

Summer Bridge Service-Learning Program
8th Grade Resource Guide
25 Lessons and 5 Projects

Developed by the Office of Service Learning through the direction of Jon Schmidt

The Summer Bridge Service-Learning Program (SBSLP) is an opportunity for students to learn about what it means to be a citizen and how citizens take action to improve their communities. Each week will feature a point of inquiry – Community and Citizenship, Hunger, Animal Welfare, Environment, and Peace Making. Students will have the opportunity to complete a project each week. Students brainstorm an action or choose the actions listed in the curriculum.

Over the course of the five weeks of SBSLP students will learn about the following five issue areas:

1. A Community and Its Citizens
2. Hunger
3. Animal Welfare
4. Environment
5. Peace Making

Students will also be encouraged to work together on five projects that are related to each area:

1. Community Map and School Survey
2. Food Drive
3. Poster Campaign about Animal Welfare
4. Food Waste Reduction
5. Peace-Making Campaign

In addition to the lessons provided, we encourage teachers to access the following resources:

1. Seedfolks, Fleischman, Paul. An engaging story of community building in a diverse urban community.
2. www.playInterrobang.com – an interactive website where students complete various missions to improve the world.
3. Food Force-a humanitarian video game from the UN World Food Program designed to teach children about the challenges of delivering food aid in humanitarian crises:
<http://www.wfp.org/how-to-help/individuals/food-force>
4. Buddy Unchained, Bix, Daisy. A great story about a mixed-breed dog rescued from abuse and neglect.
5. A Handful of Dirt, Bial, Raymond. The story of composting bio-degradable materials to create dirt.

Curriculum for the SBSLP has been drawn from several websites. Links to specific lessons have been included for lessons each day.

- Constitutional Rights Foundation Chicago – www.crfc.org
- Learning to Give – www.learningtogive.org
- Interrobang – www.playInterrobang.com
- Atlanta Food Bank – http://www.acfb.org/projects/hunger_101/
- CPS Service-Learning – www.servicelearning.cps.k12.il.us
- Hague Appeal for Peace-
http://www.haguepeace.org/resources/PEACE_LESSONS_FINAL.pdf
- Feeding Minds - http://www.feedingminds.org/level1/pri_level_en.htm
- Kids can Make a Difference-<http://www.kidscanmakeadifference.org/> (see PDF Attachment for access to lessons)

SBSLP is based on merging principles of project-based learning and service-learning. Each week students will tackle a particular problem and work together to create a project that promotes the social good. The following table outlines the themes, focus, and products that are part of SBSLP.

Theme	Curricular Focus	Product
Active Citizens	Community Rights and Responsibilities Conflict Resolution	Community Map School Issues Survey
Hunger	Stories of Hunger Solving Hunger Educating Others	School-wide Food Drive
Animal Welfare	Caring for Animals Cost of Animal Care Support Welfare Agencies	Educational Posters
Environment	Food Waste Composting Data Gathering	School Recommendations for Reducing Food Waste
Peace Building	Finding Peace Within Ourselves Awareness of Anger Point of View Creating a Peaceful Classroom Peacemakers 40 Acts of Peace	Peace Pledge Acts of Peace Bulletin Board

Project-based learning has five primary components:

1. **Begin with the End in Mind** – what the product is that your students are working towards?
2. **Craft the Driving Question** – what do we want students to learn through this process?
3. **Plan the Assessment** – how will you assess your students?
4. **Map the Project** – what steps will you take to help students complete the project?
5. **Manage the Process** – how will you facilitate the process of helping students learn from and complete their project?

Each week’s description includes information on the first two steps. We will be using an on-line pre- and post-survey assessment instrument. It is also included as an appendix to this resource. You should determine, based on your students and time available to you, how the project will unfold and how you will manage the project.

There are various books that are cited in the resources below; however, you might consider reading [Seedfolks](#) to your students throughout the course. This is an excellent introduction to core concepts of community building. A guide to teaching [Seedfolks](#) can be found at files.harpercollins.com/PDF/TeachingGuides/0064472078.pdf. The teaching guide includes lots of extension activities for students. [Seedfolks](#) is the story of a diverse urban community that finds itself coming together in unintentional and unconventional ways around the construction of a community garden. What starts as a young Vietnamese girl planting lima beans leads to a full community garden with contributions from diverse individuals. Not everything goes right all the time, but that’s the true story of a community coming together.

You may also consider utilizing www.playInterroBang.com. This is a new website through which students undertake a mission in their school or community. Learn and Serve America and The Smithsonian Museum support this project. As students complete various missions, they earn points and share their findings with other players around the country.

I. Week 1 - Introduction to Citizenship

Project: Community Map and School Survey

Begin with the End in Mind – Students will “map” their community in order to understand its resources and its primary concerns.

Driving Question – What roles do individuals play in the community and how do they cooperate to improve their community?

