-wide public forums and in letters to their local elected officials.

**Additional Service-Learning
Projects on Back**



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Health and Physical Education Service-Learning Projects

Middle

- 3. After a student wrote a personal essay about his experience with bullying he decided to do an independent study project addressing the issue of bullying in schools.** Working with the school administration, the school newspaper and his teacher, the student published his essay in the school newspaper to encourage discussion about the issue and created a computer game to simulate the effect of bullying on all individuals involved.
- 4. Students in health class identified that many parents are lacking the skills/information/comfort level to discuss sexuality with their children.** Students worked with sexuality educators to understand why parents are uncomfortable and created an informational brochure and a parents night for incoming middle school parents on ways to talk about sexuality in a fun, non-threatening way.

High

- 1. Students worked with the student council on an annual alcohol education and awareness program.** The students put together posters with graphs and tabular charts depicting information about blood alcohol content and displayed them in the school during the two-day program.
- 2. Students learned about Lyme Disease, which is a major problem in their area. The students then decided to educate their community about the dangers of Lyme Disease through a variety of projects including: a radio interview, public service announcement, puppet play, benefit dinner and a webpage.**
- 3. Students decided that members of their school and greater community were excluded because policies/forms/communications do not use gender neutral language.** Students worked with school administrators to review school policies and made recommendations to the school board to make language more gender neutral. They also made a presentation to the chamber of commerce to start conversations in the greater community.
- 4. Students in a medical occupations class were asked by the March of Dimes to educate the community on the importance of folic acid in their diets.** The students agreed to work on the project. After doing extensive research on folic acid they created slideshows, posters and pamphlets of information on folic acid, which they shared with their peers. They also gave copies of their materials to school nurses and the March of Dimes.
- 5. Students learned that emergency responders in their town needed a more effective and efficient way to identify possible concerns and hazards (overhead electrical wires, staircases, children's bedrooms, etc.) at an emergency scene.** The students conducted surveys of potential concerns and hazards in their local community and created a computer prototype that can quickly identify hazards; this prototype was presented to the town council.
- 6. Students learned Planned Parenthood needed help educating young people in their community about safer sex practices.** The students participated in a Planned Parenthood Peer Educator program and then set out to educate their peers. The students designed and presented workshops at a Pregnancy Prevention Day at their school as well as other area schools, and local and regional conferences. In all, the students educated over 300 people about safer sex practices.



Science Service-Learning Projects

5

Elementary

- 1. Students worked with a community garden association to raise seedlings and grow food for the hungry.** Students started by identifying that food is unequally distributed throughout the world and their own city.
- 2. Students learned about the effects of smoking cigarettes and vaping on the human body and decided to teach others in hopes of preventing peers from smoking/vaping and encouraging family members to quit.**
- 3. While studying the impacts of pollutants on rivers, students planned a community river clean-up day.** During the clean up they held workshops on environmental impacts of pollution on the river.
- 4. During a trip to the waste management center, students learned about mercury collection. After researching the harmful effects of mercury pollution, they worked with the center to create an educational campaign to inform residents about the issue and host a Thermometer Exchange Day.**
- 5. Students partnered with a local TV weather person to monitor area weather and reported their findings electronically to global audiences.**
- 6. Students learned about non-renewable and renewable resources as part of their energy unit.** They created a calendar to teach parents and other community members how to reduce their energy use with specific seasonal suggestions.

Middle

- 1. Students in partnership with the local conservation commission, hosted community tours of vernal pools** (a body of water that only appears at certain times of the year and is identified by the animals that live there). They taught the importance of this particular type of wetland to the community.
- 2. While studying various ecosystems, students read in the local paper that native salmon species are dramatically declining.** They contacted The Department of Wildlife and Fisheries to see how they could help. They learned about various salmon breeding programs and then decided to participate in one of them.
- 3. A science teacher heard at a curriculum meeting that local 4th graders study geology. Her students accepted a challenge to develop educational kits and lessons on local geological formations.**
- 4. Partnering with the city planner and local trail association, students worked to establish a 16+ mile multi-use loop trail.** They mapped existing trails with GPS, entered data into ArcView, (a GIS program) and worked to identify locations for expansion.

