

PROGRAM NEWS AND HIGHLIGHTS

Educators Participate in Session Two of the Service-Learning Institute 101 and 201



Participants in the Service-Learning Institute 101 discuss the differences between service-learning and community service.

Session two of the Institute built on the foundation established during session one. While the 101 session focused on differentiating between community service and service-learning as well as identifying what 21st century skills are advanced within each stage of service-learning, the 201 participants worked with several planning tools to support service-learning activities at their schools. In addition, participants from both sessions shared stories of implementation, application, and progress made at their schools since the first Institute gathering.



Service-Learning Institute 101 participants share their depictions of a service-learning student.

experiences and knowledge through sharing their service-learning stories.

Earlier this month, Service in Schools' second sessions of the Service-Learning Institute 101 and 201 brought together a combined total of 44 New York City public school educators in an effort to build capacity and sustainability of service-learning practices across their schools. These educators represented all five boroughs and grades K-12. This is the second year of the Institute, designed to support educators in developing a culture of service in their schools through sharing best practices for service-learning, including practical examples of school-led service projects and Common Core-aligned lesson plans.

Session two of the Institute built on the foundation established during



Participants in the Service Learning Institute 201 discuss what a community looks like.

The Institute sessions were led and facilitated by Cathryn Berger Kaye, president of CBK Associates and international service-learning consultant. Institute educators were selected from a competitive pool of applicants and will reconvene for a final, combined session of both 101 and 201 participants in April. This third session will focus on developing strategies for engaging school stakeholders in the service-learning process, planning service-learning activities for the end of the year and the fall of 2016, and enabling the 101 and 201 participants to learn from each other's

SCHOOL SPOTLIGHT

P.S. 127 Aerospace Science Magnet School in Queens

In 2009, P.S. 127 Aerospace Science Magnet School teacher Dana Nicholson began Project Lend a Helping Hand (PLHH) to build service-learning at her school. This year's PLHH project involved a schoolwide recycling campaign of cans, water bottles, and glass to raise money to purchase gifts for children at the St. Christopher-Ottolie (SCO) shelter in Brooklyn. To prepare, students conducted research on recycling, created flyers to promote the campaign, and decorated cardboard box towers to house the recycled goods. Using the money raised from the recycling campaign, Nicholson's ESL class visited Toys "R" Us to purchase gifts for the SCO children. Additionally, Nicholson's homeroom class prepared activities for the SCO children, including read-alouds, face painting, arts and crafts, games, and a party. The students were also able to donate a small check to the SCO children, as well as interview the SCO director.

To connect the recycling project to the ELA curriculum, Nicholson used an article from Epoch Times, "[Surviving in New York, 5 Cents at a Time](#)" by Amelia Pang. While reading the article, students learned about a Chinese immigrant named Yabi Luo who lost everything and had to fend for herself. They learned that Luo worked at Sure We Can, a redemption center located in Brooklyn. Nicholson's ESL class visited the center, and students were able to conduct interviews in their native language of Spanish with the director and other workers at Sure We Can. The class learned about composting and the history of the facility, as well as the #60MillionCans campaign, which aims to raise \$3 million through the collection of 60 million cans.

Additionally, Nicholson's students read *Inside Out & Back Again* by Thanhha Lai, which is about a refugee family that flees from Vietnam to America due to the war. Students researched Lai and found that since 2005, she has been sending bicycles to students in Vietnam. Wanting to help provide bicycle access to youth in Vietnam, Nicholson's homeroom class organized a trip to Recycle-A-Bike (RAB), an organization that leads youth workshops on how to build bikes from scratch. At RAB, students learned bicycle maintenance techniques and constructed 10 bicycles that they were able to donate to Vietnam thanks to help from the Consulate of Vietnam in New York.

Nicholson's students' culminating project was leading a schoolwide assembly to showcase their service-learning accomplishments and encourage the rest of the school to get involved. Students prepared for the assembly by creating a #60MillionCans banner and PLHH mascot uniforms made out of recycled bottle caps and cardboard, and one student created a short film documenting their service-learning journey. Attending the school assembly included the Sure We Can director, the Vietnam Consulate Secretary, and Service in Schools representatives, who were thrilled to be able to join in celebrating the impressive service-learning Nicholson and her students have accomplished at P.S. 127.



P.S. 127 students use bottle caps to recreate how recycling will help the earth.

CURRENT AND UPCOMING OPPORTUNITIES

generationOn's Make Your Mark on Hunger Campaign (March 15-April 30, 2016)



[generationOn](#)'s Make Your Mark on Hunger campaign challenges kids and teens to take action to address the issue of hunger in the U.S. through meaningful hands-on service in their communities. There are over 15 million children in the United States going to bed hungry every night. Kids and teens can sign up on their own, or teachers, administrators, parents, or youth workers can sign up their groups, organizations, or students to take part. Once signed up, participants complete a volunteer service project addressing the issue of hunger. Participants are then encouraged to share their story to inspire others. Pledge to participate and get access to free project ideas, lesson plans, and resources. Click [here](#) to begin the fight today.

