Dear Friend:

Thank you truly for your interest in the education programs at the St. Luke Foundation for Haiti and for your interest in building bridges to better cross-cultural understanding.

We are a 100% Haitian-run non-profit organization, providing education, medical care and dignified humanitarian outreach in places that have been abandoned by traditional service providers. We believe that by following a shared vision for the future, we can walk hand-in-hand towards a more prosperous and independent Haiti. Our programs, run by highly skilled Haitian leaders, save lives and create opportunity.

We have put together the accompanying packet with a selection of materials for you to use this school year, including:

- A fact sheet about our schools
- An overview of opportunities available through Building Bridges
- Overview information about three of our primary schools
- Data points about Haiti that aim to engage students, teachers, clubs and administrators
- A reading list of titles suitable for different grade levels
- An English-Creole-French translation sheet handy for writing and reading notes
- A sticker that can be affixed to a water-cooler-style jar for change collection
- A poster to promote fundraising and cultural events you might sponsor, with a space to write in details
- Details on supplies and fundraising logistics
- Ideas for celebrating your participation during International Education Week
- Third-party tip sheets about International Education Week and Service Learning concepts

Once you've had a chance to review, please contact me to schedule a time to chat briefly about what you're interested in for the coming year, and how St. Luke can facilitate a meaningful educational experience for your students and our young people in Haiti.

Looking forward to working with you-

Wynn Walent

Assistant National Director, St. Luke Foundation for Haiti

wynn.walent@stlukehaiti.org

347-348-2587

Every day the educational programs of the St. Luke Foundation for Haiti provide schooling to over 12,000 students. These students often travel great distance and overcome enormous hardship for the chance to study. The next generation of Haitian leaders is being formed as we speak, and there is no limit to what these young people can accomplish with education and your friendship.

Email info@stlukehaiti.org to learn more about our Building Bridges program, linking American schools with St. Luke schools!

photos by Giles Clarke

About Our Schools

The St. Luke School System began in the year 2000 on the streets of Cite Soleil. While Father Rick and the St. Luke Team conducted medical clinics, they began to run informal education programs for the children in the area. What started with humble activities aimed at keeping children active and off the streets, has grown to be a comprehensive, state-accredited system.

The majority of our 30 primary schools are located in the most challenging and least served areas of Port au Prince, while others have been opened in the provinces, including St. Louis du Sud, Camperin, Jacmel, Jeremie, Fonds des Blanc, and Limonade.

The students who graduate from our Port au Prince area primary schools have the opportunity to attend our trailblazing secondary school, the Academy for Peace and Justice.

After high school, our St. Luke students, along with members of the local community, can apply to attend our professional school, Notre Dame de Guadalupe, which has courses in Nursing, Telecommunications, Plumbing and Electrician Work with Solar Specialization. This school serves over 400 future leaders in their fields and has operated with great support from NPH Germany, ORT and the Dharma Drum Mountain Foundation.

ST. LUKE FOUNDATION
FOR HAITI

Thanks for your interest in our Building Bridges program! The core of the program will link U.S. and Haitian children through a classroom-to-classroom or school-to-school match. By connecting and communicating with each other, each side will grow in understanding of their global community.

photos by Giles Clarke

We're flexible about the ways that you can get involved. Here are a few ideas to pick from (or feel free to let us know what you'd like to do!).

Curricular Support

❏ **Social Studies:** Display a map (provided by St. Luke of Haiti) of Haiti and Port-au-Prince, with St. Luke classrooms marked.

❏ **Social Justice:** Investigate the historical, cultural and political forces that have contributed to Haiti's challenges, and learn about the opportunities for a self-determined positive future.

❏ **Guest Speaker:** Invite a local St. Luke ambassador into your classroom for a Q&A session about Haiti and the schools.

❏ **Culture:** Learn musical and food traditions from Haiti and throw a party to celebrate.

Grow Students' Communication Skills & Empathy

❏ **Language:** Teach basic Creole phrases.

❏ **Language Arts:** Exchange letters—either student to student or classroom to classroom.

❏ **Visual Arts:** Swap photo galleries and student stories, or co-create a book with students in Haiti.