**Additional Service-Learning
Projects on Back**



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Science Service-Learning Projects

Middle

- 1. After researching the impact of non-point source pollution on their local bay, students decided** to create informational packets and make 4 public service announcements to educate the community on the health of the bay.
- 2. After doing an energy audit of their school in partnership with professionals from their state's Energy Education Program,** students discovered that most areas were lit at a higher than recommended level. They worked with their custodian and administrators to replace incandescent bulbs with more efficient compact fluorescent ones. They also converted the continually-lit exit signs to LEDs. They predicted just the exit sign conversion would save their school \$1800 annually in energy costs.
- 3. As part of a unit on viruses, students collected and analyzed data to change the cleaning practices** in the cafeteria, in hopes of reducing the spread of certain microbes during flu season.

High

- 1. Biology students worked with a local conservation group to identify and map with GPS the** location of all vernal pools in their town. They used the data to create policy that classifies vernal pools as wetlands, thereby restricting development in these areas.
- 2. Special education students beautified the space outside the school as part of their study of plants** and the environment. Based on their knowledge of plants they picked appropriate species and labeled them for others.
- 3. Partnering with the Department of Environmental Protection, a marine biology class monitored** the water quality of a local river. They posted their information on a website and compared their data with other stream teams in the state. They used this information to make a presentation to their local town council, suggesting water quality improvement strategies for the river.
- 4. As part of their physics class, students studied wave motion and its affects on their local beaches.** Dismayed at what they found, they formulated solutions to local beach erosion and presented these findings to local officials.
- 5. Answering a need for hands-on science units based on state standards, students developed** elementary-level lessons based on concepts they learned in their high school astronomy unit.
- 6. Alternative education students did a community-mapping project to identify resources for children.** They discovered that many youngsters are without bicycles and have no means to acquire one. Working with the school social worker and local bike shop, they refurbished and distributed bicycles to those young students who needed one.
- 7. After learning about the impact of air quality on humans, biology students monitored the impact of** vehicular idling outside of their school. They utilized this information to develop a policy banning idling outside of the school building. They also shared their findings with the state in the hopes of banning idling outside of all school buildings.



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Social Studies Service-Learning Projects

6

Elementary

- 1. Students read *A Piece of Home* and *Who Belongs Here* to start learning about immigration, racism, empathy and tolerance.** They decided to create a video welcoming English Language Learners (ELL) to their school. They also wrote a grant to the PTA and got money to make “welcome” book bags filled with school supplies with their school logo on them, to give to new ELL students entering their school.
- 2. Toward the end of the year, students developed a handbook for incoming 1st graders to ease the transition to a full day of school.** Given to kindergartners on Step Up Day, the book included classroom and school schedules, rules, a map of the school and a listing of important people and services.
- 3. Students worked with a community garden association to raise seedlings and grow food for the hungry.** Students started by identifying that food is unequally distributed throughout the world and their own city. As part of their investigation of this issue, they read *The Lunch Thief* and interviewed workers at the local food pantry.
- 4. While studying local history, students identified a need to highlight the attractions in their otherwise undervalued community.** They worked with the local historical society to identify and learn about historical, natural and cultural points of interest. They created a brochure, map and walking tour guide to promote their neighborhoods.
- 5. Students worked with the local bicentennial committee to make town celebration “kid friendly”.** They developed a walking history trail with 10 podiums describing the history of their town over the last 200 years. Students gave tours to the community during the town’s bicentennial events.

Middle

- 1. An OpSail event inspired a group of students to study navigation and the impact of schooners on their state’s history.** Students worked with the local historical society to produce and share a collection of historically accurate stories about shipwrecks, culminating in an exhibition at the historical society and the harbor museum.
- 2. After they learned about immigration, citizenship and cultures, students planned and hosted a naturalization ceremony.** They partnered with the U.S. Immigration and Naturalization Services to understand the significance of this event and the rules and regulations that govern it.
- 3. When students studied colonial life, they realized that only some of their classmates had been able to go to Norlands (an 1800’s living history museum) as 4th graders.** They decided to create a simulated, colonial schoolhouse experience that would be available to their whole K–8 school. They partnered with the local historical society to ensure an authentic experience.

