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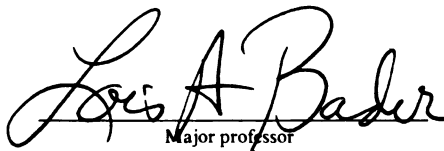
THE RELATIONSHIP OF SERVICE-LEARNING PROJECT MODELS TO THE
SUBJECT-MATTER ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS

presented by

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has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Teacher Education



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By

Kathryn E. Dewsbury-White

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ABSTRACT

THE RELATIONSHIP OF SERVICE-LEARNING PROJECT MODELS TO THE SUBJECT-MATTER ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS

By

Kathryn E. Dewsbury-White

The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful. The findings could focus the activity of teachers on instructional practices to achieve desired affective and academic goals for middle school students. Also, the researcher hoped to add to the literature on the topic of service-learning that discusses how effective integration of service into the content-area curriculum can be ensured.

The study population comprised 524 public middle school students in a suburban Class B district in central Michigan. The sample included 438 students who completed a pre inventory, 403 students who completed a post inventory, 22 students interviewed by the researcher, and 63 students who elected to participate in off-campus service visits.

Two slightly different models of service-learning instruction were studied in an effort to identify differences in subject-matter achievement and variables that might contribute to the differences. A locally developed instrument was used to measure (a) subject-matter achievement, (b) number of extracurricular activities students participated in, (c) students' involvement in the food drive, (d) students' exposure to media information, and (e) which activities related to the food drive were most meaningful to the students. Interviews were conducted with students to gather data to support or contradict the inventory data.

The statistical tests and interview data support the following major findings:

1. Students participating in off-campus service visits appeared to be better informed about the social issue of hunger than non-service-visit students.
2. Students receiving the content-integrated model of instruction scored significantly higher on the subject-matter portion of the post inventory than students receiving the isolated model of instruction.
3. The instructional components considered most meaningful to students were those activities that resulted in an externally valued product--that is, something that provides validation of the value of one's activities.

This project is complete because my husband, Gil White; my mother, Ellen Dewsbury; and my mother-in-law, Jean White, chose to support me by giving me their time, love, encouragement, and money.

I hope our sons, George and Michael, will someday find the copy of this dissertation we will undoubtedly keep stashed on a shelf somewhere and read this page, realizing that almost anything is achievable when the people who love you believe "you can do it." Your dad and I believe both of you are capable of being whatever you want to be.

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CHAPTER I

INTRODUCTION TO THE STUDY

Problem Statement

Service-learning has been defined in a number of ways over the past 20 years. However, consistent throughout those definitions is the assumption that service-learning is both a program type and a philosophy of education. As a program type, service-learning includes many ways students can perform meaningful service to their communities and to society while engaging in some reflection or study related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way. (This definition was published by the National Society for Internships and Experiential Education in A Research Agenda for Combining Service and Learning in the 1990's.)

In a 1991 review of the research, Conrad and Hedin suggested that service-learning has, at minimum, three possible roles in contemporary education: (a) to stimulate learning and social development, (b) to reform society and preserve democracy, and (c) to serve as an antidote to the separation of youth from the wider community. Advocates of service-learning can be broadly divided into two camps: (a) those who stress service-learning as a means to

reform youth and (b) those who stress the reform of education and see the power of service-learning as one means to meet the basic objectives of schools. This researcher focused on service-learning as one means to meet the basic objectives of schools, particularly schools attempting to reform some of their past and current practices.

The current and past practices addressed in this study are the instructional practices that educators implement to prepare students for community life. In A Place Called School, Goodlad (1984) indicated that American secondary schools needed fundamental changes in order to improve, including mention of how long students must be involved in formal curriculum and the need to provide alternative settings for learning about work, community, and life skills. The historical literature in education is rich with support for methodologies like service-learning. Dewey (1916) wrote that schools should be democratic laboratories for learning linked to community needs. Eliot Wigginton (1991), best known for his student-generated Foxfire collection and a modern-day Dewey, wrote:

As students become more thoughtful participants in their own education, our goal must be to help them become increasingly able and willing to guide their own learning, fearlessly for the rest of their lives. Through constant education of experience, and examination and application of the curriculum, they approach a state of independence of responsible behavior and even in the best of all worlds, of something called wisdom.

Thoughtful integration of service-learning into existing curriculum has the potential to prepare students for roles as contributing members of society. However, Conrad and Hedin (1991) noted that the analysis of service-learning

programs presents unique problems to researchers. The primary difficulty is that service is not a single, easily definable activity. An act of service may be delivering a hot meal to a shut-in, collecting food for a food drive, storing bulk food items at a food bank warehouse, or preparing and serving a meal at a community kitchen—each with different potential effects. Not only is the independent variable—service—difficult to define, but any service activity has a wide range of plausible outcomes. This makes it hard to determine appropriate dependent variables to study.

Both qualitative and quantitative research has been done on service-learning. The effect of service-learning on self-esteem has been the psychological outcome most commonly investigated, followed by social development. To a lesser extent, service-learning has been studied as an effective way to improve academic learning. Conrad and Hedin (1991) reported that where the measuring instrument is a general test of knowledge, there is usually no difference between students in service-learning programs and those in conventional classrooms. Consistent gains in factual knowledge have been found, however, when researchers have used tests designed to measure the specific kinds of information students were likely to encounter in their field experiences.

In times of shrinking resources for public education and a concurrent increase in the number of initiatives intended to help schools be more accountable to their public, perhaps the strongest emerging argument for the integration of service-learning into existing curriculum is what Lewis (1988)

recounted as the "educating" strategy. The educating strategy includes the intellectual development of the student, emphasizing ways in which service-learning promotes growth of reasoning skills, abstract and hypothetical thought, and the ability to organize diverse sources of information into a constructive problem-solving process. John Dewey, William Kilpatrick, Ralph Tyler, and John Coleman would stress that intellectual development toward the purpose of participating effectively in society should not and cannot happen devoid of experiences or a context within which to think and learn. Coleman (1979) said the goals of experiential learning are threefold: (a) create a solid information base, (b) acquire a critical knowledge of self, and (c) create a product that is externally valued—that is, one that provides validation of the value of one's activities. Therefore, within a social context, students' intellects are developed so that they can maneuver the complexities of their world in a manner that enables them to be positive members of a collective, such as a democracy.

In this study, the researcher analyzed an opportunity for students, some to a greater degree than others, to add to their intellectual development within a social context through a two- to three-week study of the issue of hunger and concurrent opportunities for social action (service-learning) through participation in a food drive and service visits or experiences.

Purpose of the Study

The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students'

understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful.

Objectives of the Study

The objectives of this research were:

1. To determine student learnings received through two different models of service-learning instruction.
2. If differences in achievement on subject matter were found between these two groups of students, to attempt to identify the variables that might have contributed to the differences.

Research Questions

The following research questions were posed to accomplish the purposes of the study:

1. Is there a relationship between students' understanding of the social issue being studied and their participation in off-campus service visits?
2. Is there a relationship between the model (isolated or content-integrated) of instruction the students receive and the extent to which they participate in the food drive?
3. Is there a relationship between variables such as grade level, gender, and grades earned and the students' understanding of the social issue being studied through the schoolwide service-learning project?

4. Is there a relationship between the students' level of involvement in extracurricular activities and their understanding of the social issue being studied through the schoolwide service-learning project?

5. Is there a relationship between the students' exposure to social issues outside of school and their understanding of the social issue being studied through the schoolwide service-learning project?

6. Which component of instruction will students identify as having contributed the most to their understanding of the social issue being studied through the schoolwide service-learning project?

Hypotheses

The following hypotheses were formulated to provide a basis for analyzing the data that were collected in the study:

Hypothesis 1: There is a relationship between students' participation in the service visits and their understanding of the social problem being studied.

Hypothesis 2: There is a relationship between the percentage of students who elect to participate in service visits and the type of service-learning instruction (isolated or content-integrated) they receive.

Need for the Study

Three phenomena that have contributed to the need for this study are discussed in the following paragraphs.

The Current Educational Climate in the State of Michigan

Education in Michigan, not unlike that in the rest of the country, has been the recipient, in recent years, of a number of legislative mandates intended to (a) express the will of the electorate regarding desired exit outcomes for students and (b) ensure that the educational system is accountable to its public. These mandates are reflected in public acts, as well as in school state aid packages. Several of the mandates have called for significant changes from the status quo with regard to what students will know, be like, and/or believe upon graduation from the K-12 public school system. Likewise, the instructional methods used to teach students will need to change, and, concurrently, the types of assessments used to measure learning will need to change.

On the whole, schools in Michigan have had limited experience with authentic assessment of experiential learning, practices that will be required to successfully meet new mandates articulated in the form of employability skills, performance-based assessment, and pieces of core curriculum. Research is needed that provides practice and validation for teaching staff in alternative instructional and/or assessment methods. This kind of research will help school districts comply with the spirit of the law, not just the letter of the law. To this end, Newmann (1991) wrote:

There is no reason to believe that restructuring will produce favorable results for students unless plans for new structures are guided by a vision of educational outcomes that articulate new standards for student achievement and teaching. (p. 459)

Emerging Context for Life in the Twenty-First Century

Being participants in their history does not always allow people to possess the objectivity needed to determine when and whether events occurring in their midst are truly extraordinary. However, even those who are immersed in their daily lives can see the remarkable and rapid technological changes in the form of unprecedented advances and discoveries that are occurring, as well as the demographic shifts and the globalization of society. Bannach (1992) wrote:

In a period of rapid change, we try to keep up with an accelerating pace by running faster or working harder. However, these strategies don't always work in a period of radical change because radical change is characterized by new rules. . . . Sometimes radical change alters the "game" beyond recognition and moves it to a new arena.

For schools, the implications of these rapid and significant changes in the world are immense. With knowledge growing rapidly, "what students know," beyond information related to preservation of culture or basic skills, is relatively unimportant as compared with how students learn. Teaching students a limitless list of fragmented pieces of declarative knowledge can no longer be the majority of the K-12 experience. Opportunities to develop in-depth understandings and higher-order thinking will be the requirements for success beyond school. Students and teachers will need to be given plenty of opportunities to practice managing and critiquing primary-source information and multiple sources of information. The type of instructional method, service-learning, used in this study, relies on and provides these types of opportunities.

The Role of Schools in Preparing Students for Citizenship

A persistent and generally agreed on role of public schools in the United States is to prepare young people for the rights and responsibilities inherent in American citizenship. As demographic shifts have contributed to changes in who is believed to be responsible for and available to educate the whole child, schools have struggled in recent years to delineate who will do what with reference to the preparation of the child for citizenship. At the heart of this dilemma is how to assist children as they attempt to create and preserve a morally coherent life. The instructional method examined in this study, service-learning, allows schools and communities to jointly address issues for students, such as: How ought we to live? How do we think about how to live? Who are we as Americans? What is our character?

To date, service-learning is one of the few instructional methods that requires schools and communities to jointly address the moral and citizenship questions articulated above. If these types of instructional methods are to win a place in the K-12 curriculum, they will need to be substantiated by research that will provide knowledge for educators to incorporate into their professional practice.

Limitations

This was a descriptive study, using correlational analysis. Therefore, the researcher was not able to prove cause-and-effect relationships. Rather, the researcher was limited to discussing suggested relationships.

The isolated and content-integrated models of planned instruction are complex sets of behaviors. It is difficult to isolate phenomena within any set of complex behaviors.

The teachers who delivered the content-integrated model were volunteers. Furthermore, they were approached to participate, based on three criteria the researcher set (known as people who do what they say they will do, known as people who would not be threatened by an outsider asking questions about their instruction, and known as people who would keep the records they were asked to keep).

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation:

Character education: A K-12 curriculum that consists of a set of five values. These values are demonstrated, examined, and presented at varying intervals throughout all content areas and grade levels.

Content-integrated model: A service-learning model delivered within the Prime Time class period and content-area classrooms that includes seven instructional components: (a) a pretest, (b) a speaker, (c) written materials on the issue, (d) opportunities to participate in the food drive, (e) general lessons on the issue of hunger, (f) content-area lessons related to the issue of hunger, and (g) a posttest.

Experiential learning: A method of learning variously defined by John Dewey, John Coleman, and others as learning that has as its goals (a) creation of a solid information base, (b) acquisition of critical knowledge of self, and (c) creation of a product that is externally valued, i.e., providing validation for the value of one's activities.

Instructional components: Those lessons and/or learning opportunities that are provided for with planned instruction in the context of the service-learning project.

Isolated model: A service-learning model delivered within the Prime Time class period that includes five instructional components: (a) a pretest, (b) a speaker, (c) written materials on the issue, (d) opportunities to participate in the food drive, and (e) a posttest.

Off-campus service visits: Opportunities for students to perform a needed service to the community related to the issue being studied. These opportunities occur off-campus in locations such as the food bank warehouse or the local food pantry.

Planned instruction: Any intended activity that is carried out in order to meet a content-area or schoolwide goal or objective.

Prime Time: An advisor-advisee program whose intention is to supply every child with one caring adult advocate with whom the student can travel through his or her middle school years. This program also supplies each student with a group of grade-level peers with whom they will become acquainted. The

program occurs five days per week, during the first 21 minutes of each school day.

Service-learning: A program type, including many ways students can perform meaningful service to their communities and to society while engaging in some reflection or study related to the service.

Overview

Chapter I contained a statement of the problem underlying the study, the purpose of and need for the study, the research questions and hypotheses, limitations, and definitions of key terms.

Chapter II contains a review of literature on topics pertinent to the present research.

The methodology used in conducting the study is described and elaborated in Chapter III. The population and sample are identified and defined. The instructional methods are described. The data-gathering procedures are outlined, and the research instrument employed in the study is described. Statistical treatment of the data and methods of reporting these data are explained.

Chapter IV contains the results of the statistical analyses of data related to the major research questions. Descriptive statistics in the form of means, standard deviations, and percentages are used to analyze the data. Pearson product moment correlation analyses were performed to further analyze relationships in the data. Finally, when responses to interview questions provide

data that warrant consideration in an attempt to answer one of the research questions, those responses are included in the results.

Findings, conclusions drawn from the findings, and recommendations for practice and further research may be found in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The researcher's purpose in this study was to investigate the model of instruction middle school students received through a service-learning project, in order to identify differences in subject-matter achievement and variables that might contribute to the differences. The researcher intended to add to the literature on the topic of service-learning that discusses how effective integration of service into the curriculum can be ensured. The review of the literature is organized under two main headings: (a) educational and political origins of service-learning and the role of service-learning in the current educational-improvement agenda and (b) attainability of goals and objectives for service-learning.

Educational and Political Origins of Service-Learning and the Role of Service-Learning in the Current Educational-Improvement Agenda

More than 100 definitions of service-learning are recorded. As a program type, it can be traced back to the 1920s and 1930s and the Progressive movement in education. As a philosophy of education (the belief that education must be linked to social responsibility and that the most effective learning is active

and connected to experience in a meaningful way), it can be traced to John Dewey.

In 1916, Dewey published Democracy and Education, in which he wrote that schools should be democratic laboratories for learning linked to community needs. In 1918, Kilpatrick argued that learning should take place outside of the school and meet real community needs. Kilpatrick urged adoption of the Project Method as the central tool of education.

In the introduction to Hanna's (1936) Youth Serves the Community, funded by the Works Progress Administration, Kilpatrick provided the following rationale for the report his former student published. Kilpatrick said that, in the United States, people believe society should be run democratically and the essence of democracy is to be concerned about each individual and his or her welfare. In agrarian societies, freedom and livelihood are based on people's ability to succeed with cheap land. In industrial societies, people's ability to achieve is based on their ability to acquire money; therefore, the society is based on mutual interdependence and individual competitiveness. Kilpatrick argued that America's democracy will not survive if children and youths are not taught how to work cooperatively to better their communities.

Throughout the 1930s, the Progressives echoed Kilpatrick's theme by advocating that schools should inculcate values of social reform and teach the attitudes, skills, and knowledge necessary to accomplish social reform. In Dare the Schools Build a New Social Order?, Counts (1932) demonstrated the interest at that time in making education a means for social transformation.

In the 1950s, some of the Progressives' philosophy reemerged in the Citizenship Education Project at Columbia Teachers College. Their Brown Box of teaching ideas contains hundreds of suggestions for social investigation.

National reports in the 1970s and 1980s examining the status of secondary education concluded that inculcating democratic values in children *should* be a primary purpose of public schools in the United States. The reports in the 1970s indicated that life in schools was passive and that youths were separated from the life of the community. Reports by the National Association of Secondary School Principals (1972), commissioned by the National Committee on Secondary Education; Coleman (1974), commissioned by the Panel on Youth of the President's Science Advisory Committee; and Martin (1976), commissioned by the National Panel on High School and Adolescent Education, urged that youths be reintegrated into the community and allowed to be involved in real and meaningful tasks and given more responsibility through a variety of experiences, including but not limited to service. Newmann (1975) wrote Education for Citizen Action, in which he argued that education must help students engage in intelligent action. This book is a comprehensive curriculum proposal for using community service as a stimulus for developing in students the skills and attitudes necessary for influencing social policy.

In the 1980s, Goodlad (1984), in A Place Called School, indicated that American secondary schools needed fundamental changes in order to improve, including mention of how long students must be involved in formal curriculum and the need to provide alternative settings for learning about work, community, and

life skills. In the book High School, sponsored by the Carnegie Foundation, Boyer (1983) recommended that high schools require 120 hours of community service for graduation. In Student Service: The New Carnegie Unit, Harrison (1987) expanded on Boyer's recommendation by discussing the rationale for service as part of the curriculum. Turning Points: Preparing Youth for the 21st Century (Carnegie Task Force on Education of Young Adolescents, 1989) focused on the educational needs of junior high and middle school youths. This report, published by the Carnegie Council on Adolescent Development, said that a volatile mismatch exists between the organization and curriculum of middle-grade schools and the intellectual and emotional needs of young adolescents. The engagement of many youths in learning diminishes, and their rates of alienation, substance abuse, absenteeism, and dropping out of school begin to rise. One of the eight recommendations made in this report supported connecting schools with communities in order to share responsibility for each middle grade student's success. Service opportunities are one suggestion for collaboration to enrich the instructional program and opportunities for constructive activities. These reports have alternated between recommending youth service as an integral part of the curriculum in order to create an antidote for the separation of youth from the wider community and stimulating learning and social development to meet the basic objectives of schools.

In recent history, the Reagan and Bush administrations saw to the end of many federally funded youth service initiatives. An exception is President Bush's Thousand Points of Light Initiative, which was not a proposal for policy but a call

to Americans to renew their commitment to volunteer service. The cornerstone of the Thousand Points of Light Initiative is the Youth Engaged in Service (YES) to America program, which honors and publicizes outstanding efforts, promotes forums on service, and encourages practice.

With a dwindling of federally funded human service programs, initiatives like the Points of Light were born, and the third sector in the United States, or the "third economy," acquired elevated status and importance. By 1990, Congress passed the national Community Service legislation, which provides \$287 million over three years to schools and agencies that initiate and perpetuate volunteer human service programs. In Michigan, these monies are distributed to K-12 institutions through the Michigan Department of Education's Serve-Michigan grant program.

The Clinton administration has proposed a national service corps in which youths who are past high school age would provide one or two years of service, at subsistence wages, to communities throughout the country. At the end of this period, they would receive vouchers to be applied to some form of higher education.

Schools in the United States are confronted with internal and external pressure to make meaningful changes in what they teach, how they teach, how they measure what and how they teach, and how they are organized and funded to deliver instruction. The magnitude of these changes amounts to second-order change, defined by Fullan (1991) and Cuban (1988). Second-order change alters organizations fundamentally. First-order change improves efficiency but leaves

the basic organizational structure intact.Sizer (1984) said the goal of current school reform in education in general is to teach students to think. He indicated that changes must occur (a) away from surface coverage of material toward problem solving, analytic thinking, and creativity; (b) away from a factory-model setting to an array of alternative settings; and (c) away from passive learning to active learning.

Current professional discussions and research support Sizer's assertion. If one examines school reform based on what and how teachers and students learn, how to measure what and how teachers and students teach and learn, and how to organize to deliver instruction, one sees evidence for the need for second-order change described above and the ability of service-learning as both a program type and a philosophy of education to necessarily manifest essential elements of the types of necessary shifts described by Sizer.

How Teachers Teach and How Students Learn

Theories of instruction have attempted to specify the optimal set of activities on the part of an instructor for bringing about learning. Theories of instruction contain implicit assumptions about the learning processes that take place within the individual, and they contain implicit assumptions, as well, about what is being learned. Variations can be exemplified by contrasting what Coleman (1976) described as the kind of learning that takes place in the classroom and the kind that takes place in life outside of the classroom. In the classroom, much of the information is transmitted from an instructor to the learner,

whereas much of the learning that takes place outside class proceeds through acting or seeing another person act, and then experiencing or observing the consequences. Coleman called these two different patterns *information assimilation* and *experiential learning*, respectively.

To everyone who has attended school, it is evident that these different patterns have implications for determining how people can best learn **certain** things. The rationale for providing service-learning opportunities in the public education system is driven by arguments made by people like Boyer (1983), who believed that the problems of schools are inextricably tied to the belief on the part of many youths that they are isolated from, unconnected to, and not needed by the world outside of their classrooms, and Newmann (1975), who asserted that the ultimate purpose of education is to develop students' competence to exercise influence in public affairs according to democratic and ethical principles.

Irrespective of purpose and content, schools depend increasingly on information assimilation as the instructional method as the child proceeds through school. Teaching specific topics or skills without making clear their context in the broader fundamental structure of a field of knowledge is uneconomical in several ways (Bruner, 1966). Schools trying to teach participation in civic life without offering opportunities for participation will fall far short of their goal. Many teachers are not trained to effectively use experiential instruction in those **certain** circumstances when deemed appropriate.

In a 1982 article, Tyler cited his famous Eight-Year study, conducted in the 1930s, in which 30 schools developed youth-participation activities. One of the

things Tyler learned in the study and fears is still true 50 years later is that many teachers lack the skills and attitudes required to carry on effective youth-participation projects. Significant changes in instructional teaching methods and the accompanying teacher training will need to occur if how students learn and how teachers teach is to change appreciably.

What Teachers Teach and What Students Learn

According to Sigmon (1979), service-learning requires attentive inquiry with those served and careful examination of what is needed in order to serve well. As a result, learning objectives are formed in the context of what needs to be done to serve others. If service-learning is distinctive from other ways to learn, that is because a service situation creates a learning setting. This assertion was echoed by Newmann (1989), who said that in planning social participation activities, planners' vision should focus on educational needs of the public citizen working to forge agreement in pursuit of the public good, rather than upon the one who participates primarily to advance private interests.

Levison (1986) wrote that service-learning should demand not only that students use their hearts but that they also understand intellectually the broad social dynamics underlying the situations of the people they serve. In 1982, Conrad and Hedin concluded that "experiential-based programs can be highly effective in promoting personal, social, and intellectual development--and can do so more effectively than classroom instruction alone" (p. 75). The type of intellectual endeavor described by Sigmon, Newmann, and Levison requires the

fundamental shift described bySizer, away from surface coverage of material toward problem solving, analytic thinking, and creativity.

How to Measure What and How Teachers Teach
and What and How Students Learn and How the
Schools Are Organized to Deliver Instruction

Newmann (1991) said, "When schools try simultaneously to keep up with the explosion of knowledge and to accommodate the host of social demands placed on them, they cannot possibly give students the opportunity to develop in-depth understanding and the capacity for higher-order thinking that are required for success beyond school." Further, Newmann said that the mistake people make is the order in which they design the educational system. First, an organizational structure is set up, next the curriculum is planned to fit the structure, and then the criteria for student success are chosen. Not until the third step is the ultimate educational purpose of the system articulated. But by that time outcomes are largely predetermined by the organizational structures and curriculum. Newmann said, "There is no reason to believe that restructuring will produce favorable results for students unless plans for new structures are guided by a vision of educational outcomes that articulate new standards for student achievement and teaching" (p. 459).

The other important revision or shift that needs to occur is in how student learning is measured. Service-learning calls for more authentic assessment measures than do traditional teaching methods because authentic assessment involves the challenge of producing, rather than reproducing, knowledge.

Newmann and Archibald (1988), Berlak (1992), and Wiggins (1989) indicated that knowledge should be expressed through discourse, the creation of things, and performance. Authentic achievement requires students to engage in disciplined inquiry to produce knowledge that has value in their lives beyond simply proving their competence in school. Newmann (1991) indicated that four conditions are essential for students to complete authentic accomplishments: (a) collaboration, (b) access to tools and resources, (c) worker discretion or opportunity for ownership, and (d) flexible use of time.

David (1991) indicated that current educational reform has to be different from previous efforts because educators must be driven by student performance, and the desire for all students to learn at higher levels. David believed that change cannot occur one piece at a time; what educators want students to know and be able to do is linked to the kinds of learning experiences that produce these outcomes. Educators must pay attention to what it takes to deliver instruction, and organize the schools in such a way as to create a place where the outcomes can occur.

If service-learning requires action and experiential learning, then it likewise requires assessment measures that are authentic. Those measures will thrive only in an environment that considers student and community outcomes that possess a higher place in the organizational structure than the current structures that bind much of school activity.

Summary

The educational origins of service-learning as a program type can be traced to the Progressives, whose desire it was to see public education result in social reforms. As a philosophy of education, service-learning can be traced in this century to Dewey, who asserted that education must be linked to social responsibility and effective learning. He further asserted that effective learning is active and connected to experience in a meaningful way.

National reports throughout the 1970s and 1980s called for providing opportunities for youths to learn in settings outside of school and to experience the rewards of serving others and participating in community life.