Service Learning

❏ **Raise awareness** across your school and larger community through a poster or social media campaign.

❏ **Collect supplies** for schools in Haiti.

❏ **Raise funds** to help equalize education opportunities. Fundraising could range from a penny jug in the cafeteria, to a bake sale, to sponsoring a class for a year.

What's next? Contact info@stlukehaiti.org with your interests and your school start date.

St. Raphael in Gran Rivye

St. Raphael sits at the base of an emerald mountain, in a lush tropical setting in Gran Rivye, Haiti. Getting to the school is no easy feat. Located about 57 km southeast of Port-au-Prince, travel to the school requires a multi-stage journey by car, motorbike, and finally by foot over streams and up steep, rugged and scarred dirt paths.

For students living in the rural area, the morning hike to school can take as long as two hours up sharply rising paths to their makeshift wooden school building. Despite the trek, the 250-student school continues to grow, welcoming new students eager for education at the state-certified primary school. St. Raphael has plans to build a new, permanent school building to improve conditions and help student learning flourish.

To learn more about connecting with St. Raphael as part of our Building Bridges program, contact info@stlukehaiti.org.

School Facts

Year Founded: 2012

Number of Students: 250

Number of Teachers: 7

Grades: Kindergarten–6th (expanding to 7th, with plans for a high school)

School Starts at: 8 a.m.

ST. LUKE FOUNDATION
FOR HAITI

St. Nicolas in Drouillard

More than 280 children attend St. Nicolas, with instruction from kindergarten through 6th grade. Like many of St. Luke's schools, St. Nicolas is secured behind concrete barrier walls to protect the children and school and provide an environment for students to focus on learning. St. Nicolas hopes to be able to soon add classes and offer instruction for 7th grade. However, qualified teachers are needed. Support to the Building Bridges program will assist St. Luke Foundation's ongoing professional development and teacher training efforts.

To learn more about connecting with St. Nicolas as part of our Building Bridges program, contact info@stlukehaiti.org.

Amelie loves to learn and play with her friends at St. Nicolas. She looks forward to attending school every day.

School Facts

Number of Students: 283

Grades: Kindergarten through 6th

St. Amboise in Cite Soleil

St. Amboise is located in the Tecina area of Cite Soleil, which is one of the most challenging places in the Western Hemisphere. Surrounded by shacks made from salvaged materials and mountains of endless trash, St. Amboise serves as a refuge away from the harsh, crowded conditions of what is commonly referred to as a slum or shantytown.

St. Amboise is one of five schools in Cite Soleil operated by the St. Luke Foundation in this densely populated and impoverished area. The school offers caring instruction and greater opportunity for the future. In a place with very few options, the children of St. Amboise show smiles full of gratitude for the simple education St. Luke provides, and the staff fights each day to reach further still and push the school and community forward.

To learn more about connecting with St. Amboise as part of our Building Bridges program, contact info@stlukehaiti.org.

School Facts

Number of Students: 183

Grades: 1-6

Magdala and Marie Ange are sisters growing up in the neighborhood of Tecina. The school director, Eddie, shared that despite the appearance of the neighborhood—the river of trash and the inadequate services—the children in fact take great pride in their school and are eager to participate each day. Magdala and Marie Ange seemed to personify this idea, raising their hands at every question, laughing and playing enthusiastically during break time, and speaking of lofty dreams when we chatted with them. Magdala said "I want to be a doctor and save people's lives who don't have any money to pay. Director Eddie says anything is possible." Marie Ange added "I want to be a teacher or a doctor, I'm not sure. But either way I know I can do it if I keep working!"