Constitutional Rights Foundation Chicago has created a wealth of interactive lessons that help students explore concepts of effective citizenship. Citizenship is a life-long pursuit that can start in pre-Kindergarten and should extend well past retirement. Before we get into active citizenship, we first want to expose our students to some core ideas about citizenship.

Gather your students for 1-2 hours each day for lessons about citizenship during the first week of summer school. These lessons will prepare students for issue-specific exploration and service project opportunities during weeks 2-5 of summer school.

The first four lessons focus on developing an understanding of the community. The second four lessons focus on building our understanding government and the role of citizens within a democratic government.

Lesson 1

Community Sectors - <http://learningtogive.org/lessons/unit30/lesson1.html>

In this lesson, students will identify and begin to understand the different sectors within a community. What role does each sector play in creating a strong community?

Lesson 2

Mapping the Community - <http://learningtogive.org/lessons/unit30/lesson2.html>

Students will map their community in this exercise. If you are not able to take your students into the community, you can provide this as an assignment as they return home from school. The activity gives students a chance to view their community in a new way.

Lesson 3

Community Needs - <http://learningtogive.org/lessons/unit30/lesson3.html>

Students will examine a “classifieds” section of a newspaper to develop an understanding of the kinds of jobs that are available. Students will also conduct a community needs survey. At the conclusion, students will assess to what extent the community and its sectors are meeting the needs of the community effectively.

Lesson 4

Plan Your Community - <http://learningtogive.org/lessons/unit30/lesson4.html>

In this lesson, students will form a planning commission and build a new community taking into consideration various issues as they build.

Next we move into the role of government and its citizens.

Lesson 5

The Roles of Government - <http://crfc.org/lessons/index.php#ElementaryandMiddleSchoolLessons>

The government plays a significant role in our lives. This lesson enables students to understand what those roles are and how they are discussed in the Preamble to the Constitution. Students also explore Martin Luther King’s “I Have A Dream” speech in the context of government responsibilities.

Lesson 6

Polling the Electorate - <http://www.crfc.org/polling.html>

Participating in an election is an important civic duty. In this lesson, students poll adults in the building about what they think is important and what might motivate them to vote in an election. This lesson builds on a classroom survey assessment students conducted during lesson 3.

Lesson 7

Voting - <http://www.crfc.org/equal.html>

Voting is a critical element of civic life in the United States. Yet throughout American history certain groups of people were not allowed to vote. Who were these groups? How were they finally able to vote? In this lesson, students learn why some groups were not given the right to vote and what they had to do to get the vote.

Lesson 8

Exercising the Right to Vote - <http://www.crfc.org/voting.html>

Even though everyone has the right to vote today, some people still do not vote. Why? In this lesson, students will explore why many people do not vote today. They will have a chance to develop a plan to enable all people to participate equally in the voting process.

IA. InterSession

Your students might be very excited to join the InterroBang family. Launched on May 10, 2010, www.playInterroBang.com provides a platform for youth to undertake a mission. Interrobang is a problem solving program that encourages young people to undertake a mission for a common good. Fifteen missions currently listed on the website. Students can also create their own mission. Interrobang features opportunities for students to score points and win prizes once they have successfully completed a mission. One mission, for example, is to create an exhibit of your family's history. Students can also suggest and create their own mission.

II. Week 2 – Citizens and Issues: Hunger Project: Food Drive

Begin with the End in Mind – Students learn about the causes of hunger and create a food drive.
Driving Question – What does hunger look like and what can individuals and groups do to help?

Lesson 9

What are Hunger and Malnutrition and Who are the Hungry?

<http://www.feedingminds.org/fmfh/hunger-and-malnutrition/intermediate-level/en/>

This lesson will provide an overview of the importance of food, and the different meal patterns in different parts of the world. It will also consider those individuals who are at the greatest risk of suffering from world hunger.

Lesson 10

Why are People Hungry and Malnourished?- <http://www.feedingminds.org/fmfh/hunger-and-malnutrition/intermediate-level/lesson-2/en/>

In this lesson, students will examine food systems and their influence on world hunger. They will explore the three pillars of food security and why these are necessary to ensure a healthy life.

Lesson 11

Find out What People Think: What Kids Can Do PDF (Lesson 21, p. 215) – will be emailed to you. Students may use this questionnaire and/or brainstorm questions of their own to survey others about their perceptions of hunger around the world.

Lesson 12

Shine a Light on Hunger: What Kids Can do PDF (lesson 22, p. 217) – will be emailed to you. This is an art project that incorporates symbolism based on Picasso's *Guernica* painting. It will serve as a means of allowing students to express their feelings about hunger.

Lesson 13

What can we do to Help End Hunger?- <http://www.feedingminds.org/fmfh/hunger-and-malnutrition/intermediate-level/lesson-3/en/>

This lesson will illustrate the different ways in which hunger is being addressed around the world by discussing different real or mythical heroes who have acted on courage to make a difference in the world. It will discuss specific ways that students can take action to address the issue of hunger.

At this point in the week, teachers should introduce the school-wide food drive to the students. See above for the different roles and tasks to be considered as this project gets underway.

