COMMUNITY SERVICE LEARNING (CSL)

WHAT IS CSL AT HINGHAM HIGH SCHOOL?

In the spring of 1992, the Hingham High School Social Studies Department, with the backing and encouragement of the Superintendent of Schools, made the decision to embed CSL into the senior Social Studies courses.

For seniors taking social studies elective courses there is a one-time requirement of a minimum of 15 hours of Community Service Learning. Students may select placements from an ever-growing list of CSL placement opportunities or they may, and are encouraged to, create and implement a project of their own design. Students may choose more than two CSL placements in order to insure enough credit hours or to experience a wider range of community options.

IMPORTANT: Community serve is based on the philosophy that students should experience serve learning that requires contributing to the community at large. This does not include helping families, friends or individuals. It also means that that CSL cannot benefit a program in the Hingham Public Schools.

Placements and designs are submitted to each student’s Social Studies teacher for review and approval. Course credit for CSL is based on a Pass/Fail standard. All passing grades will count as a grade of A which will be factored as 10% of the term grade. A failing grade will count as a zero, and also be 10% of the term grade.

The CSL requirement may be completed during the summer prior to senior year or during the first semester (seniors taking their first social studies elective second term must complete this requirement second semester). All proposals must be submitted at the allotted time determined by your teacher early into term I (or term 3 if second semester requirement), and all completed projects need to be submitted for credit prior to Christmas vacation. There will be a term “cut off” date of May 1st as a Term IV deadline.

All students are strongly encouraged to go beyond the basic required 15 hours
Following is a list of ways students and teachers might connect classroom learning in specific subject areas to needs in the community. The aim of the list is to stimulate thinking (it might be best used as part of a group brainstorming activity). Young people have a knack for coming up with creative solutions to age-old problems. This is, in fact, a major social benefit of youth service programs. The possibilities for integrating youth service activities into existing subject areas are as limitless as the creativity and fresh ideas of the young. These examples are most relevant to secondary schools where a greater division of subjects occurs, but they could also be useful for elementary school units.

Please note that many activities are relevant to a number of subject areas. Note also that all of the examples below assume that an important part of service-learning is direct contact between those serving and the people or environment they serve. Activities such as fundraising or performing arts as described below attempt to bring about this contact.

For further information, contact: The National Youth Leadership Council
1910 W. County Road B
Roseville, MN 55113
(612) 631-3672

English
Writing:
- Study current issues and write stories about them to convey information to peers or to the wider community.
- Read works of literature related to service-related issues, then write essays relating the experience to the literary treatment of the subject. A couple of examples for different issues are: Flowers for Algernon and mental retardation or Silent Spring and environment issues.
- After performing service, write stories, poems or plays using the experience as a starting point.
- Write letters to a senior citizen.
- Help disabled people to write letters and business correspondence.
- Respond to Santa letters.

Journalism:
- Write non-profit organizations’ press releases.
- Write stories for weekly neighborhood or small town papers.
- Write brochures or announcements for community events.
- Produce community newspapers.

Mathematics
- Tutor younger students in math skills.
- Help people in need of help to process tax returns.
- Conduct surveys on community needs and process and analyze the results.
- Count species of animals or measure and count trees and other plant life for the Department of Natural Resources or Agriculture.
- Calculate needs and measure building materials for construction projects such as installing wheelchair ramps.
- Interview local businesses about how they use math in their daily work and publish the results in a booklet for other math classes. Problems could be included which would show practical applications for a range of math concepts.
- Help food banks, food coops or local businesses with their monthly or quarterly inventories.
- Help disabled homebound people with check writing, budgeting, filling out forms, etc.
- Assist small businesses or farms with basic bookkeeping such as cross checking journal entries or totaling columns.
Computers
- Train senior citizens in computer use.
- Assist disabled people to use their computers.
- Run computer programs with local farmers or non-profit organization staff.

Social Studies
Sociology and Psychology:
- There are many ways through service to engage students with people who are different from
  themselves as a means of helping the students to learn about different peoples and cultures. For
  example: older students studying child development can learn a great deal just by being around
  young children in day care or classroom settings, and students can learn much about aging through
  time spent doing home chores for senior citizens. Note: It is important to involve the people being
  “studied” in talking about their perceptions and needs, even to give them opportunities to talk with the
  volunteers about how they feel about young people and service.
- Counsel peers around common current issues.
- Interview recent immigrants or others from different cultures and then write about their perspectives.
- Research current events and present information on it to younger students.
- Produce maps for parks, libraries and local organizations.
- Using newspapers, government reports and other sources, research local issues of importance and
  develop ways of solving the problems.

History
- Interview senior citizens about their experiences, then compile a community history booklet. This
  could be done for local events such as a flood, a local industry or a particular person. It could also be
  done around specific national or global events such as World War II, the Civil Rights Movement or
  the first Moon landing.
- Research local property use or other community history for community planning projects.
- Make presentations on important historical events to peers or younger students. These could take the
  form of reenactment, stories, plays, etc.
- Develop neighborhood walking tours or other neighborhood histories.
- Restore local historical or archeological sites such as farms, important people’s homes, factories,
  Native American fishing or village sites, etc.