Facts About Haiti

Geopolitical

Official Name: Republic of Haiti (République d'Haiti/Repiblik Ayiti); Ayiti means "Land of Mountains"

Indigenenous People: Taíno Indians

On the Island of: Hispaniola, which Christopher Columbus landed on in 1492; the Dominican Republic shares this island

Former Colony of: Spain, then France

Declared Independence: January 1, 1804 —the second independent nation in the Western Hemisphere (United States is the first)

President: Michel Martelly

Capital: Port-au-Prince

Provinces: 10

Population: 10.3 million

Size: 27,560 sq. km, slightly smaller than the state of Maryland

Terrain: Mountainous—5 ranges

Motto: Liberty, equality, fraternity

National Anthem: La Dessalinienne

Currency: Haitian Gourde (pronounced "gude") though U.S. dollars widely accepted

Official Languages: Haitian Creole and French

Economy

Industries: Clothing manufacturing, agriculture, rum

Gross Domestic Product: $1,200/person

Unemployment: 75%

Average Wages for Employed: $2/day

Culture

Most Popular Sport: Soccer

Biggest Holiday: Carnival/Mardi Gras

Musical Styles: Rara, Compas, Twoubadou

Popular Food: Rice and beans, plantains, goat, red snapper

Religions: Catholic, Protestant, Haitian Vodou

The Earthquake

Date: January 10, 2010
Estimated Damage: $7.8 billion
Lives Lost: 100,000–160,000
Homes Collapsed: 250,000

ST. LUKE FOUNDATION FOR HAITI

Reading List

Grades K-5

Am I small? Eske mwen petit? by Philipp Winterberg

Eight Days: A Story of Haiti, by Edwidge Danticat

Haiti my country, by Rogé

Hope for Haiti, by Jesse Joshua Watson

Nadia's Good Deed: A Story About Haiti, by Rachel Harris

Tap-Tap, by Karen Lynn Williams

Grades 6-8

Behind the Mountains, by Edwidge Danticat

Haiti On My Mind, edited by Dana Vincent

Haiti Now, by The Now Institute

Hold Tight: Don't Let Go, by Laura Rose Wagner

A Taste of Haiti, by Mirta Yurnet-Thomas

Taste of Salt: A Story of Modern Haiti, by Frances Temple

Teaching About Haiti, from Teaching for Change

Grades 9-12

Avengers of the New World: The Story of the Haitian Revolution, by Laurent Dubois

The Big Truck That Went By, by Jonathan Katz

Breath, Eyes, Memory, by Edwidge Danticat

The Comedians, by Graham Greene

Create Dangerously, by Edwidge Danticat

Haiti: The Aftershocks of History, by Laurent Dubois

Haiti: The God of Tough Places, the Lord of Burnt Men, by Father Richard Frechette

Krik? Krak! by Edwidge Danticat

Mountains Beyond Mountains, by Tracy Kidder

For more ideas and teaching guides, visit http://www.teachingforchange.org/books/ our-publications/caribbean-connections/teaching-about-haiti-pdf-and-resources

Helpful Phrases

English	Haitian Creole	French
Good morning	Bonjou	Bonjour
Good afternoon	Bonswa	Bon après-midi
How are you?	Sak Pase?	Ça va?
What's your name?	Kijan ou rele?	Comment appelez-vous?
My name is...	Mwen rele...	Je m'appelle...
Please	Souple	S'il vous plait
Yes	Wi	Oui
No	No	Non
Thank you	Mesi	Merci
You're welcome	Merite	De rien
Excuse me	Eskize mwen	Escusez-moi
No problem	Pa gèn pwoblèm	Pas de problème
I'm sorry	Mwen regret sa	Je suis désolé
Today	Jodi a	Aujourd'hui
Tomorrow	Denmen	Demain
Yesterday	Yè	Hier
Where?	Ki kote?	Où?
What?	Ki sa?	Quoi?
When?	Kile?	Quand
Why?	Poukisa?	Pourquoi?
What do you think?	Ki sa ou panse?	Ce qui vous pensez?
In my view...	Daprè mwen...	Je pense que....
That depends	Sa depann	Cela dépend
Is it true that...	Eske se vre ke...	C'est vrai que...
Where are you from?	Ki kote ou sòti?	D'où êtes-vous?
I am from...	M'soti...	Je viens de...
Family	Fanmi	Famille
Father	Papa	Père
Mother	Manman	Mère
Child	Timoun	Enfant
Brother	Frè	Frère
Sister	Sè	Souer