Finally, the nature of current school-reform efforts provides a ripe, yet challenging, forum for the integration of service-learning into the school curriculum. Nathan and Kielsmeier (1991) said, "The learning laboratories Dewey talked about in the 1930s can create new roles for students and teachers, make use of action-based instructional methods, and lead to the learning of meaningful, real-world content" (p. 742).

Attainability of Goals and Objectives for Service-Learning

Tyler (1967) wrote that educational programs are characterized by their purposes, their content, their environment, their methods, and the changes they bring about. He said that usually there are messages to be conveyed, relationships to be demonstrated, concepts to be symbolized, and understanding and skills to be acquired; thus evaluation is complex because each of the

characteristics requires separate attention. Similarly, Conrad and Hedin (1991) noted that service-learning has been difficult to evaluate quantitatively because there are many confounding variables that are difficult to account for. Service is not a single activity. An act of service may be raking leaves for an elderly person or conducting a survey of attitudes about an environmental issue; each activity has an array of potential effects.

What is known about service-learning is discussed here in relation to the two purposes of education articulated by Fullan (1991): (a) to educate students in various academic or cognitive skills and knowledge and (b) to educate students in development of individual and social skills and knowledge necessary to function occupationally and sociopolitically in society. Both qualitative and quantitative evidence on the effects of service learning are discussed.

Service-Learning as a Vehicle to Educate Students in Various Academic or Cognitive Skills and Knowledge

Hedin (1987) found that service-learning as a method for improving academic learning was strongest in the form of peer tutoring or teaching younger students. Researchers have used the technique of meta analysis to combine the findings of many tutoring studies, and they have consistently found increases in reading and mathematics achievement scores for tutors and tutees. The gains have tended to be modest, but this is not unlike other learning.

In a review of research on cross-age tutoring for the National Institute of Education, Bloom (1976) reviewed the effects on both the tutors and the tutees

on three dimensions: achievement, attitudes toward school, and self-concept. Bloom supplied support for Hedin's research by finding that the clearest benefit for tutors was that they improved their own learning. In 66% of these studies, there were significant gains in school achievement for tutors. These findings were especially true for measures of gains in reading and language-arts tutoring programs.

Hamilton and Zeldin (1987) reported on an empirical test of the effects of an out-of-the-classroom experiential learning program on adolescents' knowledge and attitudes about local government. They compared high school interns serving with local government officials in four different programs and students selected to participate in the same programs at a later time, as well as interns participating in the four programs and students in conventional government classes. The findings indicated statistically significant differences in favor of the interns with regard to subject knowledge and political efficacy. The authors concluded that the assumption that classrooms are always the best settings for learning is not necessarily correct.

As part of a study done by Conrad and Hedin (1982), 27 experiential education programs in public and parochial schools were assessed to determine their effect on the psychological, social, and intellectual development of secondary students. The primary measure of intellectual development used in the study was the Problem-Solving Inventory. This inventory presents students with three interpersonal problems and leads them through the steps in problem solving outlined by Dewey. Student responses were scored, pre and post,

according to the number of alternatives listed. The pretest means were quite similar for both groups, experimental and control. On the posttest, there was general movement by experimental-group students toward level 5, a more complex pattern of thought with a focus on relational concerns. The data from this study suggest that experiential education programs can and do have a positive effect on students' learning and intellectual development. This is most strongly the case when the program features a combination of direct experience and formal reflection on that experience. Students who had neither discussed their experiences with others nor encountered problems similar to those in the test showed no more change than students in conventional classrooms.

The work of Dewey, Lewin, and Piaget provided the basis for the work of Kolb (1984). Kolb developed the Experiential Learning Model. The four abilities attained by the learner begin with concrete experience, followed by reflective observation, abstract conceptualization, and active experimentation. The period of reflection stimulates the learner to organize observations about the experience and to create concepts around that organization to better understand his or her world. New confidence generates more active experimentation, and the cycle begins anew. Without the period of reflection, the cycle would come to a halt. Conrad and Hedin's (1982) findings, indicating students made gains only with the benefit of reflection, were supported by Kolb's research and subsequent model.

In 1945, Lynd published an in-depth analysis of the contribution of field-experience education in the liberal arts curriculum of Sarah Lawrence College. Lynd used case studies from courses and individuals to document the effects of

field work. She reported that students develop skills in (a) higher levels of the cognitive domain, (b) observation and the development of generalizations based on facts drawn from their experience, and (c) acquiring and using knowledge.

In a program report by Rosmann (1978) on the development of the University of Virginia's undergraduate internship program, the results of two separate evaluations showed that interns' grade-point averages improved more during their internship year than did those of other students in the same majors. In a qualitative analysis of what is learned from service-learning, Conrad and Hedin (1982) reported that, in a nationwide survey of 4,000 students involved in service and other experiential programs, about 75% of the subjects reported learning more or much more in their participation program than in their regular classes. To probe this issue further, Conrad and Hedin (1987) analyzed the journals of high school students whose social studies curriculum included time spent working as volunteers four days a week in schools and social agencies. They concluded that the "more" cited in the nationwide survey did not mean **amount** as much as it meant **significance**, not so much new information as more important and more personal knowledge and understanding.

A body of studies have been conducted on programs that are not specifically designed to contribute to students' academic achievement. However, data were collected as part of these studies that lend support to the notion that service-learning experiences can contribute to intellectual skills. In a study on student aides for handicapped students, Urie et al. (1971) found that a record of

pre and post grade-point averages revealed higher grade-point averages for project participants. Urie et al. said,

While there is no evidence to suggest that project participation had any causal relationship to such achievement, we might speculate that some such relationship did exist. We might wonder, for example, if involvement in the project did, in fact, provide a direction or meaning to participants' lives which tended to facilitate rather than retard their academic progress. (pp. 28-30)

In three career development participation program studies, the Comprehensive Test of Basic Skills was the measure of achievement. Carey and Webber (1979) administered five subtests: Vocabulary, Comprehension, Mechanics, Expression, and Spelling. They found that the control group had significantly better posttest scores on the Mechanics and Expression subtests. Owens and Fehrenbacker (1975) measured Reading, Language, Arithmetic, and Study Skills on the Comprehensive Test of Basic Skills. Both the experimental students and the comparison group made gains. Beister (1978) tested for Reading Comprehension, Arithmetic, Applications, and Arithmetic Concepts on the Comprehensive Test of Basic Skills. Students made significant gains on Arithmetic Concepts and Arithmetic Applications during the first year and significant gains on all three subtests during the second year. The first year, experimental students' gains were not significantly greater on any of the subtests than those of the control group, but in the second year, the experimental students did make significantly greater gains than the control group on the Reading Comprehension and Arithmetic Application subtests. Finally, Stead (1977) administered the Watson-Glaser Critical Thinking Appraisal to student participants

in a career education program. The posttest results showed that the program students improved their cognitive skills.

Service Learning as a Vehicle to Educate
Students in Development of Individual and
Social Skills and Knowledge Necessary to
Function Occupationally and Sociopoliti-
cally in Society

In the study by Conrad and Hedin (1982) cited earlier, 27 varied, experienced-based educational programs had a significant positive effect on the social, psychological, and intellectual development of adolescents. In reference to service-learning as a vehicle to educate students in development of skills and knowledge necessary to function sociopolitically, Conrad and Hedin tested the assumption that placing students in responsible roles in which their actions affect others will help them develop more responsible attitudes and behaviors. To test this hypothesis, the Social and Personal Responsibility Scale was created. This scale assesses the extent to which a student (a) feels a sense of personal duty, (b) feels a concern for the welfare of others, (c) feels competent to act responsibly, (d) has a sense of efficacy, and (e) acts responsibly. The overall results from the total scale indicated general positive movement by the experimental groups and no change by the comparison groups. In addition, students tended to show large, consistent changes on the semantic differential scale toward more positive attitudes toward adults. The data from a 10-item semantic differential scale clearly indicated that community participation had a positive effect on students' evaluations of the people with whom they had been

working. In contrast, each experimental group increased significantly, whereas each of the comparison groups showed a decline. Finally, an often-expressed goal of experiential-learning programs is to increase a young person's knowledge about work and career options. To learn whether this goal was achieved, the researchers administered the Career Exploration Scale to the students. Twenty-four of the 27 experimental groups registered a positive gain. Increases were also registered by the six comparison groups.

Hamilton and Fenzel (1988) examined the value of community experience for cultivating growth in adolescents' social development by analyzing changes in the attitudes, knowledge, and skills of 73 4-H volunteers aged 11 to 17. Measures included participants' perceptions in written journals, reports from adults involved with the participants, and a modified version of a Social Responsibility Scale. Positive effects were found for knowledge and skills exercised in the voluntary activities and development of participants' sense of self and pro-social attitudes.

Newmann and Rutter (1988) conducted a study of eight high school community service programs. One of the purposes of the study was to address the effect that community service programs have on the social development of participants. Through the use of pretests, midpoint tests, and posttests, Newmann and Rutter found that (a) community service programs contributed to students' sense of social competence and responsibility to the school beyond school, (b) that programs differed in their effect on students, (c) that developmental opportunities in regular school classes had more effect on social

development than opportunities within community service programs, and (d) that student and staff interest in such programs could be linked to the increased sense of personal growth and the opportunity to be a part of meaningful work.

Summary

The amount of quantitative research that has been conducted related to service-learning is modest. Clearly, students do not suffer academically due to participation in field-education or service-learning programs, even though they spend more time away from traditional classes than students who are not involved in service or field experience as part of their academic programs.

Based on existing research, it appears that students make the greatest academic-skill gains when the program format or model for the service experience is tutoring. The largest gains are made by the tutors as opposed to the tutees. Students participating in internships have been found to acquire more subject-matter knowledge than noninternship participants in the subject area.

In a major study conducted with 27 experiential programs, experimental students scored better on a posttest Problem-Solving Inventory than did the control group. In this same study, it was found that experimental students who did not have opportunities to reflect on their experiences made no further gains than the control group.

In the same major study mentioned above, involving 27 experiential programs, it was found that (a) placing students in responsible roles in which their actions affected others did help them develop more responsible attitudes and

behaviors, (b) community participation had a positive effect on students' evaluations of the people with whom they had been working, and (c) experimental students increased their awareness of work and career options through experiential programs.

Finally, Newmann and Rutter (1988) found in a study of eight high school community-service programs that the service programs contributed to students' sense of social competence and responsibility. However, developmental opportunities in regular classes had more effect on social development than did opportunities within community-service programs.

Although none of the above-mentioned studies was without flaws, the studies reported here are considered solid and, in many instances, inventive. In short, they provide useful information on the attainability of the goals and objectives of service-learning.

CHAPTER III

METHODOLOGY

Introduction

The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful.

The methodology used in conducting the study is described and elaborated in this chapter. The population and sample are identified and defined. The instructional methods are described. The data-gathering procedures are outlined, and the research instrument employed in the study is described. Statistical treatment of the data and methods of reporting these data are explained.

The Study Population

The population under investigation consisted of 524 middle school students in a small Class B suburban public school district in central Michigan. This was the entire middle-school-age population for the school district, grades

6, 7, and 8. The district is one of a dozen in a county that has 52,000 K-12 students. The district serves students from a variety of socioeconomic backgrounds, with a concentration of students in the middle-income bracket. There are few minority students in the district. The district has enjoyed solid community support and typically passes all millages put before the voters, in spite of property tax increases of upwards of 50% in a given year for some residents.

Currently, this district, like many in Michigan at the present time, is absorbed in looking for ways to maintain services to students while cutting the budget significantly. Likewise, the district is absorbed in efforts to comply with state legislation that requires (a) compliance with a state core curriculum, (b) accreditation and a school improvement plan, and (c) a state-endorsed diploma, to name just a few of the recent state requirements that have been made into law in the past three years in Michigan. These initiatives are part of Public Act 25 and the current school state aid bill, all of which are meant to serve as minimum standards to improve the quality of education in Michigan. Despite the number of state-mandated requirements that require a significant amount of staff time and attention, this district continues to pursue curricular and instructional initiatives that are of specific interest to its students, staff, and community.

The specific curricular initiative, in the district, related to the topic this researcher investigated was Character Education. Five years ago, the district embarked on a discussion with the community to come to agreement on a core set of values the district should emphasize throughout students' K-12 experience.

Schoolwide service-learning projects at the middle school are just one method for delivering instruction that meets students' affective as well as academic needs in the larger context of Character Education.

This middle school might be described as being in a state of transition. The school houses grades 6, 7, and 8—typical of the configuration known as middle school, as opposed to junior high school. In many ways the building administrators and staff are attempting to configure the instruction, curriculum, and organization of the building in such a way as to approximate a *true* middle school concept. However, not all staff are equally interested in making this shift, and much of the instruction is still delivered in isolated content areas, with little attention to shifting to integrated approaches. The building houses a staff of approximately 30. Those staff who are interested in change move initiatives along in pockets of activity; those who are not interested in change appear to do what is necessary to comply minimally with schoolwide initiatives.

The coordinating teacher for the service-learning project, the Prime Time class coordinator, was one of the change agents in the school, committing much time and energy to her classroom and schoolwide initiatives. For this project she recruited two similarly minded teachers. The three teachers who agreed to implement the instruction relative to the service-learning project, per the researcher's requests, were all sixth-grade teachers. One taught math, one taught social studies, and the third taught science. These three teachers were asked to do two things: (a) commit to implement the instruction that all teachers were expected to implement within the context of their Prime Time classrooms

and (b) based on a set of objectives provided by the researcher, teach two or three lessons within the context of their subject-area classes on the social issue under investigation (hunger) in the service-learning project. These teachers were selected, or recruited, because they were thought to be reliable and interested in service-learning.

This school district was chosen as the site for this piece of research because the researcher had worked with this district for two years previously, and further data collection for the schoolwide service-learning projects was desired by the supervising teacher and the researcher. In addition, the researcher and district personnel have had a positive relationship.

The Sample

All 524 middle school students received instruction through the service-learning project. Data were collected using a post inventory for 403 or 76% of the total number of students in the school. Of the 403 students who responded to the post inventory, 152 (38%) were sixth graders, 154 (38%) were seventh graders, and 97 (24%) were eighth graders. Approximately 50% of the post inventory respondents were girls, and 50% were boys. The researcher interviewed 22 of the 524 students in the school (.4%). The researcher also collected data on a pre inventory from 438 (83%) of the middle school student population. The students who did not respond to the pre and post inventories were (a) not necessarily the same students (the inventories were completed

anonymously and were not coded) and (b) thought to be absent from school the days the inventories were administered.

There was nothing remarkable about the 1992-93 student enrollment for this middle school. The building was not serving an unusual number of students with special needs. The number of students eligible to receive school-assisted lunch would be considered small to modest. The education of the parents ranged from non-high-school graduates to Ph.D.'s, with the vast majority of parents having completed high school and many having completed college. Movement in and out of the district during the school year was rather low and probably was typical of a suburban district with a good number of middle-income households.

Sample Selection

The researcher investigated the effects of the service-learning project on (a) all sixth-, seventh-, and eighth-grade students responding to the post inventory and (b) 22 of the students who agreed to be interviewed by the researcher. The researcher also was interested in the students who attended the off-campus service visits and subsequently analyzed data provided by these students. These students were self-selected; they volunteered or signed up for the service visits. The one condition that should be noted relevant to signing up for the service visits is that the three teachers delivering the content-integrated model of instruction were asked to be sure to deliver all information and instruction related to the service project. Therefore, although one cannot know

whether the other 27 teachers took care to explain the optional off-campus service projects in the context of their Prime Time classrooms as instructed, one can feel certain that the three content-integrated model teachers thoroughly explained the option of the off-campus service visits to their Prime Time students.

The sixth-grade students received what will be called the content-integrated model of instruction (this included all aspects of the isolated model plus two or three subject-area lessons on the social issue being studied, taught in sixth-grade science, social studies, and math classrooms) that the seventh- and eighth-grade students did not receive. For purposes of this study, it may have made more sense to create comparison and treatment groups at the sixth-, seventh-, and eighth-grade levels. However, the content-integrated model of instruction ultimately was delivered to sixth graders *only* because the three teachers who were most willing to deliver additional instruction were at the sixth-grade level, and they decided to deliver the content-integrated model to all of their sixth-grade content-area classes, not just one.

Another phenomenon worth noting is that the sixth graders came to this project with less school experience in the area of service-learning, and presumably less information on the issue of hunger, than did the seventh and eighth graders. The middle school had run similar service projects the two preceding years; consequently, seventh and eighth graders would have had an opportunity to become familiar with the issue of hunger.

The 22 students the researcher interviewed were part of a larger group of 125 students solicited for interviews. The coordinating teacher and researcher

were interested in talking to students who attended off-campus service visits. Therefore, these 63 were included in a mailing requesting parental permission and student assent to be interviewed. The remaining 62 names were selected randomly from class lists by grade. The principal wrote a letter to the parents of these 125 students, explaining the service-learning project and asking them to grant their permission for their student to be interviewed. (See Appendix A.) Approximately 50 parents returned signature cards by the date requested, and of these 50 students, 22 were interviewed, based on their availability during the school day to participate in a 20-minute interview with the researcher. For the interview portion of the study, the sample included 12 sixth graders, 4 seventh graders, and 8 eighth graders.

Description of the Instructional Setting

This study contains a description of the effects of service-learning instruction on middle school students as it was delivered within the context of a 21-minute period each day, named (by the school) Prime Time. The Prime Time class period was instituted three years ago. The purpose of Prime Time is to provide a home base for the student throughout the three years of middle school. Every day for three years, the student begins each school day with the same teacher and classmates. The Prime Time teacher is charged with following the students' affective growth and needs. During a five-day week, Prime Time is divided into *school business* (1 day), *study* (1 day), *activity* (2 days), and *recreational reading* (1 day). Before Prime Time was implemented, a staff survey

indicated that the highest level of agreement regarding the types of activities students should engage in during Prime Time was slightly more than 50% agreement for community service. This was the highest level of agreement on any one item; hence, schoolwide service projects have been conducted within the context of Prime Time for the past three years, beginning in fall 1990. The Prime Time coordinator conducted a brief community-needs survey in 1990 to determine possible avenues for student service in the community. The Prime Time coordinator learned that the local food pantry relied heavily on the school food drives to serve clients with needed groceries, particularly preceding holidays. Consequently, one of the schoolwide service projects has been a food drive in November for the past three years.

Since the first food drive in 1990 and continuing through the third food drive in November 1992, the intention of the project has been to emphasize the social problem of hunger and possible remedies, and to emphasize less some of the more traditional techniques and activities for conducting school food drives, such as class competitions. The effects of this shift in emphasis are referenced in Chapters IV and V. In 1992, a group of six teachers and two administrators (all volunteers) met with the researcher to name goals for the food drive. They hoped that, as a result of the activities and instruction accompanying the food drive, students would:

- Show active concern for the welfare of the larger community.
- Achieve some personal growth and development.
- Participate in community life for reasons other than personal gain.

Similar to the preceding year, in 1992 several activities and lessons about the issue of hunger were delivered in the Prime Time classes over the course of 12 school days.

Every Prime Time class was to have received the following instruction (for the purpose of this study, this instruction is hereafter called the isolated model):

- A pre and post assessment (see Appendix A).
- A flyer and bookmark with facts and figures on the issue of hunger (see Appendix G).
- A speaker (service provider, someone who works with people needing emergency food assistance) (see Appendix D).
- A minimum of one class activity in Prime Time on the general topic of service (see Appendix B).

Some Prime Time classes elected to help with the following specific tasks to organize the food drive (this was an option made available to all Prime Time classes):

- Create posters or banners to remind students of the food drive.
- Create displays for local grocery stores.
- Create a display in the commons area and monitor daily intake of foodstuffs.
- Write an article for the local newspaper, explaining the project, goal, and results.
- Create public announcements to advertise the food drive to students.

All students were given an opportunity to sign up for optional off-campus service visits. The service visits occurred on the three afternoons that students had off for teacher-parent conferences. These service visits took students to the

local food pantry or the food bank warehouse for an afternoon of work stocking shelves or bagging bulk products. Students attending service visits also received tours and talks from the service providers at each location. A parent was available to register students for the service visits the week before they occurred over three days' worth of lunch hours. The service visits were to be explained initially in the students' Prime Time classes. Students could sign up for one of four trips. Seventy slots were available, and 63 students attended. These visits were orchestrated by the Prime Time coordinator and supervised by parent volunteers and school district paraprofessionals. (See Appendix B for Prime Time teacher instructional packets.)

Procedure

The researcher undertook a descriptive study. She worked with teachers in order to know what type of instruction was being delivered to which students and to analyze the effects of the instruction. Students who received two different models of service-learning instruction were studied. If differences existed in student achievement on subject matter, the researcher hoped to identify potential factors that might have contributed to those differences.

The researcher met with the Prime Time coordinating teacher to develop a unit of study for the service-learning project. The 1992 unit of study was developed using the previous year's goals, determined by six of the staff and the two building administrators, and notes from the debriefing meeting held at the conclusion of the preceding school year. In addition, the 1992 service

project/unit of study was designed in such a way as to include some assessment measures (a longer pre and post inventory and student-participant interviews) that were developed to answer the research questions. The unit of study or service project also was designed in such a way as to fit, more or less, within a 12-day period. The service project started with the pre inventory on November 3, 1992, and was concluded on November 18, 1992. This window of opportunity was important because the results of the service project were to be used for Thanksgiving baskets provided to community members by the local food pantry.

The researcher and the Prime Time coordinator divided the implementation work between themselves. The Prime Time coordinator developed the instructional guide for staff members and parent and paraprofessional volunteers. She also orchestrated the off-campus service visits. The researcher developed the written student instructional materials, made the logistical arrangements and briefed the service-provider presenters, and developed the content-integrated model objectives and assessment tools (inventories and interview guidelines).

The staff, building principal, assistant superintendent, and superintendent were informed about the project through various written and oral communications from the researcher and the Prime Time coordinator. The parents received communication about the project at their middle school parent meetings, through their middle school newsletter, and through the district newsletter delivered to all box holders in the community.

Before beginning to collect the data, the researcher sought permission to carry out the study from the University Committee on Research Involving Human Subjects (UCRIHS). That approval was granted (see Appendix C).

Research Questions

The central questions of this study were:

1. Is there a relationship between students' understanding of the social issue being studied and their participation in off-campus service visits?
2. Is there a relationship between the model (isolated or content-integrated) of instruction the students receive and the extent to which they participate in the food drive?
3. Is there a relationship between variables such as grade level, gender, and grades earned and the students' understanding of the social issue being studied through the schoolwide service-learning project?
4. Is there a relationship between the students' level of involvement in extracurricular activities and their understanding of the social issue being studied through the schoolwide service-learning project?
5. Is there a relationship between the students' exposure to social issues outside of school and their understanding of the social issue being studied through the schoolwide service-learning project?
6. Which component of instruction will students identify as having contributed the most to their understanding of the social issue being studied through the schoolwide service-learning project?

Data Collection

Inventories

The researcher developed a local instrument in the form of pre and post inventories that was designed to measure:

1. A total knowledge or subject matter score on the social issue of hunger (pre and post inventory).
2. A total activity score based on the student's self-disclosure of the number and types of in-school and out-of-school activities he or she participates in (post inventory).
3. A total involvement score that notes the degree to which the student became involved in the service-learning project (post inventory).
4. A total awareness score based on the student's self-disclosure of which sources of information outside of school, such as magazines, newspapers, and television, contribute to his or her understanding of social issues (post inventory).

Results on the pre and post inventories were not compared to one another except with regard to the mean scores for the total knowledge score portion of the inventories. The scores on the post inventories were examined by grade level (this included a look at the type of instruction received because sixth graders received the additional content-area lessons that seventh and eighth graders did not receive), by gender and by virtue of whether or not students participated in a service visit.

The inventories were piloted on a small number of children in neighboring school districts who were similar in age to the children in the sample, so that the researcher could obtain a mean response time and determine whether the respondents easily understood the vocabulary and syntax. A brief set of instructions for administering the inventories was provided for each Prime Time teacher. The pre inventory was administered before any of the written materials, service providers, instructional activities, or off-campus service visits were made available to students.

The 28 subject-matter questions on the inventory were designed to answer the 10 content objectives developed for the service project and provided for the content-integrated model teachers. All of the subject-matter questions could be answered by reading the written instructional materials (bookmark and flyer) provided for all 524 students in the middle school. However, the concurrent Prime Time lessons, service-provider speakers, content-integrated model content-area lessons, and off-campus service projects also offered additional opportunities for various of the subject-matter questions (Items 2 through 29 on the inventory) to be addressed. The researcher developed 28 subject-matter questions for the inventory because she had been advised that a lengthier measure would be more likely to result in a reliable measure. However, the researcher believed that, in the interest of length, the instrument ultimately used questions that were not all indicative of "big picture" importance.

The inventories were scored and entered into a computer by paid professional Planning and Evaluation staff at an intermediate school district.

Interviews

The researcher and the Prime Time coordinator discussed issues they wanted to learn more about that might not be addressed in the results of a true-false/multiple-choice-formatted inventory. The researcher was interested in obtaining further data that might answer the questions developed for the study. The Prime Time coordinator was interested in learning why students choose or choose not to participate in service and to what extent students believe teachers should or should not encourage student participation in service projects. Based on the interests of the researcher and the Prime Time coordinator, questions for one-to-one 20-minute interviews were constructed. The interview was piloted with parents of middle-school-age children so that appropriate language and syntax would be present in the questions. The researcher also revised the syntax and vocabulary after observing the first interviewee and noting where additional explanations or parenthetical phrases were needed to clarify intent. The remaining 21 interviews were conducted using the same language and explanations and prompts as the first interview. The interview consisted of 13 questions. All students who were interviewed responded to all 13 questions. The researcher conducted all of the interviews.

