Service Learning Elective

Transforming education through hands-on volunteering projects
57 million children globally don’t go to school.

MISSION
To transform lives by supporting projects that increase access to education and improve the quality of teaching and learning.
If all students in low income countries left school with basic reading skills, 171 million people could be lifted out of poverty.

UNESCO’s Education For All Global Monitoring Report
INTO Giving and the Service Learning Elective Class

Curriculum

“Service-learning is a union of community service and formal learning...It's service with learning objectives and learning with service objectives (Minor, 2001).”
STUDENT LEARNING OUTCOMES

- Students will demonstrate use and comprehension of cultural conventions in English skills
- Students will make connections that will enable them to succeed as a student at Marshall University and acculturate to living in the greater Huntington community
- Students will learn new vocabulary, reading and writing skills that are necessary for success in daily life, at social events and in the classroom
- Students will learn to express ideas more clearly and accurately by engaging in on-campus and off-campus activities and events to build comprehension and use of English language
- Students will demonstrate use of interpersonal skills by learning how to work in pairs and groups
COURSE OBJECTIVES

• To introduce students to perspectives regarding charity organizations and fundraising
• To help students develop teamwork, communication, initiative, finance, marketing, and leadership skills
• To develop one’s ability to understand and to integrate various interdisciplinary perspectives about nonprofit organizations into real life situations
• To further one’s ability to think critically about practices of nonprofit organizations
• To help students develop strategies to improve nonprofit organization functioning
MONEY TREE PROJECT

“Although service-learning is considered to be a widespread educational movement, it is seldom applied in U.S. English as a Second Language (ESL) college programs, where instruction is far from authentic and is largely confined to the classroom (Falasca, para. 1).”
WHAT IS MONEY TREE

Prezi Introduction to Money Tree
Financial Skills

Preparing students for setting budgets and managing expenses and income.

“It had to be real service—not academics, not made up, not superficial, not tangential, but real—and that’s why it had to be agency based. It also had to be something that involved disciplined learning, not just casual learning (Giles and Cruz, p. 67).”
## Budgeting Expenses and Income

![Excel spreadsheet showing budgeting for Money Tree](Money Tree Accounting Registry - Excel)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Category</th>
<th>Withdrawal (-)</th>
<th>Deposit (+)</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14/2018</td>
<td>Beginning Balance</td>
<td>Startup Balance</td>
<td>$20.00</td>
<td></td>
<td>$20.00</td>
</tr>
<tr>
<td>2/22/2018</td>
<td>Shangri La Chinese Restaurant</td>
<td>Cash Donation</td>
<td>$20.00</td>
<td></td>
<td>$40.00</td>
</tr>
<tr>
<td>2/26/2018</td>
<td>Cedar Market Restaurant</td>
<td>Item Donation</td>
<td>$25.00</td>
<td></td>
<td>$65.00</td>
</tr>
<tr>
<td>2/27/2018</td>
<td>Dollar Tree</td>
<td>Supply Purchase</td>
<td>$10.00</td>
<td></td>
<td>$55.00</td>
</tr>
<tr>
<td>2/28/2018</td>
<td>Bake Off Competition</td>
<td>Event Income</td>
<td>$20.00</td>
<td></td>
<td>$75.00</td>
</tr>
<tr>
<td>3/12/2018</td>
<td>Kroger</td>
<td>Supply Purchase</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$65.00</td>
</tr>
<tr>
<td>3/14/2018</td>
<td>Luck of the Draw</td>
<td>Event Income</td>
<td>$30.00</td>
<td></td>
<td>$95.00</td>
</tr>
</tbody>
</table>
Employability Skills

Contributing to resumes/CVs and ensuring students can network professionally.

“Facts and skills that are taught in isolation and not connected to something meaningful cannot be remembered without considerable practice and rehearsal... Second language classroom activities that are meaningful create an ideal learning opportunity for second language students to learn more information in a shorter time, with less effort (Christison, 1999).”
## INTO Giving
### Meeting Agenda & Notes Record

<table>
<thead>
<tr>
<th>Date: <strong>/</strong>/20__</th>
<th>Time:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Members in Attendance:</td>
<td>Number of People In Attendance:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items Discussed during meeting:</th>
<th>Action Items to Do and who assigned to complete tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Full Meeting Notes:

## INTO Giving
### Event Checklist

<table>
<thead>
<tr>
<th>Date <strong>/</strong>/20__</th>
<th>Time:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Members in Attendance:</td>
<td>Number of Guests In Attendance:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes of what went well during the event:</th>
<th>Notes about what didn’t go so well:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