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Brooklyn Community Services (March 20-April 4, 2016)



[Brooklyn Community Services](#) (BCS) calls on students to help empower low-income Brooklyn communities through its volunteer initiative, [Spring into Action](#). Spring into Action is two weeks of group volunteer projects from



Sunday, March 20 to Monday, April 4. This year, BCS will feature the following student-friendly projects: a clean-up at Kaiser Park (ages 8+), urban gardening (ages 14+), street tree care in Bedford-Stuyvesant (ages 10+), bowling with clients (ages 8+), a volunteer tutor information session (ages 17+), and a pop-up thrift shop (ages 14+). Through these projects, students will beautify Brooklyn, connect with adults with special needs, and provide people with affordable clothing. Younger students must be accompanied by a parent or guardian. Registration is on a first-come basis and closes once each project is full. For more information and to be added to the mailing list, email Volunteer Placement Coordinator [Simone Ebanks](#).

NYC Parks Spring Stewardship Day (April 16, 2016)



The NYC Parks Stewardship Program, born out of [MillionTreesNYC](#), engages volunteers in various projects across the city's natural landscapes. Volunteers help with forest and wetland restoration, street tree care, and monitoring local wildlife. By becoming a steward of NYC's green spaces, volunteers help ensure that NYC's natural resources will thrive for future generations. The Stewardship Program engages, educates, and empowers volunteers of all ages through the [Green Neighborhoods Program](#). This program can accommodate local groups and individuals within a wide range of experience levels and abilities. Children under 18 must be accompanied by an adult. Groups of children must be accompanied by adults and maintain a 1:5 ratio of adults to children (for example, two adults must lead a group of ten children). In addition, the Stewardship Program offers the opportunity to become [Super Stewards](#) in an effort to create long-term community volunteers. Teachers are encouraged to become Super Stewards to engage students and host their own workshops. On April 16, 2016, the NYC Parks Stewardship Program, in collaboration with its Natural Resources Group, will hold a citywide Spring Stewardship Day for volunteers of all ages to care for forests in each of the five boroughs. For more information, contact [Joseph Homsey](#).

CURRENT AND UPCOMING OPPORTUNITIES (CON'T)

DOROT Summer Teen Internship Program (Ongoing)

[DOROT](#) is now opening its doors to high school students to apply for the Summer Teen Internship program. Teens will help bridge the generation gap and alleviate social isolation for seniors through visits, birthday deliveries, and computer tutoring. In addition, teen interns will have the opportunity to take part in an intergenerational theater program, documentary filmmaking, and cooking and dining with a senior citizen. Rising sophomores through graduating seniors are welcome to apply. Summer interns are expected to continue volunteering with DOROT during the academic school year. Interns can choose from one of two sessions: June 27-July 21 or July 25-August 18. Both sessions take place Monday through Thursday from 10:30am-5:00pm. Travel stipends are available for interns. Acceptance into the program occurs on a rolling basis. Early online application submissions are highly encouraged for admission to this competitive program. For more information and to apply, click [here](#) or contact [Shelley Levine](#).



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Partnerships for Parks (Ongoing)



[Partnerships for Parks](#) (PfP) is a joint program of City Parks Foundation and NYC Parks. The program supports and champions a growing network of leaders caring and advocating for neighborhood parks and green spaces. PfP does this by facilitating [It's My Park](#) volunteer stewardship opportunities and providing free training and workshops. Projects include spreading woodchips, raking, and general clean-up, with the goal of making visible improvements in parks as well as teaching teamwork and discipline to young citizens. Focus will be placed on parks and playgrounds identified within the [Community Parks Initiative](#), a mayoral program to advance equity in New York City parks. To schedule a presentation or to find out how to get involved, email [Lindsay Sierra](#) or call 212-602-5353.

RESOURCE HIGHLIGHTS

“What to Do about Flint” by Cathryn Berger Kaye

In her recent blog post “What to Do about Flint,” Cathryn Berger Kaye, author of *The Complete Guide to Service Learning* and international service-learning consultant, talks about how to engage students of all ages in meaningful service-learning related to the lead poisoning of water in Flint, Michigan. In the post, Kaye discusses how to remain informed on the situation, take action to help residents of Flint, and understand the relationship between Flint and the students’ own communities. Many resources are embedded in the article. Read the full post [here](#). Interested in reading more of Kaye’s blogs? Click [here](#) for past posts.



CONTACT THE SERVICE IN SCHOOLS TEAM

Does your school have a great service project to share? If so, the Service in Schools team wants to know!

Invite the Service in Schools team to visit your service project. We want to see your students and school community in action. Email the Service in Schools team at ServiceinSchools@schools.nyc.gov with two weeks' notice and we'll schedule a visit to your school to learn about your project and see the impact you're making on the community.



Follow [@NYCDOEService](https://twitter.com/NYCDOEService) to receive program updates, upcoming service opportunities, resources, and more. We encourage students who use Twitter and are interested in service opportunities to follow us.



Mission: Service in Schools strives to expand the number of NYC students engaged in transformative community service and service-learning experiences that enable them to use their voice, skills, and critical thinking to strengthen communities.