English	Haitian Creole	French
Student	Elèv	Étudiant
School	Lekòl	École
Teacher	Pwofesè	Professeur
Bag	Sak	Sac
Pencil	Kreyon	Crayon
Paper	Papye	Papier
Pen	Plim	Stylo
I am studying...	Mwen etidye...	J'études...
Computer	Òdinatè	Ordinateur
Language	Lang	Langue
Mathematics	Matematik	Mathématiques
Reading	Lekti	Lecture
Writing	Ekri	L'écrit
Playground	Lakou rekreyasyon	Cour de récréation
How much does it cost?	Konbyen sa koute?	Combien ça coûte?
Food	Manje	Aliments
Soccer	Foutbòl	Football
I like...	Mwen renmen...	J'aime...
I don't like...	Mwen pa renmen...	Je n'aime pas...
I'm hungry	Mwen grangou	J'ai faim
I'm thirsty	Mwen swaf	J'ai soif
To play	Jwe	Jouer
Happy birthday	Bonn fèt	Joyeux anniversaire
Party	Fet	Fête
Do you speak English?	Eske ou pale angle?	Parlez-vous anglais?
Do you speak Haitian Creole?	Eske ou pale kreyòl?	Parlez-vous creole?
Do you speak French?	Eske ou pale franse?	Parlez-vous français?
I don't understand	Mwen pa konprann	Je ne comprends pas
Good night	Bon swa	Bonsoir

More phrases can be found at www.haitihub.com or in the *Haitian Creole Phrasebook* by Cécile Accilien and Jowel C. Laguerre.

Building Bridges

Spare Change
to Fuel Change in Haiti
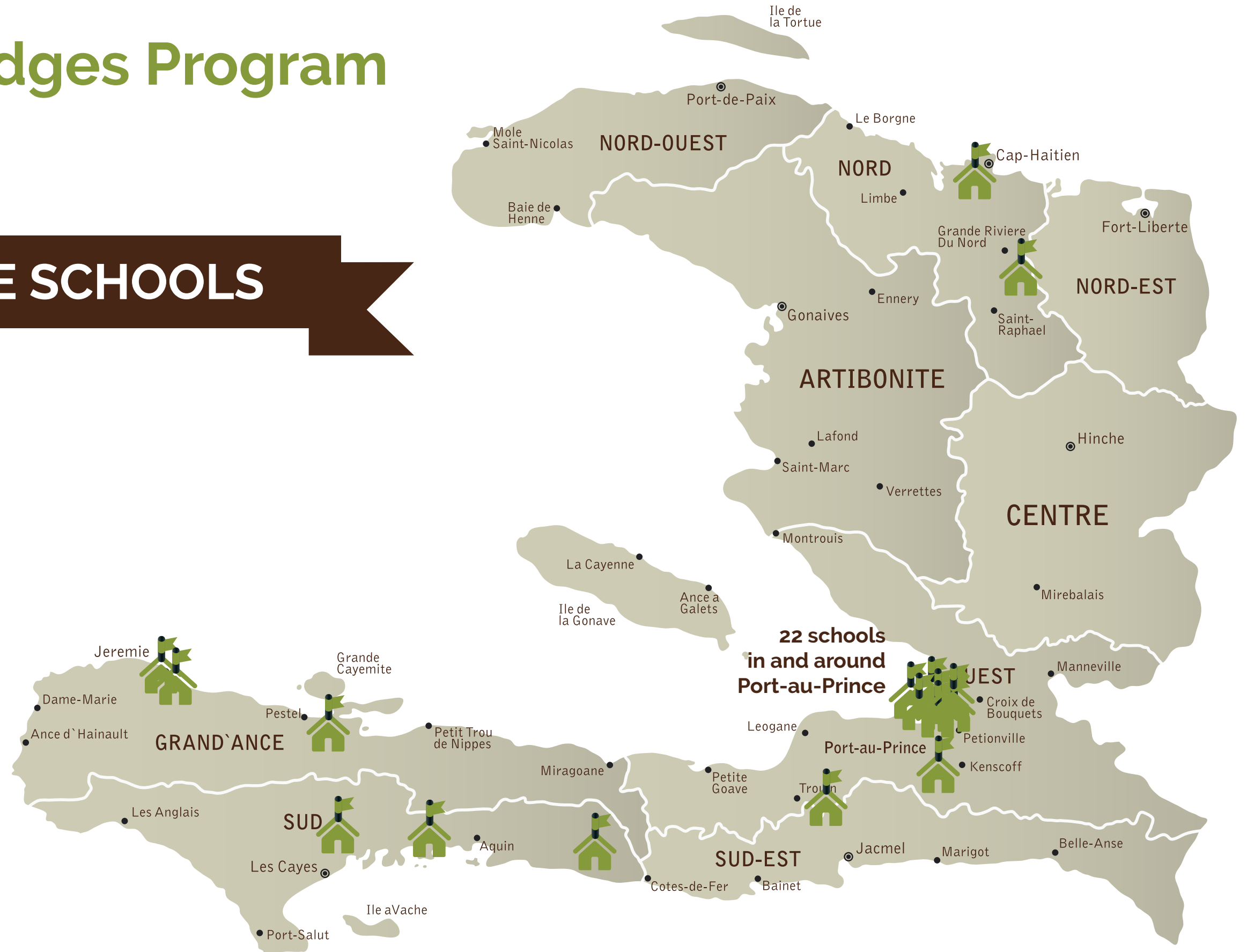
Building Bridges
Connecting Classrooms to Haiti