The principal of the middle school sent a letter with a stamped, self-addressed envelope and permission card enclosed to 75 parents. The interviews occurred approximately seven weeks after the conclusion of the service project. The timing was dictated by holiday, exam, and new semester restraints.

The Prime Time teacher and the school secretary scheduled the interviews. The interviews were conducted on two separate days, one week apart. The Prime Time teacher met with the students as a group, in advance of the interviews, to brief them on what they would be asked to talk about and when and how they would be removed from class for the interviews. Staff were notified in advance of when each student would be dismissed from class to participate in the interview. The interviews were conducted in a conference room, where few distractions were evident.

Analyses of the Data

Inventories

The researcher's purpose in this study was to examine relationships among (a) the type of instruction received (isolated or content-integrated) model—rendered by grade level; e.g., sixth graders received the content-integrated model, and seventh and eighth graders received the isolated model); (b) gender; (c) grades earned in school; and (d) participation in a service visit and the four scores listed previously and explained below:

Total Knowledge Score = the total number correct for Items 2 through 29, subject-matter questions on the pre and post inventories.

Total Activity Score = the number of items checked under Item 34. For example, a student might have a total activity score of 3; this means the student is currently involved in three school and/or nonschool activities such as church group, 4H, or student government.

Total Involvement Score = a number from 1 to 4 on Item 35 of the post inventory, where students were asked to describe their level of involvement in the school food drive. Options included: *I brought in food, I spent my own money on food, I shopped for food, I participated in a service visit.*

Total Awareness Score = the sum of Likert-scale scores provided for four items on the post inventory, which asked about frequency of reading the news parts of the newspaper, viewing TV news, viewing TV talk shows, and reading news magazines.

The Pearson product moment correlation coefficient was used to analyze the inventory data. This statistical test was selected to examine relationships among the variables described above. No assumptions about the data are necessary when using the Pearson product moment correlation. Although a correlation does not necessarily mean a causal relationship exists, correlations may be helpful in identifying causal relationships for further study. The data were analyzed using the Statistical Package for the Social Sciences (SPSS+).

Interviews

Students' responses to the interview questions were recorded as students answered the questions. The researcher abbreviated student quotations as often as possible; perhaps as much as 80% of the recording was done in this way. The rest of the recording occurred in the five- to ten-minute intervals between interviews. The interviews were assigned a number from 1 to 22. The raw data were transcribed item by item, using a computer and Word Perfect software. The

researcher analyzed the sum of the responses for each item to determine whether categories of responses appeared to exist for each question. When categories of responses could be determined (two or more respondents providing similar answers), the researcher counted the number of respondents for each category. When responses did not seem to fall into a category or possess enough detail to determine a category, those responses were not assigned to a category.

Summary

A description of the methodology involved in conducting the study was presented in this chapter. The population comprised 524 middle school children attending one public school in a Class B district. The selected sample consisted of (a) 409 students in grades 6, 7, and 8; (b) 63 students who participated in off-campus service visits; and (c) 22 students who were interviewed by the researcher.

Using a locally developed instrument (pre and post inventories) and the 13 interview questions, the researcher analyzed two different models of service-learning instruction to determine (a) whether evidence existed to suggest that student achievement on subject matter was related in any causal manner to factors such as grade, gender, grades earned in school, number of activities a student was involved in, and amount of exposure the student had to social issues outside of school through various media; and (b) whether one model of instruction encouraged greater involvement in the service project than the other.

The procedure for obtaining the data was explained. The research questions were stated. The data-gathering instruments were discussed, and the instructional setting was described. Finally, methods of reporting the results were delineated.

Results of the data analyses are reported in Chapter IV.

CHAPTER IV

RESULTS

Introduction

The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful.

If preliminary evidence suggests that relationships exist or do not exist, this information could focus the activity of teachers on instructional practices that appear to achieve desired affective and academic goals for middle school students. If preliminary evidence suggests that relationships exist, this information could focus further research on this topic. Finally, students' self-disclosed reports about which instructional components were most meaningful to them could likewise suggest to a teacher which activities produce meaning for students, subsequently lending greater focus to service-learning instruction.

In this chapter, results of the statistical analyses of data related to the major research questions are presented. Descriptive statistics in the form of

means, standard deviations, and percentages are used to analyze the data. Pearson product moment correlation analyses were performed to further analyze relationships in the data. Finally, when responses to interview questions provide data that warrant consideration in an attempt to answer one of the research questions, those responses are included in the results.

Results Pertaining to the Research Questions

Participation in the Off-Campus Service Visit

Research Question 1: Is there a relationship between students' understanding of the social issue being studied and their participation in off-campus service visits?

On the post inventory report, 20.8% of sixth-grade respondents reported participating in a service visit; 9.6% of seventh-grade respondents reported participating in a service visit, and 16.2% of eighth-grade respondents reported participating in a service visit.

The mean Total Knowledge score for all sixth-grade student respondents on the pre inventory was 14.4, with a standard deviation of 2.53. The mean Total Knowledge score for all sixth-grade student respondents on the post inventory was 16.5, with a standard deviation of 3.5. Thus, the sixth graders, as a group, improved their mean Total Knowledge score on the inventory by 2.1 percentage points.

The mean Total Knowledge score for all seventh-grade student respondents on the pre inventory was 14.4, with a standard deviation of 2.35. The mean Total Knowledge score for all seventh-grade student respondents on

the post inventory was 15.2, with a standard deviation of 3.3. Thus, the seventh graders, as a group, improved their mean Total Knowledge score on the inventory by .8 percentage points.

The mean Total Knowledge score for all eighth-grade student respondents on the pre inventory was 14.4, with a standard deviation of 2.35. The mean Total Knowledge score for all eighth-grade student respondents on the post inventory was 16.4, with a standard deviation of 3.8. Thus, the eighth graders, as a group, improved their mean Total Knowledge score on the inventory by 2 percentage points.

Post inventory mean scores and standard deviations are reported by grade level in Table 1.

The largest percentage of students, by grade, who participated in service visits were sixth graders. Likewise, the sixth-grade students improved their mean Total Knowledge score on the inventory the most. The eighth-grade students had the second largest percentage of students, by grade, who participated in service visits. They improved their mean Total Knowledge score at a rate almost identical to that of the sixth graders. The seventh-grade students had the smallest percentage of service-visit participants, and they improved their mean Total Knowledge score the least.

Table 1.--Post inventory results.

Dependent Variables		Independent Variables					
		6th	7th	8th	Males	Females	Total Group
Total Knowledge score	Mean	16.56	15.20	16.40	15.72	16.50	16.01
	S.D.	3.50	3.30	3.80	3.54	3.41	3.57
Total Activity score	Mean	1.19	1.28	1.54	1.23	1.38	1.31
	S.D.	.94	.97	1.36	1.12	1.00	1.08
Total Involvement score	Mean	1.14	1.04	1.12	1.08	1.11	1.09
	S.D.	.80	.80	.92	.86	.74	.80
Grades--self-reported	Mean	3.43	3.34	3.23	3.27	3.43	3.35
	S.D.	.67	.78	.72	.77	.67	.73
Total Awareness	Mean	5.99	6.17	7.26	6.04	6.68	6.36
	S.D.	2.40	2.50	2.70	2.67	2.40	2.57

Key: Total Knowledge = Score on objective knowledge Items 2-29.

Total Activity score = Response to Item 34.

Total Involvement score = Level of involvement, self-reported, with food drive.

Total Awareness score = Responses to Items 36-39.

Interview data. The students' responses to Interview Question 2, "**Was there anything you wanted to know more about that no one talked about at that time?**" were analyzed and reported based on the respondents' participation or nonparticipation in an off-campus service visit. A total of 22 students were interviewed. Fourteen of the 22 students did not participate in a service visit. Eight of the 22 students did participate in a service visit.

1. Five of the 14 non-service-visit students had questions about who the needy are and how they survive. None of the eight service-visit participants had similar questions.

2. Relatively more (5 of 8) of the service visit participants as compared to the non-service-visit students (3 of 14) indicated they did not have a pending question they wanted answered.

3. One of the eight service-visit participants and 2 of the 14 non-service-visit students wanted to know whether there were needy people in their own community.

4. One of the eight service-visit participants and 3 of the 14 non-service-visit participants had philosophical questions about student involvement in service, e.g.:

"Why don't people do more--a lot of people just let it go." (service-visit participant)

"We talked about giving food but didn't talk about other ways to get involved, e.g., working in a kitchen." (non-service-visit student)

"A bunch of us wanted to know more about building homes for homeless, but we're not old enough." (non-service-visit student)

"Are other schools doing this? Do you think we could find jobs for people who need them?" (non-service-visit student)

Service-visit participants might appear to have had somewhat lesser needs to know more about the social issue being studied, although the data obtained are straws in the wind, at best. They did not have pressing questions that surfaced in the interview seven weeks after the project concluded. Likewise, 5 of the 14 non-service-visit students had "who" and "what" questions about the

population being served, but the service-visit students did not have similar questions.

Interview Question 12 asked, **"Is it possible for a person with a full time job to not have enough food to eat—(a) how can that be, and (b) what will you do so that doesn't happen to you? [or] is that not something you can control?"** In relation to Research Question 1, the researcher analyzed the service-visit participants' and non-service-visit students' responses. For part a of Interview Question 12, students responded with either single or multiple circumstance answers. The multiple circumstance answers were in all cases cause-and-effect answers. For example, *"If you work full time but make minimum wage and have lots of kids, then you might not have enough food to eat."*

Of the 22 students interviewed, 6 of the 14 non-service-visit students supplied answers to part a of Question 12 that indicated a multiple circumstance or cause-and-effect answer. Seven of the eight service-visit participants supplied an answer to part a of Question 12 that indicated a multiple circumstance or cause-and-effect answer. Of the six non-service-visit students who supplied the multiple circumstance answer, four were sixth graders, one was a seventh grader, and one was an eighth grader. Of the seven service-visit participants supplying a multiple circumstance response, five were sixth graders and two were eighth graders.

Proportionally more service-visit participants offered two-part, multiple circumstance, or cause-and-effect answers to part a of Question 12 than did non-

service-visit students (7 of 8 service-visit students versus 6 of 14 non-service-visit students). In addition, because of the eighth-grade students' developmental advantage, it might be assumed that they would supply more of the cause-and-effect answers than would sixth-grade students. The opposite was true, however. Four of the six cause-and-effect answers for non-service-visit students were supplied by sixth graders, and five of the seven cause-and-effect answers for service-visit participants were supplied by sixth-graders.

Summary. The sixth-grade post inventory respondents participated the most in the off-campus service visit (20.8%). The eighth-grade student post inventory respondents participated second most (16.2%). The seventh-grade student post inventory respondents participated the least in the off-campus service visit (9.6%). Concurrently, the sixth and eighth graders improved their observed mean Total Knowledge scores on the inventory the most: 2.1 percentage points for sixth graders and 2.0 percentage points for eighth graders, as compared to .8 percentage point for seventh graders, but the standard deviations for these scores were too large to be able to assert that actual means differed from observed means.

Responses to Interview Question 2 seemed to indicate that service-visit participants were better informed about the social issue of hunger than were the non-service-visit students. Responses to Interview Question 12 indicated that a much larger proportion of service-visit participants than non-service-visit students appeared to understand some of the factors contributing to hunger in a cause-and-effect manner. In addition, proportionally more sixth-grade students

(who received the content-integrated model) than seventh- and eighth-grade students supplied cause-and-effect responses to Interview Question 12.

These findings appear to indicate that students who participated in the service visits and/or received additional content-area lessons (content-integrated model of instruction) tended to score higher on the subject-matter portion of the inventory. Although it is not possible without corroboration from further research to be firm about these apparent tendencies, using a Pearson product moment correlation coefficient, it was found that the content-integrated model of instruction was significantly positively correlated to the subject-matter-knowledge portion of the post inventory ($r_{xy} = .2007$) (see Table 4). One might hope that further studies might produce higher correlations.

Model of Instruction and Level of Involvement in Service Project

Research Question 2: Is there a relationship between the model (isolated or content-integrated) of instruction the students receive and the extent to which they participate in the food drive?

Student respondents on the post inventory were assigned a Total Involvement score for the food drive with a number from 1 to 4. On Item 35 of the post inventory, students were asked:

Which best describes your level of involvement in your school's food drive? (Check as many of these as apply)

- ☐ I brought in food
- ☐ I spent my own money on food
- ☐ I shopped for food
- ☐ I participated in a service visit

Sixth-grade students had a mean Total Involvement score of 1.1, with a standard deviation of .71. Seventh-grade students had a mean Total Involvement score of 1.0, with a standard deviation of .80. Eighth-grade students had a mean Total Involvement score of 1.1, with a standard deviation of .92. When a correlational analysis was run, no significant relationship was found between grade level (model of instruction) and Total Involvement score.

Likewise, no significant relationship was found (at the .05 level) between gender and the students' tendency to become involved in the food drive. Girls had a mean Involvement score of 1.1, with a standard deviation of .74, whereas boys had a mean Involvement score of 1.0, with a standard deviation of .92.

The frequency data by grade level for the Involvement scores are shown in Table 2.

Table 2.—Frequency data by grade level for Involvement score.

Describe Level of Involvement	6th Grade % of N N = 132	7th Grade % of N N = 122	8th Grade % of N N = 77
Brought food	71.2%	85.2%	85.7%
Spent own money	12.1%	13.9%	13.0%
Shopped	25.0%	21.3%	24.7%
Service visit	24.2%	12.3%	20.8%

Note: The percentages may add up to more than 100% for each because multiple responses were possible.

Table 3 contains longitudinal data for grade-level participation in off-campus service visits over three consecutive years. For years 1 and 2, a isolated model of instruction was provided for all grade levels. In year 3, the isolated model of instruction was provided for the seventh- and eighth-grade students, whereas the content-integrated model of instruction was provided for the sixth-grade students.

Table 3.--Number of students participating in off-campus service visits, 1990-91, 1991-92, and 1992-93.

Year	6th Graders	7th Graders	8th Graders
Year 1: 1990-91	18	14	3
Year 2: 1991-92	19	30	11
Year 3: 1992-93	32	15	16

The sixth-grade students had almost twice the number of participants in 1992 as they had in 1993, and the seventh-grade students had half as many participants in 1992 as they had in 1993. The eighth-grade students increased their participation in the service visit by a little less than one-third.

Interview data. In the interview, the researcher and the Prime Time coordinator hoped to collect information that would enhance or add to their understanding of students' actions, reactions, and perceptions relative to the service project. For this reason, the researcher/interviewer asked the 22 student-interviewees Question 3. Responses to this interview question are reported in

the answer to Research Question 2 because student perceptions may be a confounding variable a researcher cannot control for but nevertheless knows exists. The question was:

Is there a perception on the part of other students about whether or not it is considered "cool" or "not cool" to participate in something like a service visit, [or] not really?

Ten of the 22 students who participated in the interview said, Yes, there is a perception associated with participation in service; 7 of the 10 who said there was a perception said the perception was not cool. Six of the 10 students who said there was a perception were sixth graders, which is half of the sixth graders who were interviewed. Four of the 10 students who said there was a perception were eighth graders—two-thirds of the eighth graders interviewed. The four seventh graders who were interviewed said there was no perception one way or another. The most detailed responses are quoted below:

"It is cool to bring in food. In is uncool to volunteer—I think others think volunteering is not acceptable. I do volunteer at Habitat for Humanity." (8th grader)

"I went on a service visit; no one said anything to me, not really." (6th grader)

"A little uncool—maybe a waste of time. If you are cool, you would have better things to do." (6th grader)

"I think it's neat to be helping other people in a kind way." (6th grader)

"Not a lot of people want to do those service visits on half days. They want to do something else." (8th grader)

"I think there are some who would not want to do it because of their reputation." (8th grader)

"I guess it's cool because you help people and you're lucky." (6th grader)

"I think it's fine, not something you're judged by." (6th grader)

"A lot of people don't do it because they don't think it's cool and their friends don't do it." (8th grader)

"It's not going to make you cooler or vice versa." (6th grader)

No clear pattern or trend emerged from these data to suggest that sixth graders were compelled, by the model of instruction they received, to participate in the food drive to a greater extent than the seventh or eighth graders. Based on the comments of the students about whether or not they believed participation in the service visit carried an accompanying perception, the researcher might speculate that, clearly, some students, perhaps close to half, said they believed a student performing a service visit would be considered uncool by his or her peers. However, many of the responses were phrased in projections so that students answered as if offering conjecture, not an insight about themselves.

Interview Question 4 asked,

If you went on a service visit, why did you sign up?

The responses tended to fall into the following categories:

1. Wanted to help. (4 responses)
2. Thought I'd have fun and/or friends were going. (2 responses)
3. Curiosity. (4 responses)
4. Went before (previous year[s]), therefore wanted to go again. (2 responses)

One respondent said the service visit was a way to learn away from school. Fourteen had no answer to this question because they did not participate in a service visit in 1992-93 or before.

In Interview Question 10, students were asked:

Did you contribute to the food drive? Why or why not?

Twenty-one students said Yes, they brought in food for the food drive. One student thought he brought in food for the food drive. Several of the students who said yes hesitated before answering affirmatively. The reasons given for why they brought in food included the following:

Because there is a need. (6 responses)

Because it's the right thing to do or it is important to do. (5 responses)

We have the ability to give; therefore, we should give. (5 responses)

Bringing in food was important to someone who is important to the student (parent/teacher). (2 responses)

Made me feel good. (1 response)

The holidays are coming. (1 response)

Similar to the responses to Interview Question 4, the students did not say they chose to contribute food to the food drive because of the instruction they were receiving in school, nor did they directly report that the instruction they received was the impetus for their signing up to perform service during the optional off-campus service visits. However, a goal of the project was to encourage students to have the sentiments described by the students in their responses to Interview Question 4.

Summary. Mean Involvement scores were identical for sixth and eighth graders (1.1). The seventh graders' mean Involvement score was likewise almost the same as that of the sixth and eighth graders (1.0). No significant

relationship appeared to exist in these data between model of instruction and level of involvement in the food drive. However, the data may be indicating that the students receiving the content-integrated model of instruction did have a higher tendency to participate in the service visit. In addition, analysis failed to reveal a relationship between gender and the students' tendency to become involved in the food drive.

The sixth graders had the largest percentage of students not contributing food to the food drive and the largest percentage of students participating in the food drive. Proportionally fewer seventh-grade students participated in the service visit than did sixth- and eighth-grade students.

Almost twice as many sixth-grade students participated in the service visit in 1992 as did sixth-grade students in 1991. This contrasted with seventh-grade students, who had half as many service-visit participants in 1992 as they had in 1991.

If the 22 students who were interviewed were representative of their peers, perhaps as many as half of the middle school students believed there was a negative (uncool) perception attached to students who chose to perform service. No clear trend emerged for a grade level or age group who believed there was a negative perception.

No student-interviewees reported directly that they elected to become involved in the food drive by participating in a service visit because of the instruction they were receiving in school. However, the sixth graders (students receiving the content-integrated model) did participate in the service visit to a

greater extent (20.8%) than did the eighth graders (16.2%) or the seventh graders (9.6%). Also, 20 of the 22 student-interviewees supplied reasons for why they elected to bring in food for the food drive that seemed to be expressions of the sentiments the staff hoped students would come to possess as a result of integrating service into the middle school curriculum.

Relationships Between Variables and Subject-Matter Knowledge on the Social Issue

Research Question 3: Is there a relationship between variables such as grade level, gender, and grades earned and the students' understanding of the social issue being studied through the schoolwide service-learning project?

The means and standard deviations for the dependent variables Total Knowledge score and self-reported grades earned are included in Table 1. The table also contains the mean and standard deviation for each grade level and gender.

Grade level and Total Knowledge score. Grade level and subject-matter knowledge were not significantly correlated ($r_{xy} = -.0538$) (see Table 4). There was no significant difference in the number of males and females who scored high on the subject-matter portion of the post inventory ($r_{xy} = .0877$) (see Table 4).

Table 4.--Correlation of grade level and subject-matter knowledge.

Independent Var.	Dependent Var.	No. of Subjects	Pearson Corr. Coeff. (r _{xy})	Signif. (p)
Grade level	Total Knowledge score	372	-.0538	.300
Content-integrated model	Total Knowledge score	372	.2007	.000*
Gender	Total Knowledge score	372	.0877	.091
Grades earned	Total Knowledge score	372	.2800	.000*

*Significant at the .05 level or less.

Grades earned and Total Knowledge score. Self-reported grades earned in school and subject-matter knowledge on the social issue of hunger, studied in the service-learning project (the Total Knowledge score on the post inventory) were positively and significantly correlated ($r_{xy} = .2800$) (see Table 4). Although the researcher cannot say this correlation describes a causal relationship, students who typically earned A's and B's in school also tended, with frequencies greater than chance, to score high on the Total Knowledge portion of the post inventory.

Summary. There were significant positive correlations between the content-integrated model of instruction and the Total Knowledge score, as well as between self-reported grades (A and B) of students and the Total Knowledge score. Therefore, students who received the content-integrated model of instruction or who typically earned A's and B's tended to score high on the

subject-matter-knowledge portion of the post inventory. No significant correlation was found between students' gender and their tendency to score high on the subject-matter-knowledge portion of the inventory.

Number of Extracurricular Activities
and Subject-Matter Knowledge on
the Social Issue

Research Question 4: Is there a relationship between the students' level of involvement in extracurricular activities and their understanding of the social issue being studied through the schoolwide service-learning project?

Number of extracurricular activities involved in and subject-matter knowledge (the Total Knowledge score on the post inventory) were correlated, but the linear rule describing the correlation accounted for very little of the variation. Although statistical significance was indicated, the correlation was too small to be considered as a predictor of a relationship. (See Table 5.)

Table 5.--Correlations between dependent variables.

Source of Variation	Pearson Correlation Coefficient (r _{xy})	Number of Subjects	Signif. (p)
Total Knowledge and no. of activities	-.1346	372	.009*
Total Involvement and no. of activities	.2210	372	.000*
Total Awareness and Total Knowledge	.0462	372	.374
Total Awareness and Total Activity	.2568	372	.000*

*Significant at the .05 level or less.

Students who tended to be involved in several activities (two or more) did not necessarily score higher on the subject-matter knowledge portion of the inventory than did students who were involved in one or no extracurricular activities. As one might expect, there was a significant positive relationship between extracurricular activities and level of involvement in the food drive ($r_{xy} = .2210$) (see Table 5). Although the researcher cannot say this correlation describes a causal relationship, students who were involved in a number of extracurricular activities higher than the mean, two or more, tended to be the students who reported participating in the food drive, with frequencies greater than chance, at a higher level than the mean.

Summary. Involvement in extracurricular activities and achievement on the subject-matter-knowledge portion of the inventory were not significantly correlated. Involvement in extracurricular activities and level of involvement in the food drive were significantly correlated.

Exposure to Social Issues Outside of School and Understanding of Social Issues Studied Inside School

Research Question 5: Is there a relationship between the students' exposure to social issues outside of school and their understanding of the social issue being studied through the schoolwide service-learning project?

The researcher explored whether exposure to social issues outside of school might be related to students' ability to score well on the subject-matter portion of the inventory. A Total Awareness score was calculated for each

respondent on the post inventory by creating an average score for Likert-scales the students responded to on the following questions:

How often do you read the news parts of a newspaper?
How often do you watch the TV news?
How often do you watch TV talk shows (like Oprah, Geraldo, Donahue)?
How often do you read news magazines (like Time, Newsweek, U.S. News and World Report)?

Students responded to these questions using a Likert-type scale with the following options: Often (3), Sometimes (2), Rarely (1), and Never (0). For each respondent, the score was totaled and divided by four, producing a Total Awareness score for each respondent. The mean Total Awareness score was 6.35, with a standard deviation of 2.56.

The Total Awareness and Total Knowledge scores were not significantly correlated ($r_{xy} = .0462$) (see Table 5). Students who tended to acquire information about social issues from the sources named above did not necessarily score higher on the subject-matter-knowledge portion of the inventory about the social issue studied during the schoolwide service project.

The Total Awareness score and the Total Activity score were significantly positively correlated ($p = .000$, $r_{xy} = .2568$) (see Table 5). Although the researcher cannot say this correlation describes a causal relationship, students who tended to acquire information about social issues from the sources named above also tended to be involved, at frequencies greater than chance, in more extracurricular activities.

Interview data. The researcher asked the 22 students who were interviewed:

Did what you learn during the food drive interest you more or less in things you hear about in the news [or] not affect you one way or another?

Nine of the 22 student-interviewees said learning during the food drive did not interest them more in things they heard about in the news. Thirteen of 22 said they were more interested in the news as a result of what they were learning during the food drive. The 13 students who said they had become more interested in the news as a result of the food drive indicated:

They became more interested in the news in general. (6 responses)

The food drive raised awareness, so they were more interested in the news. (5 responses)

They saw the news in a positive way because the news brought needed visibility to the issue of hunger. (1 response)

They understood the news better. (1 response)

Summary. There was no significant correlation between the Total Knowledge and Total Awareness scores. Therefore, students who tended to score well on the subject-matter portion of the inventory were not the students who tended to indicate they kept themselves current through the media. There was, however, a significant positive relationship between the Total Activity score and the Total Awareness score. Therefore, students who reported being involved in two or more extracurricular activities also reported a higher than average exposure to social issues through the media (newspapers, TV news, and news magazines). Finally, a little more than half of the students who were

interviewed said they were more interested in the news as a result of what they were learning in school during the food drive.

