

Unit Three

Service: You Can Make a Difference



The Unit at a Glance

This unit flows directly from Unit Two and the enduring understanding: *Despite cultural differences, we are all united in a common bond of humanity.* Students will extend their understanding of this principle by exploring the concept of the “common good.” They will consider such questions as: What is the common good, and how can I contribute to it? How do volunteers in our own community contribute to the common good? How do Peace Corps Volunteers who serve in the Dominican Republic work for the common good? How can I contribute to the common good in my school and community?

Students will go out into the community and conduct interviews with community volunteers. They will explore the ways in which volunteer community organizations work for the common good of their own community. They will identify criteria for conducting service projects, and they will use primary source documents to identify examples of a wide variety of Peace Corps service projects. As a culminating activity, students will plan, implement, and evaluate service-learning projects in their own school or community. The unit is flexible. You can teach the entire unit, you can select particular lessons, or you can adapt the lessons to meet your students’ needs. The unit can be adapted for use with students in grades 6-12.

This unit is standards-based and divided into six lessons organized around one or more of the enduring understandings and essential questions listed below. The learning activities are designed to meet the National Council for the Social Studies standards; Service-Learning standards adapted from the Corporation for National Service and the Alliance for Service-Learning Reform; and Language Arts and Civics standards identified by McREL. This unit has a strong interdisciplinary focus, integrating social studies, service-learning, and language arts.

Enduring Understandings:

- There is such a thing as the common good, and individuals can strengthen the common good through various forms of citizen action.
- Service matters. People in our community volunteer to make a difference.
- You can make a difference in your community in a number of ways.

Essential Questions:

- What does the “common good” mean, and why does it matter?
- How do people in our community work for the common good?
- Why serve?
- Why does service matter?
- What can we do to support the common good in our school and community?
- What have I got to give? What have I received from the service of others?
- How far am I willing to go to make a difference?

Topical Questions:

- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?
- How did the Dominican people work for the common good in the aftermath of Hurricane Georges?
- How did international volunteer agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Knowledge and Skills:

Students will KNOW:

- What is meant by the common good, and how volunteer organizations contribute to it.
- That the common good extends from their family, classroom, school, and community to the entire world.
- That needs exist within and beyond their community—and they can do something about them.

Students will BE ABLE TO:

- Explain the concept of the common good.
- Identify examples of the common good.
- Explain how various voluntary organizations contribute to the well-being of their community.
- Conduct interviews with community volunteers to better understand the meaning of the common good and how needs are met in their community.
- Use primary source materials to identify various ways volunteers have served abroad.
- Explain why existing community and human needs call for action.
- Explain how they might serve their school, neighborhood, or community.
- Apply the service-learning process to the design and implementation of a service-learning project in order to make a difference.

Assessing Student Understanding:

A variety of assessment methods will be used: student journal entries in response to academic prompts; demonstration of interviewing skills; graphic organizers; graphic representations, performance checklists, and rubrics. As a culminating activity, students will plan, conduct, and evaluate a service-learning project, guided by a rubric, that helps promote the common good in their school or community.

Content Standards Addressed in This Unit

National Council for the Social Studies

Theme X: Civic Ideals and Practices

- The learner will recognize and interpret how the “common good” can be strengthened through various norms of citizen action.
- The learner will participate in activities to strengthen the “common good,” based on careful evaluation of possible options for citizen action.

Civics Standards *(Identified by McREL)*

- The student understands the role of volunteerism and organized groups in American social and political life.

Service-Learning Standards *(Adapted from the National Corporation for Service and the Alliance for Service-Learning Reform)*

The learner will be able to design an individual or group project that:

- Meets actual community needs.
- Is coordinated in collaboration with a community.
- Is integrated into the academic curriculum.
- Facilitates active student reflection.
- Uses academic skills and knowledge in real world settings.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for those served.

Language Arts Standards *(Identified by McREL)*

The student demonstrates competence in the general skills and strategies of the writing process:

- The learner gathers and uses information for research purposes.
- The learner gathers data for research topics from interviews.
- The learner uses a variety of primary sources to gather information.
- The learner demonstrates competence in speaking and listening as tools for learning.

Service: You Can Make A Difference

Lesson One: Working for the Common Good

Objectives:

- Students will be able to explain the concept of “the common good.”
- Using primary source documents from Peace Corps Volunteers serving in the Dominican Republic, students will identify examples of how people can work for the common good.