**Additional Service-Learning
Projects on Back**



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Social Studies Service-Learning Projects

Middle

- 4. Students researched the ethnic history and culture of their city's residents by hosting a cultural café.** During café hours they interviewed family members, local immigrants and refugees. They used their new knowledge to create a book of oral histories telling individual and diverse stories. Completion of the book was celebrated at a community book reading and by the distribution of multiple copies.
- 5. Students were learning about civil rights issues throughout history. They identified that social justice for the LGBTQ community is one of their contemporary civil rights issues.** They developed a campaign to raise awareness and promote tolerance in their community.

High

- 1. History students partnered with local archaeologists and the historical society to map, excavate, date, document and analyze findings at the site of an historical home.** The site was first discovered as students were clearing the trails behind the school after an electrical storm. This is an ongoing project and each year students decide how they will share their findings with the community.
- 2. Civics students studied reactions to the Vietnam War in this country and in Vietnam. They felt that** since many kids were interested in this subject because of relatives' stories, music, and movies they would develop a presentation for middle school students. They created a mock trial and presented evidence to middle schoolers who acted as jurors.
- 3. Students studying public policy examined the statewide school funding formula, meeting with the** governor and other experts as part of their research. They realized that their parents and neighbors did not understand this complex policy so they created an informational brochure to share what they learned about school funding with their community.
- 4. In a history class, students in a small seaside town learned about civic participation and due** process by studying the local marina. After years of informal observation, students realized that the docks usually were destroyed each winter. They studied the options and presented their findings to local selectmen. They also created a video to lobby state and federal agencies and legislators to increase funding to change the location of the docks.
- 5. In their humanities class students studied the structures of power and privilege. After watching** the film *13th*, they identified that the prison system was just one of many systems that perpetuate racial inequality. They held a community night to educate their parents and neighbors about racial inequality and facilitated conversations to identify systems in their own community that might feed racial/minority inequalities.



Career Preparation Service-Learning Projects

7

Elementary

- 1. Students studied graphing techniques and came up with a school-wide survey to determine** favorite hobbies and activities. Based on the results, they invited appropriate community experts to participate in an end-of-year field day.
- 2. Students spent time with senior citizens. Students wrote and shared creative stories featuring** their “senior buddy” as the main character. The stories were historically accurate and showed the character’s career development and career options during that time. The stories were published and donated to the local library.
- 3. Disturbed by the lack of recycling in their town, students worked with town officials and the** regional waste management director to teach the community about waste management and resource conservation.
- 4. Students worried about heavy traffic near their school. They collected data and presented findings** to the local police department and town council. Students were responsible for the installation of a much-needed traffic light.

Middle

- 1. Students held a career fair for younger students to help them understand career options** and the world of work.
- 2. With a local consultant, students learned about multiple intelligences and learning style** preferences, and then organized and held a community fair to inform others.
- 3. Students worked with a conservation group to design and produce an educational video about** the city’s trail system. They also administered a long-range needs assessment and brainstormed future projects to meet the needs.
- 4. Working with the local library, students developed ethical and legal standards for using the new** computer lab.
- 5. Students partnered with a bank and stockbroker to learn about budgeting, savings options,** and the stock market. They decided to hold a Financial Information Night to teach the community about the benefits and drawbacks of each option.
- 6. A class collected data from students and worked with the guidance counselor to organize** monthly guest speakers for the school focusing on various professions.