Meaningful Components of Instruction

Research Question 6: Which component of instruction will students identify as having contributed the most to their understanding of the social issue being studied through the schoolwide service-learning project?

On the post inventory, students were asked to indicate on Item 32:

Which of the activities related to the food drive meant the most to you?

Table 6.--Meaningfulness of components of instruction.

Component	Total Population (N = 409)	Eighth Graders (N = 99)	Seventh Graders (N = 156)	Sixth/ Content-Integrated (N = 154)	Service Students (N = 63)
Questionnaires (inventories)	13.6%	17.0%	15.8%	9.5%	18.5%
Prime Time speaker	30.7%	29.5%	36.0%	26.5%	9.8%
Prime Time activities	29.9%	25.0%	37.4%	25.9%	13.1%
Service visit	31.3%	33.0%	36.0%	25.9%	50.8%
Grocery shopping	31.6%	40.9%	38.1%	19.7%	1.6%
Class activity	24.3%	30.7%	27.3%	17.7%	6.6%
Handouts	17.6%	19.3%	23.0%	11.6%	---

Note: Percentages may total more than 100% because respondents could select more than one option.

For the total group of respondents (all grades combined on the post inventory), the written materials were the least meaningful. The speaker, activities in Prime Time, content-area class activities, the service visit, and shopping were each reported as meaningful by about 25-30% of the respondents.

Forty-one percent (40.9%) of the eighth graders indicated that shopping for food was a meaningful activity to them. Thirty-eight percent (38.1%) of the seventh graders indicated that shopping for food was meaningful to them. For the eighth and seventh graders, this was the highest level of response to one of the alternatives from which they chose. Twenty percent (19.7%) of the sixth graders indicated that shopping for food was meaningful.

Similar to the eighth and seventh graders, the sixth graders had the smallest number of respondents indicating that the written materials and questionnaires were meaningful. However, an even smaller percentage of the sixth graders responded positively to the written materials (see Table 7).

Table 7.—Percentages of respondents who indicated that written materials and questionnaires were meaningful.

Component	Eighth Graders (N = 99)	Seventh Graders (N = 156)	Sixth Graders (N = 154)
Questionnaire (inventories)	17.0%	15.8%	9.5%
Handouts (flyer & bookmark)	19.3%	23.0%	11.6%

The sixth graders were supposed to be the only students who received extra lessons (two to three) on the social issue being studied during the food drive within at least one of their content-area classes. This was to constitute the content-integrated model of instruction, when added to the isolated model of instruction. However, 17.7% of the sixth graders, 27.3% of the seventh graders, and 30.7% of the eighth graders indicated that "an activity in one of my classes related to the food drive" was meaningful. It is not clear why the seventh and eighth graders checked this item. Perhaps a certain number of students transferred what they were learning during the food drive to some of what they were doing in their content-area classes at the time of the food drive.

All categories of respondents indicated the service visit was meaningful or more meaningful than the other activities or components of instruction offered during and through the schoolwide service-learning project. The students who participated in the service visit responded somewhat differently to Item 32 on the post inventory. Many of them (50.8%) indicated the service visit was meaningful, even though as many as half of the students interviewed perceived participation in service as "not cool." As few as 1.6% indicated that grocery shopping was meaningful. In addition, activities in classes were not as meaningful to this group as they were to the total group or the different grade levels. These data suggest that students value or perceive as meaningful learning activities that are authentic.

In addition to the inventory data for this question, the researcher asked the 22 students interviewed to respond to the following question:

Was there anything about the food drive that was memorable? If yes, what and why?

Responses were divided across many issues. Six of the eight students interviewed who participated in a service visit indicated the service visit was the memorable activity related to the food drive. They offered the following insights into why the service visit was meaningful to them:

"[It] had more lasting impact versus bringing in food and you're done."

"I had a lot of fun on the service visit, and I enjoyed my friends."

"I had fun. When I'm old enough, I want to volunteer at the warehouse."

"Working with my friends; we opened boxes and sorted things."

"Because of how friendly the staff were."

Two of the 22 students interviewed said that nothing in particular about the food drive was memorable. Two of the students said they were disappointed. One expected to have more fun on the service visit and hoped the food drive would include some competition. In response to the visual display of cumulative food collected in the Commons area of the middle school, the other student said what he/she remembered most was "The tables were kind of empty. I was disappointed with the school." Conversely, 3 of the 22 students interviewed said the visual display (demonstrated by the quantity of food) in the Commons area was what they remembered most because they were impressed with or proud of the effort by the students.

Two students said a one-day food drive (unrelated to this research study) was most memorable because it was organized around a demonstration of which

football program one supports more, Michigan State or the University of Michigan--whichever team had the most food items at the end of the day had the most support and was considered the potential victor for a Saturday football game.

One student indicated the newspaper articles they read for class related to the issue of hunger were most memorable. Another thought the most memorable aspect of the project was the handouts. One other participant who was interviewed said the stories the guest speaker told were most memorable. Finally, one student said what he remembered most was "knowing that people will be thankful for what I did."

The researcher also asked the students during the interview:

Do you think learning about an issue like hunger has anything to do with your life outside of school? Why or why not?

Fifteen of the 22 students who were interviewed said that this information (about the issue of hunger) was connected to life outside of school. Categories of responses included the following:

When you learn about and understand your world, you are more apt to be motivated to act. (6 responses)

Having this information points out cause and effect, i.e., how people become needy. (6 responses)

Important to have this information presented because we become empathetic people. (3 responses)

Need to have a general awareness of the world around you. (2 responses)

Having this information motivates you to get your own act in order so that you do not become needy. (2 responses)

Two of the seven students who did not think the information presented in school on the issue of hunger had bearing on life outside of school offered explanations that indicated they would get this information elsewhere—from parents and church.

Summary. When responding to Item 32 on the post inventory, "Which activities related to the food drive meant the most to you?" approximately one-third of all students responding to the inventory indicated the service visit was the most meaningful activity, even though only 63 of the 409 students responding to the post inventory had participated in the service visit. Thirty-eight percent of the seventh graders and 40% of the eighth graders thought grocery shopping for food to donate to the food drive was the most meaningful activity. Nineteen percent of the sixth graders thought grocery shopping was meaningful, in contrast to only 1.6% of the students who participated in the service visits.

About 25% to 30% of the sixth, seventh, and eighth graders thought the Prime Time or content-area class activities related to the food drive were most meaningful. However, the researcher is not aware of activities related to the food drive occurring in the seventh- and eighth-grade content-area classes. With the exception of the service-visit students, a relatively small percentage of student respondents identified the written materials/handouts (inventories, flyer, and bookmark) as most meaningful.

The interview data revealed that several of the service-visit students who indicated the service visit was the most memorable component of instruction said the service visit was enjoyable. Two of the students who were interviewed

indicated they were disappointed by the service project. Three of the students thought the amount of effort exerted by their classmates to bring in food was memorable. Two of the students talked about a food-drive competition unrelated to this study. In addition, the interview data revealed that 15 of the 22 students interviewed thought that studying about the issue of hunger was relevant to their lives outside of school. Six of the students said the project and issue help one understand the world, and hence one becomes motivated to act. Six students also said that having this information points out cause-and-effect relationships, i.e., how people become impoverished. Three of the students said this information helps students become empathetic people.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purposes of the study were to (a) investigate the model of instruction middle school students received through a service-learning project and students' understanding of the social issue being studied, (b) determine whether certain variables were related to students' understanding of the social issue being studied, and (c) learn which instructional components of the project the students considered most meaningful.

The findings from this study could be useful to teachers as they select instructional practices that appear to achieve desired affective and academic goals they hold for middle school students. In this chapter, major results of the study, implications, and recommendations for further research and professional practice are presented.

Major Results and Discussion

Within the limits of setting, population sampling, and methodology, the findings of this study are presented. Specific results are reported under the

heading of each research question that was explored. The level of significance for all tests was set at .05.

Participation in the Off-Campus Service Visit

Conclusions and implications. Using a locally developed instrument (pre and post inventories), the researcher found that sixth graders had the highest percentage of their class participating in the off-campus service visit. Eighth graders had the second highest level of participation, and seventh graders participated in the service visit the least. The sixth and eighth graders improved their mean scores on the subject-matter portion of the inventory slightly more than the seventh graders. However, these data may be insufficient, singly, to conclude that participation in service, in concert with content-area instruction, improves a student's subject-matter knowledge on the social issue related to the service project. However, when these data are considered along with the interview data, one might conclude that service and content-area instruction, combined, do improve a student's understanding of the social issue being studied.

The interview data suggested that the students who participated in the service visit were better informed about the issue being studied (evidenced by fewer *who*, *what*, and *where* questions). In fact, service-visit participants expressed their understanding of the social issue more frequently in cause-and-effect responses than did their non-service-student counterparts. The Pearson product moment correlation run for model of instruction and subject-matter

knowledge was significant at the .05 level and further supported evidence indicating that content-area lessons and/or participation in service, as part of the curriculum, may relate to the students' subject-matter-knowledge score on a locally developed test of the same.

Conrad and Hedin (1991) reported that service-learning can result in students scoring higher on subject-matter achievement, but they also reported that this did not equate to students scoring higher on general tests of knowledge. The findings in this study are suggestive of support for Conrad and Hedin's findings and further suggest that students may not only acquire subject-matter information from the instructional models used in the study, but they may also acquire it at a higher rate than students who do not participate in service. The importance of this finding is that, as previously thought, service-learning can be used to effectively acquire subject-matter knowledge. More important, this teaching method may be most effective when the desired outcome for the student is the understanding of a complex social issue. Coleman's (1976) work supports this notion. He explained that experiential learning is most effective when the intention of the instruction is to counter the abstraction of classroom instruction, motivate the learner by providing connections between academic content and real life, and see that the content is retained and internalized.

Recommendations for professional practice. The amount of service performed was minimal (one afternoon in a structured setting and possibly grocery shopping). The unit of study or entire schoolwide service project spanned 10 school days and included a minimum of three lessons and a

maximum of seven lessons, plus a speaker, and in the case of service participants, one three-hour work session at a community agency. In the researcher's opinion, this is a modest amount of concentrated instruction that yields a fairly meaningful return. Therefore, one might assume that it would be useful to engage more teachers in choosing to integrate the social issue subject-matter information into their content-area classes and to publicize and encourage participation in the service visit in hopes that all grade levels (not just sixth grade) would significantly increase the quantity and improve the quality of the subject-matter knowledge they possess on the issue being studied.

In addition, the Prime Time coordinator and researcher believe that teachers will come to perceive the service component as meaningful to students only when they have experienced a similar service experience. For this reason, an optional "inservice service visit" may be incorporated into the 1993-94 professional-development plan for middle school staff at the site of this study.

Recommendations for further research. The propensity of the service-visit students to supply more cause-and-effect answers during interviews piqued the researcher's interest. Perhaps the future for more meaningful study lies in questions such as "Does service-learning enhance, at a higher rate than other teaching methods, the students' ability to solve problems, think analytically, and/or use multiple and conflicting sources of primary information to develop a position on a problem?"

Iozzi (1981) developed a model of decision making that prepares students to solve dilemmas on the basis of social desirability. The Socio-Scientific

Reasoning Model is based on the work of Piaget, Kohlberg, and Selman. The underlying concept of the model is based on Piaget's notion of equilibration. When cognitive disequilibrium is created, restructuring of thought takes place. Izzi contended that this active restructuring leads to growth in logical reasoning, social role taking, and moral/ethical reasoning capabilities. New experiences challenge the individual's existing mode of thought by revealing inadequacies or inconsistencies in that problem-solving strategy (Tomlinson-Keasey, 1974). Arrestment at a given stage may partially be explained by a lack of opportunities that create conflict or dissonance. Service-learning provides the opportunities necessary to create conflict and dissonance within students' existing modes of thought.

If educators hope to prepare students to live in the technical, scientific, information-based world that can only be anticipated, they will need to focus more instructional effort on providing students with the ability to answer social questions, such as "*Should* we produce and distribute enough food for all of the people in the world—not *can* we?" Further research that supports how best to develop these critical thinking abilities in students is necessary to the success of endeavors by teachers and the community.

Model of Instruction and Level of Involvement in Service Project

Conclusions and implications. When using data from the post inventory, the researcher found that mean Involvement scores did not differ significantly by grade level or gender. Approximately 70% of the sixth-grade students reported

that they were involved in the service project by bringing in food for the food drive. Approximately 85% of the seventh and eighth graders reported the same type of involvement in the food drive. The sixth graders participated in the service visits more than the seventh and eighth graders. Likewise, the sixth graders received the content-integrated model of instruction.

The longitudinal service-visit participation data did not strongly or clearly support a relationship between model of instruction and involvement in the food drive. When the data were considered by cohort class, it was seen that the 1992 eighth graders had somewhat erratic participation in service visits, whereas the 1992 seventh-grade class had a consistent level of participation in off-campus service visits. For this reason, the researcher does not feel able to conclude that participation in service visits is a function of a personal predisposition toward service of the composite of students comprising a given class. Through a process of elimination, the researcher looks for other explanations to support almost twice as many sixth-grade service participants in 1992 as in 1991. Although no causal data exist to link model of instruction with participation in service, at this point further research to confirm or deny a relationship is warranted.

In statements made by students while answering interview questions, no clear trend or pattern resulted to confirm or deny that sixth graders were compelled to participate in the food drive and service visit because of the model of instruction they were receiving. In addition, although approximately one-third of the students who were interviewed thought performing service was considered

uncool by their peers, none of these students said this perception would temper their decision to become involved in the food drive by performing service. Actually, the data partially supported the assertions of the students insofar as not all students who said service was perceived as uncool abstained from performing service.

Although students did not say the instruction they received was the impetus for the level and type of involvement they elected in the food drive, the sentiments the students expressed during the interview indicated that the affective goals teachers set for the middle school students during the service project were being met.

Based on the data gathered in this study, involvement in the food drive was not clearly driven by the students' age or grade level, gender, or concern for their reputation or perceived image. Level of involvement may be influenced by the model of instruction the student receives. However, only preliminary evidence exists to suggest this might be true.

When asked about why they chose to donate food to the food drive, the students mentioned sentiments that were reflective of the affective goals the teachers set for the students. There is not enough conclusive evidence from this study to support or deny that the model of instruction helped drive the desired outcomes. Other research questions revealed that the content-integrated model of instruction was significantly related to subject-matter achievement, and it was found that students who were involved in two or more activities unrelated to the food drive also tended to be somewhat more involved in the food drive than their

peers. When we add up what we know and what we do not know, it would be premature to discount the effects of the model of instruction without further study.

Recommendations for further research. The researcher believes the art and science of teaching and learning might be improved if teachers and researchers made a regular and sustained effort to ask students questions like, "Why do you do what you do, and why do you believe what you believe?" Some children and adults are better able to answer this type of question than are others; in part, their ability to answer this type of question may be a result of the amount of practice they have given over to reflection. In short, if teachers do not ask their students these types of questions, they cannot expect the youngsters to supply thoughtful responses. It might be reasonable to assume that the more practiced the students are, the more informative their responses will be. Consequently, teachers and researchers might have a rich source of data on which to base decisions.

Recommendations for professional practice. Nothing in the data collected for this study suggested that the model of instruction and the personal model presented by individual teachers (exemplified by personal behavior) did not influence the students' perceptions of the importance of service as it relates to the student's role as learner and as citizen. For this reason, it would seem prudent to continue to provide models of instruction and personal models of behavior that treat service as an important (effective) and necessary component to living among people in a community. If a commitment to service begins early enough and continues into adulthood, participatory citizenship can become what

Tocquville and later Bellah and his colleagues have called "habits of the heart"-- family and community traditions of local political participation that sustain a person, a community, and a nation.

Relationships Between Variables and Subject-Matter Knowledge on the Social Issue

Conclusions and implications. According to the Pearson product moment correlation, grade level and subject-matter knowledge were not found to be significantly positively correlated. However, students who received the content-integrated model of instruction (and they were sixth-grade students) did, on average, score higher than their isolated model counterparts (seventh and eighth graders) ($r_{xy} = .2007$, $p = .000$). Gender and subject-matter knowledge were not found to be significantly positively correlated, and grades earned in school and subject-matter knowledge were significantly positively correlated. The content-integrated model students and the A and B students tended to score higher on the subject-matter portion of the inventory.

It seems reasonable to expect that gender would fail to correlate to subject-matter knowledge on the social issue being studied. Hunger, in itself, would not appear to be a gender-biased social issue. And it seems logical to expect that grades earned in school would correlate positively to subject-matter knowledge on the post inventory. The subject-matter questions were typical of the type of academic assessment to which students are accustomed.

The most interesting aspect of the findings for Research Question 4 is the performance of the sixth graders in comparison to that of the seventh and eighth

graders on the subject-matter portion of the inventory. If the researcher had provided a handicap for the sixth graders based on the assumption that they might be, on average, at a slight developmental disadvantage, and based on the fact that the 1992-93 schoolwide service project brought the social issue of hunger to the sixth graders for the first time, the seventh graders for the second time, and the eighth graders for the third time, then the sixth graders would have significantly outscored the seventh and eighth graders on the subject-matter portion of the inventory. The primary difference in the instructional model received by sixth graders was the integration and infusion of subject-matter information on the social issue into content-area classes. Depending on a sixth grader's class schedule, the student may have received as few as two to three content lessons that included subject-matter information on the issue of hunger or as many as six to nine content lessons that included subject-matter information on the issue of hunger. The three content-integrated model teachers were given 10 objectives that were matched to Items 2 through 29 of the pre and post inventories (the subject-matter knowledge sections of the inventories), and they were given a small packet of information they could choose to use or not to use, as fodder to teach to the 10 objectives. All students in the building received handouts that addressed the subject-matter questions. The content-integrated model teachers were asked to teach to those objectives in some fashion over the course of, and within the context of, two to three content-area lessons. In short, the objectives and evaluation instrument were the same for all three teachers,

but the way in which each chose to address the objectives within the context of her subject matter and teaching style was individualized, not in any way uniform.

Recommendations for professional practice. To the researcher, the phenomenon described above offers strong support for what educators say is good and necessary for students but rarely do—that is, carefully, consistently, and collectively establish goals, objectives, and assessments and overlap the content-area instruction so as to help students make connections and transfers between subject-matter information and larger conceptual constructs. Integrative education can occur in many different fashions. The approach used at the middle school in this study appears to approximate infusion, when particular subject matter is integrated across the curriculum.

Any integrated approach is substantiated by the principles developed by Caine and Caine (1990) on brain function. These authors asserted that:

1. Learning is a physiological experience that involves the whole organism; therefore, anything that affects one's physiology or emotional state also affects his or her capacity to learn.
2. The search for meaning is basic to the human brain. The brain finds meaning by discerning and creating patterns; it resists learning meaningless, isolated pieces of information.
3. The brain has memory systems for processing rote learning and for instant recall or spatial memory. Therefore, facts and skills that are presented in isolation need more practice and rehearsal to be stored in the brain than does information presented in meaningful context. Learning that occurs through

experience and that draws on previous knowledge allows one to use spatial memory, an efficient use of the brain. The brain learns and understands best when learning is embedded in spatial memory.

4. The brain performs many functions simultaneously. Therefore, good teaching should parallel this function by using diverse methods and approaches. The brain also processes parts and wholes simultaneously and can attend to things within and without its direct focus.

5. Each brain is unique; therefore, teachers should use a variety of strategies that allow students to express visual, auditory, tactile, and emotional preferences in learning.

By connecting the social-issue information to content-area skill objectives, the content-integrated-model teachers may have helped sixth graders create some meaning for the instruction. By connecting the social-issue information to content-area skills, the content-integrated-model teachers presented the information in a meaningful context. Finally, because the content-integrated-model teachers were asked to use their skill and judgment in deciding how to teach to the objectives, the students would have been recipients of diverse methods, approaches, and strategies.

Number of Extracurricular Activities
and Subject-Matter Knowledge on
the Social Issue

Conclusions and implications. Subject-matter achievement and number of extracurricular activities involved in were not significantly correlated. However, number of extracurricular activities involved in and involvement in the food drive were positively correlated. Therefore, involvement in extracurricular activities did not appear to be related to acquisition of subject-matter knowledge, but it did appear that students who tended to become involved in extracurricular activities also tended to become a bit more involved in the food drive than their peers.

The correlation between extracurricular activities and involvement in the food drive might suggest that some students are simply predisposed to become involved in optional activities and projects, whereas others do not have this disposition. The data suggest, however, that a student's understanding of the subject-matter knowledge presented in relationship to the issue being studied in the service project should not be diminished or limited by the student's tendency not to be involved in extracurricular activities.

Recommendations for further research. The data collected in this study addressed a macro question, "Is there a relationship between the student's level of involvement in extracurricular activities and the student's understanding of the social issue being studied?" Perhaps now a better question for investigation might be, "Is there a relationship between the type of extracurricular activity the student is involved in and the student's understanding of the social issue being studied?"

Recommendations for professional practice. When implementing a schoolwide service project, the staff might choose to group students in such a way as to mix those involved in extracurricular activities with those students not involved in extracurricular activities in an effort to ensure that each group might experience some success if the measure of success is, in part, attributed to participation. In the student responses to Interview Question 7 ("By the end of the food drive, did you feel that one person [like you or the people you know] can help solve tough problems in our community, [or] not really? Why? Why not?") are embedded the rationale for the preceding recommendation.

Half of the students who were interviewed said a single person can create change when they choose to act with others to create change. Nine of these students said forcefully that a single person can definitely create a change; a few of the nine provided examples, e.g., "Look at the quantity of food brought in." These students said the individual must first decide he or she can make a difference, and when several people decide they can create change, then the group becomes powerful enough to create change. The other half of the students thought that groups create change, not individuals alone. Based on the voices of the middle school students in this study, the researcher believes it might be wise consciously to construct heterogeneous groupings of students during service projects to include students who have a history of involvement in activities with students who do not have such a history.

Exposure to Social Issues and Subject-Matter Knowledge

Conclusions. Data collected to answer this question were limited to an index of exposure to social issues through media (TV, periodicals, and newspapers). It was found that students who tended to acquire information about social issues from the sources named above did not necessarily score higher on the subject-matter-knowledge portion of the inventory. However, students who tended to acquire information from those sources also tended to be involved in extracurricular activities. Furthermore, more than half of the students who were interviewed said they were more interested in things they heard about in the news because of the service project.

Implications and recommendations for further research. Based on the limited data collected in this study, it appears that exposure to media did not relate to subject-matter knowledge on the particular social issue being studied. However, if students who tend to be involved in extracurricular activities also tend to acquire information from the media and if students who tend to be involved in the food drive also tend to be involved in extracurricular activities, perhaps it would be instructionally worthwhile to provide periodicals, newspapers, and TV or radio news in a classroom for the duration of a service project in order to look for any increased involvement in the service project. Perhaps a more focused study, using inferential statistics, would help to confirm or deny any possible relationship between subject-matter knowledge and awareness of social issues

through media or between involvement in a service project and awareness of social issues through media.

When one of the objectives of service-learning is to help students develop civic skills, it is possible for service opportunities to fall short of accomplishing this aim when they neglect the cultivation of political skills: public judgment, collaborative exercise of power, conflict resolution, negotiation, and holding oneself accountable, to name a few. It would be interesting to engage students in critical analysis of the media's treatment of social problems while the students were engaged in a service project. This aspect of analysis could be added to the questions and variables described above. Levinson (1990) made a distinction between exposure to service and engagement in service. He indicated that exposure may broaden a student's horizons while engagement is intellectually demanding. With engagement, students are asked to think about social problems, social policies, and personal feelings about social issues and the individual's potential role in helping alleviate these problems. If engagement in service is the one objective of a student service project, then opportunities for interaction with news media might increase the potential of the student to develop political skills and become engaged in the project.

Meaningful Components of Instruction

Conclusions and implications. The written materials were considered meaningful to the smallest percentage of post inventory respondents from all grades. Each of the activity-based components of the service-learning project

was considered meaningful by approximately 25% to 40% of the post inventory respondents. Consistent with what is known about learning modalities, it appears that a variety of options for presenting information appealed to the middle school students in the study. Some of the activities required group interaction, whereas others required individual effort. Some of the activities used auditory skills, whereas others used visual skills.

It is interesting that grocery shopping for food (as one activity) was the item considered "most meaningful" to the largest percentage of seventh and eighth graders. Grocery shopping produces an externally valued product that provides, as Coleman (1979) would say, external validation of the value of one's activities. Next to the service visit, grocery shopping was probably the activity that came closest to providing an externally valued product. The students who participated in the service visit responded somewhat differently to Item 32 on the post inventory. Many of them (50%) indicated the service visit was meaningful. As few as 1.6% indicated that grocery shopping was meaningful. In addition, activities in classes were not as meaningful to this group as they were to the total group or respondents from the different grade levels. Perhaps these data suggest a hierarchy of meaningfulness. One student said the service visit was memorable because it had more lasting impact than bringing in food.

Some of the interview data lend more support to the hypothesis that students believe the most meaningful learning activities are those that result in an externally valued product. Three of the 22 students who were interviewed said the visual display of food in the Commons area was what they remembered

most about the food drive because they were impressed with, or proud of, the effort made by the students. The inventory and interview data suggest support for the notion that an activity that results in external validation of one's activity will be considered most meaningful to students.

Seventeen percent of the sixth graders, 27% of the seventh graders, and 30% of the eighth graders indicated that "an activity in one of my classes related to the food drive" was meaningful. The researcher can only hypothesize about this response. The sixth-grade students were to have been the only ones to receive additional lessons/activities within the context of content-area classes. For this reason it is curious that seventh and eighth graders would mark this item. Perhaps the question was unclear, perhaps seventh and eighth graders received additional instruction unbeknownst to the researcher—although this is unlikely, or perhaps the seventh and eighth graders constructed meaning from instruction that they believed related to the issue of hunger.