Event Check List:
- Arrival more than 15 minutes early to do event set up
- Wearing INTO Giving t-shirts
- Wearing INTO Giving name badges
- Have black folder with event flyers displayed on table
- Have 50x3 letter in white binder available for donor viewing
- Have cash box with change and receipts
- Greeted people as they walked by, made eye contact, or seemed curious about our event
- Explicated to guests and donors who INTO Giving was and why you support them
- Took pictures of our event and posted them on social media
- Thanked guests and donors as they attended or left
- Told guests and donors about the next event
- Emailed pictures to teachers
- Counted the money and updated the Money Tree spreadsheet
- Completed peer review forms and turned them into teacher
Marketing

Teaching students about the do’s and don’ts of social media and branding.
EVENT FLYERS

Dart for Donation
Wednesday, April 4th
11:30AM-1:00PM
Play for $1 @ INTO Cafe

Chocolate Day
Treat Yourself To Something Delicious
INTOGIVING

Egg and Spoon Race
Wednesday, March 14th
INTO lawn
11:30am
$1

Win Prizes!

INTOGIVING
Presented by Sierra Leone Group
BRANDING DURING EVENTS
Dear [Name],

57 million children around the world do not go to school at all. INTO Giving helps to transform their lives by supporting educational projects around the world.

Parents everywhere share a desire to give their children the best possible start in life but, sadly, a basic education is still beyond the reach of many young people around the world. Through our projects we aim to improve levels of educational participation and achievement among those who need it most.

Your gift card donation of $155.00 with INTO Giving increases access to education and improves the overall quality of teaching and learning. Increasing access will get children into school but improving the standard of teaching and learning means that more children are likely to complete their primary education and transition to secondary school. If children complete the full cycle of education, their opportunities in life are greatly improved. You have made a difference in the lives of the children who are our global society’s future.

Sincerely,

Jenifer O. Ojukwu, Shepherd t

Anastasia A. Shepherd
DONOR AND VOLUNTEER INTERACTIONS
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DONOR AND VOLUNTEER INTERACTIONS
CHALLENGES

• Lack of interaction with native speakers
• Feeling different and unwelcomed by the local community
• Not understanding the notion of non-profit organization and volunteer work
• Not being able to practice the skills they learn in class in real life situations
• Using the language barrier as an excuse not to seek interaction with native speakers
### CHALLENGES

#### Students
- Transportation
- Time constraints
- Task dissatisfaction

#### Teachers
- Preparation & Communication Time
- Attendance tracking
- Assessing students
SOLUTIONS TO CHALLENGES

• Plan the class ahead of time and contact all community partners way before the start of the semester
• Communicate with both students and their supervisors at the community service on a regular basis
• Give students the chance to pick from several community services
• Encourage car pooling to solve transportation issues
• Utilize partners near public transportation routes
• Attach a rubric with the weekly journals and discussions
• Provide students’ with a time sheet that their supervisors have to sign
ENSURING SUCCESS

• Establishing and forming relationships with local community service agencies
• Build rapport by having students work with the community partner all semester
• Utilize in-classroom time to explain the class process and requirements
• It is crucial that students get involved in interactive tasks in their assigned groups
• When assigning student groups, pair quiet students with more vocal students
• Build a solid connection between service and language learning with journal reflections and oral presentations

“In service-learning, those being served in the community do indeed teach lessons to the students who are serving them, with the reciprocity allowing students to gain a greater sense of belonging and responsibility as members of a larger community (Giles & Cruz, 1991).”
STUDENT INPUT

- Improved my oral English
- Helped them solve many problems
- Improved my personal skills
- Understand the children’s world
- Improved my English language with new vocabulary
- We learned how to be patient
- Team work
- Find solutions
“Through ‘bridging’ ESL students to the community, service learning can help heighten their cultural competence, while also affording them necessary language practice (Dow, 2006).”

Service learning can help ESL learners become critical thinkers in terms of making decisions and interacting with others, as well as solving real life problems.

It can also help ESL learners gain confidence and independence, which can increase their academic motivation.

“In service-learning, those being served in the community do indeed teach lessons to the students who are serving them, with the reciprocity allowing students to gain a greater sense of belonging and responsibility as members of a larger community” (Giles & Cruz, 1991).
COMMUNITY PARTNERS BENEFIT

• They can learn from the diverse cultural perspectives of our students
• Service learning students will share their experiences with friends and classmates
• Sharing experiences fuels volunteer pool
• Increase public awareness of key issues
"It takes energy to act," says fisherman and environmental activist Pete Knutson. "But it's more draining to bury your anger, convince yourself you're powerless, and swallow whatever's handed to you. The times I've compromised my integrity and accepted something I shouldn't, the ghosts of my choices have haunted me. When you get involved in something meaningful, you make your life count."

Do you agree? Why or why not? What have you selected as your meaningful issue(s) for the semester? What do you hope to gain from this experience? What do you hope to give? What community partner do you want to work with on this issue?
References


INTO GIVING

Into-giving.com