Coming Soon:

ST. LUKE
FOUNDATION
FOR HAITI

Building Bridges Program

ST. LUKE SCHOOLS

Ile de la Tortue

Port-de-Paix
Le Borgne

NORD-OUEST
Mole Saint-Nicolas

NORD
Cap-Haitien
Limbe

Baie de Henne

Grande Riviere Du Nord

Fort-Liberte

NORD-EST

Ennery
Saint-Raphael

Gonaives

ARTIBONITE

Lafond
Hinche

Saint-Marc

Verrettes

CENTRE

Montrouis

Mirebalais

La Cayenne

Ance a Galets

Ile de la Gonave

22 schools in and around Port-au-Prince

Jeremie

Grande Cayemite

OUEST

Manneville

Croix de Bouquets

Dame-Marie
Pestel

Petit Trou de Nippes

Leogane

Petionville

Ance d`Hainault
GRAND`ANCE

Miragoane

Port-au-Prince

Kenscoff

Les Anglais

SUD

Petite Goave

Troun

Aquin

SUD-EST

Jacmel
Marigot
Belle-Anse

Les Cayes

Cotes-de-Fer
Bainet

Ile aVache

Port-Salut

ST. LUKE FOUNDATION FOR HAITI

Visit http://bit.ly/1VUXmlI to see the schools plotted on a Google map

ST. LUKE
FOUNDATION
F O R   H A I T I

Supplies & Donations

One hundred percent of all donations goes to Haitian programs and Haitian people. Thanks to generous friends and donors, we have zero stateside overhead, allowing every penny to go to students, teachers, and classrooms.

Needed Supplies

Composition notebooks

Loose-leaf paper

Colored pencils

Regular pencils

Educational coloring books

Other Fundraising Goals

$10: Pay for a uniform (sewn at St. Luke's economic development center)

$20: Stuff a backpack

$75: Sponsor a child for the year

$500: Sponsor a classroom for the year

At the end of any fundraising efforts, please send an email to info@stlukehaiti.org to share your activities and fundraising total.

Supplies should be sent to Miami, where we collect a critical mass of materials before shipping to Haiti:
Alfredo Benitez
NPHI Country Liason
2730 SW 3rd Avenue
Suite 600
Miami, FL 33129

Checks (preferred) can be sent to:St. Luke Foundation for Haiti
8980 SW 56th St
Miami FL 33165
along with the mail-in donation form available at www.stlukehaiti.org/donate

Credit card donations can be made at https://donatenow.networkforgood.org/stlukehaiti
Be sure to mark Building Bridges as your donation Designation.

The St. Luke Foundation is a 501(c)(3) tax-exempt organization.
All donations are 100% tax deductible as allowed by law.

ST. LUKE FOUNDATION
FOR HAITI

Celebrate your classroom's new learning about Haiti by throwing a potluck celebration party. Consider hosting your party during International Education Week (usually in November) and use the hashtag #BuildingBridgesHaiti on social media to share photos and news about your projects and celebration.

Here are some quick-and-easy ideas to get your party planning started!