Recommendations for professional practice. The researcher recommends that the school in the study and other schools embarking on similarly designed service projects incorporate a majority of activity-based instructional components. The majority of middle school students in this study indicated they thought the activities were more meaningful than the written instruction.

In addition, the activities should incorporate a variety of opportunities that allow students to capitalize on the learning modality of their choice or preference. This would include group or individualized instruction, as well as a variety of instructional methods using auditory, visual, oral, and tactile presentations.

Because activities that result in externally valued projects appear to be meaningful to a majority of students, the researcher recommends increasing the number and types of instructional activities at the **end** of the service project that would validate the students' effort. Examples would be making community agency workers available to students *after* students have performed a service visit so that students can seek clarification from knowledgeable professionals, or displaying the results of the students' food drive in the form of letters written by the agencies to the students or letters from clients to the agencies. This recommendation is consistent with the sequence of events, described by Ron Gager, program director for Colorado Outward Bound School, in the process of experiential learning. With experiential learning, the learner is presented with the opportunity to carry out an action and see the effects of that action. From this base, general concepts and principles are generated. This is an important reversal from the sequence of events in traditional classroom learning, which begins with the dispensing of a particular body of information (through a book, film, or lecture) that is organized and assimilated by the student and finally "learned" when actually applied through action.

Finally, several of the service-visit participants indicated that they enjoyed the service visit because they interacted with their peers or enjoyed the professional staff they met at the community agency. The students often referred to the service visit as if it had been a pleasurable outing. These responses, when combined with the answers to the final interview question--"The food drive in November brought in less food than the food drive in early October; why do

you think that was?"--led the researcher to believe that students prefer service opportunities that allow them to have some fun or to experience some collegiality while they are performing service. One student said, "In October when we brought in food, we were having fun and helping people at the same time." Before collecting the interview data, the researcher and the Prime Time coordinator had come to believe that students participated in the competition-formatted food drives because they "get some reward." In essence, the researcher believed the students indicated in the interviews that they did want a tangible reward; the reward was just the pleasure of enjoying themselves while providing service.

APPENDICES

APPENDIX A

INSTRUMENTS AND RELATED MATERIALS

MEMO

To: Jann and Rick
From: Kathy
Re: attached questionnaire
Date: 10/29/92

Because you are blessed with middle school age children - you and your kids are being asked to help me out with a favor. Attached is a very rough draft of the questionnaire we will use for the Middle School Food Drive. Before we use this questionnaire I need to know some things.

1. How long did it take to complete?
2. Were any items worded awkwardly, hard to understand? which ones
3. Were any words hard to understand?
4. Were answers absolutely obvious, which items?
5. Did the person completing the questionnaire become obviously bored with it at some point? If yes, at what point.
6. Anything else I should know...

I will need these back on Monday. Thanks very much for your help.

a:jjrb.mem

Student Post Questionnaire
Directions for Teachers to Give to Students
1992 Middle School Food Drive

Please note, this questionnaire is longer than what you have used in years past, and slightly longer than the pre-questionnaire you administered a couple of weeks ago. For this reason, you should plan to give the questionnaire at the beginning of the period.

Please direct students to:

1. Answer all items (let them stay late to *finish*, if necessary).
2. Do their best.
3. Be honest with their responses.

If students ask questions you may provide clarification, but please do not provide definitions or examples. There are no trick questions on this questionnaire.

For your (the teacher's) information, the answers are contained in the Food Bank Fact Sheet and the World Hunger Book Mark. After the post questionnaire has been collected, feel free to use the answer key you received to talk through the content items.

a:quest.dir

Directions
given by classroom teachers
preceding pre and post inventories

To students:

As part of the instruction you will receive over the next few weeks associated with our study of the issue of hunger — we are having each student take a pre and post inventory. This information will help us understand what you already know about this issue before we begin our study and it will help us determine if the instruction helped to understand more about the issue.

Your scores on these tests will not be reflected in your grades, it is important, however, that you answer the questions to the best of your ability, that you try your best. This is not timed and if you need help reading a question or understanding what is being asked please do not hesitate to ask for help. Begin.

(given with both pre and post inventory)

a:tdirectn.dis

pre

STUDENT QUESTIONNAIRE
Middle School Food Drive
1992

Directions:

Answer all items. Do the best you can. You are not expected to know all the answers.

1. If you have any of the teachers listed below, check their name.
 ___ Mrs.
 ___ Mrs.
 ___ Ms.
2. Malnutrition means not getting enough food to eat... ___ True ___ False
3. A child who doesn't get enough protein in his/her diet will grow more slowly... ___ True ___ False
4. Hunger means not getting the right things to eat... ___ True ___ False
5. The main cause of hunger in the world is natural disasters like floods or lack of rain... ___ True ___ False
6. There isn't enough land to grow the food the world needs... ___ True ___ False
7. Starvation means dying from a lack of nutrients... ___ True ___ False
8. There is enough grain in the world to produce two loaves of bread, per person, per day... ___ True ___ False
9. The main cause of hunger is poverty, or not having enough money to buy food to eat... ___ True ___ False
10. When we say a country in the world is developing or a Third World country, we mean it is poor... ___ True ___ False
11. The main cause of hunger in the world is that the population is growing faster than the food supply... ___ True ___ False
12. A food closet is a place that distributes food to needy people... ___ True ___ False
13. A food bank is an organization that collects or buys food and then stores the food until it is given to needy people... ___ True ___ False
14. A child who doesn't get enough of the right kinds of food to eat can go blind... ___ True ___ False

15. Most people who receive emergency food assistance don't really need it... ☐ True ☐ False
16. Many people who receive emergency food assistance would not need it if they worked harder at their jobs... ☐ True ☐ False
17. It is possible for a person with a full-time job to not have enough food to eat... ☐ True ☐ False
18. People die of starvation and suffer from hunger in wealthy countries like the U.S. ☐ True ☐ False
19. In the 40 poorest countries in the world fewer than ____% of the people can get safe drinking water.
☐ 10% ☐ 30% ☐ 50% ☐ 70%
20. In poor countries the average life expectancy is...
☐ 30-40 years ☐ 40-50 years ☐ 60-70 years
21. 13-18 million people die of hunger and malnutrition each year. What percent of these people are children?
☐ 20% ☐ 40% ☐ 60% ☐ 75%
22. What percent of people receiving food stamps are elderly, disabled, or children?
☐ 30-35% ☐ 40-45% ☐ 50-55% ☐ 60-65%
23. How many people in the world suffer from hunger?
☐ 1 person out of 5 ☐ 1 person out of 10
☐ 1 person out of 20 ☐ 1 person out of 50
24. In the wealthy countries of the world, a typical family spends ____% of its income on food.
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%
25. In the poor countries of the world, the typical rural family spends ____% of its income on food.
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%
26. In a wealthy country like the U.S., poor people spend ____% of their income on rent or shelter?
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%

27. We live in Ingham County. What percent of the Ingham County population lives below the poverty level?

☐ 2% ☐ 5% ☐ 11% ☐ 15% ☐ 23%

28. Living at the poverty level means a family of three would have about how much money to live on each year?

☐ \$5,500. ☐ \$11,500. ☐ \$20,500. ☐ \$35,500.

29. About how many people in the U.S. suffer from hunger? (The population in the U.S. is approximately 227 million.)

☐ twenty thousand
☐ two hundred thousand
☐ two million
☐ twenty million

30. What grade are you in?

☐ 6th ☐ 7th ☐ 8th

31. Are you male or female?

☐ Female ☐ Male

32. What grades do you mostly get in school?

☐ A's ☐ B's ☐ C's ☐ D's

33. When you think about the food drive, which of the words or phrases below come into your mind?

☐ good idea	☐ waste of time	☐ sad	☐ dull
☐ bad idea	☐ good use of time	☐ happy	☐ exciting
☐ good feelings	☐ dumb	☐ interesting	☐ difficult
☐ bad feelings	☐ smart	☐ boring	☐ easy
☐ important	☐ silly	☐ rewarding	
☐ unimportant	☐ serious	☐ unrewarding	

part

STUDENT QUESTIONNAIRE
Haslett Middle School Food Drive
1992

Directions:

Answer all items. Do the best you can.

1. If you have any of the teachers listed below, check their name.

☐ Mrs. ☐ Hour
☐ Mrs. ☐ Hour
☐ Ms. ☐ Hour

2. Malnutrition means not getting enough food to eat... ☐ True ☐ False
3. A child who doesn't get enough protein in his/her diet will grow more slowly... ☐ True ☐ False
4. Hunger means not getting the right things to eat... ☐ True ☐ False
5. The main cause of hunger in the world is natural disasters like floods or lack of rain... ☐ True ☐ False
6. There isn't enough land to grow the food the world needs... ☐ True ☐ False
7. Starvation means dying from a lack of nutrients... ☐ True ☐ False
8. There is enough grain in the world to produce two loaves of bread, per person, per day... ☐ True ☐ False
9. The main cause of hunger is poverty, or not having enough money to buy food to eat... ☐ True ☐ False
10. When we say a country in the world is developing or a Third World country, we mean it is poor... ☐ True ☐ False
11. The main cause of hunger in the world is that the population is growing faster than the food supply... ☐ True ☐ False
12. A food closet is a place that distributes food to needy people... ☐ True ☐ False
13. A food bank is an organization that collects or buys food and then stores the food until it is given to needy people... ☐ True ☐ False
14. A child who doesn't get enough of the right kinds of food to eat can go blind... ☐ True ☐ False

15. Most people who receive emergency food assistance don't really need it... ☐ True ☐ False
16. Many people who receive emergency food assistance would not need it if they worked harder at their jobs... ☐ True ☐ False
17. It is possible for a person with a full-time job to not have enough food to eat... ☐ True ☐ False
18. People die of starvation and suffer from hunger in wealthy countries like the U.S. ☐ True ☐ False
19. In the 40 poorest countries in the world fewer than ____% of the people can get safe drinking water.
☐ 10% ☐ 30% ☐ 50% ☐ 70%
20. In poor countries the average life expectancy is...
☐ 30-40 years ☐ 40-50 years ☐ 60-70 years
21. 13-18 million people die of hunger and malnutrition each year. What percent of these people are children?
☐ 20% ☐ 40% ☐ 60% ☐ 75%
22. What percent of people receiving food stamps are elderly, disabled, or children?
☐ 30-35% ☐ 40-45% ☐ 50-55% ☐ 60-65%
23. How many people in the world suffer from hunger?
☐ 1 person out of 5 ☐ 1 person out of 10
☐ 1 person out of 20 ☐ 1 person out of 50
24. In the wealthy countries of the world, a typical family spends ____% of its income on food.
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%
25. In the poor countries of the world, the typical rural family spends ____% of its income on food.
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%
26. In a wealthy country like the U.S., poor people spend ____% of their income on rent or shelter?
☐ 20-25% ☐ 40-45% ☐ 65-70% ☐ 75-80%

27. We live in Ingham County. What percent of the Ingham County population lives below the poverty level?
- ___ 2% ___ 5% ___ 11% ___ 15% ___ 23%
28. Living at the poverty level means a family of three would have about how much money to live on each year?
- ___ \$5,500. ___ \$11,500. ___ \$20,500. ___ \$35,500.
29. About how many people in the U.S. suffer from hunger? (The population in the U.S. is approximately 227 million.)
- ___ twenty thousand
 ___ two hundred thousand
 ___ two million
 ___ twenty million
30. What grade are you in?
- ___ 6th ___ 7th ___ 8th
31. Are you male or female?
- ___ Female ___ Male
32. Which of the activities related to the food drive meant the most to you?
- ___ the questionnaires (like this one)
 ___ the Prime Time speaker
 ___ activities in Prime Time
 ___ the service visits (to the food pantry or warehouse)
 ___ grocery shopping for the food drive
 ___ an activity in one of my classes related to the food drive
 ___ handouts
33. What grades do you mostly get in school?
- ___ A's ___ B's ___ C's ___ D's
34. Check any activity you are currently involved in.
- ___ student council
 ___ after school clubs
 ___ 4H
 ___ intramural sports (HIRA)
 ___ church group
 ___ art or music group
 ___ other, _____ please explain.

35. Which best describes your level of involvement in your school's food drive? (Check as many of these as apply)

☐ I brought in food
☐ I spent my own money on food
☐ I shopped for food
☐ I participated in a service visit

36. How often do you read the news parts of a newspaper?

☐ often ☐ sometimes ☐ rarely ☐ never

37. How often do you watch the TV news?

☐ often ☐ sometimes ☐ rarely ☐ never

38. How often do you watch TV talk shows (like Oprah, Geraldo, Donahue)?

☐ often ☐ sometimes ☐ rarely ☐ never

39. How often do you read news magazines (like, Time, Newsweek, U.S. World News and Report)?

☐ often ☐ sometimes ☐ rarely ☐ never

40. When you think about the food drive, which of the words or phrases below come into your mind?

☐ good idea	☐ waste of time	☐ sad	☐ dull
☐ bad idea	☐ good use of time	☐ happy	☐ exciting
☐ good feelings	☐ dumb	☐ interesting	☐ difficult
☐ bad feelings	☐ smart	☐ boring	☐ easy
☐ important	☐ silly	☐ rewarding	
☐ unimportant	☐ serious	☐ unrewarding	



 2630 West Howell Road • Mason, MI • 48854 • 517/676-1051

MEMORANDUM

To:
 From: Kathy Dewsbury-White
 Re: Parent Permission for Interviews Jan. 13, '93
 Date: January 4, 1992

Hi and Happy New Year. Attached is a draft of a letter for to review and a draft of the accompanying postcard the parent would sign and return. I think if we still plan to use Jan. 13, for the majority of these interviews, these letters need to go in the mail tomorrow. If we can't get them in the mail tomorrow, maybe we should consider another date. (That's OK too.)

If we are going to shoot for tomorrow, it might be less of a strain on your office if they just get the envelopes prepared. I could pick up letterhead on my way to work, I would also need a final version of the letter (including any changes wants to make) and see that the letters are taken care of. I could stop back at the end of the school day to get the envelopes and I could stuff them and drop them in the mail. would either need to be available to sign the letters or he would need to give me permission to sign his name and I'd stick my initials underneath. Actually, if we do the *Dear parent*, letter and if you have someone available to type it up, it could be xeroxed vs. printed seperately. In any event, I leave these decisions to you, this all depends on how busy you all are at present.

Maybe you could give me a call this afternoon to let me know if we are going to try to throw this together or postpone. I'll be around, thanks!

cc:

a: me

Public Schools

January 18, 1993

Superintendent

Principal - Middle School

Dear Parent,

As you may know, the Middle School has conducted several service projects intended to benefit the community. For example, we have collected food stuffs for the Food Pantry each of the past three years. Our local food pantry especially depends on the results of school food drives in order to make holiday meals available to families and individuals needing this type of assistance.

Our school service projects have primarily occurred in the context of our Prime Time classrooms. Your son or daughter's teacher uses the service project to help convey some of the academic and affective goals that we have for our students such as: 1) to show active concern for the welfare of the larger community; 2) to achieve some personal growth and development; and, 3) to participate in community life for reasons other than personal gain. As we have conducted the food drives we have surveyed students at the beginning and ending of the project. These written surveys have told us generally how middle school students feel about this type of activity. This year we have a little extra evaluation help from Kathy Dewsbury-White. Mrs. White is a school administrator with Ingham Intermediate School District; she is also hoping to finish a graduate degree she is working on this year. In partial fulfillment of her degree, she is trying to learn more about using community service as part of a student's academic program to meet academic and affective objectives the teacher sets for students. Mrs. White is also a resident, parent, and a former member of our Foundation for Schools.

We would like Mrs. White to talk to several of our students about our service projects. Your son or daughter has been selected in one of two ways: a) if she or he attended an off-campus service project in November 1992, you have received this letter (or) b) she or he was randomly selected and, consequently, you have received this letter.

What we learn from your student will be reported in general terms and used to help us make decisions about how to improve future service projects. Additionally, since Mrs. White will use the compilation of student remarks as part of the data needed to complete her dissertation, we need your written consent and your son or daughter's assent before talking with him or her.

Currently, we have January 27 set aside for these short discussions. Therefore, if you and your son or daughter are agreeable to this brief talk, you will need to sign the enclosed postcard and mail it as soon as possible. If you have questions, do not hesitate to call Mrs. White (676-1051 x 208) or myself ().

Sincerely,

Principal

**Memorandum**

To:
From: Kathy Dewsbury-White
Re: Request for Parental Consent for Community Service Interviews
Date: 1/19/93

I mailed the letter you approved a week or more ago with your signature, yesterday afternoon. (see attached) will help me set up the interviews for those students whose parents sign and return the postcard by Mon. or Tues. of next week.

I have listed a few sample questions for you have on hand, in the event that a parent calls you and asks for more detail about these discussions. I do not anticipate taking more than 15 minutes with any one student. If you have questions, let me know. Thanks for your help.

Sample Community Service Discussion Questions

1. Should the teachers encourage students to participate in service projects sponsored by the middle school? Why, Why not?
2. By the end of the food drive did you feel that one person (like you or the people you know) can help solve tough problems in our community, (or) not really? Why, Why not?
3. What about the food drive was most memorable and why?
For example - a lesson presented in Prime Time or one of your other classes, the display of food in the Commons, an off-campus service visit, the speaker in your Prime Time class.
4. Did what you learn during the food drive interest you more or less in things you hear about in the new (or) not affect you one way or another?
5. Did you contribute to the food drive? Why, Why not?

*I don't see this as an exhaustive list of questions but it provides a flavor. You see that the emphasis is on trying to see how the instruction effects the kids, that's pretty much it.

cc:

P.S. to - we need to talk about the particulars for 1/27, briefly.

a:11993val.mem

Community Service Discussions

I grant my permission for _____ to talk with Kathy Dewsbury-White about
student name

school service projects at _____ Middle School. I understand the results of the conversation will be combined with discussions from other students and may be reported in a dissertation to be published by Michigan State University. However, my son/daughter's name will not appear in the dissertation or any companion report.

relationship to student _____ signature _____ date _____

(reverse side of postcard)

**IISD 2630 W. Howell Rd.
Mason, MI. 48840**

Kathy Dewsbury-White
Ingham Intermediate School District
2630 West Howell Rd.
Mason, MI 48840

a: postcard

COMMUNITY SERVICE DISCUSSION

Student fills in please:

Name _____ **Grade** _____

Did you attend an off campus service visit? ____yes ____no

In November did you have Mrs. Hicks for a teacher? ____no ____yes, if yes which hour(s)____

In November did you have Ms. Dubes for a teacher? ____no ____yes,if yes which hour(s)

In November did you have Mrs. Raff for a teacher? no yes, if yes which hour (s)

Mrs. White fills in:

- 1. What kinds of things did this instruction get you thinking about?**
- 2. What would you have wanted to know more about that no one talked about?**
- 3. Is there a perception on the part of other students about whether or not it is considered cool or uncool to participate in something like a service visit?**
- 4. If you went on a service visit, why did you sign up?**
- 5. Do you think your time spent in school has anything to do with whether or not people are hungry in the world?**

6. **Should the teachers encourage students to participate in service projects sponsored by the middle school? Why? Why not?**

- 6a. **If yes, how could they get more students to participate?**

7. **By the end of the food drive, did you feel that one person (like you or the people you know) can help solve tough problems in our community, (or) not really? Why? Why not?**

8. **What about the food drive was most memorable and why?**

9. **Did what you learn during the food drive interest you more or less in things you hear about in the news (or) not affect you one way or another?**

10. **Did you contribute to the food drive? Why, why not?**

11. **When you see people who need emergency food. Have you ever though "There but for the grace of God goes I..." Why Why not?**
12. **If it is possible for a person with a full time job to not have enough food to eat - a) how can that be?**

b) What will you do so that that doesn't happen to you?
13. **Food drive in November brought in a lot less food than food drive in early October, why do you think that was?**

a:intervw.qs

APPENDIX B

PRIME TIME INSTRUCTIONAL PACKETS

NOVEMBER - 1992

Community Service - Giving to Others

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 School Business ELECTION DAY •	3 STUDY FOOD DRIVE +	4 PRE-ASSESSMENT FOOD DRIVE ✓	5 ACTIVITY A FOOD DRIVE GUEST SPEAKERS	6 Recreational Reading FOOD DRIVE GUEST SPEAKERS	7
8	9 School Business FOOD DRIVE Student Council *	10 STUDY MIX-N-MATCH DAY FOOD DRIVE ■	11 NO PRIME TIME 1/2 DAY FOOD DRIVE OFF-CAMPUS SERVICE	12 NO PRIME TIME 1/2 DAY FOOD DRIVE OFF-CAMPUS SERVICE	13 NO PRIME TIME 1/2 DAY FOOD DRIVE OFF-CAMPUS SERVICE	14
15	16 School Business Student Council 6th grade locker clean	17 STUDY -	18 POST ASSESSMENT TURKEY TRIVIA ✓▲	19 TURKEY TRIVIA!	20 Recreational Reading HAT DAY!!!	21
22	23 School Business 7th grade locker clean	24 STUDY	25  NOVEMBER BIRTHDAYS	26 NO SCHOOL	27 NO SCHOOL	28
29	30 School Business Student Council 8th grade locker clean	FOOD DRIVE: MONDAY, NOV. 2 - FRIDAY, NOV. 13 ACTIVITY "A" - PEOPLE WHO CARE/WAYS TO HELP TURKEY TRIVIA - DETAILS TO FOLLOW!				

NUTRITION AWARENESS
NOVEMBER THEME:
CARBOHYDRATES

STUDENT COUNCIL COMMITTEE MEETING SCHEDULE

- Prime Time Advisory Board
11-2, 12-4
- * Community Education
11-9, 12-14
- ✓ School Information
11-4, 11-18
- ▲ Fund Raiser
11-18, 12-16
- Activity Night
11-10, 12-8
- + Feed Back
11-3, 12-1
- Community Service
11-17, 12-15

OUR THEME FOR THE MONTH OF NOVEMBER IS: COMMUNITY SERVICE

HIGHLIGHTS FOR THE MONTH:

NOVEMBER 2 - 13 : Community service is the focus of Prime Time for November. Groups will participate in projects designed to help middle school students understand how they can serve their community.

Each Prime Time will be given a shopping list and asked to bring in specific food items. All food will be donated to the food pantry at the Community Church.

NOVEMBER 2: STUDENT ELECTION DAY

NOVEMBER 5 & 6: GUEST SPEAKERS - Schedule to follow

NOVEMBER 4 - 6: SIGN-UP FOR OFF-CAMPUS SERVICE PROJECTS
(November 11, 12, 13)
*Greater Lansing Food Bank Warehouse
* Community Church

NOVEMBER 10: MIX-N-MATCH DAY

NOVEMBER 11 - 13: OFF-CAMPUS SERVICE PROJECTS - PM
(No Prime Time - 1/2 days)

NOVEMBER 18 - 19: TURKEY TRIVIA
As a group project, each Prime Time will answer as many questions as possible.

NOVEMBER 20: HAT DAY

NOVEMBER 25: NOVEMBER BIRTHDAYS

NOVEMBER 26 - 27: NO SCHOOL - THANKSGIVING BREAK

OPTIONAL ACTIVITIES

- * **ADVERTISE**
create posters or banners to remind students of the food drive.
- * **DISPLAYS FOR GOFFS AND COUNTRY MARKET**
create posters and/or signs to remind shoppers of shopping lists for the food drive.
- * **DISPLAYS FOR THE COMMONS AREA**
banners/posters
daily monitoring and updates of food drive progress
- * **PRESS RELEASE**
write article to local newspaper - explain project, goal and results
- * **P.A. ANNOUNCEMENTS**
make announcements to advertise the food drive

***IF YOUR GROUP IS INTERESTED IN ANY OF THESE ACTIVITIES - PLEASE
LET CONTACT MRS. THANK YOU.***

PEOPLE WHO GIVE

Suggestions for Activity A:

Introduce the theme for November -- Community Service

1. How many charitable organizations or groups can students think of in the Lansing area?
2. Other than working in organizations, what ways can people help each other?

Pass out the following articles to students in pairs (a few may work individually). Ask them to read the article and be ready to report back to the whole group on the important points.

After students have reported back, pose the following questions for discussion:

1. Many of these volunteers are quite young. Is it easier or harder to give time to others when you're young?
2. Some volunteers, like George Foreman and Magic Johnson, are rich and famous. Is it easier for them to volunteer than for ordinary people?
3. Altruism is pure concern for others with no thought of receiving anything in return. Do people ever give purely altruistically, without hoping for anything in return, not even a smile or a "Thank you"?

Eaton Rapids middle schoolers collect hatful of hurricane aid

EATON RAPIDS — Remember when middle schools were junior high schools and the adolescents who attended them would gladly freeze their ears off before they'd suffer the indignity of wearing a hat?

All that's changed. Today's average middle-school boy removes his baseball cap only when he's in the shower, and then only if he's planning to shampoo his hair.

At Eaton Rapids Middle School, some enterprising students recently found a way to cash in on the hat craze.

The 17 students in Gwen Bradish's eighth-grade homeroom recently organized an event called Hats for Hurricane Victims. They raised \$206 for the American Red Cross by charging students 50 cents each for a license to wear a hat all day in school. The "fashion statement" not normally tolerated by the administration has become an accepted program that you do something to help someone else.

Each student who paid the 50-cent hat tax got his or her hand stamped.



JOHN BRADISH, PRINCIPAL
SCHNEIDER

There's a school rule against hats," Bradish said. It was kind of a thrill for the students to break it."