Instructions:

1. Write the following questions on the chalkboard:
 - Is there such a thing as the common good?
 - What does the common good mean?
 - Why does it matter?
2. Ask students to reflect back on their studies of the Dominican Republic and, in particular, the incidents that occurred in the aftermath of Hurricane Georges. If you have not used Unit One on Geography, explain to students that a devastating hurricane struck the Dominican Republic in 1998. Have students read, or tell students the stories on Worksheet #1, *In the Aftermath of Hurricane Georges* on page 148 and Worksheet #2, *Working for the Common Good* on page 150. As they read, ask students to think about this question:
 - In how many different ways did people work together for the common good after Hurricane Georges? Why did it matter?
3. Conduct a class discussion on this incident. Use the following guiding questions:
 - In how many different ways did people work for the common good after the hurricane?
 - Why did working for the common good matter in the Dominican Republic after Hurricane Georges?
 - What difference did it make?
 - Think of a time in your classroom, school, home, or community when everyone had to put aside their own needs, think of the needs of others, and work together for the common good (e.g., food and clothing drives).

Essential Questions:

- What does “the common good” mean and why does it matter?
- How did the Dominican people work together for the common good in the aftermath of Hurricane Georges?
- How did the Peace Corps and other international agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Materials:

In the Aftermath of Hurricane Georges; Working for the Common Good

Worksheet #1

In the Aftermath of Hurricane Georges

“Hurricane Georges hit the Dominican Republic on September 22, 1998. It was a defining experience in my life. This was my third hurricane, but never had I personally seen, heard, or felt winds of 150 mph. God willing, I never will again.

“I chose to remain at my home site, Hato Mayor, and for five solid hours Hurricane Georges tore, pummeled, and destroyed in this area. Eighty percent of the homes in this town of 50,000-60,000 were damaged or destroyed; 30% of the 80+ schools in the district were destroyed, and 30% were badly damaged. Never had I witnessed such destruction by a natural force.

“By 4 p.m. that day, the winds and rain had abated enough so we could go out and survey the destruction. I was staying with friends and about 1/3 of their zinc roof was gone. Rain was pouring in everywhere. A neighbor across the street had one of the few houses with a cement ceiling and, when she saw us, she immediately called to tell us to come for shelter and to bring what we could save to her house. There were easily 40 people in her modest home, but there we came with armload after armload of clothing and bedding. Everyone brought still edible food they could find for all to eat. (I remember contributing bread, cheese, coffee, and Honey Nut Cheerios.)

“We knew there was no hope for electricity for a long time, but by the third day with no city water, this became critical. My friends and I had small reserves and everyone collected all the rainwater they could. Neighbor lent to neighbor—sometimes only enough to brew coffee or boil a pot of rice, but what they could spare.

“In Hato Mayor, the Peace Corps established three rural food distribution centers, rented a large truck and made a total of four round trips from Santo Domingo to rural areas to distribute some 7,000 food bags. My schoolteacher friend and a friend of his worked 15-hour days with me, and never once did I hear a complaint. People were hurting and they had found a way to help. No further incentive was needed.

“My boss at the Peace Corps office had asked me to survey the schools and assess possibilities of repair. Within one month after Georges, a very comprehensive program was in effect; through donations, the Peace Corps would supply materials to repair eight rural schools and the communities would provide free labor. I also contacted private schools in Santo Domingo, who were generous in supplying textbooks and school supplies to replace what had been lost and/or destroyed. By the end of 1998, 1,500 rural students were back in newly painted, renovated, and equipped schools.

“The Peace Corps program to rebuild hurricane-damaged schools was a perfect example of community strength pulled together for a common cause.” (Mary Bosy)

4. After a whole-class discussion, introduce a second story about Hurricane Georges in the Dominican Republic. Have students read, or tell the story to the class. As they are listening to the story, ask students to look for examples of people and organizations in the Dominican Republic pulling together and putting aside their own needs for the good of the country.
5. Conduct a class discussion on the following questions:
 - What motivated so many people in this situation to pull together and work for the common good?
 - What difference did it make?
6. Ask older students to respond to this question in their journals:
 - How is the idea of the common good related to the idea we explored in the Culture Unit: *Despite our differences, we are all united in a common bond of humanity.*

To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition, to know even one life has breathed easier because you have lived—this is to have succeeded.

*Ralph Waldo Emerson,
Author*

Assessment Activity:

Have students work in small groups to create a poster illustrating the concept of the common good. Explain to students that they can use examples from their own experience and examples from the Dominican Republic. Explain to students that you'd like them to title their posters: "The Common Good" and illustrate them in such a way that they will be able explain to younger students what the idea of the common good really means.



Worksheet #2

Working for the Common Good

“...The damage was extensive. You could actually see how the rivers had completely jumped their banks and in doing that, whole towns were destroyed. People came to us at the Peace Corps office and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together as a town. They asked: Could we help them? There were a lot of heart-breaking issues. The day after the storm is when the water from the dams hit in many places. The flood was devastating.

“We knew that we had people who could immediately be of assistance. We had people who were experienced in community organization, who spoke Spanish, who were good at community relations, who were well-educated, who could step forward and do some things. We also knew there were other organizations who were helping. So we joined with the Red Cross and helped them set up refugee shelters. And for a period of time, we managed sixteen of the shelters. We worked together.