Food

❏ **Haitian Lemonade**
www.haitian-recipes.com/recipes/138_limonade.html

❏ **Beef Patties**
haitiancooking.com/recipe/haitian-patties-pate/

❏ **Rice & Beans**
haitiancooking.com/recipe/haitian-rice-and-beans-diri-ak-pwa/

❏ **Fried Plantains**
haitian-recipes.com/recipes/234_fried-plantains.html

❏ **Bonbon Sirop**
haitian-recipes.com/recipes/281_bonbon-sirop.html (omit rum!)

Activities

❏ **Awards** Nominate the students who have made the biggest impact or learned the most..

❏ **Memory Card Match Game** Create cards with English and Creole phrases, shuffle randomly, and place face down in a rectangle pattern. Players take turn finding matching pairs.

❏ **Show and Tell** Invite parents to your celebration party and have students present projects, artwork, or other activities they conducted as part of their learning.

Music

❏ **Radio Gonbo Kreyol**
www.radiogonbokreyol.com

❏ **Pandora**
www.pandora.com
Station: Haiti, mon pays

❏ **Playlist** Ask your students to find one Haitian song online and submit the week before the party. Create a playlist from their choices.

Share your photos! Send to info@stlukehaiti.org and post to social media using #BuildingBridgesHaiti

Suggested Activities for Non-Profit and Community Organizations, Businesses, and Local Governments

For Non-Profit and Community Organizations, Businesses, and Local Governments

The following list is just a start. We encourage you to be creative in planning events for the week and let us know about your activities.

Encourage your governor or mayor to issue a proclamation commemorating IEW.

Work with local international visitor councils (more at www.nciv.org) to arrange visits by international guests to local schools and universities.

Spotlight IEW events through articles and broadcast coverage in the local media, industry trade journals, and organization newsletters.

Persuade local arts centers, theater groups, libraries and other cultural organizations to include an international component in their programs during IEW.

Work with a local children's museum to offer a one day class in a foreign language to elementary school students.

Build classroom to classroom connections between your local schools and a school overseas via the Internet.

Find a Sister city / town and carry out a joint activity during IEW.

Once a teacher has assessed readiness for utilizing experiential learning, created a strong learning community in the classroom, and explored other resources beyond the walls of the classroom, implementation begins. (Further service-learning support is available on-line and through professional trainings at *www.nylc.org*.)

Step One: Preparing Students

Lead students in a discussion of "community."

Engage students in a discussion of the kinds of communities they participate in (i.e., family, school, neighborhood, religious, cultural, etc.). Help them recognize that "community" may be described narrowly or broadly — that people operate in multiple communities at once, and that all are members of the broader global community.

Lead students in a discussion of "service."

Engage students in a discussion about the concept of service or volunteerism. Be prepared for discussion about "mandated" community service (the judicial system), also known as community restitution. (This can give many students a preconceived negative view of service.)

Explain service-learning.

Explain that service-learning is a teaching/learning method. Share examples of the learning that can occur through meaningful service activities (e.g. language arts through producing a brochure for a community cause like a walk-a-thon; chemistry skills through water testing; second language skills through creating bilingual storybooks; geometry skills through construction of a playground for a HeadStart Center.)

Conduct a "pre-reflection."

Assess students' prior knowledge of resources and needs in the community (i.e. services provided versus unmet needs).

Identify a "community of focus."

While much of service-learning can happen outside school walls, facilitators new to service-learning may want to narrow their definition of "community" to school. Often it is a good idea to "start small" with service-learning.

Many effective service-learning programs happen within the school, such as initiating a recycling program, creating bilingual storybooks for younger students, or developing a "Welcome to the School" guide for new students. Once comfortable with the strategy, teachers can help students expand their concept of community outside the school to the broader, even to the global community.

Step Two: Conducting a Community Needs Assessment

Determine, with students, which of the following approaches will work best to assess need.

Needs/Assets List
Brainstorm with the students the assets and needs in the community.

Walkabout
Take a walk around the community recording observations of what can be seen, heard, etc. Keep an eye out for both strengths and deficits.

Media Search
Scan newspapers, listen to radio, or watch TV reports for information about the community.