And philanthropy, Bradish explained, is a part of the curriculum in Eaton Rapids.

"We try to do a service project each year," she said. "It's become an accepted program that you do something to help someone else."

The students made signs to advertise the hat trick beforehand. Then they promoted it heavily on the school's public-address system.

"The kids loved it," Bradish said. "We had lines down the hall of kids who wanted to wear hats."

Past service projects include tutoring, visiting nursing homes, saving pop-can tabs to help kidney dialysis patients pay for their treatment and adopting needy families at Christmas-time.

ANNOUNCING A 2ND NATIONAL DAY OF VOLUNTEERING

Everyone can make a difference Nov. 14

Make a Difference Day is the perfect opportunity for giving an ongoing community project an extra push. That's what folks in Santa Fe did on the first Make a Difference Day, last February. About 700 adults and teenagers spent the day raising money for a teen center at the Center for Contemporary Arts.

The volunteers went door to door to solicit contributions, raising \$27,000 to add to nearly \$800,000 in grants and donations already collected for the million-dollar project. And money keeps rolling in, bringing the total raised in the community to \$70,000. Goal: \$211,000. Lisa Law, who coordinated the fund-raising with the help of Center for Contemporary Arts board member Mark Rendleman, says



This photograph of teenage volunteers in Santa Fe decorated the canisters used to collect money for a youth activities center. The project "changed the public's view of teens in our community."

USA WEEKEND challenges you to take action in your community on Nov. 14 — and reap the benefits. You could win national recognition, \$1,000 to donate to charity, and a trip to Washington, D.C., and a spring for an awards ceremony. **EN**

HOW TO ENTER

Save this entry form until you have completed your community service on Nov. 14. Then mail us a filled-in form and a description — no more than 250 words, preferably typed — of your effort. Tell in detail what you or your group did. List all of the participants. If possible, include a snapshot of the day's events. Only activities taking place on Nov. 14* will be considered.

Mail by Nov. 30 to:

USA WEEKEND Award, 2000 Wilson Blvd., Arlington, Va. 22229-0012

PLEASE TYPE OR PRINT

Person submitting entry _____

Address _____

City _____

State _____

ZIP _____

Work phone () _____

Home phone () _____

Entries will be judged in six categories. Which one best describes who participated in your project?

- ☐ Individual ☐ Co-workers
☐ Family ☐ School
☐ Club, religious or civic group
☐ Community-wide project

How many volunteers participated? _____

Newspaper in your area that carries USA WEEKEND: _____

* If you can't participate on Saturday for religious reasons, you may do your project on Sunday, Nov. 15.

Employees of Current and of newspapers that distribute USA WEEKEND are ineligible to enter. Entries become the property of USA WEEKEND and will not be returned. Winners must sign an affidavit of eligibility and a liability/warranty release.

SEPTEMBER 8-9, 1991

USA WEEKEND

DOING GOOD IN BAD TIMES

Ambitious college grads
stranded by the recession
are swelling the ranks
of volunteer groups

Joyce Walker, 26, on a Peace
Corps mission in Guatemala

34.6 MILLION READERS EVERY WEEKEND

Lansing State Journal

WANTED: Smart young college grads willing to work for peanuts — how does \$187 a month sound? Duties include building latrines, helping AIDS patients, hammering on houses. Must commit a year or two. After that, good luck.

Surprisingly, that “ad” is being answered in a big way. As college grads face the worst job market in a decade, applications are rising for volunteer stints with the Peace Corps, VISTA and other humanitarian and environmental agencies. The Peace Corps, celebrating its 30th year, reports applications up 25 percent from 1987, to about 14,000. The Forest Service, benefiting from the ecology boom, had a 40 percent jump in applicants in just one year.

“Most are idealistic,” the Peace Corps’ Ed Buder says of the new generation. But they’re realists, too. “They see this as advantageous for a career: learning a language or being able to go into business or international work afterwards.”

Here are three portraits of the new crop of volunteers.

BY PAT HILTON



4 USA WEEKEND • September 6-8, 1991

Intro to
Articles
1, 2, 3

THE REALISTIC IDEALISTS



1.



Joyce Walker, a rural health worker for the Peace Corps in remote Tactic, Guatemala

JOYCE WALKER, 26, wanted to drop out and hop a plane home to Arizona several times in her first year with the Peace Corps in Guatemala.

Sometimes the impulse stemmed from being alone in her house at night. Sometimes it was the bugs and the persistent ants or the frogs in her toilet or getting bitten by a dog. Once it was walking four hours to a village to teach nutrition and having no one show up. "Why should I care if they don't?" she thought. More often it was sheer loneliness for her parents and four older siblings.

Still, she stuck it out. And when her two-year stint drew to a close in May and she was turned down for a job in the States working with migrant workers, she signed up for another year. "I really was disappointed," the University of Arizona grad says about losing the job, which had seemed a sure thing. "I decided to stick around because I feel I should be going home to a job as well as to my family."

And, she realized, there was plenty of work right where she was, teaching health at the Centro de Salud clinic in Tactic. If Tactic (population 2,000 and

'IT'S NEAT TO
SEE A KID WHO
WAS SKIN AND BONES,
THEN SEE HIM AFTER
FOUR MONTHS,
HAPPY AND
RECUPERATING.'

a 3½-hour bus ride north from Guatemala City) has not quite become home, it comes close.

Daily, she leaves her small house, with its spectacular back-door view of hills and grazing cattle, to walk to the market. It's slow going. There are neighbors to chat with; kids who want to pet Chloe, the 6-month-old pup she acquired recently on a street corner; a colleague whom she invites over for lasagna cooked on a hot plate. During the week she visits villages, talking nutrition, gardening, health. She might ride a bus, her bike or the horse she shares with a friend.

Once a month, she buses to Guatemala City for her \$187 paycheck (\$18 goes toward the rent). "It's more than enough. It's a heck of a lot more than the people I work with get." Her biggest reward, though, is watching lives get better. She's especially proud of a recently completed latrine project; 35 have been built near the health center, especially important given the current threat of cholera. When her term ends next year, she'd like to save up to return to school by working on a reservation or at a rural health clinic.

If, that is, she can find a job.

Photograph by Tom Wolff

ANDY LUSK, 23,

graduated a year ago from the University of Michigan and thought the world was his oyster.

"Fish out of water" proved to be a more appropriate phrase. His psychology degree generated little interest from the business world, and his interest in helping people had no outlet.

The Pontiac, Mich., native already had experience in volunteer work. Active in the Presbyterian church, he had spent the previous summer on a reservation in Arizona. "I felt adventurous. You know, wind in my face."

So Lusk checked out the volunteer scene and wound up with Habitat for Humanity in Americus, Ga., not far from Jimmy Carter's hometown of Plains. (Carter himself is the ecumenical Christian group's most prominent nail-pounder.)

There Lusk shares a house, owned by Habitat, with seven others, and meets his other needs with his \$40-a-week "Pig check" — food certificates redeemable at the local Piggly Wiggly supermarket.

He helps keep in touch with Habitat's 184 college campus chapters, and relishes the seven weeks he spent earlier this year in the Mississippi Delta, bang-

'THERE AREN'T THAT MANY GOOD JOBS FOR PEOPLE WITH PSYCHOLOGY DEGREES.'

ing nails with college students and local residents. "After

being in the office, I liked Habitat, but after being on the Coahoma (Miss.) project, I loved Habitat.

The work I'm doing here is

all part of the mission to rid the world of poverty housing. Every-

one deserves a simple, decent home," he repeats often, echoing the organization's line.

The experience also helped define his job interests. "By the time I left Mississippi, I could shingle houses, hang sheetrock, lay floor tile, pour concrete slabs. This made me realize I wanted to do something working (with my hands). I didn't want an office job."

It's not all pounding and no play, though. He shares dinner four nights a week with eight Habitat pals, plays on a softball team (The Habaneros), helps put out a newsletter (*Habitantier*), stops in at the local bar. He runs, sees films at the one movie house in town, hitches a ride (he has no car) to a bookstore 40 miles away.

Now he's considering making a career of volunteering. "There's a satisfaction involved in not getting paid to do something," he says, standing '80s wisdom on its head. "To do it freely, to give out of your heart. I feel like I'm getting more out of it than I'm putting into it."

2.



As a Habitat for Humanity volunteer based in Americus, Ga., Andy Lusk is discovering new skills and goals. 'I didn't want an office job.'

Photographs by Tom Wolff and Will Van Overbeek

CHRISTINA SHIVELY, 22, is not in Kansas anymore. "Before, I thought I was invincible," says the 22-year-old VISTA volunteer with the San Antonio AIDS Foundation. "When you're young, you think you're going to live forever. Then you come here and see someone who's 20 and has AIDS and is going to die. It makes you think."

A large streak of the practical ran through her choice of the AIDS project. The pre-med student couldn't get into medical school after graduation. And getting an appropriate job was no easier.

"I looked at the job market, and actually none of my friends have jobs. Some are working in temporary jobs; some are going to graduate school to see if that will help them get a job later on. I was very surprised; I thought graduating from Northwestern University should get you a job right away, but it doesn't work that way."

Medicine always had been Christina's first career choice (her father is a physician who came from the Philippines to Kansas, where Christina was born). The San Antonio project puts her in the health field, and Texas has several medical schools that look kindly on in-state involvement.

Shively and the 150 volunteers she recruited do a variety of good deeds: buddy programs, in-home care, transportation, fund-raising, meals on wheels. Her five-day weeks spill over into evenings and weekends.

With her monthly salary of \$500 — \$225 goes toward her garage apartment — she must make her paycheck stretch. She recently signed on for another year and is exploring a program in which prospective doctors get scholarships in exchange for agreeing to work in a needy community. It sounds like *Northern Exposure*, one of her favorite TV shows, and it suits her new-found urgency just fine.

"Life is short. You should live it to the fullest."

USA WEEKEND • September 6-8, 1991 5

4. →
More on
next page

3.



Christina Shively, with volunteer Robert Eddington, helps run an AIDS project in San Antonio.

Boxer provides for needy students

Former heavyweight boxing champ George Foreman, a scholar in the school of hard knocks, donated \$100,000 to Texas Southern University in Houston so others can educate themselves with less trouble.

The gift will provide scholarships for needy students at Texas Southern's Thurgood Marshall School of Law and its Department of Communications.

"George couldn't make it through education, but he's made it through boxing and I'm happy to present this check on behalf of my son," said Foreman's 78-year-old mother, Nancy Foreman.

Foreman, 43, who grew up poor in Houston, is in training for a Dec. 7 fight with Jimmy Ellis and did not attend.

State Journal
Nov. 2, 1991



Foreman

Volunteer work highlights student resumes

By GIGIE DAVILA

and JENNIFER VAN DOREN
State News Staff Writers

Many students at MSU do not begin planning their careers until their second year of college. Mary Edna, assistant director of Student Life and director of the Service Learning Center, thinks there are things even un-
dergraduates can do to prepare for the rough and tough job world.

Edna said the Service Learning Center coordinates community volunteer programs at MSU. The center offers students volunteer and internship information for all majors. There are opportunities for students hoping to gain experience in fields such as communications, government, education, psychology, as well as offering programs like "Jig Brothers Grandirect" and "Adopt a Grandirect."

Time commitments for the volunteer work range from two to six hours per week to eight to twelve hours per week. Edna said it is well worth the effort.

Edna stressed that first- and second-year students should begin planning their careers. "The experience or internship work in their career field to give them a better chance for a better job when they graduate," she said.

A club may be a good way of gaining experience in a student's field of interest, she said. Pre-veterinary medicine majors and others wanting to gain experience should join the Pre-Vet Club. Members can

participate in activities including dog walks, weekly food trips to the homeless, and "Petcare" at Burdham Hills Retirement Center, 2700 Burdham Road, where students take animals to the center to socialize with the residents, said Jeff Kozak, club president.

"It is the most incredible feeling," Kozak said. "You're volunteering your time to make somebody else's day better."
The rewards are great, but are not always obvious to students.

"Just the smiles, the tears and the hugs are enough to make your day," Kozak said. "It's a reciprocal and mutual kind of thing. Life that often prevent students from doing volunteer work are the semester switch and the rising costs of college."

"Employers value experience," Edna said. "They know that students go to school, but they still expect them to get some leadership or management experience."

Edna said that, based on a New York City study from the mayor's office, 80 percent of employers look for professional experience from an individual. "If you have no experience, then at leadership or volunteer activities in the community, you can gain that experience," she said.

One way in which students can help their communities by volunteering is through the "Into the Streets" project sponsored by the City of

Edna stressed that first- and second-year students should begin planning their careers. "The experience or internship work in their career field to give them a better chance for a better job when they graduate," she said.

A club may be a good way of gaining experience in a student's field of interest, she said. Pre-veterinary medicine majors and others wanting to gain experience should join the Pre-Vet Club. Members can



Almost 800 students volunteered their time and energy through the first "Into the Streets" effort. The project will continue throughout the year, contributing student help to area agencies.

"Into the Streets" aids and issue "The program was initiated Nov. 1 and will continue throughout the year. Occasional meetings will bring students' academic program with work in the chosen field. About 800 students participated effort."

Interiors are also a way to get in 14 volunteer areas through

valued experience. Edna said the kind of internships offered in the community will help students' academic program with work in the chosen field. "We have about 300 national Please see 11/11 PM/91



Lansing State Journal

Nov. 2, 1991

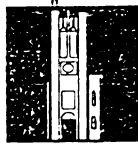
OUR OPINIONS

Volunteer I

Welcome, Spartans
into our streets

"To every thing there is a season, and a time to every purpose under the heaven."
— Ecclesiastes 3:1.

True enough. Fall is a great season and Friday was the perfect, if slightly inclement, time for a heartening purpose: an outpouring of Michigan State University energy into a fortunate community.

ON CAMPUS:
ACTIVISM

The next time you envision MSU students and cohorts hitting the streets, applaud the prospect.

In just one day, an MSU-driven volunteer brigade set out to make a difference. It succeeded.

- The 1,000-strong contingent:
 - Renovated five dilapidated homes.
 - Turned a vacant lot at Baker and Donora streets into a Lansing park.
 - Educated East Lansing businesses about handicapper accessibility.
 - Tossed a Halloween party for senior citizens.

And what else, we ask. But only in jest. We're astounded at the scope of the MSU campaign and the zest of the virtual street ministry of encouragement.

The drive exceeds local boundaries. It's part of a national operation called the Campus Outreach Opportunity League. And outreach it is. In addition to the labor component, Into the Streets features segments on race relations incorporating a video of students commenting on racial problems.

The idea is to prompt discussion of the similarities between races rather than the differences, and it's a good one.

Into the Streets is no trendy euphemism for the type of Cedarfest-style devastation we occasionally witness during the fall block party season.

Just the opposite.
It's truly a Spartan effort, in the best sense of the term.

GIVING
BACKStudents turn drab city
lot into lush play park

By BETSY MINER
Lansing State Journal

Nearly 100 eager MSU and high school students helped make a dream come true for a Lansing neighborhood Friday.

They turned a dirty, barren city lot at Baker and Donora streets into a place with trees, gardens and wood chip pathways where children can safely play.

The students worked as part of a program that sent students and community members "Into the Streets" to help make a difference in Greater Lansing neighborhoods. About 1,000 spent the

day doing everything from building a park to helping the hungry.

"Everyone has a right to have a nice place to play and look at and be," said Steve Geskey, a 21-year-old Michigan State University student who helped shape the 5-

Making a
difference

What: Into the Streets, an ongoing community service project joining Michigan State University students with area residents.

Doing: Projects in 14 categories that help the community, including homelessness, hunger, literacy, health care and other topics.

Want to know more?

CALL 833-6230

acre lot. "I had that opportunity."

Geskey picked up glass chunks and garbage from the ground as other students used shovels and picks to unearth pieces of asphalt and large rocks from the play area.

"I've lived here my whole life and I'm glad to see something happening to this place," said Denise Donovan, who stood on tip toes with excitement. "I've got four kids and three of them are going to make excellent use of this park."

Students also planted 300 trees at three Lansing parks Friday and have plans to work at Lansing-area soup kitchens and help rehabilitate five homes for low-income families.

"We want to give back," said MSU senior Dave Reich of Troy.

The program is part of a nationwide effort sponsored by the non-profit Campus Outreach Opportunity League in an effort to increase community service on college campuses.

MSU is one of 13 Michigan schools and 110 nationally that participated in the program.



Lansing State Journal/CHRIS HOLMES

East Lansing High School students Katie Lee (left) and Amy Carroll laugh as they carry a slab of asphalt from a vacant lot at Baker and Donora streets in Lansing on Friday. Students and others helped turn the lot into a park.

The effort won't stop. "It's more than just a one-day project," said Jen Bastress, a student at the University of Michigan who is volunteering at a shelter for homeless. "Hopefully, people can become aware ... and make the commitment to service for life."

Volunteers still are needed for every project. The categories include AIDS, education, health care, senior citizens, literacy, domestic violence, environment, homelessness, race relations, substance abuse, children, handicapper awareness, hunger, and campus safety/criminal justice.

WAYS TO HELP

Suggestions for Activity A:

"What Kids Can Do"

Challenge kids with the notion that some people think kids their age really can't contribute much. Ask how many have done Bike-a-thons, collected money for a cause, helped recycling efforts, etc. Youth groups, scouts, classrooms, and arts organizations are possible sources of ideas.

If you use the activity sheet, you could assign each pair or triad one or two of the items instead of the whole list.

WHAT KIDS CAN DO

In pairs or groups of three, brainstorm all the ways you could help:

ANIMALS:

THE ENVIRONMENT:

THE HOMELESS:

SMALL CHILDREN:

THE ELDERLY:

VICTIMS OF DISEASES LIKE CANCER OR AIDS:

VICTIMS OF DISCRIMINATION:

VICTIMS OF DISASTERS (FIRES, TORNADOES, ETC.)

YOUR FAMILY

VOLUNTEER PACKET

for

MIDDLE SCHOOL

NOVEMBER - 1992

FOOD DRIVE

November 11, 1992

Dear Parent Volunteer,

Thank you for agreeing to help supervise our off-campus service project. Enclosed in this packet please find:

1. a roster of participants.
2. a general explanation of the service projects.
3. itineraries for the projects - that tell you, where you have to be when.
4. Guided questions for the students that you could ask while traveling to and from you destination.
5. The goals of the Prime Time Food Drive Project.
6. Background information on the issue of hunger.

As you know, (parent coordinator), and (teacher coordinator) have been working to put this project together.

Your role in this project is very important. Students truly begin to understand complex issues when they can literally see the problem for themselves and speak with people interested in providing remedies. By supervising one of these visits you are doing just that. I believe each location will be a powerful illustration to the students.

Thank you again for your willingness to help.

After you complete your visit we will be asking you for two things-

1. A little bit of your time on the phone, we'll call you to ask for your assessment of the experience.
2. Please mail or drop off the cards in the enclosed envelope to the middle school.

Sincerely,

Prime Time Coordinator

Opportunity for Middle School Students:
Off-Campus Service Projects

November 11, 12 and 13 1992

General Information:

There will be 2 off-campus service projects available to students who sign up to participate, (students may sign up for one of the visits) during November 11, 12 and 13. School will be dismissed at 10:45 a.m. on those dates due to teacher-parent conferences. Service project groups will leave from the middle school. The service projects will be at:

1. The Greater Lansing Food Bank Warehouse, 2116 Mint Road, Lansing.
2. Food Pantry, located at Haslett Community Church, 1427 Road, .

There is space available for ten students in each group. Two-three parents will be supervising the project visit.

Students may sign-up for the service project visits on Wednesday, November 4 through Friday, November 6 over the lunch hour. They will register in the commons area, and obtain a permission slip. Students will participate on a first-come, first-serve basis and permission slips must be returned, by the date specified on the slip for the student to be able to participate. Students who did not sign-up on November 4 through November 6, but who wish to participate, should check with Mrs. to see if space is available.

Schedule of Service Project Visits
(students may select one)

Wednesday, November 11, 1992 - Thursday, November 12, 1992 -
Friday, November 13, 1992

*Greater Lansing Food Bank Warehouse: (students bring sack lunch - eat in cafeteria 10:45 a.m. - 11:15 a.m. Meet parent supervisors in cafeteria)

Project Visit - 11:45 a.m. - 2:00 p.m.

G O A L S

PRIME TIME FOOD DRIVE

We hope students will:

1. Show active concern for the welfare of the larger community.
2. Achieve some personal growth and development.
3. Participate in community life for reasons other than personal gain.

THINGS TO DO WITH THE STUDENTS

While driving to the destination

Can ask some general questions that will help the students "Get Ready" for the visit.

- What do you think a (food pantry or food warehouse) is?
- Who do you think uses these places?
- Do you think these places are busier at some times of year rather than other times? When? Why?
- How do you think the (food pantry or warehouse) got started?

*Remind the students to listen for answers to these questions while they are at the location.

While driving from the destination

Please have each person in the car record their responses to the questions. We'll use these responses in our thank you letters to the contact persons, and when we call you on the telephone they can serve as a reminder of student reactions. We would also like you to mail these back to us.

Middle School
Street

, MI

-or-

use enclosed envelope

- What did you learn that you didn't know before?
- Were you surprised by anything you saw or heard?
- How did this visit make you feel?

FOOD PANTRY SERVICE PROJECT

- 10:30 Arrive at Middle School for final instructions and for answers to questions you may have. Meet in the Cafeteria.
- 10:45-11:15 Meet your students in the cafeteria and supervise lunch. They will have brought sack lunches. (You may want to bring a sign to identify yourself and the project you are supervising.)
- 11:15-11:30 Walk or ride over to Community Church, Rd, - If driving, students must be buckled into their seat when riding in your vehicle.
- 11:30 Meet your contact person: November 15 -
- 11:30-1:30 Contact person will show and explain pantry to you and the students. Contact person will put your group to work stocking shelves.
- 1:30 Conclude visit and drive students home. On student's permission slip the parent has indicated a designated drop off point.
- * This is a good opportunity to ask some of the questions on the guide enclosed. (Please use the cards enclosed and have pencils available for students)

Someone will be calling you on the evening of your visit or shortly thereafter. We want your assessment of the experience.

THANKS FOR ALL YOUR HELP!

GREATER LANSING FOOD BANK WAREHOUSE

- 10:30 Arrive at Middle School for final instructions and for answers to questions you may have. Meet in the Cafeteria.
- 10:45-11:15 Meet your students in the Cafeteria and supervise lunch. They will have brought a sack lunch. (You may want to bring a sign to identify yourself and the project you are supervising.)
- 11:15-11:45 Drive to the Warehouse located at 2116 Mint Road, Lansing - 321-6807.
- Directions: The warehouse is in the general vicinity of the Capital City Airport. Take Saginaw (west) to Logan turn (right) on Logan to Grand River turn (left) on Grand River. Veer (right) on Grand River. Look for blue skywalk, immediately after the skywalk turn (right) on Remey Rd. Turn (left) on Mint Rd. It is the second warehouse and it says AMERICAN RED CROSS FOOD BANK.
- *Students riding in your vehicle must be buckled in.
- 11:45-12:00 Meet your contact person:
- 12:00-12:20 Your contact person will tour your group around the facility to explain the purpose and function of the warehouse.
- 12:30-1:30/
2:00 Your group will weigh and bag bulk food products such as lentils, rice and beans.
- 2:15 Leave warehouse and drive students home. Their permission slips designate a destination.
- *This is a good opportunity to ask some questions on the enclosed guide. (Please have students use the cards, you will want to have some pencils available.)

Someone will be calling you on the evening following your visit, or shortly thereafter. We want your assessment of the experience.

"WHERE YOU HAVE TO BE WHEN"

Logistical Information

for

Parent Volunteers

Supervising Off-Campus Service Projects

November 11 - 13, 1992

Friday, November 13, 1992

* Food Pantry (students bring sack lunch - eat in cafeteria 10:45 a.m. - 11:15 a.m. meet with parent supervisor in cafeteria)

Project Visit - 11:15 - 1:30 p.m.

Description of Service Project Visits

Middle School students have been learning about the issue of hunger through a food drive, small group assemblies, and lessons provided in Prime Time. An optional activity available to students is an off-campus service project. Brief descriptions of these projects are listed below.

Warehouse at the Greater Lansing Food Bank Warehouse

Students will tour the facility, this is an excellent graphic illustration of the need for emergency food in the Lansing area. Students will help bag and weigh bulk food projects such as lentils, rice, and beans. These projects go into emergency food packages.

Food Pantry at Community Church

Students will see the pantry and have the pantry explained to them. They will also help stock food items.

APPENDIX C

APPROVAL FROM THE UNIVERSITY COMMITTEE ON RESEARCH INVOLVING HUMAN SUBJECTS

MICHIGAN STATE UNIVERSITY

OFFICE OF VICE PRESIDENT FOR RESEARCH
AND DEAN OF THE GRADUATE SCHOOL

EAST LANSING • MICHIGAN • 48824-1046

February 1, 1993

TO: Ms. Kathy Dewsbury-White
6403 West Reynolds
Haslett, MI 48840

RE: IRB #: 92-542
TITLE: THE RELATIONSHIP OF SERVICE-LEARNING PROJECT
MODELS TO SUBJECT MATTER ACHIEVEMENT OF MIDDLE
SCHOOL STUDENTS
REVISION REQUESTED: N/A
CATEGORY: 1-E
APPROVAL DATE: 01/31/1993

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project including any revision listed above.

UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must seek updated certification. Request for renewed approval must be accompanied by all four of the following mandatory assurances.