**Additional Service-Learning
Projects on Back**



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Career Preparation Service-Learning Projects

High

- 1. Working with a local career center, sociology (or family and consumer science, or vocational)** students developed informational materials for displaced workers. They distributed their information materials to local town offices, libraries, community centers and businesses.
- 2. Hospitality students didn't like the guide to local sites and attractions. They decided to work with** the visitors bureau and historical society to develop a new one for teens. Their work included digital photography, PowerPoint presentations, and videography.
- 3. Students worked with the Area Agency on Aging to learn about the problems and needs of the** elderly. They learned that many senior citizens are not aware of the services that exist. They decided to develop a resource packet to place around town. Their website included more information and links to other helpful sites.
- 4. Concerned about the digital gender gap, students held a Technology Career Fair for 7th graders.**
- 5. Students organized seminars to teach younger students job seeking skills such as resume** writing, interviewing, etc.
- 6. Concerned by studies on student stress level, family and consumer science students taught** middle school students how to reduce stress and balance multiple and conflicting responsibilities.



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Modern and Classical Language Service-Learning Projects



Middle

- 1. After hearing stories of isolation and challenges from mainstreamed deaf students, an American Sign Language class decided to create and teach lessons for elementary classes in the district.** Lessons included elements of American Sign Language, deaf culture and awareness of everyday challenges for deaf students in their school.
- 2. Remembering how difficult it was to decide if they should take French or Spanish, students wanted to help 5th graders make an informed decision.** Each month they hosted a Spanish or French lunch table at the elementary school. 5th graders asked questions about the class, language and middle school in general as they learned about a new culture and a few phrases in a new language.
- 3. Students created alphabet and number books in Spanish for elementary school students.** After reading aloud to enthusiastic young students, they made books-on-tape and donated the sets to all 3rd grade classrooms.
- 4. Spanish students started email correspondence with an ESL class in a California middle school,** made up primarily of new Mexican immigrants. In English, they interviewed the new immigrants. The new Californians responded in Spanish about their experiences. Remembering their own indifference to studying immigration, students decided to create and perform a play about immigrant life for younger students, hoping to sensitize them to the needs of immigrants.
- 5. French students noticed many French speaking Canadian travelers in local restaurants were** having a difficult time understanding the menus. So, partnering with a local restaurant, they translated the menu and created a new design for the French version based on what they learned about French Canadian provinces and culture.
- 6. French students worked with the new local Franco-American Center to produce a video chronicling** the contributions of Franco-Americans to area mills. Students presented this video of the history of the mills and the contributions of French-speaking Canadians to parents, people highlighted in the video, school officials and board members of the local Franco-American Center where it is now housed. They also successfully submitted it to the Video Arts Festival and the school's own film festival.
- 7. Spanish students were asked by the primary school principal to help raise awareness of foreign** languages with K–2 students. Each middle school student created signs in Spanish for the most useful vocabulary (please, thank you, stop, line up, numbers, etc.) and obvious parts of the building (door, window, desk, bathroom, etc.) and helped younger students with pronunciation.

**Additional Service-Learning
Projects on Back**



Modern and Classical Language Service-Learning Projects

High

- 1. ESL students spent time reading and discussing the signs, regulations and procedures throughout their high school.** They decided that the Fire Safety instructions should be posted in many different languages so that during emergencies everyone had easy access to life-saving information. They translated regulations into their own languages and then worked with the Multilingual Office to get signs made in all the languages represented in the district.
- 2. Partnering with the Chamber of Commerce, students interviewed local organizations, businesses and religious establishments to inform their French-language Downtown Walking Tour Map and Guide.** They also used resources from Boston, Montreal and Paris to guide their work. Their finished product was available in city offices as well as local hotels, restaurants and points of interest.
- 3. Students translated famous children's stories into French and then donated the books they created to a local French Immersion Preschool.** When they delivered the books, they met with and read to the children. That was so successful, they wanted to do more. Learning that the preschool needed a new fire door and fire prevention education, high school students successfully fundraised and then worked with a local firefighter to develop informative skits, coloring books and activities in French to share with the preschoolers.
- 4. To help a local shelter increase literacy in the community, Spanish students wrote bilingual books.** These books were donated to the shelter to assist the program director in encouraging parents to read to their children.
- 5. Spanish students heard from the elementary librarian that she was responsible for planning a full week of Mexican cultural activities for her K–5 students.** She asked for help from 4 Spanish classes, each one researching and taking on a different task. One class decided to give folk dance lessons to 3rd–4th graders; another class created simple Spanish books for the library and read them to 2nd graders; another group gave a week's worth of Spanish lessons to 5th graders and the fourth class cooked a Mexican meal for 1st graders.
- 6. Latin students challenged their teacher to “prove” that Latin was really useful for learning English vocabulary words.** The teacher was successful so they decided to offer tutoring to any students preparing for the SATs.