Map
Have students make a map of the designated area, including points of interest and concern. Also indicate the locations of important resources.

Survey
Create and conduct a survey, or examine the results of a pre-existing survey of community needs.

Interview the Experts
Interview members of community organizations, businesses, and agencies to gather information. This can be an opportunity both to gather their ideas for improving the community, as well as to garner their support.

practitioner tip:

Needs assessments must be age-appropriate. While first-graders might want to go on a walk to assess the needs of their school neighborhood (a "walk-about"), eighth-graders might prefer administering surveys at the local mall.

Step Three: Selection of the Need

Once the needs assessment has been completed, and the students' skill areas assessed, the students should determine the community need they want to address based on considerations such as their interests, the time required, the community and student assets available, and funding requirements.

Step Four: Identifying Project and Learning Objectives

Based on the need selected, students decide what they can do to help meet that need; often this step can be done with the help of community partners. The following questions will generate ideas for a project:

- •. Who or what could students teach to meet the need? Could they teach seniors about computers, teach peers about conflict resolution, or tutor younger students in math?

- •. What product or performance could students create to meet the need? Could they build benches for a community gathering place, create brochures about proper use of drains to avoid polluting the local stream, or make baby quilts for new mothers in the community?

- •. What service could they provide? Could they prepare meals for the Meals on Wheels Program, create an HIV/AIDS participatory prevention play, or distribute voter registration materials?

Based upon the student-selected need to be addressed, students examine the curriculum standards for their grade or subject area to determine which will be met through the project, with the help of their teacher/facilitator. These learning objectives, along with the *project goals* developed in the next step, should be posted. (Remember that more than one discipline area will likely be involved.)

Step Five: Creating an Action Plan

An action plan will help students, community partners, and teachers alike track progress. It is an important tool in service-learning project management. A simple chart including the following basic areas can be adapted to any project. (Note: Often it is a good idea to post the student assessment and project evaluation methods as well.)

Project Goals
What does the group want to accomplish through this service activity? What will be better in the community as a result of this effort? Project goals should be tied to learning objectives. Post the goals with learning objectives in the classroom for students to reflect on throughout the process.

Project Name
This can help with both internal and external communications, even with possible funders.

Sample Action Plan

Goal: Creating School/Community Bilingual Newsletter

Project: Zinesters (a middle school service-learning language arts/ELL project)

Task: Present idea to ELL class

Learning Objective	Preparation	Person/Team Responsible	Resources Needed	Time Frame
Making a persuasive argument.	Training in building an argument, from thesis to conclusion.	Teacher and Team C	None	By Sept. 30

Preparation

Is there specific subject matter, knowledge, or skills that students will need training or orientation in? (For example: training for working with the elderly or disabled; training in effective reading strategies for tutoring; orientation on volunteer procedures at the local food bank; practice interviewing and note-taking.) Learning objectives are frequently attached to this part of the action plan.

Sequence of Tasks/Curricular Connections

Planning backwards from scheduled completion date, what steps need to happen first? For example, to draft a mural design, students may need to research the history of the local community (social studies). They may need permission to use the space. They may want to start with scale drawings (math). Paint types and amounts must be established (chemistry). They may want to research recycled paints (science). Assess how each task connects to learning objectives. Ask students "Have new learning objectives been established based upon the necessary tasks?"

Timeline

When do certain tasks need to be accomplished to complete the project in a timely manner?

Roles and Responsibilities

Who is responsible for what activity on the timeline, and by what date?

practitioner tip:

Even as students go about the process of determining need, planning, and preparing for the project, they also are meeting learning objectives and addressing standards. Learning occurs at all levels of the service-learning process.

Resources Needed

Each project may require a variety of resources, including materials, funds, and additional volunteers or community partners. Work with students to determine what resources are needed and how will they be obtained. Are there parents who can contribute? Neighbors? Partners?

Partnerships

Partners can help meet a variety of needs for the project. They can help teach the necessary skills, provide resources or funding, be the service site, provide expert project consultation, or help publicize the students' efforts. It is critical to ensure that the service is done with the community involved.

Budget

Are there hidden costs to the project that may require additional funding? Often, projects cost little and local businesses are willing to cover any incidentals — particularly when students make the request, and handle the situation professionally.