“During that time we were able to acquire a small plane to fly over the country and assess the damage. We did this for several days. We saw some heartbreaking things. We saw people isolated on patches of land in the rivers (they were on islands, so to speak, created by the rivers). They had no water and no food. We knew that international assistance might take a while. And we also knew that people needed water and food immediately. So we worked with AID (Agency for International Development) and we chartered a plane so that we could do a food drop to people who were stranded in the rivers. We flew over the country and literally dropped bags of food from the airplane to the people.

“The most amazing thing to me is that by the time the first flight with the food drop had returned, the news had gotten out in the local Dominican media and Dominican businesses from everywhere began to offer their help. People who sold sausage, people who had milk companies—people like this—donated food with no charge. People were coming out of the woodwork to help out. People were showing up at the airport to help us pack the food bags.

“We also had many international organizations and governments coming in to help. The French government offered to help with the food drops. They arrived with helicopters at the end of the week. This enabled the airlift to go on for two or three weeks. I have an amazing picture showing the French pilot, the American pilot, and the Dominican pilot all hugging each other. It was a very emotional moment. People pulled together from everywhere and were feeling like they made a difference.

“Almost two-thirds of the schools in the country were destroyed or badly damaged by the hurricane. And the schools that remained standing—that were not damaged—were being used for shelters. So education just stopped. There was no place for young people to go to school. Soon people started volunteering to help rebuild the schools, so that schools would not have to continue being used for shelters. The Peace Corps worked together with the Dominican people and Habitat for Humanity, and together we reconstructed 480 homes. Everyone came together to help out.” (Natalie Woodward, former Peace Corps country director, Dominican Republic)

Lesson Two: Who Works for the Common Good in Our Community?

Objectives:

- Students will be able to explain the ways in which service organizations work for the common good in their own community.
- Students will be able to explain why working for the common good matters in their own community.

Instructions:

1. Explain to students that you have invited representatives from volunteer and community service organizations in your own community to visit the class to help us better understand what the common good means.
2. Preview for students the kinds of things the volunteers will be talking to them about:
 - The purpose of their service organization
 - The needs the organization addresses
 - The way the organization works for the “common good”
 - Why the volunteer chose to serve or work in the organization
 - A special story illustrating the impact of servingLet students know that the community organization representatives will provide ideas about the ways in which students might get involved.
3. Ask students, as they are listening to the speakers, to take notes using Worksheet #3, *Presentations by Community Volunteers*, on page 152.
4. Following the presentations, allow time for questions and answers. After the speakers have left, ask students to respond to the following questions:
 - What would happen if there were no people or organizations who worked for the common good in our community?
 - What are some ways our class could pull together and begin working for the common good of our school or community?

Journal Entry:

Ask students to respond in their journals to the prompts below. Afterwards, have students share their responses in small groups.

- What does the common good mean? Why does it matter in our own community?
- What would happen if there were no volunteers working in our community?

Essential Questions:

- How do people in our community work for the common good?
- What difference do they make?

Materials/Resources:

1. In advance of this lesson you will need to contact 3-4 members of volunteer community organizations and invite them prepare a 5-10 minute presentation to your students addressing the following questions:

- The purpose of their service organizations
- The needs the organization addresses
- The way the organization works for the common good
- Why the volunteer chose to serve
- A special story illustrating the impact of serving

Volunteer community organization representatives may also wish to provide students literature about the organization and the ways in which students might get involved.

2. *Presentations by Community Volunteers Worksheet*

Worksheet #3

Presentations by Community Volunteers

Organization #1

Organization #2

Organization #3

- What is the purpose of the service organization?

- What needs does the organization address?

- How does the organization do its work?

- Why did this speaker choose to serve/work in this organization?

- What story did the speaker tell that illustrated the value and impact of service?

Lesson Three: Service Projects in the Dominican Republic

Objectives:

- Students will read primary source documents and be able to identify several kinds of service projects conducted by Peace Corps Volunteers.
- Students will be able to identify criteria used by the Peace Corps for conducting service projects for the common good.

Instructions:

1. Explain to students that they will now be looking at examples of seven kinds of service projects conducted by Peace Corps Volunteers in the Dominican Republic.
2. Explain that there are five categories of projects:
 - Agriculture (helping Dominican farmers improve their farming techniques and methods);
 - Small Business Development (helping Dominican villagers start and maintain a small business);
 - Education (helping Dominican teachers learn new teaching methods);
 - Environmental Education (helping Dominicans become aware of environmental issues); and
 - Health (helping rural community dwellers develop ways to provide their villages with safe drinking water).
3. Explain that the Peace Corps has identified four criteria for service projects that contribute to the common good. The best service projects:
 - Increase local capacity and skills (i.e., local people develop the skills to carry on the project after the Peace Corps Volunteer has left).
 - Address the expressed needs of a group that has limited resources of its own.
 - Seek sustainable results (i.e., results that will last long after the Volunteer has left).
 - Work with local participants as partners (i.e., Volunteers do not do things *for* people but *with* people. They help people help themselves).
4. Provide students with a copy of the seven vignettes on pages 156-158 describing Peace Corps projects in the Dominican Republic. Ask students to complete Worksheet #4, *Peace Corps Criteria for a Strong Service Project*, on page 154 as they are reading about the projects.