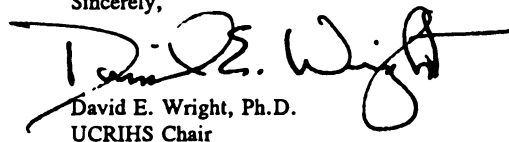
1. The human subjects protocol is the same as in previous studies.
2. There have been no ill effects suffered by the subjects due to their participation in the study.
3. There have been no complaints by the subjects or their representatives related to their participation in the study.
4. There has not been a change in the research environment nor new information which would indicate greater risk to human subjects than that assumed when the protocol was initially reviewed and approved.

There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. Investigators must notify UCRIHS promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

If we can be of any future help, please do not hesitate to contact us at (517) 355-2180 or FAX (517) 336-1171.

Sincerely,


David E. Wright, Ph.D.
UCRIHS Chair

DEW:pjm

cc: Dr. Lois Bader

APPENDIX D

CORRESPONDENCE RELATED TO SPEAKERS FOR ALL STUDENTS



October 28, 1992

1 ~

Dear 2 ~ ,

Thank you for agreeing to speak to Middle School students on November 3 ~ , 1992.

If you arrive at 7:50 a.m. and enter the west front door of the Middle School, you'll find yourself by the front office. Staff will be waiting for you and will escort you to your classroom.

The Principal, , Assistant Principal, , Teacher Coordinator, , and staff are very excited about your visit.

The staff have set two goals for this food drive:

1. They hope students' awareness of the needs of people in the community will be heightened, and
2. They hope their students will want to become involved in community life for reasons other than personal gain.

In light of these goals, I'm asking our speakers (this is you), to touch on the following topics listed below. Your time with the students (approximately 65, eleven, twelve, and thirteen year olds), is brief (20 minutes). You should figure on 10-15 minutes of remarks and 5 minutes of questions. If you aren't disturbed by intermittent questions, I would encourage them. *In fact, asking the students questions, at the beginning of your talk, is a good way to keep them involved.*

Elements to Include in Your Talk

- a. Who you are, and what you do in your other life (i.e., attorney, real estate, mom, etc.)
- b. What kind of work you do related to the issue of hunger.
- c. What compelled you to become involved.
- d. Do you feel you've made a difference.
- e. Something inspirational to close with.

** Using personal examples and stories is very engaging.*

You will be finished by 8:25 a.m. The Middle School is located at _____ Street, _____, MI (_____), in the general proximity of _____ and _____ Roads (see enclosed map); you may park out front.

If you have questions, call me at 676-1051, ext. 208, or _____, at _____ Middle School.

Thanks in advance for your help. This will be fun; the kids will enjoy you very much.

Warmest regards,

Kathy Dewsbury-White
Director Community Development

KDW:dlc

Enclosures

cc: _____ Middle School
a:glfbstk.ltr

November 18, 1992

1 ~

Dear 2 ~ ,

This is just a brief note of thanks for the time and effort you offered to the Middle School students and teachers earlier this month.

, the teacher coordinator for the school-wide service project, reports the students enjoyed your remarks.

The food drive is currently in progress; your remarks helped to make the issue of hunger real to these students. We hope that by incorporating people like yourself into the instructional curriculum, we elevate the typical school food drive a notch and make a true learning experience for the students.

Thank you again for your time, commitment, and good work!

Warmest regards,

Kathy Dewsbury-White
Director, Community Development

a:foodspkr.tks

October 28, 1992

,

This is the list of speakers for the food drive, as well as their addresses and date which they are committed to speak.

Mr. Camille

Lansing, MI 48933
November 6

Ms. Beverly

Economic Crisis Center
121 Whitehills
East Lansing, MI 48823
November 5

Tracey

Kingsley Community Center
1220 W. Kalamazoo
Lansing, MI 48915
November 6

Ms. Marjean

Lansing, MI 48911
November 5 and 6

Ms. Pam

600 Bartlett
Lansing, MI 48915
November 6

Mr. David

Lansing, MI 48906
November 6

Ms. Becky

Capital Area Community Services
107 E. Willow
Lansing, MI 48906
November 6

Mr. Ed

Lansing, MI 48915
November 6

a: pk.lst

APPENDIX E

MATERIALS FOR CONTEXT-INTEGRATED-MODEL TEACHERS

Letter
to
Content Area Teachers
Helping with Content Lessons
for the 1992
M.S. Food Drive

Hello... and thank you for agreeing to help out with this project. The three of you constitute a model for delivering instruction that will be a little bit different from what the rest of the teachers and students in the middle school will experience.

As you know, the middle school has incorporated a little community service into its curriculum the past couple of years. The food drive is one such effort and is woven into the context of Prime Time. As large goals for the service project the staff hoped students would be helped to think about participating in community life for reasons other than personal gain and show active concern for the welfare of the larger community.

You also know there are a number of new state mandates that will eventually require teachers and administrators to review what they are currently doing and assess if they should continue, revise or abandon portions of their curriculum and instructional methods. My part in all of this is an effort to begin to assess if these types of projects can, in some instances, do double duty by teaching the kinds of affective things we want for students as well as teach the content area skills and abilities we want for students.

To this end, and have been kind enough to consent to allow me to meddle with the way the food drive and accompanying lessons will be set up and delivered this year. The three content teachers will be delivering the deluxe model of instruction, this is you. Within your Prime Time we need to have the following things occur, for sure:

1. Your kids have a speaker.
2. Your kids take the pretest.
3. Your kids receive the Food Bank Fact Sheet and World Hunger Book Marks and you discuss both items with your kids,
4. You do the suggested lessons all Prime Time teachers are asked to do relevant to the food drive, within the time parameters.
5. You explain the service visits to the kids.
6. You teach to the content objectives by doing 2-3 lessons relevant to your subject matter expertise. (we decide today, 11-2 if you teach the subject matter within Prime Time or within your content classes)
7. Your kids take the posttest.

What makes you guys the deluxe model is that we will know for sure that you did items: #1., #2., #3., #4., #5., and #7. and you teach to content objectives utilizing your professional expertise. I will also need to interview you briefly to hear about what you did with your content lessons.

When we collect the post data we will be running some correlational analysis to see if:

1. the deluxe model results in higher content matter scores on the posttest
2. the deluxe model effects students' interest in participating in service-visits

I have provided some materials for the content lessons. They speak best to the objectives on global hunger. The Food Bank Fact Sheet speaks to the local statistics. If you feel you don't have enough material to fashion a couple of lessons from to meet the objectives listed 1.-10, let me know and I will put some more materials in your hands.

Thank you very much for agreeing to help with this project.

Kathy Dewsbury-White
Director, Community Development
Ingham Intermediate School District
wk. 676-1051 hm. 339-3181

a:teacher.let

Subject/Content Objectives
Content Area Classes
1992 M.S. Food Drive

1. To know that food is the most basic human need: food comes first.
2. To know the meaning of the words "hunger," "malnutrition," and "starvation."
3. To know the number, percentage and geographical location of the world's hungry.
4. To know the number, and percentage of the U.S.'s hungry.
To know the same for Ingham County.
5. To understand the difference between a Third World (developing) and First World (developed) country.
6. To identify the main cause of hunger in the U.S. and in the world.
7. To understand what types of people in the U.S. suffer from hunger.
8. To understand what kinds of assistance are available to the hungry in Ingham County.
9. To understand the conditions (that contribute to the problem of hunger) in a Third World country.
10. To understand the consequences of chronic hunger and malnutrition.

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A Day in the Life of a Third World Teenager

Imagine that you were given the opportunity to switch places with the girl in the photograph and to find out what it would be like to be a teenager in a Third World country. Your day would begin at dawn, before many U.S. teenagers are awake. There are chores to do before breakfast, such as feeding the animals, carrying water from the well, and lighting the cooking fires. Because most families do not have appliances such as stoves and refrigerators, foods must be made fresh every day. In some cultures grain is ground on a large stone and made into flat bread such as tortillas (Latin America) and chappattis (India). If rice is the staple food, it is often served as a type of watery rice soup for breakfast. During food shortages, breakfast is often omitted or the family may subsist on scraps and leftovers from the previous day in order to save on fuel for the cooking fire as well as food.

If the family makes its living by farming, both boys and girls spend at least part of their day working in the fields. Often children drop out of school during busy seasons on the farm so that they can help their families. Many, particularly girls, never go beyond primary school because they must help support the family. By the time they are teenagers, less than half are still in school. The others spend 10-12 hours per day working in the fields or doing other jobs for the family. The machines and tools used for farming are simple—small hand tractors that look like lawn mowers, various types of hoes, and a machete or scythe. At harvest time, animals are often used to power a contraption used to thresh the grain, often the same system that has been used for centuries.

The young girls combine agricultural work with caring for the younger children, doing laundry in a pond or stream, making clothes, and preparing food. Some are trained in crafts or occupations such as weaving so that they can make extra money. In many cultures, being a good weaver or seamstress is considered one of the prerequisites for marriage.

At least once a week many young people take the family's produce to a local market where they set up a small table or lay their goods out on the ground. In addition to selling, they may also purchase small items at the market such as cloth, kitchen utensils, toilet articles, and spices. Going to market gives the young people a chance to socialize with others their age as well as contributing to the family income.

Because many Third World countries are in hot climates, activity comes to a halt around the middle of the day and people gather in the shade to eat their lunch, perhaps listen to a transistor radio or taped music, and share the local gossip. A typical lunch might be a small portion of beans, a piece of bread, and a cup of tea.

Chances are that the village you would live in would have no supply of clean drinking water. All the water used for household chores, cooking, and bathing would come from the same stream, well, or pond and must be carried in pots or other containers, usually by the women and young girls. Many learn to carry the pots of water on their heads. Especially if the weather were hot, you would miss being able to get a cooling glass of iced water. Warm soda, a cup of tea, or a glass of boiled water would have to do. If anyone in the family developed a medical problem, a doctor or clinic would usually be a day's walk away. Common health problems include malnutrition, intestinal diseases such as dysentery, and infections caused by poor sanitation.



The average life expectancy in many Third World countries is between 40 and 60 years. Because of this shorter life span, teenagers assume adult roles and responsibilities sooner. Many will be married and starting their families before most American teenagers have graduated from high school. They will be grandparents in their 30s and become the elders of the society when we consider ourselves middle-aged. This is changing as health standards improve, and in some countries, such as China, the government has discouraged marriage before the mid-20s in order to cut down on population growth.

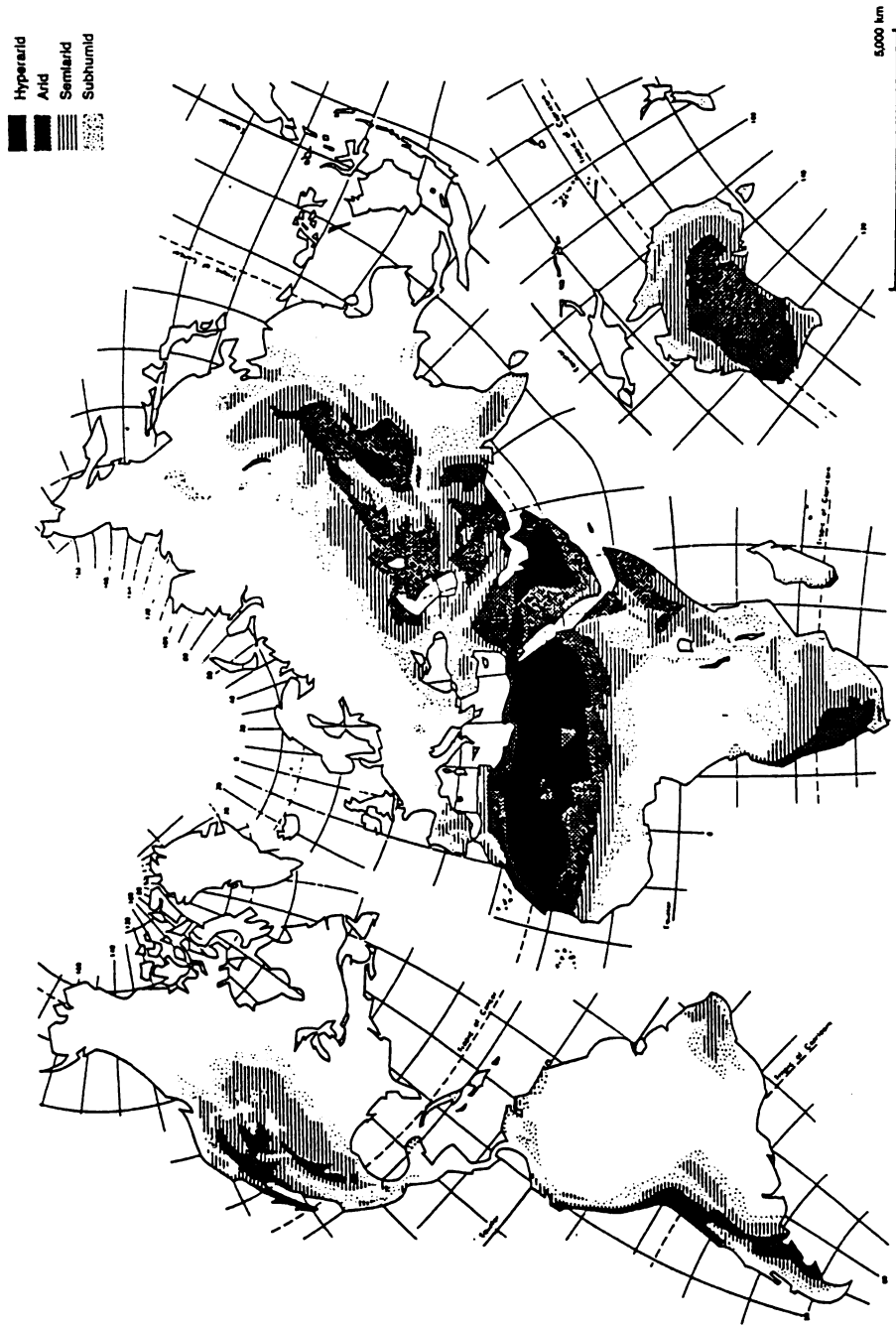
As you walked into a house in the village, it might seem quite bare and dark compared to what you were used to. Furnishings would probably include one table, some mats or cots for sleeping as well as sitting during the day, and perhaps a chair or two. Instead of colored paint or wallpaper, most walls would be whitewashed or unpainted. If the cooking fire were inside the house, the air would be smoky and the walls blackened. Windows would be small and probably have bars across them instead of glass. The floor, packed dirt or cement, would need to be swept every day. You would not have your own room; in most cases you would sleep on a mat in a room with the other children. During the day the mats would be rolled up and the room would become a combination living room/dining room. You would wash in a basin in the courtyard or in a nearby stream, since there would probably be no indoor plumbing. The outhouse might be in the courtyard or near the fields. Because the inside of the house was dark and there was not much space, the family would spend most of the day outside in the courtyard. For the women, the courtyard becomes the center of their social life—a place where they can gather to do chores and chat with family and neighbors.

You would not need a big closet because you would probably have only 2-3 sets of clothing. Although some of your clothes would be homemade, others might come from the local market, including T-shirts, rubber or plastic sandals, and straw hats. If you were attending a high school, you would wear a uniform, usually a white shirt and dark pants or skirt.

In the evening, the family would come together for a dinner of rice or other staple food flavored with a few vegetables, spices, and occasionally fish. Meat would be reserved for special occasions only. Your day would end early because you probably would not have electric lights. The family might spend some quiet time in the courtyard enjoying the cool air and reflecting on the events of the day. For most, it would be a day much like any other, with less variety than you are used to. Life in villages such as this has a very regular pattern centered on the main events of the farming year. For many young people this regular pattern provides security—for others it seems boring, and they long for the excitement of moving to the city.

Twenty years ago, people in a remote Third World village knew little about what happened in their country, to say nothing of the world. Now, because many of the people from the village have moved to the city and bring back stories of their life there, villagers are much less isolated. When men walked on the moon, when the price of an important product such as coffee or cacao fell on the world market, when there was a change of government in the capital, the word traveled quickly. A tribal hunter in Indonesia can pause in his pursuit of game to marvel at the new satellite "star" crossing the sky. He may not know what it is, but it is now a part of his world. Many who are still illiterate listen to the radio and perhaps watch a community TV in the evenings. Even *Sesame Street* is broadcast in China these days, and reruns of old U.S. TV series such as *Kojak* find a ready market in Third World countries. Cassette tapes have become popular with a mix of music from folk culture as well as Western pop music. However, even though a teenager in a Third World country might wear a Coca-Cola T-shirt, listen to Western music such as "We are the World," and see pictures of life in the U.S., he or she gets a very incomplete idea of what our life is like. To some, it is difficult to understand why we have such large lawns when that land could be used to grow food, why American teenagers seem to have so much free time, and in general what it would be like to live in your shoes for a day. As our independence with Third World countries increases, the need for each side to understand the perspective of the other will be very important in solving our mutual problems.

World Distribution of Arid Regions



Source: UNESCO map, as printed in World Meteorological Organization's "Climate Variations, Drought and Desertification," by F. Kenneth Hare, 1985.
As reprinted in World Eagle, June 1986.

Statistics on World Hunger

	Calories as % of Daily Requirement	Gross National Product per Capita	Population Growth Rate
First World			
Australia	116%	\$11,080	1.8%
Japan	122%	\$10,080	1.1%
Norway	124%	\$14,060	0.7%
United States	138%	\$12,820	1.1%
West Germany	128%	\$13,450	0.5%
Second World			
Czechoslovakia	142%	\$ 5,540	0.5%
Poland	128%	\$ 4,020	0.9%
Soviet Union	132%	\$ 5,790	1.0%
Third World			
Afghanistan	84%	NA	2.4%
Algeria	110%	\$ 2,140	2.9%
Bangladesh	84%	\$ 140	2.6%
Bolivia	88%	\$ 600	2.5%
Brazil	108%	\$ 2,220	2.5%
Chad	76%	\$ 110	2.0%
China	106%	\$ 300	2.0%
Egypt	126%	\$ 650	2.4%
Ethiopia	92%	\$ 140	2.3%
Ghana	72%	\$ 400	2.6%
Haiti	84%	\$ 300	1.6%
India	92%	\$ 260	2.2%
Indonesia	108%	\$ 530	2.2%
Iran	118%	NA	3.0%
Kampuchea (Cambodia)	86%	NA	NA
Mali	74%	\$ 190	2.6%
Mexico	126%	\$ 2,250	3.2%
Nicaragua	96%	\$ 860	3.2%
Pakistan	96%	\$ 350	3.0%
Peru	90%	\$ 1,170	2.7%
Vietnam	94%	NA	3.0%
Zaire	96%	\$ 210	2.5%

NA = no data available

Source: Calories as % of Daily Requirement — FAO 1980-82

GNP/Capita — World Bank 1981

Population Growth Rate — World Bank 1960-1981

World Map



- Indicates countries where the average daily calorie consumption falls below 100% of what is required for good health.
Source: Ruth Leger Svard, ed. World Military and Social Expenditures 1985
Washington: World Priorities, 1985.

- The Peters Projection map, developed by Dr. Arno Peters of the University of Bremen, Germany, shows more accurately the proportions of land surface area than does the more familiar Mercator Projection.
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Teacher Resource Section

1. List of Countries

Assign one country from this list to each student in a class of 30 students. Prepare a small sign (approximately 2 inches by 8 inches) with the name of each country.

For groups of more than 30 students double up on some of the countries. With less than 30 students, either omit some countries or give more than one to a student. Make sure that the percentage of students representing the Third World countries is approximately 74% ($\frac{3}{4}$ of the class), those representing the Second World are approximately 9% of the class, and those representing the First World are approximately 17% of the class. Remind students that these are not complete lists; they are merely representative countries.

First World

Australia
Japan
Norway
United States
West Germany

Second World

Czechoslovakia
Poland
Soviet Union

Third World

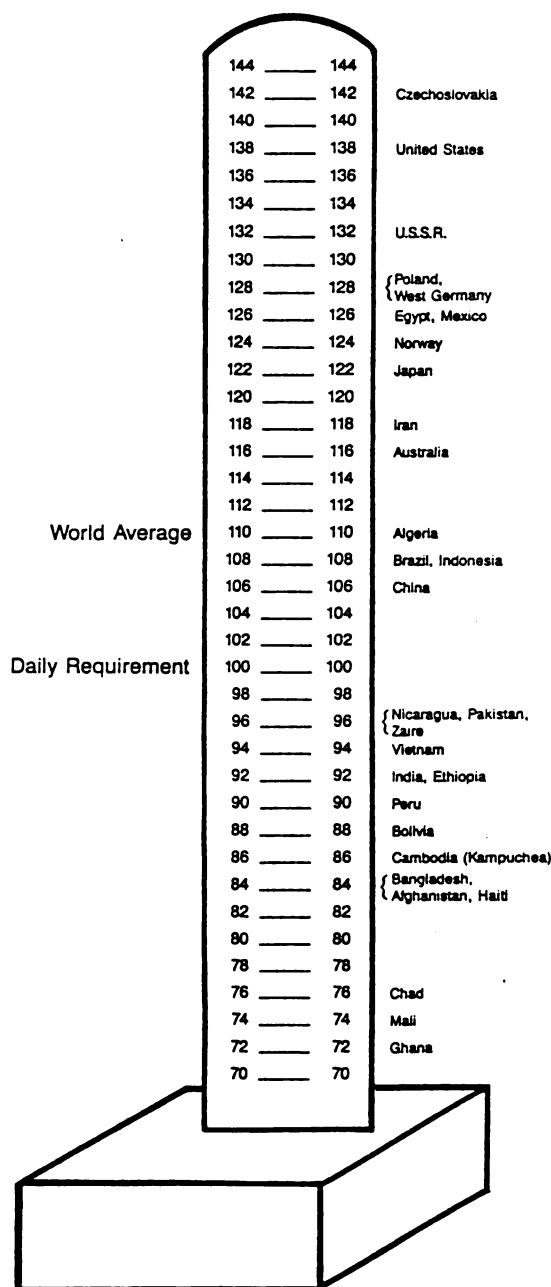
Afghanistan
Algeria
Bangladesh
Bolivia
Brazil
Cambodia (Kampuchea)
Chad
China
Egypt
Ethiopia
Ghana
Haiti
India
Indonesia
Iran
Mali
Mexico
Nicaragua
Pakistan
Peru
Vietnam
Zaire

2. Calories Scale—design and key

Directions: Draw this scale on a large sheet of butcher paper, shelf paper, or poster board, omitting the names of the countries. The scale should be large enough to be visible to the students in the back of the room—approximately 2-3 feet wide and 8-10 feet long. You may want to change the design to another symbol such as a loaf of bread, glass of milk, etc. Post the scale on one wall of the classroom. Students will attach the names of their countries along the scale at the appropriate points as shown below. (Do NOT write the names of the countries on the scale, just the World Average and the Daily Requirement on the left side of the scale, leaving room for the countries on the right side.)

Note: These figures represent an average for each country based on FAO estimates for 1980-82 (source: Ruth Sivard, ed., *World Military and Social Expenditures 1985*). Because of variations in food distribution within each country, individuals may fall well below the national average, as in countries such as Egypt and Brazil. This figure indicates only total calories, not nutritional value. A country could rate relatively high in calories but have little protein and fresh vegetables in the average diet.

Calories Scale



Average Number of Calories as
Percentage of Daily Requirement

Lesson Plan

Preparation — week before World Food Day

1. Explain that World Food Day will be coming on October 16. Ask if anyone has heard of it. Inform the students that on that day people all over the world will be learning more about food and hunger.
2. Remind students about media efforts to aid the world's hungry such as Live Aid, "We Are the World," and Hands Across America. Ask them what effect they think these highly publicized events have had on the problem.
3. Ask students to start collecting pictures and articles on food and hunger in the United States and in other countries. Begin a bulletin board displaying the collection of articles.
4. In front of the class take a flowering plant (suggested varieties include impatiens, petunias, hydrangia, potentilla, and dwarf spirea) and repot it in gravel. Inform the students you are going to water it with a thimble full of water a day and feed it with crushed cornflakes. Ask the students how well they think it will grow. Why? Tell them to keep an eye on the plant through the coming week. Have students record the condition of the plant each day using charts, photographs, and/or descriptive writing. A variation of this activity would be to start with two identical plants and use one as a control, feeding and watering it as you would normally.
5. **Variations:** Students may make posters about World Food Day and coordinate their activities with other classes through a school-wide committee or the student government. There could be a contest for the best poster, and a class could organize brief skits or presentations to other classes to stimulate interest in World Food Day. Community groups such as a senior citizen's center or a service organization might be interested in serving as an audience for a student presentation or in sponsoring the poster contest.

On World Food Day — October 16

Note: The activities outlined below are more than enough for a 1-2 day lesson. The teacher will need to choose the most appropriate activities based on the age of the students and the time available.

I. Introduction

- A. Explain that today is World Food Day. Students in over 140 countries (all members of the Food and Agriculture Organization of the United Nations) will be studying the problems of food and hunger today. Each country will have its own perspective on the food issue, but the member nations hope to work together to find solutions.
- ✓ B. Ask students how important they think food is. What other needs do they have? Be sure to distinguish needs from wants. Emphasize that of these needs such as shelter, clothing, etc., food is the most important. Food comes first.
- ✓ C. Ask students if they have ever experienced hunger. List responses on the chalkboard and then group them according to those that involve not having all you **want** (a snack) to not getting all you **need** (hunger/malnutrition). Draw attention to the condition of the repotted plant. It is suffering from **hunger**—that is, not enough nutrients; and **malnutrition**—the wrong nutrients for health. If this continues it will die from lack of nutrients, **starvation**, or succumb to a disease. People are the same way. (Save the plant if you can, and note any stunted growth as a result of temporary malnutrition.) Remind students that even if a person suffering from malnutrition returns to a balanced diet, permanent brain damage and stunted physical growth may occur.
- ✓ D. Divide the class into groups of 4-6 students and ask each group to list at least 5 things that they **know** about hunger, malnutrition, and starvation. These should be written on the chalkboard or on large sheets of newsprint which are posted around the room. Do not at this point correct any statements that may be inaccurate or exaggerated; leave that for the students to correct as they proceed with the activity. Discuss with the class their sources of information about hunger, i.e., newspapers, magazines, TV, school texts, music. How reliable do they think these sources are?
- ✓ E. Have each small group now make a **second** list of 5 **questions** they would like to answer about hunger, malnutrition, and starvation. Post these on the chalkboard or newsprint, allowing space for answers to be filled in later.