Public Relations

What steps and strategies will be used to notify others in the community about the project and its potential impact? Who will be contacted, when, and by whom? This is an opportunity for language arts objectives to be realized, and for students to learn more about the real media world. Teaching them to write a simple press release is often a worthy addition to the experience. (See the appendix, page 51, for a sample press release.)

Step 6: Assessment/Evaluation

This area concerns both student-level assessment and project-level evaluation. Both are critical to service-learning, as they help build the case for its efficacy.

Student Assessment

How will student learning be assessed throughout the project to ensure that learning objectives are being met? Will there be opportunities for students to self-assess their learning? Strategies for student assessment range widely, but often employ rubrics that categorize the end result as "acceptable" or "unacceptable" in measuring competencies. Rubrics can be used in evaluating student portfolios, videos, plays, writings, or other presentations. Similarly, they can be used if assessment is happening through interviews or discussions. (See the appendix, page 50, for a rubric framework.)

Project Evaluation

How will the impact of the project be evaluated? Will baseline data need to be gathered in order to complete a final evaluation? (Such data as the number of participants, hours of service, end products, and the community response to products, are typical in program evaluation.)

Step 7: Reflection

This is perhaps the most important element of the plan, from the teacher's perspective. Through the reflection process, students make cognitive gains.

Hierarchy of Questions for Reflection

Knowledge (What do you know?)

What were your first impressions of the nursing home?

Comprehension (What do you understand?)

How was the nursing home similar to or different from what you expected?

Application (Can you use the knowledge you have learned?)

How has volunteering at the senior home changed your perspective on an older person you know well?

Analysis (Have you given the knowledge meaning and sense beyond the obvious?)

What parts of the experience have been most challenging to you?

Synthesis (Have you taken in the knowledge and personalized it?)

What have you learned about yourself from the placement site?

Evaluation (Have you appraised the value and worth of the project?)

What changes would you recommend in how this service site operates?

Step 8:   Wrapping Up

Final Reflections

Final reflections may take any number of formats, such as video, drama, music, or pictorial representations. All participants involved in the project should be invited to reflect on their experiences and indicate what they have learned. Sharing final reflections can occur at the celebration event.

Celebration

The final celebration includes all service participants — including youths, partners, and service recipients. It usually involves the final reflection efforts of the students, recognition of the contributions of all involved, and can happen at the project site, school, or at a partner's business.

What's next?

Whether the class seeks to take the project to the next level (as in a multi-year effort to clean the stream), or individual students choose to remain involved, it is important to identify additional ongoing opportunities. This activity usually takes place during the final reflection within the class. (See the "service-learning cycle" on page 25.) Do not skip this step as it answers the larger, societal impact questions students often have.

Teacher/Facilitator Tips

Cultivating the following facilitator habits will lead to service-learning successes.

Flexibility

Realize that this is a process that may need more planning, some tweaking, or starting over. In experiential learning, applying academic content to real-life problems does not always lead to expected results. Remember that more learning occurs during the process than in the final product.

Constant Assessment/Evaluation

It is most beneficial to assess and evaluate throughout the project, including pre-assessment, so that learning gains can be monitored. Be sure to involve students in this process, through student portfolios and self-reflective journaling across many artistic mediums — all of which can demonstrate the breadth of learning and knowledge gained.

Reflection (student- or teacher-initiated)

While opportunities should be given to students to select their own reflection strategies, teachers should plan for a variety of reflection activities throughout the project that address all the learning modalities represented in the classroom. Consider speaking, writing, multimedia, and other activities that may help students process the experience. (Having students write in a journal addresses only 20 percent of the learning styles in an average classroom.) See the appendix, page 50, for reflection ideas.

Monitoring Timeline

It is important to ensure that students meet deadlines and perform tasks in a manner that assure timely completion of the project. Identify student monitors who are responsible for reporting regularly on the project's progress.

Monitoring Progress

Know when to step in and when to allow students to overcome challenges on their own. There will be times when the project takes a turn that no one anticipated. It is important for teachers to allow these challenges to occur and be solved by the students. Avoid the temptation to step in and solve problems for students.