Essential Questions:

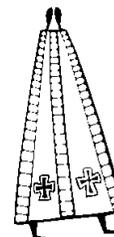
- Why does service matter?
- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?

Materials:

Peace Corps Criteria for a Strong Service Project; Peace Corps Service Projects in the Dominican Republic

Happiness is when what you think, what you say, and what you do are in harmony.

Mahatma Gandhi



Worksheet #4

Peace Corps Criteria For A Strong Service Project

PROJECT	Increases Local Capacity	Addresses Expressed Needs	Seeks Sustainable Results	Uses Local Participants as Partners
Agriculture				
Business				
Education				
Environment				
Health				



5. Mention to students that not all vignettes will contain enough information to fill in every cell of the graphic organizer. However they should complete the graphic organizer in as much detail as possible.
6. Have students share their graphic organizers and what they've learned from the vignettes with a partner. Then have partners share in groups of four. Finally, conduct a whole-class discussion about the Dominican service projects and how they are an example of working for the common good.
7. Give students time to add information from these discussions to their graphic organizers. Then debrief the graphic organizer with students, and see if they have understood the criteria for a strong service project.

Journal Entry:

1. Wrap up the lesson with a journal entry in response to the prompt below. Then have students share their journal entry with a partner and then conduct a whole-class discussion.
 - What if there were no volunteers working for the common good in this world?

In the mountains of Ethiopia, shortly after John F. Kennedy's death, I stopped my Land Rover to pick up an old man and give him a lift across the high plateau. On the side door, he read the Peace Corps name written in Amharic script as Yesalaam Guad. It meant Messenger of Peace.

I nodded and told him, yes, Yesalaam Guad. Kennedy's Peace Corps. He asked me then if I had known President Kennedy, and I told him how I had once shaken his hand on the White House lawn.

For a moment he looked out across the flat brown land at the distant acacia trees, and then he grinned and seized my hand and shook it, shouting 'Yesalaam Guad. Yesalaam Guad.'

He was shaking the hand that had shaken the hand of John F. Kennedy.

We two, there on the highlands of Africa, as far away as one could possibly be from Washington and the White House, shared a moment, were connected by the death of a martyred president and his enduring legacy, the Peace Corps.

*John Coyne, Author
(RPCV Ethiopia)*

Primary Source Document

Peace Corps Service Projects in the Dominican Republic

Note: The following accounts describe the work of Peace Corps Volunteers in five different areas: agriculture, business, education, the environment, and health. Notice that Peace Corps Volunteers always work with counterparts or partners—people from the local community who work and learn side by side with them.

Agriculture

This Peace Corps Volunteer (PCV) was assigned to work in a rural village of 300 people. The village is located in the northwest corner of the Dominican Republic, close to the border with Haiti. It is a subsistence-level farming community that has little of the necessities of life: no electricity, no safe drinking water, and limited availability of transportation. The Volunteer designed and implemented a program to teach rural farmers to conserve topsoil through the use of hillside barriers. He also taught and led groups to create organic compost and organic pesticides. He was involved in the creation of a successful tree nursery in the village. The Volunteer developed a demonstration plot in a model farm in close collaboration with a local farmer, who became a “farmer leader.”

Business (Small Business Development)

On Tuesday, September 22, 1998, Hurricane Georges devastated the Dominican Republic. The aftermath of the hurricane created many challenges for the Volunteers who were serving there. The small business development volunteers used their organizational skills, creative problem-solving skills, and team spirit in the hurricane relief effort. One Volunteer served in this town as a consultant to the local chamber of commerce. The town suffered tremendous damage from the hurricane and had the largest loss of life in the country. During the hurricane relief effort, this Volunteer demonstrated strong leadership skills. He did the following:

- Managed refugee centers in the community and used surveys and database spreadsheets to assess and record countless individual needs for food, clothing, and shelter.
- Assisted with the food distribution system in the community.
- Served as administrator of a large donation of money to the Lion’s Club chapter in the town to rebuild houses in the community. The Volunteer also worked with the house-building work crews.
- Worked with community members to develop a grant proposal to the Hurricane Georges Disaster Relief Fund for assistance for hurricane victims.