Political Science
- Register voters and educate them about the democratic process.
- Conduct public issue or candidate forums.
- Survey youth or other groups about their needs and opinions and convey this information to policy
  makers.
- Work with local government or public institutions to help them solve problems such as graffiti,
  shoplifting, drug use, etc.
- Take on non-partisan public issues and educate the public about them.
- Assist government officials to make official forms and other documents attractive and readable.
- Assist immigrants with the process of becoming citizens.
- Become conflict mediators in the school and community.
- Educate peers about the social costs of substance abuse and other key issues.
- Write letters to the editor.
- Write letters to foreign governments to ask for humane treatment of prisoners or doing public
  education work for Amnesty International.

Economics/Business
Young people can perform a number of key functions related to economic development planning. Their
research could be coordinated and used by government or non-profit planners. Possibilities include:
- Inventory local resources
- Research the economic history of an industry, a town or a region.
- Write letters or make phone calls to conduct local or broader market surveys.
- Contact neighboring communities to match up resources and needs.
Industrial Arts
- Build specialized equipment such as wheelchair ramps for disabled people.
- Repair small engines for senior citizens or low-income people.
- Teach bicycle repair or other mechanical skills to younger students. This could include bicycle safety.
- Fix up senior citizens or disabled persons’ homes so that they can remain independent.
- Help build low-income housing.
- Design and build public facilities such as playground equipment.
- Examine local problems such as traffic congestion and research and develop creative solutions. The information and ideas could then be presented to local policy makers.

Home Economics
- Work with residents of public shelters or other institutions to redesign and fix up living rooms or other shared spaces.
- Collect and repair clothing and household goods to be sent to areas in need of disaster relief.
- Help establish immigrants in their apartments, painting, buying household goods, mattresses, etc.
- Help senior citizens or poor people with home budgeting and shopping.
- Convey nutrition information to low-income people.
- Cook and deliver meals to senior citizens or disabled people.
- Provide teenaged mothers nutrition, child development, parenting and other information along with childcare and help with household chores.
- Help consumers to successfully resolve complaints.

Health
- Provide peers with information about sexuality, family life and other topics.
- Educate peers and the public about substance abuse, AIDS and other sexually transmitted diseases, and other issues.
- Take Emergency Medical Technician training and join the local volunteer ambulance crew.
- Help the Red Cross to collect blood.
- Teach first aid to younger students and to the public.
- Teach basic home emergency skills to young children who are home alone.
- Conduct blood pressure screenings.

Arts
Visual Arts:
- Paint public murals around community themes.
- Design public spaces such as parks, playgrounds or malls.
- Develop and present paintings, sculptures, etc. to homebound, hospitalized or institutionalized senior citizens, physically handicapped or others.
- Help display public art in galleries or as part of local craft shows.
- Teach arts to younger children or through Community Education or other classes.

Performing Arts:
- Teach any performing art to younger children, to people with disabilities or to interested peers or adults.
- Involving Learning Disabled students or others with disabilities in performances is also possible with any performing art.

Music:
- Sponsor and organize a community fair with local youth and adult musicians.
- Organize a community band.
- Work with community members to write organization or community theme songs.

Theater:
- Research and write plays around current events or community issues.
- Perform plays on current issues such as child abuse and then facilitate discussion around these topics.
- Use theater games to help their peers develop communications, listening and other important skills.
Dance:
- Engage people with physical disabilities in dance as a way of getting them to learn new ways of coping or of expressing themselves.
- Help others to learn to express their emotions and to feel good about their bodies.

Physical Education
- Coach sports for younger students.
- Work with physical therapists to assist recovering accident victims.
- Organize and run Special Olympics.
- Organize intercultural games and sporting events. For example, recent immigrants and long term American residents could teach each other their favorite games.
- Lay out and build a community exercise course.
- Help run walk, run and bike-a-thons to increase community awareness of the need for regular exercise and to raise funds for worthy groups.

Language Arts
- Teach English as a Second Language (ESL) to recent immigrants.
- Assist recent immigrants with basic tasks such as getting phones, learning to use mass transit, or filing immigration papers.
- Translate important government or other documents into languages used by local residents or by tourists.
- Plan and make trips to other countries where service is needed.
- Collect clothing or other goods and deliver them to the people in need.

Science
- Research a pest problem such as the invasion of a new aquatic weed and investigate possible solutions.
- Adopt a stream or other body of water. Through research and testing, determine its health and develop solutions such as trash pickups, public regulations for boat use and waste disposal, inform users of positive actions they can take, etc.
- Research local environment and plant trees and other plants to counteract global warming as well as to aid local ecosystems.
- Develop a botanical guide to local wildflowers or a field guide to local parks or other natural areas.
- Perform energy audits.
- Conduct research on local resource use and other environmental issues and convey the information to local policy makers.
- Educate the public about environmental concerns.
- Work with a local humane society, zoo, or nature center to assist injured animals or feed and care for healthy ones.
- Hold stargazer astronomy tours for people who can’t get to observatories or planetariums.
- Make presentations on a wide variety of science-related issues to younger students.
- Measure rainfall including acid content.
- Assist with the work of nature centers or museums.