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Technology Service-Learning Projects

9

Middle

- 1. Students were asked by the local cable company to run the local access channel. The students** learned about the equipment, production software and scriptwriting. Monthly they produced a show, based on interests of students.
- 2. After reading an article about the lack of communication between school and the community,** students created and maintained a web page about the new middle school construction project to keep their schoolmates, parents and community members informed of progress.
- 3. Students researched the impact of non-point source pollution and used multiple computer** applications to create brochures, informational packets, public service announcements, and a website to educate the community.
- 4. Science students partnered with local scientists to monitor local weather and post their findings** on an international website on global warming. They used this information to create a presentation for their school community on global warming.
- 5. The local trolley museum needed students to help preserve local history by digitally archiving** historical documents and photographs. Social studies students studying local history took on this service.
- 6. Working with their town planner, students took digital images of all buildings in their town.** Each of the images was titled with a map and relevant information; street address and date image were taken. Students updated the town's database to use for future planning.
- 7. Students studied computer-graphing techniques and developed a school-wide survey to determine** favorite hobbies and activities. Their analysis of the data allowed them to invite popular speakers for a school program.
- 8. Concerned about bullying, students created an online survey to determine the extent of bullying** at their school. All students took the survey, results were tabulated and the need for action documented on the district website. Students decided to create skits about bullying, which they presented to younger students.
- 9. Tired of having nothing to do and no place to go in their town, alternative education students** contacted the town Recreation Department. The director suggested as a first step that students take an inventory of teen activities in the area. Working with the department, the class developed contacts throughout the community and decided to create and maintain a website for local teens listing resources and current activities.
- 10. After reading an article about the barriers to opening a new homeless shelter in an empty building** in town, students designed affordable handicap accessible ramp plans. They worked with the town planner to make sure their plans met all codes and were affordable. They presented these for review to the non-profit board that was building the shelter.



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**Additional Service-Learning
Projects on Back**



Technology Service-Learning Projects

High

- 1. Students used coding skills to develop apps to impact community issues. One student developed an app to report pot holes to the town office. While another student developed an app that identified and reserved open parking spots at the over crowded high school.**
- 2. Students didn't like the guide to local sites and attractions for their city. Working with the local visitors bureau and historical society, they developed a new guide just for teens that included digital photography, PowerPoint presentations and videography.**
- 3. Each technology student developed a computer mentoring relationship with 2-3 teachers in the district. Students taught teachers how to use different programs and suggested possible new classroom lessons using computer technology.**
- 4. Physics students used technology to help analyze wave patterns to solve local beach erosion problems. They presented their information to local agencies via PowerPoint and to the world via the Internet.**
- 5. Students became alarmed at levels of arsenic in local well water. They studied the issues involved and partnered with the Department of Environmental Protection to create an informational brochure to share with their communities.**
- 6. Students discovered that many senior citizens were having a hard time grasping basic computer concepts. Students developed a curriculum and worked one-on-one with seniors on 3 different programs: PowerPoint, Excel and Word.**
- 7. Students designed a campaign to receive donated computers, fix them up and give them to local families with elementary age children. With the computer came free set up and lessons.**
- 8. Technology students taped town meetings and streamed the video on the school website. All citizens, even those traveling and working out of town, know on Wednesday afternoons they can watch the town meeting.**
- 9. Advanced drafting students worked with the local police and fire departments to remap their city so the 911 emergency response system would be more effective.**
- 10. Concerned about the digital gender gap, students held a Technology Career Fair for 7th graders and took care to invite equal numbers of male and female participants.**
- 11. Using Computer Aided Design technology, drafting students worked with local businesses and non-profits to redesign their floor plans.**
- 12. Technology students observed that many of their peers had inadequate typing skills, so they developed a curriculum to teach elementary students to type.**



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