III. Week 3 – Citizens and Issues: Animal Welfare

Project: Poster Campaign to Educate Others about Animal Welfare

Begin with the End in Mind – Students will understand how animals are cared for in urban communities.

Driving Question – What does it take to make sure that animals are cared for successfully?

“Learning to Give” is an interactive website that challenges young people to explore a variety of social issues, learn about them, and then act to address social problems. During the next week we encourage you to explore animal welfare issues with your students utilizing curriculum provided by “Learning to Give” at www.learningtogive.org.

In our first area of inquiry, students will learn about the needs of animals and how human beings care for animals -<http://learningtogive.org/lessons/unit427/>

Lesson 14

Animal Shelters - <http://learningtogive.org/lessons/unit427/lesson1.html>

Students will learn about the different types of animal shelters and how these shelters care for animals.

Lesson 15

The Cost of Animal Care - <http://learningtogive.org/lessons/unit427/lesson2.html>

Students will learn what it takes to care for animals effectively utilizing math skills.

Lesson 16

Supporting Animal Shelters - <http://learningtogive.org/lessons/unit427/lesson3.html>
Students will read Buddy Unchained to learn more about how animal shelters care for pets.
Students will then have the opportunity to develop a plan to support an animal shelter in Chicago.

Lesson 17

Share Our Knowledge - <http://learningtogive.org/lessons/unit427/lesson4.html>
In this lesson, students will reflect on what they have learned about animals and animal welfare and will brainstorm ways to communicate further what they have learned. Students can make posters and fliers for distribution in school and community that will help more people become aware and involved in animal welfare.

IV. Week 4 – Citizens and Issues: The Environment

Project: Recommendations to Reduce Food Waste

Begin with the End in Mind - Students will learn about how much food is wasted that could be diverted out of the solid waste stream.

Driving Question – Why do Americans waste so much food, and can we slow the waste?

During this week, students will explore the environmental problem of food waste. Americans waste 11 billion pounds of food each year. An estimate of food waste from Texas suggests that Americans throw away 25% of our edible food. This week students will examine food waste in their school cafeteria and develop recommendations for school leadership about how food waste can be minimized.

Lesson 18

Food Waste - <http://learningtogive.org/lessons/unit507/lesson1.html>
Students will investigate food waste in their school, city and country and become familiar with the idea of food composting. Students will conduct a cafeteria survey to better understand how much food is actually wasted every day in a typical school.

Lessons 19 and 20

Rotten Research – <http://learningtogive.org/lessons/unit507/lesson2.html>
Students will examine how compost becomes soil by examining soil and reading a book about composting. They will also have the opportunity to see how a restaurant composts in order to reduce its food waste. During this lesson you can read A Handful of Dirt to your students.

Lesson 21

Dirty Action - <http://learningtogive.org/lessons/unit507/lesson3.html>
Students now will work together to develop a service project that address the problem of food waste. Will they make recommendations and help their school to waste less food? Will they conduct a mini-workshop for other students on the power of composting?

V. Week 5 – Citizens and Issues: Peace Building
Project: Peace Pledge, Peace Bulletin Board, 40 Acts of Peace

Begin with the End in Mind - Students will understand what it takes to build a culture of peace within themselves and in their schools.

Driving Question – How do we build a culture of peace?

One of the major goals of peace education is preparing learners for active participation in efforts to overcome the violence and injustice that characterize the present culture of war and violence, by engaging in the kind of creative and innovative thinking that can guide citizen action and public policy toward the abolition of war and the evolution of a culture of peace.

Lesson 22

Finding Peace Within Ourselves - <http://www.tlcinst.org/peace.html>

Students will explore the meaning of peace, where they would like to see peace, and participate in a peace circle with their peers.

Lessons 23

Elements of a Peaceful Society –

http://www.haguepeace.org/resources/PEACE_LESSONS_FINAL.pdf

Students will be able to describe elements of a peaceful society, analyze and interpret quotes from activist who have been working for peace much of their lives, and design a proposal that outlines the criteria nations should adopt to achieve a peaceful society.

Lesson 24 and 25

Perspective – Taking and Common Ground –

http://www.haguepeace.org/resources/PEACE_LESSONS_FINAL.pdf

How can we understand and appreciate the perspectives of others in order to live together with our differences? Students will analyze conflict, listen to and empathize with the perspectives of others, and seek common ground.

Lesson 26

40 Acts of Peace and Peace Pledge – <http://www.40daysofpeace.org/dailyactsofpeace>

Students will go through the 40 Acts of Peace and commit to at least one of the acts. Discuss with your students whether or not these Acts of Peace are easy or hard to complete. Students will also develop a peace pledge incorporating the acts of peace and share with their peers in their school.

They can also create a bulletin board with all of the acts of peace to which each student commits:

<http://www.edu.pe.ca/birchwood/power/posters.htm>. Students can also create signs of peace and write their act of peace on the hand: <http://gardenofpraise.com/bul90.htm>