Many of these examples are adapted from Enriching Learning Through Service by Kate McPherson of Project Service Leadership in Washington State.)
Community Service Requirement

- 15 hours
- 100% or zero
- Specifically approved CSL projects
- Student CSL Form and Contract due in 2 weeks
  - Name, organization, phone number
  - Have talked with sponsor on the phone
  - Approximate schedule of dates and times
- Hours completed and signed form turned in by the 2nd Monday in January
- 1-2 page reflective essay on CSL experience

Community Service Possibilities

You will get the most out of the community service requirement if you can answer YES to any of the following three questions.

1. Do you have a career interest that involves helping others in some way?
2. Do you have an academic or extracurricular interest that you could share with others in the school community?
3. Are you interested in the problems and issues facing a certain group in society?

In the past, students have worked with

- Youth Sports
- Church Groups
- Animal Shelters
- Nursing Homes
- Hospitals
- Hingham Food Pantry
- Father Bill’s Place
- Mary Martha Learning Center
- Other Non-profit Organizations
- Walk for ____________ (help organize)
- Political Campaigns
- Elementary, Middle, and High School Projects

“Hello, my name is _________________, and I am a senior at Hingham High School. I am interested in doing community service with _________________ because _________________. Do you have any suggestions for me?”
HINGHAM HIGH SCHOOL COMMUNITY SERVICE CONTRACT

1. Students agree to:
   A. Pay attention to acceptable standards of dress and behavior in the placement setting.
   B. Develop the ability to undertake and complete tasks independently.
   C. Meet time obligations conscientiously.
   D. Communicate with the Coordinator regularly about problems and progress.
   E. Provide individual transportation and personal expenses to and from the work site.
   F. Keep a log of hours and reactions to the service.
   G. Complete an evaluation of the experience.

2. The Community Service Agency agrees to:
   A. Provide meaningful community service work.
   B. Provide any necessary supervision.
   C. Avoid menial or unpaid labor that violates the spirit of the rationale for community service.

3. The School Community agrees to:
   A. Help students to find an appropriate placement.
   B. Monitor the student’s progress and problems.
   C. Hold meetings to discuss the community service.

4. The Parents or Guardians agree to:
   A. Direct inquiries and/or concerns about the program promptly to the Coordinator.
   B. Assume responsibility for the transportation of the student to and from the placement.
   C. Encourage the student to make this experience meaningful educationally for their child’s social, moral, and psychological development.

We, the parents and/or guardians, have agreed to the Community Service requirement contract. We understand that school transportation will not be provided for this activity. Also, we agree that the Hingham Public Schools and its employees will not be libel for any bodily injury and property damage claims arising from our son’s, daughter’s or ward’s program activities, including transportation to and from the program.

Parent/Guardian’s Signature: ___________________________ Date: ________________
COMMUNITY SERVICE DESCRIPTION AND VERIFICATION FORM
HINGHAM HIGH SCHOOL
781-741-1566 Ext. 2881

FILLED OUT BY COOPERATING TEACHER

SPONSOR (ORGANIZATION):

EVENT DETAILS:

DATE:

LOCATION:

HOURS:

Name:________________________________________________ Date:__________________

Cooperating Teacher:____________________________ Homeroom:__________ YOG:_______

Sponsor’s Name:_____________________________________Phone #___________________

Date(s) of Service:________________________________________________________________

______________________________________________________________________________

Total Number of Hours of Service:_________________________________________________

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I have read the above, and I verify the information given by the student.
Sponsor Signature:______________________________________________________________
COMMUNITY SERVICE LEARNING (CSL) PROGRAM

STUDENT CSL PROPOSAL FORM (for summer or long term projects)

Name: ___________________________________ I.D. #: ___________ Homeroom: _________

Address: ___________________________________ Telephone: ______________________

Proposed Due Date: October 1st for Semester I and prior to February Vacation for Semester II

Description of Proposed Community Service Placement: ________________________________

Proposed Date of CSL Placement: ________________________________________________

CSL Project due date on or before grade closing date for the first or second quarter.

Name of Organization: ____________________________________________________________

Sponsor’s Name: __________________________ Telephone: _________________________

Organization Address: ____________________________________________________________

Verification of Placement: _______________________________________________________
COMMUNITY SERVICE VERIFICATION FORM
HINGHAM HIGH SCHOOL
781-741-1566 Ext. 2881

Name: ___________________________________________ Date: ____________________

Cooperating Teacher: ___________________________ Homeroom: ________ YOG: _______

Name of Organization: ____________________________________________________________

Sponsor’s Name: _________________________________ Phone #_____________________

Description of Proposed Community Service Placement: ____________________________

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______________________________________________________________________________

Dates of Service: ________________________________

______________________________________________________________________________

Total Number of Hours of Service: ________________________________

______________________________________________________________________________

I have read the above, and I verify the information given by the student.

Sponsor Signature: _____________________________________________________________