Education

This Volunteer worked for 18 months in the eastern town of Hato Mayor as a teaching resource center specialist. She developed relationships of trust and respect with the school district office and formed strong relationships with individuals and families in the town and in the surrounding rural communities. With her Dominican “counterpart” as a partner, she has asked the most motivated teachers to provide examples of what can be accomplished with students when the resource center’s new teaching methods are put into practice. She also sought out the most rural and poor communities (that are traditionally neglected) to encourage their teachers and parent groups to be active in efforts to provide quality education to their students and children. In an effort to promote better understanding among children of different experiences, this Volunteer established an interchange between students in a rural school and those in a private academy in the capital city of Santo Domingo. Together with her Dominican partner, she developed action plans to assure that the teaching methods project will continue to develop and be sustainable in the future (after she is gone). She has also been active in assisting in a local nursing home.

Education

This Volunteer has worked as a pre-school teacher for 18 months in one of the largest industrial zones of the country. As a pre-school teacher, she has succeeded in developing working relationships with the 18 pre-schools in the area. The majority of the teachers who work in the pre-schools have not completed high school. This Volunteer supports the teachers by making bi-monthly visits to each school. She helps teachers develop low-cost teaching materials, write lesson plans, and develop better classroom management tools. In addition to her work with individual teachers, this Volunteer planned and facilitated meetings with the parent support groups within each of the communities, focusing on helping parents better understand school needs. This Volunteer has been a member of the Women in Development (WID) committee for the past year and, through her work with the committee, she was able to obtain scholarships for many of the pre-school teachers she works with on a daily basis. These scholarships were used to help the young women complete their high school credits and, in some cases, go to the university to study education.

Environment

Prior to this Volunteer’s arrival in the community of El Caimito, small farmers were very reluctant to work in soil conservation projects because they didn’t equate such activity with improving their lives. Before teaching soil conservation methods to interested community members, this Volunteer first had to develop a positive relationship of trust and respect with them. She was able to do this by teaching gymnastics to the girls and women, and going out into the fields to pick tobacco with the farmers. Still, she struggled to find out what would be the motivating approach that would make the small farmers care about soil erosion control measures to protect their soil. She had an idea that, if something was to motivate farmers to work in conservation, it would have to be an income-generation activity. It occurred to her help the farmers grow bamboo

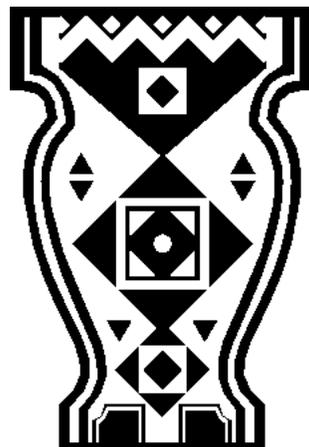
which, in turn, farmers could use to make handicrafts to be sold in the market. At the same time, they saw that the bamboo was helping to stop soil erosion. The farmers were soon willing to start the process of growing and propagating bamboo. This Volunteer also solicited help from the Dominican government agency responsible for hydroelectric resources to finance a community tree and plant nursery.

Environmental Education

This Volunteer has been a role model for his Dominican counterpart and the staff members with whom he works at the Agriculture Institute. His counterpart expressed it descriptively by saying, “We were here for many years and didn’t even know how to talk and relate to the communities surrounding us. This Volunteer, in a very short time, has created the appropriate communication links between us and the communities. That has opened our eyes to many possibilities for improving our farming and soil conservation methods that could benefit both sides. We didn’t see this before. The same thing can be said of the teachers in the local schools. We can be a resource for them in environmental education, and vice versa, because of the work initiated by this Volunteer.”

Health

Angosto is a small rural community located in the mountains of the Dominican Republic. Approximately 200 people live there in 23 homes. This Volunteer was a 25-year-old civil engineer from Massachusetts who worked in the community of Angosto as an environmental sanitation promoter. In this community, women and children had to walk two miles to get water for household use and most homes were without a latrine. He worked with community members to develop a small-gravity water system and a latrine project. He also showed community members how to develop and maintain other water systems like this one. This Volunteer recently participated in the inauguration ceremony for the new water system.



Lesson Four: Conducting Interviews in the Community

Objectives:

- Students will broaden their perspectives on the meaning of the common good by going out into their communities and conducting interviews with community volunteers.
- Students will develop and practice interviewing skills.
- Students will develop and practice active listening skills.

Instructions:

1. Explain to students that soon they will have the opportunity to go out into the community and interview family, friends, neighbors, and others who work for the common good. These interviews will give them ideas about ways in which they might eventually work for the common good in their school or community.
2. Together with students, make a list of community volunteers, school service groups, and others in the community who work for the common good. These are the people students might interview. Provide examples of community volunteers, and ask students to add to the list:
 - Scout leaders
 - Soccer, basketball, baseball coaches (who are unpaid volunteers)
 - Religious teachers or volunteer groups
 - Hospital volunteers
 - Volunteers in homeless shelters
 - Library volunteers
 - Senior citizen volunteers
 - Volunteer firemen
 - Friends, neighbors, or family members who volunteer their time
3. Help students select two people whom they will interview.
4. Help students generate a list of questions they want to ask during their interviews. Provide and elicit examples of questions:
 - Why do you serve or volunteer?
 - What are examples of ways that you serve?
 - How does your volunteering support the common good in our community?
 - What advice or words of wisdom do you have about the value of serving?