✓ II. How many hungry people are there?

Write 1 billion on the board. That is how many hungry people there are in the world. How many is that? Depending on their level of math skills, either have the students figure one of the following or tell them for illustration:

- A. Estimate the number of M&M's it would take to fill your classroom. There are 27,648 M&M's per cubic foot. For example, 1 billion M&M's would fill two "typical" classrooms (24' x 41' x 12') and two-thirds of another.
- B. If you started counting to 1 billion, counting a number each second (give an example) you would be _____ years old when you were finished (31 years plus the student's present age).
- C. 1 billion inches equals 15,782 miles, approximately equal to the round trip distance between Los Angeles and Darwin, Australia (7,835 miles), New York and Calcutta (7,921 miles), or Denver and Hong Kong (7,465 miles). Use a globe or the world map to illustrate this.

III. Where are the hungry?

- ✓ A. Give to each student one of the small signs with the name of a country. (See **Teacher Resource Section #1** for list of countries divided into First World, Second World, and Third World. Be sure that the proportion of students in each group matches the population percentages as explained in the Teacher Resource Section.)

Distribute copies of **Handout #1 (World Map)** and using the wall map assist each student to locate his/her country and to label it. Explain that countries are often divided according to their economic level into three groups referred to as the First World (U.S., Canada, Western Europe, Japan and Australia), Second World (Soviet Union and Eastern Europe), and the Third World (Central and South America, Africa, Middle East, and much of Asia).

Rearrange the seating pattern in the room to reflect these groupings by announcing the names of the countries in the First World and having them move to one area of the room. Give them the large sign to identify them as the First World. Do the same with the Second World. The remainder of the countries represented will be part of the Third World.

Ask each student to color code his/her country card by putting a stripe across the bottom of the card (blue for First World, red for Second World, and green for Third World). Allow a few minutes for students to introduce the names of their countries within each group.

Note: For younger students, if you do not plan to use **Handout #2 (Statistics on World Hunger Chart)**, write the Calories as a % of Daily Requirement on each country card before distributing them to the students.

- ✓ B. Distribute **Handout #2 (Statistics on World Hunger Chart)**. Post the Calorie Scale Chart (see **Teacher Resource Section #2**) in front of the group. Ask each student to refer to **Handout #2** and locate the column labeled Calories as % Daily Requirement. Explain that this percentage represents the average number of calories consumed in one day compared to the estimated daily calorie requirement for good health. Remind students that this is only a measure of calories, not necessarily nutritional value, and that as an average, there are probably a number of people who consume less.

Have each student bring his/her country card up to the scale and place it at the level representing the percentage for that country. Discuss the distribution of countries along the scale, noting particularly where each group (First, Second, and Third Worlds) clusters.

Use markers or small paper symbols to mark the location of countries on the wall map that fall below 100% of daily requirements. These represent the countries with the greatest hunger problems. Note that most of them are in the Southern Hemisphere, and that another way to refer to the countries of the world is to distinguish between the North (essentially the First and Second Worlds) and the South (the Third World).

- C. Take a few moments at this point to refer back to the statements and questions recorded by the small groups at the beginning of the lesson. Which answers or corrections can they add to those lists? (This would probably be the best point to end the first day's lesson, with a reminder that the next day you will be looking at the causes of hunger and at possible solutions.)

IV. Why are so many people hungry?

- A. World food supplies have increased 25% over the past few decades, yet we still have 1 billion hungry people. Why? Refer again to **Handout #2** (Statistics on World Hunger). Explain vocabulary words such as GNP/capita, population growth rate, and arid climate. Ask students to circle each of the following:

Calories as % Daily Requirement which fall below 100%
Population Growth Rates above 2%
GNP/capita below \$750

Note which countries rank the lowest in calories and in GNP/capita and those which have experienced the most rapid population growth. Are these mostly Third World countries?

- ✓ B. Distribute copies of **Handout #3** (World Distribution of Arid Regions). Ask each student to find the location of his/her country on the map and decide if it is in an arid region. Discuss how this factor could contribute to problems in raising sufficient food. Putting the information from the statistics chart and the maps together, decide which countries seem to have the most serious problems.
- C. Outline other factors that contribute to hunger. Some of those listed below are difficult to map or collect statistics about, but they each contribute to the problems of hunger and malnutrition. You may wish to use a film to highlight these issues. See the Audiovisual suggestions listed in the **Additional Resources Section**.
1. **Gap between rich and poor.** In some countries, there is a large gap between the incomes of the rich and the poor and between the sizes of their landholdings. In spite of the fact that the country may rank comparatively high in average calories, the fact that food is not distributed evenly leads to malnutrition. An example of such a country is Brazil, where the rich consume 17 times more than the poor.
 2. **Wars and/or repressive governments.** Some countries have experienced food problems because of the dislocation and destruction caused by wars or sweeping changes enforced by repressive governments. Kampuchea and Afghanistan are examples of countries in which war played a major role in causing widespread hunger. Military expenditures in such countries often drain the resources of the country and slow development. For example, the Ethiopian government spends more than 6 times the amount per capita on the military than it does on health programs in a country with an average life expectancy of 41 years, and where only 13% of the people have safe drinking water.
 3. **Food exports.** Some countries on the chart which fall below 100% calorie requirements also export food. This is often due to the development of cash crops such as coffee, bananas, and sugar. Land previously devoted to raising food crops may now be used for cash crops, actually reducing the amount of food grown for the people of the country itself. For example, thirty-six of the world's 40 poorest countries export food to North America and Europe. Many of these same countries have chronic trade deficits with industrialized and energy-producing countries, making it difficult to reduce food exports.
 4. **Transportation.** When large shipments of supplies were sent to Ethiopia after the Live Aid Concert, much of it took a long time getting to the people who needed it because of the poor transportation. In many countries roads are not paved and are impassable during the rainy season. Explain how it could be possible that one region in a country might have a food surplus at the same time that another region was suffering from a famine.
 5. **Population growth.** In many countries the population is growing more rapidly than the food supply. Because of their desire to become self-sufficient in food, the Chinese developed a population control program that is one of the most restrictive in the world. Many Third World parents feel that children are an important source of labor for their farms and other subsistence occupations as well as a form of "social security" for their old age. Until these parents have more economic security they will resist efforts by their governments to reduce birth rates.

6. **Climate.** Many countries, particularly in Africa, have experienced serious drought which is related to a process known as desertification — the expansion of desert areas because of overgrazing, poor resource management, and generally too much pressure on a fragile environment. In some areas, there is need to develop expanded irrigation systems; in others, scientists recommend moving some of the people off the land.

V. Other Options

- A. To illustrate what it would be like to live in a Third World country, distribute **Handout #4** (A Day in the Life of a Third World Teenager). Before reading, ask the students to look at the young girl in the photograph and try to imagine what her life must be like. What questions would the students like to ask her if they could meet her? How might her life be different from theirs?

Note: To younger students this may be read orally. Ask younger students to draw a picture of what their own lives and those of their families would be like if they lived on \$400 a year.

- B. Distribute bags of peanuts to the First, Second, and Third World groups based on their percentage of the world's wealth. If you use 100 peanuts and have 30 students representing the countries listed in the Teacher Resource Section, you will distribute 56 peanuts to the First World, 18 to the Second World, and 26 to the Third World. (**Note:** Count out each group's supply of peanuts and put them in small plastic bags. Instead of peanuts you may wish to use popcorn or small candies.)

Write these statistics on the board:

	% Population	% Wealth
First World	17	56
Second World	9	18
Third World	74	26

Explain that you have distributed the peanuts according to the distribution pattern of wealth in the world. There may be some requests or even demands for the First World to share its bounty. Discuss ways in which this has taken place to a limited degree through aid programs and loans. Explain that this simulation was not intended to make the students feel guilty but to dramatize the unequal distribution of wealth in the world, an important part of the world food problem. Remind the students that there may be wide differences in distribution within each group (First, Second, and Third Worlds) and within

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Facts on Hand for the Teacher

Current estimates of the number of chronically hungry people in the world put that number at approximately 1 billion. This means that 1 out of every 5 people in the world suffers from hunger.

Hunger (not getting enough to eat) and malnutrition (not getting the right things to eat) leads to the death of 13-18 million people a year; 75% of these deaths are children. The number of children who die from hunger-related causes (30,000-40,000 per day) can be compared to all the children under 15 living in California, New York, Illinois, and Texas combined.

Hunger and malnutrition not only kill, they also maim through brain damage, sterility, and other permanent physical defects. 250,000 people, mostly children, go blind each year due to vitamin deficiency. Children who suffer from protein deficiency grow more slowly and are more susceptible to other diseases.

In many of the same countries with large numbers of hungry people, there is also a shortage of safe drinking water. In the 40 poorest countries, fewer than 30% of the people can get safe drinking water. Medical care is also more difficult to get, especially in rural areas. For example, in the United States there is one doctor for every 500 people, while in Ethiopia there is one doctor for every 70,000 people. These factors tend to increase the numbers of people dying from hunger-related causes. Life expectancy in many of the Third World countries is still only 40-50 years.

Although crop failures, floods and other natural disasters contribute to hunger, they are not its root cause. There is enough food to eat in the world (enough grain to produce two loaves of bread per person per day, or the equivalent of 3,000 calories per person per day). However, many of the people in the poorest countries cannot afford to buy it. In the wealthy countries, a typical family spends 20-25% of its income on food, while in most poor countries the typical rural family spends 75-80% of its income on food. The root cause of hunger is poverty. Source: James Phillips, "World Hunger Facts," Oxfam America Publications.



Materials

- Large wall map of world with transparent overlay or colored pins to mark country locations
- Flowering plant, gravel, cornflakes
- Signs with names of countries (see Teacher Resource Section #1)
- Large signs for First World, Second World, Third World
- Chart — "Calorie Scale" (see Teacher Resource Section #2)
- 100 peanuts; 3 small plastic bags
- Copies of Handouts 1-4
- Newsprint (large sheets)
- Markers to color code country cards (red, blue, green)

APPENDIX F

GENERAL CORRESPONDENCE REGARDING SETTING UP THE PROJECT/STUDY



2630 West Howell Road • Mason, MI • 48854 • 517/676-1051

Middle School
St.
, MI.

October 20, 1992

Dear ,

This is the written follow up to our conversation about the pending 1992 middle school food drive. I indicated I would do several things in preparation for the food drive and I wanted to let you know how I am coming along. Additionally we talked about some of the conditions I will need in order to collect data in a slightly different manner this year due to my interest in using these data for a possible dissertation.

Status of the stuff I said I would do:

1. As I have called around arranging for your kick off speakers on the issue of hunger, I have a slightly different cast of characters for you this year; a combination of agency people and Food Bank board members. So far I have Marjean Howard committed for Nov. 5 and 6. Camille Abood for Nov. 6, Becky for Nov. 5? and Beverly for Nov. 5. Becky and Beverly are agency people. This means they work professionally to assist people who are hungry. I am continuing to try to get 3-4 more speakers so that your audiences do not exceed 65 students. I did check with Becky, recommended by Mary (director of the Food Bank) about trying to find speakers who were former users of the Food Bank. She says she gets this type of request frequently from the newspapers and TV stations and it is nearly impossible to fulfill as most folks who's lives have been in crisis do not wish to draw attention to that reality - even if it is in the past. I think the next best thing will be the agency people because they work with a population in crisis and will be able to make the issue real to the students. I will send you copies of the confirmation letters I write to your speakers.

If my memory serves me, we talked about Nov. 4 and 5 or 3 and 4, for the kick-off speakers, but I ran into difficulty with the 3rd and 4th because of the election. The kind of people we are approaching tend to be politically active and are busy the day of the election and the day after. Also, if we need to administer a pretest/survey, we need a day before the speakers come in so can we adjust that first week slightly, perhaps have a pretest on Nov. 4 and speakers on Nov. 5 and 6? Please advise.

pg. 2.

2. I am still hunting for some new/fresh lessons on the issue of hunger that could be used by Prime Time teachers. If I get master copies to you by Oct. 29 or 30 will that give you enough time to have them reproduced and in the hands of the teachers in time for the lessons to be used the beginning of the week of Nov. 9 or thereafter?

3. I also asked Mary if the GLFB would supply a visual display for your commons area. She said no problem, and plans to bring that by Nov. 2. As I have thought about this, the display should not go up until Nov 5 i.e. not before the pretest. She has your name and will be in touch with you.

4. I am in the process of getting the awareness materials for students, we discussed a food bank fact sheet and perhaps something additional, I wondered about "myths and facts" on a book mark or something like that? What do you think?

Status of the stuff I think I will need from you:

When we last talked, I was able to speculate about some of the conditions I thought we would need in order to test out some hunches of possible correlations. Those conditions are not appreciably different than before, but I'm closer to knowing just what we need (not 100% there, but getting there).

I think the way the hunches are set up dictate needing the following conditions - we want to create a kind of minimum treatment or model and a deluxe treatment or model. So here goes:

All students receive:

Pretest, kick off speaker, awareness materials, exposure to the food drive i.e. invitation to participate e.g. will hear announcements, will see display in commons area, will be encouraged to bring in food stuffs, and all are invited to participate in service visits.

=

Minimum model

Some students receive:

All of above plus - general lessons to heighten awareness on issue of hunger, content area lessons, some responsibility for assisting with operation of the food drive.

=

Deluxe model

The implications for what I need from you in terms of setting this up include:

1. Identifying (per our prior discussion) three teachers, including yourself, who would be willing to see that the deluxe model is done with a certain number of students, say one class worth.

The only way to see that all of that stuff happens to the same 20-25 kids is to do it to the same kids. i.e. all within the same class. I am wondering if we could possibly meet the end of next week or beginning of the week of Nov 2. with those teachers?

2. I may need to code students with a number in the event that we look at some correlation or relationship like grade point.

3. At this point, the instrument I will use is the pre and posttest. I anticipate will be getting everything I need from that measure, therefore, I don't anticipate interviewing or asking for writing samples or any of those more involved measures, however, the pre and post test will likely be a bit longer than it has been in the past.

I guess that's it for now. We should talk soon.

Thanks,

Kathy Dewsbury-White

a: c' .let

Kathy:

Thanks for sharing your
dissertation proposal with me.
It looks interesting and useful.
We are pleased that you selected
a program to study.

Please accept my best wishes,
assistance and encouragement.



2630 West Howell Road • Mason, MI • 48854 • 517/676-1051

Superintendent
Public Schools

MI.

October 20, 1992

Dear ,

As I was writing to today at the middle school, I realized I have been remiss by not contacting you sooner. As you probably remember, I have worked with the past two years on the middle school food drive in an effort to enhance this school-wide service project so that it goes beyond the typical school food drive and becomes planned instruction on the issue of hunger.

We have collected some survey data each year. We have been encouraged by the results of these data and have shared these data with you in the past. This year I find myself looking at my work or professional efforts and analyzing them for potential dissertation topics. I have set up a little correlational study around the food drive and the variety of treatments or opportunities that we have traditionally made available to students. I am hoping to use these data for a dissertation. has been kind enough to speak to so he is aware of this little project. The treatment should not look or feel appreciably different to staff or students it is just that I will be analyzing the results of a pre and post measure and reporting those result. As you know, names of students, schools, staff etc. are not to be used.

At this point, I am hoping for your blessing. I will send the instrument along your way when it is completed. It is not a sensitive or potentially controversial instrument. As I said, it will look a lot like what we have done in the past.

Sincerely,

Kathy Dewsbury-White

a: .let

APPENDIX G

INSTRUCTIONAL MATERIALS GIVEN TO ALL STUDENTS
(*MINIMUM AND DELUXE* MODELS)

Monday, November 1

PLEASE PASS OUT SHOPPING LIST.

ENCOURAGE ALL STUDENTS TO
BRING IN FOOD DURING THE FOOD
DRIVE - NOVEMBER 2 - 13!

BRING ALL FOOD TO THE COMMONS.

THANKS FOR YOUR SUPPORT AND
ENCOURAGEMENT!

Shopping List

Flour
Sugar
Vegetable Oil

Shopping List

Nut Bread Mixes
Muffin Mixes
Complete Pizza Mixes

Shopping List

Bisquick
Cake Mixes
Frosting Mixes

Shopping List

Canned or Bottled
JUICES

apple juice
orange juice
grape juice
tomato juice

Shopping List

Graham Crackers
Granola Bars
Raisins

<u>Shopping List</u> Stove Top Stuffing Rice-A-Roni	<u>Shopping List</u> Jams and Jellies Example: Strawberry, Raspberry, Grape	<u>PEANUT BUTTER</u> <u>JELLY</u> Peanut Butter Jelly
<u>Shopping List</u> Canned Fruit: Peaches, Pears, Fruit Cocktail	<u>Shopping List</u> Hot Chocolate Mix Small Instant Coffee	<u>Shopping List</u> Peanut Butter (creamy or crunchy) Jelly (all flavors)
		<u>Shopping List</u> Snack Crackers Cheez Whiz Graham Crackers

MEALS - CANNED

Spaghetti-o's
Ravioli-o's
Hash
Stew
Spam

Shopping List

Spaghetti-o's
Ravioli-o's
Hash
Stew
Spam

EXTRAS

Saltine Crackers
Rice
Boxed Potatoes
Stuffing Mix

Shopping List

Saltine Crackers
Rice
Boxed Potatoes
Stuffing Mix

VEGETABLES

Corn
Green Beans
Peas
Creamed Corn

Shopping List

Corn
Green Beans
Peas
Creamed Corn

SIDE DISHES

Rice-A-Roni
Noodle Roni
Macaroni & Cheese
Pork & Beans

Shopping List

Rice-A-Roni
Noodle Roni
Macaroni & Cheese
Pork & Beans

BREAKFAST CEREALS

Cheerios
Fruit Loops
Apple Jacks
Honey Smacks
Frosted Flakes

Shopping List

Cheerios
Fruit Loops
Apple Jacks
Honey Smacks
Frosted Flakes

FRUITS

Canned Peaches
Pears
Fruit Cocktail

Shopping List

Canned Peaches
Pears
Fruit Cocktail

SOUPS - CANNED

Chicken Noodle/Rice
Vegetable types(needed
most)
Others suited for lunch

Shopping List

Chicken Noodle/Rice
Vegetable
Tomato

SOUPS

Soup Starters - especially
chicken noodle

Shopping List

Soup Starter
(chicken noodle)

PANCAKES

Complete Pancake Mix
Syrup

Shopping List

Pancake Mix (complete)
Syrup

CHILI

Kidney Beans
Canned Tomatoes
Tomato Sauce
Chili Seasoning Mix

Shopping List

Kidney Beans
Canned Tomatoes
Tomato Sauce
Chili Seasoning Mix

TUNA-NOODLE-
CASSEROLE

Tuna
Noodles
Cream of Mushroom or
Cream of Chicken Soup

Shopping List

Tuna
Noodles
Cream of Mushroom or
Cream of Chicken Soup

SPAGHETTI

Spaghetti
Spaghetti Sauce

Shopping List

Spaghetti
Spaghetti Sauce

GREATER
LANSING
FOOD
BANK

P.O. Box 16224
Lansing, MI 48901

Serving the hungry of greater Lansing



FOOD BANK FACTS

• The Poor in Our Community

11% of our population, or 31,292 people in Ingham County, live below the poverty level . . . including 7,589 children and 2,706 senior citizens. For these people, living on fixed incomes and minimum wage jobs is a reality.

• The Poorest of the Poor

Current levels of government help, emergency food programs, and their own resources combined don't cover the most basic living expenses. As a result, every poor and "near poor" person in Michigan misses an average of 15 meals each month of the year.

• Poverty Can Be Deadly for Children

- In Michigan, one in ten families with children under the age of twelve suffer from hunger, including more than 224,000 children.
- 65% of the lunches served in the Lansing School District are to children who have family incomes low enough that they qualify for the "free or reduced price meal" program. This equals an average of 6,109 poor children served lunch per day through this program.
- In 1991, 49% of the 54,493 individuals receiving emergency food were children.

• 51% of all Food Stamp Program recipients are children.

- Childhood hunger is caused by a lack of income. With 31,292 people living below the poverty level in Ingham County, including 7,589 children, the need for affordable housing, health care, quality education and jobs with living wages become critical components of long-term solutions to many problems caused by poverty.

• The Working Poor

- An increasing "marginal" work force also contributes to the poverty rate, as full-time jobs are converted into part-time and as firms hire more temporary and contract workers and fewer full-time, permanent employees.

- The number of lower paying service jobs has increased, while the number of higher paying manufacturing jobs continue to decline. Many workers are forced to seek public assistance to supplement their income.

- A full-time worker at minimum wage (\$4.25 per hour) earns an annual income of \$8,840, while the 1992 poverty level for a family of three is \$11,570.

- In 1991, 20% of the families served by the Food Bank had no income, while 19% of the families had part-time or full-time jobs at minimum wage.

• More Help is Needed

- 45% of all poor renters spend at least 70% of their incomes on shelter costs.
- Food stamps provide an average of less than \$.70 per person per meal. The maximum food stamp benefit for a family of four provides only \$.96 per person per meal.
- Almost two-thirds of those getting food stamps are elderly, disabled or children.
- Families receiving public assistance meet 70% of their nutritional requirements with food stamps.

• Our Community's Response to Hunger

The Ingham County Food Bank is a clearinghouse for 31 food closets throughout the County. It is unique in Michigan because Ingham County provides funding for staff, office supplies and space.

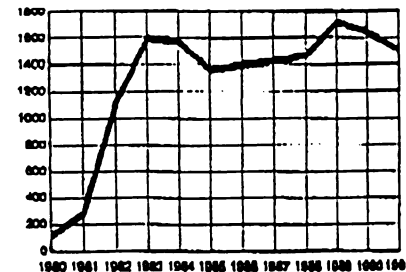
• Donations Buy Food

All the food used by the Food Bank is either donated or purchased with contributions

from individuals, businesses and organizations. All contributions go through the Greater Lansing Food Bank, a tax-exempt, non-profit group governed by a volunteer Board.

• Bread, Beans and Milk

An individual or family who qualifies for assistance is given a three to six-day food supply. This would consist of staple foods like fruits, vegetables, soup, tuna, crackers, peanut butter, cereals, juice, pastas, potatoes, boxed meals and powdered milk. Individuals or families can seek help six times a year, and not more than once in a thirty day period.



Families receiving help from the Food Bank, monthly average (excluding Thanksgiving/Christmas)

• \$1.58 a Day

A contribution of \$38 provides a family of four with a six-day food supply. This works out to be \$1.58 a day for each member of a family.

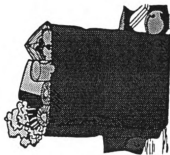
• How You Can Help

Give your time or your money or both. We will help you organize a food drive in your neighborhood or where you work. Call the Food Bank for more information. Together we can eliminate hunger in our community. Call 887-4314.

Send Tax Deductible Contributions to:
GREATER LANSING FOOD BANK
P.O. Box 16224, Lansing, MI 48901

serving the hungry of greater Lansing

revised 4/92

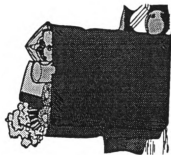


Facts About World Hunger

Current estimates of the number of chronically hungry people in the world total approximately 1 billion. This means 1 out of every 5 people in the world suffers from hunger.

Hunger (not getting enough to eat) and malnutrition (not getting the right things to eat) leads to the death of 13-18 million people in a year; 75% of these deaths are children. Starvation means dying because your body is not getting the right number of calories and nutrients it needs to survive.

Hunger and malnutrition not only kill, they also main through brain damage, sterility and other permanent physical defects. 250,000 people, mostly children, go blind each year due to vitamin deficiency. Children who suffer from protein deficiency grow more slowly and are more susceptible to other diseases.

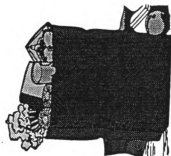


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In many of the same countries with large numbers of hungry people, there is also a shortage of safe drinking water. In the 40 poorest countries, fewer than 30% of the people can get safe drinking water. A poor country is called a developing or Third World country. These countries do not have as many factories, businesses or natural resources as wealthy or developed countries. Medical care is also more difficult to get in poor countries, especially in rural areas. For example, in the United States there is one doctor for every 500 people, while in Ethiopia there is one doctor for every 70,000 people. These factors tend to increase the numbers of people dying from hunger-related causes. Life expectancy in many of the Third World countries is still only 40-50 years. Even in the U.S. it is estimated that some 20 million people suffer from hunger.

Although crop failures, floods and other natural disasters contribute to hunger, they are not its root cause. There is enough food to eat in the world (enough grain to produce two loaves of bread per person per day, or the equivalent of 3,000 calories per person per day). There is enough land to produce the food needed to feed all of the people in the world. However, many of the people in the poorest countries cannot afford to buy it. In the wealthy countries, a typical family spends 20-25% of its income on food, while in most poor countries the typical rural family spends 75-80% of its income on food. The root cause of hunger is poverty. Source: James Phillips, "World Hunger Facts", Oxfam America Publications.

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