Essential Questions:

- How do people in our community work for the common good?
- Why does service matter?

Materials:

Community Volunteer Interview Guide

I am a citizen of the world.

Socrates



5. Provide each student with two copies of Worksheet #5, *Community Volunteer Interview Guide*, on page 162.
6. Ask students: How do you feel about interviewing someone? Have you ever conducted an interview before? Have you ever seen someone conduct an interview? What are the skills people need to conduct a good interview? Conduct a whole-class discussion on these topics.
7. Explain to students that they will now have the opportunity to learn and practice their interviewing skills. Provide students with a list as seen in *Interview Basics* on page 129.
8. Once you have reviewed these points with students, provide an opportunity for them to practice their interviewing skills. Before students practice, model the way an interview might be conducted.
9. Ask two volunteers to come up to the front of the class. Inform them that they will play the role of interviewees from a community service organization, and you will interview them trying to use good interviewing skills. Ask the volunteers to pretend that they are volunteers who work in a homeless shelter. Begin the interview using the questions on the *Interview Guide* on page 162. (Note: To increase the comfort level, you might want to have three chairs in the front of the room for all to sit in).
10. Tell the rest of the class that you want them to take notes on what you do and say to make the speakers feel comfortable and at ease (and anything you do or say that you think has caused discomfort).
11. Start by introducing yourself, smiling, and thanking the volunteers for coming. Mention that you know they are busy and do not want to take too much of their time. Begin asking the interview questions, one at a time. Maintain eye contact with the interviewees, listen carefully to what they say, and take notes. After the first question, ask the interviewees if you might summarize what they said to make sure you understood it correctly. Summarize in a way that indicates you have missed several key points. Then ask: "Did I miss anything important?" Allow the interviewees to add the missing information. Say "Thank you, I think I've got it now," and go on to the next question.
12. Continue the interview modeling good eye contact, active listening skills, and positive, non-verbal behavior.
13. When the interview is over ask the interviewees:
 - What did I do to make you feel comfortable?
 - Is there anything I did to make you feel uncomfortable?
 - What have you learned about interviewing from this experience?
14. Then ask the rest of the class to provide their observations on the above questions.
15. Ask students to divide into groups of three. Explain that they will now have a chance to practice their interviewing skills. Have one person be the "interviewer," one person be the "interviewee," and one person be the "observer."

16. Have students conduct their interviews and ask the observers to take notes on all the positive things the interviewer did to make the interview go well.
17. Provide five minutes for each interview, after which the observer will share his/her notes and the interviewee will comment on what the interviewer did to make him/her feel comfortable and at ease. Allow time for the interviewer to ask: Is there anything I could have done better? But make sure there is positive feedback first.
18. Then have each person in the groups of three assume a new role and begin the process again until all three students have had the chance to be the interviewer.
19. At the end of this activity, ask students what they've learned about good interviewing. Record their comments on the chalkboard.
20. Ask students to conduct their own interviews in the community and bring their completed interview guides back to class.

*We shall not cease from exploration,
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.*

T.S. Eliot, Poet



Worksheet #5

Community Volunteer Interview Guide

Date of Interview:

Name of person interviewed and his/her organization:

Why do you serve
or volunteer?

What are examples
of the way that you serve?

Why do you think serving/
volunteering is important?

How does your serving/volunteering
support the common good
in our community?

Do you have any advice for others
who would like to serve?

Lesson Five: Why Does Service Matter?

Objectives:

- Students will summarize and explain the results of interviews with community volunteers.
- Students will describe the reasons why people serve and why service matters.

Instructions:

1. Students know they are expected to bring their completed interview guides to class. In small groups, have students take turns sharing:
 - Who they interviewed.
 - How he/she serves the community.
 - Why he/she volunteers.
 - Good stories people told about their experiences serving/volunteering.
2. In a whole class discussion, ask students to respond to the following questions:
 - How have these individuals and organizations made a difference in our community?
 - What would it be like to live in a community where no one served or felt responsibility for contributing to the common good?

Journal Entry:

1. In a journal entry, have students respond to the following prompts:
 - What about me? What do I have to give?
 - Why does service matter?
 - How can members of our class serve our community and contribute to the common good?
2. Have students share their journal entries with a partner, then in groups of four, and then in a whole-class discussion. Make a list on the chalkboard of all the things students say they have to give—and the ways in which they feel they can serve.

Essential Questions:

- How do people in our community work for the common good?
- How can we, as a class, make a difference in our school or community?
- How can I contribute to the common good?

Materials:

Completed Interview Guides

My world view developed and solidified during my years as a Volunteer in Niger. That is to say, an innate curiosity towards exploring 'differences' (for lack of a better term), and a belief that the world was designed for me to discover were already a part of my life pre-Peace Corps or I wouldn't have signed on for two years in Africa. My experiences showed these ideas to be true and confirmed that there is a definite place for me in the world beyond home.

*Susan Rich, Poet
(RPCV Niger)*

Essential Questions:

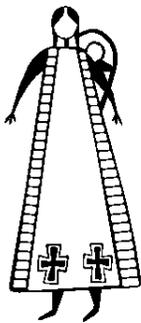
- What can we do to support the common good in our school, neighborhoods, or community?
- How far are we willing to go to make a difference?

Materials:

Service-Learning Rubric

Experience is not what happens to a man. It is what a man does with what happens to him.

Aldous Huxley, Author



Lesson Six: Planning a Service Project

Objectives:

- Students will apply what they have learned about service by designing and implementing service projects.
- Students will brainstorm and come to consensus on five main projects.

Instructions:

1. Before this lesson, read the *Note to Teachers on Service-Learning* on page 165.
2. Revisit with students the following key points:
 - We've thought about the common good—what it is and why it matters.
 - Community volunteers have shared their experiences with us.
 - We've conducted interviews in the community to learn more about how and why people serve—and why it matters.
 - We've looked at the ways that Peace Corps Volunteers have served and worked for the common good in the Dominican Republic.
 - We've thought about ways that we can make a difference as a class.
 - Now it's time for us to take action.
3. Review the preliminary list the class generated in Lesson Five of this unit: *Why Does Service Matter?* Go over each item on the list and add the new ideas that students have come up with. This brainstorming process is important, because eventually students will need to come to consensus on a project that they feel they “own.”
4. As the discussion lags, ask students again: How do we put our energy, talents, and desire to make a difference to work? How can we make a difference in our school or our community? Remind students of the ideas they came up with at the end of the Culture Unit on how to increase understanding and respect across cultural groups in our school.
5. Explain to students that, once they have come to consensus on a project they would like to take on as a class, they will be engaging in a process called “service-learning.” Provide students with the following definition of service-learning: *Service-learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility.*

6. Explain to students that quality service-learning projects meet the following criteria:
- They meet actual community needs.
 - They are coordinated in collaboration with the community.
 - They are integrated into the academic curriculum.
 - They facilitate active student reflection.
 - They help students use new skills and knowledge in real-world settings.
 - They help develop in students a sense of caring for and about others.
 - They improve the quality of life for the person(s) served.

Note to Teachers on Service-Learning:

When you are working with your class to plan a service-learning project, there is a lot to think about before you jump in. Below are guidelines that may make your life easier.

Reality Check:

- How much time can you devote to the planning and implementation of the project?
- How involved do you want your students to be?
- Do you want to make a difference in your own community or in the world at large?
- Do you want to work with an established organization?
- Will students raise money? Give of their time, energy, and effort? A combination?
- How will you tie the service project to your curriculum?

Range of Possibilities:

- Do a project in your school.
- Do a project for younger students in another school.
- Do a project in your community (partner with a local, national, or international service organization).
- Support the special project of a Peace Corps Volunteer by working with the Peace Corps' Partnership In Service-Learning Program (www.peacecorps.gov/contribute).

Words to the Wise

- A well-designed service-learning project can be the most meaningful thing you do all year.
- It has the potential to reach deeply into the hearts and minds of your students for the rest of their lives.
- You can do something “for” others or use the Peace Corps model of working “with” others.
- Whatever you do, it will require careful planning.
- The more responsibility students take on, the better.
- Many parents will love to help.
- It's worth all the effort.

On pages 168-169, there is a rubric for evaluating the quality of a service learning project that can provide guidance to both you and your students. The rubric is taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication by going to the Coverdell World Wise Schools Web site: www.peacecorps.gov/www/guides/looking.html. Or go to the Peace Corps Web site and click on “Educators” and “Teaching about Culture.”

7. Afterwards, explain that planning a service-learning project involves these four steps:
 - Assessing school or community needs
 - Planning a project that addresses the needs
 - Implementing the project
 - Reflecting on what you've learned and evaluating results
8. Mention to students that they now have a list of possible projects they might like to undertake and a list of criteria for quality projects. Ask students to look at the list of possible project options and think about the urgency and importance of the needs each option would address. For each item, ask: How urgent is the need for this project? How important is the need for this project?
9. Give each student a list of the projects the class has proposed and ask students to do the following: On a scale of 1-10, indicate how urgent and important the need is for each project by writing down a number next to each option. The numbers 1-3 would indicate a low sense of urgency and importance. The numbers 4-7 would indicate a moderate sense of urgency and importance. And the numbers 8-10 would indicate a high sense of urgency and importance.
10. Ask for volunteers to tally the responses and to come up with an urgency and importance "score" for each option. Once this is done, you can eliminate ideas that have low scores and retain ideas that have high scores.
11. Review each item with a high score, and have a class discussion of the pros and cons of each proposed project. It is important to honor all opinions expressed because the final choice will need to have the support of all.
12. Conduct a second round of scoring on the remaining items. There will usually be one or two project options that clearly stand out over the others. Ask the class to discuss the remaining two-three options in groups of four and to come to consensus as a group on the one project they think would meet an urgent and important school or community need. (Note: In some cases, students may want to do an individual service-learning project, or one with a partner. You'll need to decide in advance if you would like to give them this option).
13. Once the class has decided on a project, there are many resources on project planning you can use. Useful Web sites to visit for service-learning project-planning are the sites of the Corporation for National Service, (www.learnandserve.org) and Coverdell World Wise Schools (www.peacecorps.gov/wws/service). You will find detailed guidelines, examples of projects, and important links to other service-learning sites.
14. Make special note of the service learning criteria having to do with facilitating active student reflection.

15. Share with students the following ideas for reflection during the project, and once it's completed, be sure they understand that reflection and documentation are parts of the process. Some ideas to facilitate student reflection are:
 - Put together an album of the project containing photos, drawings, and writing.
 - Write letters to the people you worked with or for about the meaning of the project and what you learned.
 - Put together a video of the project and write a narration for it.
 - Visit other classes in your school to share what you accomplished and learned.
 - Share what you accomplished and learned with the PTA/PTO.
 - Write an article for your local newspaper about the project.
16. Give students a copy of the *Culminating Performance Task* for the Service Unit on page 170. Explain each item with examples.
17. Let your students know that once they have carefully planned, implemented, and reflected on their service-learning project, they will have played a very important part in forging another link in the common bond of humanity that unites us all.

Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal.... We need not accept that view. Our problems are man-made—therefore, they can be solved by man. I am not referring to the absolute, infinite concept of peace and good will... [but]... instead a more practical, more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements which are in the interest of all concerned. There is no single, simple key to world peace—no grand or magic formula.... Genuine peace must be the product of many nations, the sum of many acts. It must be dynamic, not static, changing to meet the challenge of each new generation. For peace is a process—a way of solving problems.

President John F. Kennedy



Worksheet #6

Service-Learning Rubric

Note to Students: Service-learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
2. Are coordinated in collaboration with community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
3. Are integrated into academic curriculum.	Service-learning as instructional strategy with content/service components integrated	Service-learning as a teaching technique with content/service components concurrent	Service-learning part of curriculum but sketchy connections, with emphasis on service	Service-learning supplemental to curriculum, in essence just a service project or good deed
4. Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events

	Strong Impact	Good Impact	Some Impact	Minimal Impact
5. Use new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
6. Help develop sense of caring for and about others	Reflections show deep personal understanding of the importance of service and his/her ability to make a difference. Student likely to take the initiative to serve again	Reflections show growing understanding of the importance of service and his/her ability to make a difference. Student likely to serve again	Reflections show limited understanding of the importance of service. Student likely to serve again, if asked	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again.
7. Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique
<p>Source: This rubric is taken from the Coverdell World Wise Schools publication <i>Looking at Ourselves and Others</i> (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication by going to the Peace Corps World Wise Schools Web site: www.peacecorps.gov/wws/guides/looking.html. Or go to the Peace Corps Web site and click on "Educators" and "Teaching about Culture."</p>				

Culminating Performance Task

Note to the Students: Below you will find a description of the performance task that will give you the opportunity to apply what you've learned in a real-world setting

GOAL: To apply what you have learned about service in a real-world context. To give you the opportunity to demonstrate that you have mastered the enduring understandings of this unit.

ROLE: You are a community volunteer.

AUDIENCE: The people you serve in your project—and the people with whom you share your reflections at the end of the project.

SITUATION: There are human needs in every school, neighborhood, and community that go unmet every day. Without the generosity of volunteers, most of these needs would never have a chance of being met. This service-learning project will provide you the rare opportunity to learn—not from a textbook—but in the real world.

PRODUCT OR PERFORMANCE: A completed service-learning project in which you assess needs, design a project plan that is related to a topic in your curriculum, implement the project, and actively reflect on and evaluate the results.

STANDARDS FOR SUCCESS:

Your project will be judged against the criteria provided in the *Service Learning Rubric* on Worksheet #6. These criteria are:

- Meets actual school or community needs.
- Is planned and coordinated in collaboration with the people being served.
- Relates to the academic curriculum.
- Facilitates active student reflection.
- Uses new academic knowledge and skills in a real-world setting.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for the persons served.

